# Study Schedule

## Sustainable Development Management, M.A.

HOCHSCHULE RHEIN-WAAL
Rhine-Waal University of Applied Sciences

Stand: 15.06.2026

## Contents

**1. Information about Study Programme ..... 3**
1.1 Profile ..... 3
1.2 Aims of Study ..... 3
Sustainable Development ..... 4
Project Management ..... 4
1.3 Key Competencies ..... 7
**2 Study Programme ..... 8**
2.1 Recommended Study Plan ..... 8
2.2 Description of Modules ..... 11
Module M-SD 1 7101: Current Issues in Sustainable Development ..... 11
Module M-SD 1 7102: Development Economics ..... 13
Module M-SD 1 7103: Development Institutions and Development Policy ..... 15
Module M-SD 1 7104: Development Fieldwork and Impact Evaluation ..... 17
Module M-SD 2 7105: Quantitative Research Methods ..... 19
Module M-SD 2 7106: International Economics and Development ..... 21
Module M-SD 2 7107: International Law and Compliance ..... 23
Module M-SD 2 7108: Management of Development Projects ..... 25
Module M-SD 1 7111: Gender and Development ..... 27
Module M-SD 1 7112: Sustainable Urban Development ..... 29
Module M-SD 1 7113: Infrastructure and Human Development ..... 31
Module M-SD 1 7114: Natural Resources and Sustainability ..... 33
Module M-SD 2 7115: Diversity Management and Negotiation Skills ..... 35
Module M-SD 2 7116: Poverty and Vulnerability ..... 37
Module M-SD 2 7117: Behavioural Development Economics ..... 40
Module M-SD 2 7118: Social Entrepreneurship and Management of Non-Profit Organisations ..... 42
Module M-SD 1 7019 / M-SD 2 7019: Foreign Language Course ..... 44
Module M-SD 3 7120: Applied Project in Sustainable Development ..... 45
Module M-SD 3 7121: Master's Thesis ..... 47
Module M-SD 3 7122: Colloquium ..... 48

## Table of figures

Figure 1: M-SD modules and corresponding stages of the project cycle ..... 5
Figure 2: Key Competencies Framework ..... 7

# 1. Information about Study Programme

## 1.1 Profile

| | |
|---|---|
| **Place of Study** | Campus Kleve |
| **Start Date** | Winter & Summer Term |
| **Language** | English |
| **Study Model** | Full-Time Studies |
| **Duration of Study** | 3 or 4 semesters, depending on fulfillment of admission criteria |
| **Amount of Credits** | 90 ECTS |
| **Degree Awarded** | Master of Arts, M.A. |
| **Examination Regulations and Further Information** | https://www.hochschule-rhein-waal.de/sites/default/files/documents/2018/02/07/neu_study_schedule_m-sdm.pdf |

## 1.2 Aims of Study

***"We recognize that eradicating poverty in all its forms and dimensions, including extreme poverty, is the greatest global challenge and an indispensable requirement for sustainable development. We are committed to achieving sustainable development in its three dimensions – economic, social and environmental – in a balanced and integrated manner. […] Recognizing that the dignity of the human person is fundamental, we wish to see the Goals and targets met for all nations and peoples and for all segments of society."***

Extract from *Transforming our world: the 2030 Agenda for Sustainable Development*[1]

**The general purpose** of the programme "Sustainable Development Management" (M-SD) is to emphasize the key theoretical, methodological and practical aspects inherent to the management of Sustainable Development projects in International Development Cooperation and other development efforts alike. It enables its graduates to successfully design, implement and evaluate projects, programmes and other interventions in the field of sustainable development. Thus, the programme entails the theoretical foundations of Sustainable Development from the perspective of economics and political sciences, as well as the methodological expertise of managing projects in the field of development cooperation in intercultural teams. The academic focus combines theoretical knowledge with rigorous quantitative and qualitative empirical methods in order to facilitate the application of widely used project management tools. As its students and staff originate from both developed and developing countries alike, this programme furthermore offers an intercultural study environment conducive to the development of necessary soft skills.

[1] https://www.un.org/ga/search/view_doc.asp?symbol=A/RES/70/1&Lang=E

## Sustainable Development

The concept of **Sustainable Development**, as it was originally introduced into academic circles by the Brundlandt Commission in 1987, refers to processes of social transformation which are not limited to sustainable economic growth or environmental sustainability, but are rather conceptualized as multidimensional and context-sensitive to local needs. UN Resolution 60/1, published in the aftermath of the UN World Conference of 2005, further defined three interlinked pillars of Sustainable Development: economic, social and ecological. These pillars were restated in the preamble to the 2030 Agenda for Sustainable Development and are also widely accepted in academia. In accordance with Drexhage and Murphy, we acknowledge that "Sustainable development is a visionary development paradigm and – over the past 20 years – governments, businesses, and civil society have accepted sustainable development as a guiding principle"[2]. The 17 Sustainable Development Goals (SDGs) and the corresponding 169 targets were adopted by the General Assembly of the United Nations on September 25th, 2015 as part of the 2030 Agenda for Sustainable Development in order to foster focused and coherent action among member states to eradicate poverty in all its dimensions and especially address the interlinkages between the three pillars of Sustainable Development.

As a university of applied sciences, we strive to enrich the academic discussion surrounding Sustainable Development and derive specific policy advice by studying the practical facets of the **implementation of transformative processes**. With respect to the 2030 Agenda for Sustainable Development, our aim is to educate future professionals who can significantly contribute to the implementation of the 17 SDGs.

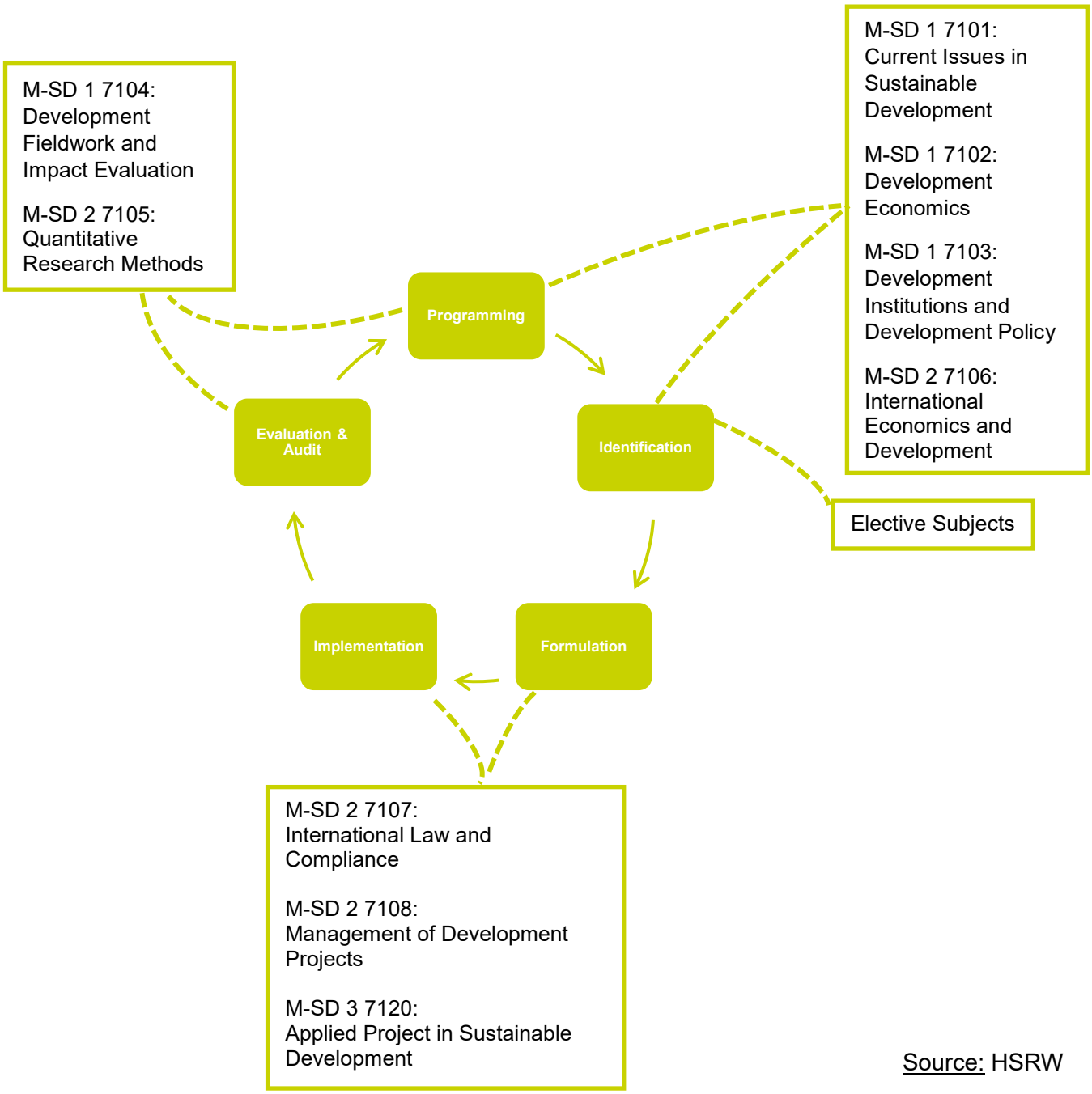
## Project Management

As **projects are the most common type of intervention for the initiation** of transformative processes in development cooperation, the methodological component of the programme revolves around the project cycle. Our modules prepare students for and accompany them through all stages of the project cycle. We define "project sustainability" as the continued flow of benefits after the end of an intervention. This embraces multifaceted categories of project outcomes, e.g. financial sustainability, institutional capacity building, project ownership and resilience of partnerships, as well as environmental and social sustainability. To this end, the study programme integrates the idea of sustainability as early as in the design and implementation stages of development projects. Problem identification and intervention strategy analysis is a crucial step in the project cycle, as it determines the framework for the implementation phase. Students do not only learn how to write successful project proposals, but also how to make use of qualitative and quantitative methods to conduct field research missions for appraisals and evaluations. Surveys, interviews and participatory methods are

[2] Drexhage, J. & Murphy, D, (2010). Sustainable Development: From Brundtland to Rio 2012. New York: United Nations Headquarters. p. 2.

valuable instruments for designing context-sensitive projects that cater to all of stakeholders' needs. We believe that more research is needed to appraise, monitor and evaluate projects in order to draw valuable lessons that can enhance the quality and sustainability of projects. Thus, from a methodological perspective, the programme places emphasis on quantitative methods, providing students with the necessary skills to conduct sound problem analyses and impact evaluations.

**Figure 1: M-SD modules and corresponding stages of the project cycle**




Source: HSRW

**The Master's programme responds** to the growing needs of international development organisations that seek well-educated professionals with strong practical skills. All students conduct their own applied project at the end of their studies in order to apply their theoretical knowledge and methodological skills to a real-world problem, preferably in a developing country. The programme equips our students with a critical understanding of current debates in development policy and development economics. Furthermore, it delivers the required project management and evaluation skills in order to successfully design, implement and evaluate development projects. The broad range of multidisciplinary courses ensures that graduates are generalists in the development field with access to a wide array of disciplinary debates. Due to the international character and, specifically, the unique mix of students from developing and developed countries, students are empowered to develop intercultural and diversity-related management skills with sensitivity towards development issues over the course of their studies.

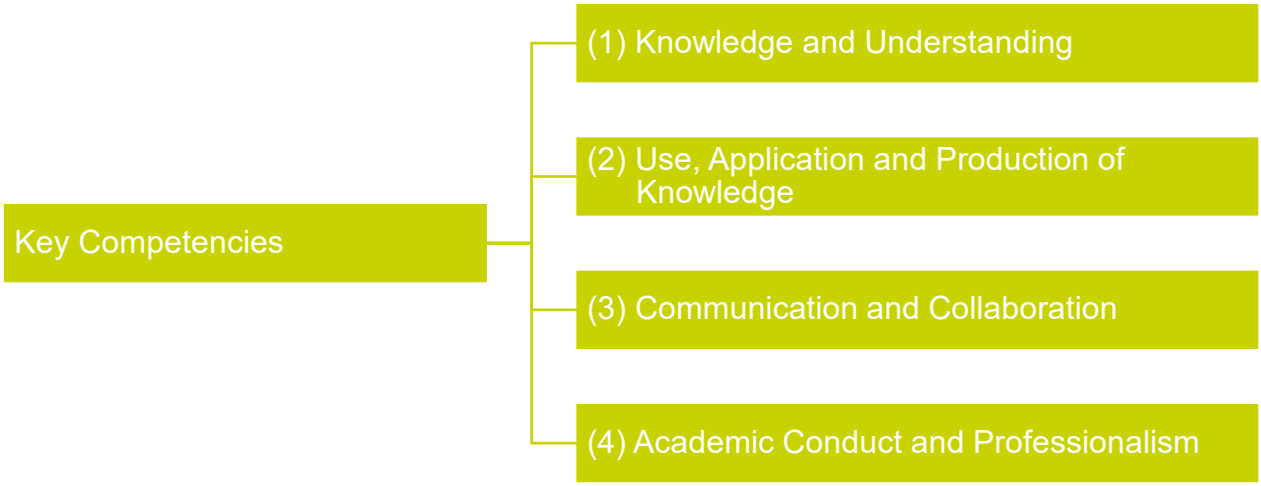
**Our graduates** are valuable employees for various institutions on the technical and financial side of development, e.g. UNDP, Worldbank, EuropeAid, EBRD, GIZ, KfW, as well as public institutions and ministries, such as BMZ. Furthermore, non-governmental development institutions (NGOs), like Oxfam, International Red Cross, etc., are also potential employers. Due to the emphasis on international project management issues, graduates are also ready to take on challenging tasks in engineering and consultancy firms, e.g. Lahmeyer International, GFA Consulting, etc. Job titles that address our graduates are: Expert, Technical Officer, Procurement Officer, Desk Officer, Country Manager, Coordinator, Team Leader, Project Manager, Consultant, etc. In combination with professional experience in development-related disciplines – economics, political sciences, or industrial engineering – the programme will also enable graduates to successfully issue bids in international tenders in order to work as freelancing experts or project managers. Students will also be prepared for enrolling in postgraduate programmes such as the Postgraduate Training Programme for Development Cooperation (German Development Institute) as well as Ph.D. programmes.

**Rhine-Waal University of Applied Sciences** is thus the first university of applied sciences in Germany that offers a practical approach to development cooperation, which also enables an innovative and interdisciplinary view on development management, policy and economics.

## 1.3 Key Competencies

The study programme Sustainable Development Management teaches postgraduate competencies that fall into the categories of (1) Knowledge and Understanding; (2) Use, Application and Production of Knowledge; (3) Communication and Collaboration; (4) Academic Conduct and Professionalism, as stipulated in the *German Standards for Higher Education*, published by the Ministry of Education Conference[3] on February 16, 2017 and referenced in the course descriptions below.

**Figure 2: Key Competencies Framework**




Source: HSRW

[3] URL: https://www.kmk.org/fileadmin/Dateien/veroeffentlichungen_beschluesse/2017/2017_02_16-Qualifikationsrahmen.pdf

# 2 Study Programme

## 2.1 Recommended Study Plan

| No. | Module | CH | L | S | E | Pra | Pro | EX | CP | CH WT | CH ST | CH WT/ST |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **M-SD 1 7101** | **Current Issues in Sustainable Development** | **4** | 2 | 2 | | | | **E** | **6** | | | 4 |
| **M-SD 1 7002** | **Development Economics** | **4** | 2 | 2 | | | | **E** | **6** | 4 | | |
| **M-SD 1 7003** | **Development Institutions and Development Policy** | **4** | 4 | | | | | **E** | **6** | 4 | | |
| **M-SD 1 7104** | **Development Fieldwork and Impact Evaluation** | **4** | 2 | | 2 | | | **E** | **6** | 4 | | |
| **M-SD 2 7105** | **Quantitative Research Methods** | **4** | 2 | | 2 | | | **E** | **6** | | | 4 |
| **M-SD 2 7106** | **International Economics and Development** | **4** | 2 | | 2 | | | **E** | **6** | | 4 | |
| **M-SD 2 7107** | **International Law and Compliance** | **4** | 2 | | | 2 | | **E** | **6** | | 4 | |
| **M-SD 2 7108** | **Management of Development Projects** | **4** | 2 | | | 2 | | **E** | **6** | | 4 | |
| | ***Elective Subjects*** | ***8*** | ***4*** | ***4*** | | | | ***E*** | ***12*** | ***4*** | ***4*** | |
| **M-SD 1 7111** | **Gender and Development** | **4** | 2 | 2 | | | | **E** | **6** | | 4 | |
| **M-SD 1 7112** | **Sustainable Urban Development** | 4 | 2 | 2 | | | | E | 6 | | 4 | |
| **M-SD 1 7113** | **Infrastructure and Human Development** | 4 | 2 | 2 | | | | E | 6 | | 4 | |
| **M-SD 1 7114** | **Natural Resources and Sustainability** | 4 | 2 | 2 | | | | E | 6 | | 4 | |
| **M-SD 2 7115** | **Diversity Management and Negotiation Skills** | 4 | 2 | 2 | | | | E | 6 | 4 | | |
| **M-SD 2 7116** | **Poverty and Vulnerability** | 4 | 2 | 2 | | | | E | 6 | 4 | | |
| **M-SD 2 7117** | **Behavioural Development Economics** | 4 | 2 | 2 | | | | E | 6 | 4 | | |
| **M-SD 2 7118** | **Social Entrepreneurship and Management of Non-Profit Organisations** | 4 | 2 | 2 | | | | E | 6 | 4 | | |
| **M-SD 1 7019/ M-SD 2 7019** | **Foreign Language Course** | 4 | 2 | 2 | | | | E | 6 | | | 4 |
| | **Abschlussphase** | | | | | | | | | | | |
| **M-SD 3 7120** | **Applied Project in Sustainable Development** | **4** | **1** | | | | **3** | **E** | **5** | | | **4** |
| **M-SD 3 7121** | **Master Thesis** | | | | | | | **E** | **22** | | | 22 |
| **M-SD 3 7122** | **Colloquium** | | | | | | | **E** | **3** | | | 3 |
| **Total** | | **44** | 23 | 8 | 6 | 4 | 3 | | **CH CP** | 16 24 | 16 24 | 12 42 |

Abbreviations: CH = Contact Hours per Week; L = Lecture; S = Seminar; E = Exercise; Pra = Practical Training; Pro = Project; EX = Type of Examination; E = Examination; C = Certificate; CP = Credit Points; WT = Winter Term; ST = Summer Term

## Recommended full-time study plan: Flexibility options:

| | | | | | |
|---|---|---|---|---|---|
| WINTER SEMESTER 1 | Current Issues in Sustainable Development | Development Economics | Development Institutions and Development Policy | Development Fieldwork and Impact Evaluation | Elective 1 |
| | 6 CP | 6 CP | 6 CP | 6 CP | 6 CP |
| SUMMER SEMESTER 1 | Quantitative Research Methods | International Economics and Development | International Law and Compliance | Management of Development Projects | Elective 2 |
| | 6 CP | 6 CP | 6 CP | 6 CP | 6 CP |
| WINTER/SUMMER SEMESTER 2 | Applied Project in Sustainable Development | Master's Thesis | | | Colloquium |
| | 5 CP | 22 CP | | | 3 CP |

| | | |
|---|---|---|
| Quantitative Research Methods | Elective 2 | Applied Project in Sustainable Development |
| 6 CP | 6 CP | |
| Current Issues in Sustainable Development | Elective 1 | |
| 6 CP | 6 CP | |

## Recommended study plan for students with learning agreement:

| | | | | | | |
|---|---|---|---|---|---|---|
| WINTER SEMESTER | Current Issues in Sustainable Development | Development Economics | Development Fieldwork and Impact Evaluation | Learning Agreement 1 | Learning Agreement 2 | Learning Agreement 3 |
| | 6 CP | 6 CP | 6 CP | 5 CP | 5 CP | 5 CP |
| SUMMER SEMESTER | Quantitative Research Methods | International Economics and Development | International Law and Compliance | Management of Development Projects | Learning Agreement 4 | Learning Agreement 5 |
| | 6 CP | 6 CP | 6 CP | 6 CP | 5 CP | 5 CP |
| WINTER SEMESTER | Development Institutions and Development Policy | Elective 1 | Elective 2 | (Learning Agreement 6) | | |
| | 6 CP | 6 CP | 6 CP | 5 CP | | |
| SUMMER SEMESTER | Applied Project in Sustainable Development | Master's Thesis | | | | Colloquium |
| | 5 CP | 22 CP | | | | 3 CP |

## Scientific disciplines of programme modules

| Economics | Political Science | Project Management and Methods | Law | Other |
|---|---|---|---|---|
| | | | | |

## Examples of typical learning agreement courses:

| Political Science Modules | | | Economics and Statistics Modules | | |
|---|---|---|---|---|---|
| **Module no.** | **Module name** | **Semester** | **Module no.** | **Module name** | **Semester** |
| IR 1 6103 | History of Political and Economic Thought | WT | IBM 1 6102 | Introduction to Economics | WT |
| IR 1 6105 | Domestic Policy | WT | IBM 3 6212 | Advanced Statistical Methods | WT |
| IR 3 6115 | Peace Studies and Security Policy | WT | TL 2 6102 | Introduction to Economics | ST |
| IR 2 6108 | International Affairs | ST | IBM 2 6209 | Descriptive Statistics | ST |
| IR 2 6109 | European Integration | ST | IR 2 6111 | Public Choice Theory | ST |
| IR 2 6112 | Regional Integration | ST | | | |
| IR 4 6122 | Energy, Resource and Environmental Policy | ST | | | |

WT Winter Term
ST Summer Term
IR International Relations
IBM International Business and Management
TL International Taxation and Law

## 2.2 Description of Modules

### Module M-SD 1 7101: Current Issues in Sustainable Development

| Classification | Study Semester | Offered in | Equivalent | Language | Responsible Professor |
|---|---|---|---|---|---|
| Required Module | 1 | Winter and Summer Term | - | English | Prof. Dr. Alexander Brand |

| Size of Group | Workload | Contact Hours | Self-Study | Credit Points |
|---|---|---|---|---|
| up to 25 | 150 h | 60 h | 90 h | 6 |

| Formal Prerequisites | Recommended Prerequisites | Further Information |
|---|---|---|
| - | - | - |

**Learning Outcomes***

Upon successful completion of this module, students will know the history of the sustainability paradigm, the emergence of different understandings of sustainability, as well as the multifaceted relationship between “sustainability” and “development”.[1] In addition, students will know (and can apply) different models of sustainability[1,2] and they can explain the problems associated with the implementation of sustainable development projects in developing countries.[2,3] Having learned to use a systematic, holistic approach to analyse the different determinants influencing sustainability[1], students can apply sustainability models to specific contexts, i.e. different sectors and regions.[2] The discussed tools and indicator systems will enable students to plan specific programmes or projects and to manage them in a sustainable way.[2,4]

With regard to the wider thematic context, students have obtained knowledge and skills to locate sustainability ideas within the context of globalisation.[1] They will also be able to critically analyse the resulting challenges and discuss the normative implications of e.g. eradicating poverty and protection of biodviersity.[4] All students are encouraged to develop their interest in an anchor topic, or wider policy field in the context of sustainable development which could serve, in principle, as a first stepping stone towards their final thesis.[4]

During the exercise, particular attention is paid to training students how to marshal policy advice on matters of sustainable development.[2,3] For this reason, regular joint seminars and workshops with the German Development Institute in Bonn or field trips to policy-relevant institutions form part of M-SD 1 7101.[3] Finally, M-SD 1 7101also trains students in their academic writing skills.[4] Upon completion of this course, students have updated their knowledge on stylistic and formal aspects of academic writing such as referencing styles and paraphrasing, as well as knowing how to apply them.[1,2]

** 1 = Knowledge and Understanding, 2 = Use, Application and Production of Knowledge, 3 = Communication and Collaboration, 4 = Academic Conduct and Professionalism*

**Content**

Since the 1990s, the concept of sustainability has become a key aspect in debates about development. This course provides an in-depth introduction into the current discussion with a focus on:

- A historical introduction into the emergence of sustainable-thinking and the concept of sustainable development
- Key debates surrounding different models of sustainability (three-sector model, social ecology model etc.), risk and resilience
- Discussing the consequences of globalisation and their impact on sustainability and sustainable development
- Global challenges for sustainable development (SD as a global public good) with special regard to the situation in developing countries
- Goal-based development: from MDGs to SDGs and aspects of sustainability
- Main issues in sustainable development like climate change, food security, poverty
- Indicators, tools and systems for measuring sustainability and human development
- Identification, implementation, management, and monitoring of sustainable development projects
- Policy recommendation with regard to selected matters of sustainable development.

| **Bibliography** |
|---|
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| **Course(s)** | **Contact Hours** |
|---|---|
| M-SD 1 71011: Current Topics and Debates in Sustainable Development (Lecture) | 2 |
| M-SD 1 71012: Policy Advice in Sustainable Development (Seminar) | 2 |

| **Requirements for the Awarding of Credit Points** | **Form(s) of Examination** | **Significance of Mark** |
|---|---|---|
| Examination | Term Paper | 6 % |

## Module M-SD 1 7102: Development Economics

| Classification | Study Semester | Offered in | Equivalent | Language | Responsible Professor |
|---|---|---|---|---|---|
| Required Module | 1 / 2 | Winter Term | - | English | Prof. Dr. Oliver Serfling |

| Size of Group | Workload | Contact Hours | Self-Study | Credit Points |
|---|---|---|---|---|
| up to 50 | 150 h | 60 h | 90 h | 6 |

| Formal Prerequisites | Recommended Prerequisites | Further Information |
|---|---|---|
| - | - | - |

**Learning Outcomes***

The course approaches sustainable development and its phenomena based on the models of economic theory and via the results of state of the art empirical research.[1,2] The contemporary problems of lower income countries and the past experience of high income countries are analysed[2] against the backdrop of sound economic theory as a framework for the evaluation of current development policies and the proposal of future development policies.[4] The microeconomic foundations include human capital, transaction costs, asymmetric information, and the role of institutions.[1] These are linked to the macroeconomic aspects of economic growth, infrastructure, labour markets, and migration models.[1] With respect to the provision of public goods and taxation, concepts from the field of public choice will be considered.[1]

** 1 = Knowledge and Understanding, 2 = Use, Application and Production of Knowledge, 3 = Communication and Collaboration, 4 = Academic Conduct and Professionalism*

**Content**

The aspects covered by the course include, but are not limited to:

- Development metrics
- Theories of economic growth, inclusive and sustainable growth
- Poverty, inequality and vulnerability
- Human capital: health and education
- Labour markets and migration
- Agricultural markets, urbanisation and rural development
- International trade, finance and aid
- Institutions and public choice

The first part of the module will provide an overview of the theoretical concepts of development and their problems including income inequality, poverty, health, education etc. The second part focuses more on macroeconomic aspects. All topics are discussed based on the latest available data and analysed through statistical software tools such as R, Stata and Excel in the exercise section. Lastly, the module introduces public choice considerations in order to deepen students' understanding of development policy analysis and to provide ideas for their master's thesis and/or future projects.

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- Söderbom, M., Teal, F., Eberhardt, M., Quinn, S., & Zeitlin, A. (2015). Empirical Development Economics. New York: Routledge.
- Todaro, M., & Smith, S. (2011). Economic Development. Boston: Addison-Wesley.

| Course(s) | Contact Hours |
|---|---|
| M-SD 1 7102: Development Economics (Lecture + Seminar) | 4 |

| Requirements for the Awarding of Credit Points | Form(s) of Examination | Significance of Mark |
|---|---|---|
| Examination | Written Exam | 6 % |

## Module M-SD 1 7103: Development Institutions and Development Policy

| Classification | Study Semester | Offered in | Equivalent | Language | Responsible Professor |
|---|---|---|---|---|---|
| Required Module | 1 / 2 | Winter Term | - | English | Prof. Dr. Alexander Brand |

| Size of Group | Workload | Contact Hours | Self-Study | Credit Points |
|---|---|---|---|---|
| up to 50 | 150 h | 60 h | 90 h | 6 |

| Formal Prerequisites | Recommended Prerequisites | Further Information |
|---|---|---|
| - | - | - |

**Learning Outcomes***

Students will be able to identify the most important development institutions active in the field of sustainable development.[1] They will know the main development theories and concepts which have informed and continue to inform development practices of these institutions and how to critically assess their effectiveness with regard to various development indicators (growth, human development, poverty reduction and sustainability) over the ages.[1,2] Students will have a basic understanding of how development policies of main actors (multilateral institutions and select bilateral donors, both traditional and emerging) have evolved over time and what the current outlook of these policies is.[1] They will be able to apply the acquired theoretical and conceptual knowledge to the analysis of various approaches, enabling them to design and implement development policy.[2,4] On this basis, they will have acquired the means to judge the performance and sustainability of development policies in comparison.[4]

** 1 = Knowledge and Understanding, 2 = Use, Application and Production of Knowledge, 3 = Communication and Collaboration, 4 = Academic Conduct and Professionalism*

**Content**

The course will look at the contours of the field 'Development Studies' by briefly asking what the purpose of this field is, and how research and practice are linked in matters of development. With regard to development institutions, the course analyses the evolution and the current state of affairs of international development cooperation through global and regional interstate organisations. Emphasis is also given to the potentials of South-South cooperation in comparison to established modes of governance across the North-South divide. In addition, various forms of developmental regionalism across the 'global South' will be introduced and discussed. In the policy-oriented part, the respective development policies of multilateral organisations (World Bank, IMF, UNDP and other UN organisations, the EU and Global Funds) will be discussed alongside policy choices of important traditional bilateral actors (U.S., U.K., Germany, France) and so-called 'new actors in development' (e.g. the BRICS states). Finally, policies of private aid agencies are introduced with an eye on their potential impact on development thinking and the creation of development policies. Furthermore, specific policy issues are discussed, like aid effectiveness and evaluation, good governance, coordination and Policy Coherence for Development (PCD).

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| Course(s) | Contact Hours |
|---|---|
| M-SD 1 71031: Development Institutions (Lecture) | 2 |
| M-SD 1 71032: Development Policy (Lecture) | 2 |

| Requirements for the Awarding of Credit Points | Form(s) of Examination | Significance of Mark |
|---|---|---|
| Examination | Term Paper | 6 % |

## Module M-SD 1 7104: Development Fieldwork and Impact Evaluation

| Classification | Study Semester | Offered in | Equivalent | Language | Responsible Professor |
|---|---|---|---|---|---|
| Required Module | 1 / 2 | Winter Term | - | English | Prof. Dr. Oliver Serfling |

| Size of Group | Workload | Contact Hours | Self-Study | Credit Points |
|---|---|---|---|---|
| up to 50 | 150 h | 60 h | 90 h | 6 |

| Formal Prerequisites | Recommended Prerequisites | Further Information |
|---|---|---|
| - | - | - |

**Learning Outcomes***

Upon completion of the module, students will be able to plan and design a fieldwork research phase in a developing country. They will know how to adhere to the highest ethical norms and academic conduct. They will understand the difference between qualitative and quantitative methodology and know how appropriate usage of both enriches development research.[1,2] They will be familiar with the underlying epistemology and know the most common tools of primary and secondary data collection: summarising and presenting data.[1,2] Students will be able to apply selected instruments to real life problems in order to draft a sketch of their own research project, which they will then conduct in the Applied Project and/or the Master's Thesis.[2,4]

Furthermore, students will become familiar with the need and function of project monitoring and evaluation, including the respective organisational procedures, analytical tools, and the international political, legal and institutional framework.[1] They are skilled in finding, reading and replying to Terms of Reference (ToR) for Impact Evaluation tasks and know how to organise an expert team to conduct evaluations in the field. Based on a review of current assessment and evaluation studies, they will apply these principles to real-world development projects by drafting an evaluation design concept paper.[2] Lastly, students will become literate in critically assessing and judging the strengths and weaknesses of various assessment and evaluation instruments as well as the long-term sustainability of development interventions.[2,4]

Having completed the course, students will be able to choose suitable methods of fieldwork research and impact evaluation and know how these can contribute to improving a project's impact and ensuring sustainability.[4]

** 1 = Knowledge and Understanding, 2 = Use, Application and Production of Knowledge, 3 = Communication and Collaboration, 4 = Academic Conduct and Professionalism*

**Content**

The course provides students with an overview of the procedures and characteristics of empirical research. Students learn about the epistemological underpinnings of qualitative and quantitative approaches in order to understand the appropriate application, their goals, and valid quality criteria. Based on an overview of research methodology and taxonomy, students will learn the significance of topics, the identification of questions, objectives and hypotheses as well as the functions of conceptual frameworks. Furthermore, students are confronted with the practical, organisational and ethical implications of conducting development fieldwork and will reflect upon the researcher's position in the field. Fieldwork methods such as interviews, ethnography and participatory methods are introduced and dicsussed. A focus is on the design of interview questionnaires in preparation for later application in the Applied Project and/or Master's Thesis. Consequently, the lecture covers methods of primary and secondary data collection such as sampling procedures experiments, surveys, participatory methods, interviews, observations, and case studies. The fundamental structures of research proposals and reports are presented together with a refresher of the fundamental concepts of organising, presenting, and summarising data. Topics include, but are not limited to:

- Research methodology
- Fieldwork research in development
- Interviews, observations and archives
- Household surveys and use of social media data
- How to design a survey
- Use and quality of secondary data
- Research proposal and report drafting

The course commences with impact evaluation in development. After reviewing the international legal and institutional framework for evaluations, the building blocks of an evaluation design are introduced and discussed. Ways of formalising a theory of change are then introduced. An overview of the most frequently applied analytical tools of impact evaluation, experimental and quasi-experimental approaches is given. Lastly, the course looks into management aspects of Impact Evaluations in Development Projects and discusses different roles and required expertise within an Evaluation Team, as outlined in the Terms of Reference (ToR) of real-world tenders for project and programme evaluations.
Topics include, but are not limited to:

- Impact evaluation in Development
- Evaluation context and Theory of Change
- Evaluation questions and design
- The causality problem
- The ideal experiment
- Quasi-experimental approaches
- Operationalisation, resources and ethics

**Bibliography**


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| Course(s) | Contact Hours |
|---|---|
| M-SD 1 71041: Fieldwork and Data Collection (Lecture + Exercise) | 2 |
| M-SD 1 71042: Impact Evaluation (Lecture + Exercise) | 2 |

| Requirements for the Awarding of Credit Points | Form(s) of Examination | Significance of Mark |
|---|---|---|
| Examination | Term Paper | 6 % |

## Module M-SD 2 7105: Quantitative Research Methods

| Classification | Study Semester | Offered in | Equivalent | Language | Responsible Professor |
|---|---|---|---|---|---|
| Required Module | 1 / 2 | Winter and Summer Term | - | English | Prof. Dr. Oliver Serfling |

| Size of Group | Workload | Contact Hours | Self-Study | Credit Points |
|---|---|---|---|---|
| up to 50 | 150 h | 60 h | 90 h | 6 |

| Formal Prerequisites | Recommended Prerequisites | Further Information |
|---|---|---|
| Descriptive and Inferential Statistics | Knowledge of Statistical Software | - |

**Learning Outcomes***

Upon successful completion of the course, students will know the most common econometric principles and inferential methods as used in quantitative social sciences.[1] Students will be able to judge the quality of data and critically assess the reliability of results.[1] They will be able to access databases of secondary data and apply the learned methods to selected real-world problems.[2] They can identify cross-sectional, longitudinal and panel data structures and know how to use appropriate methods for their analysis.[1] Students will understand the problem of identifying causal relationships in data and know how to approach this task with suitable microeconometric methods.[1] They will be able to apply quasi-randomisation methods for evaluating the impact of policies, programmes and projects.[1,2] Based on a continuous practical exercise, students will be proficient in programming their own analysis of secondary data in a state-of-the-art statistical software package, enabling them to apply the learned methods in empirical practice.[2] Moreover, students will be trained to interpret and critically judge the reliability of their results and to communicate these to an academic audience by drafting impact evaluation reports.[2,3] Upon completion of the course, students will be able to critically assess the significance of econometric studies, judge the reliability of their results and make sound choices for more suitable methods while taking into account data availability, quality issues and other relevant criteria.[4]

** 1 = Knowledge and Understanding, 2 = Use, Application and Production of Knowledge, 3 = Communication and Collaboration, 4 = Academic Conduct and Professionalism*

**Content**

The first part of the course covers introductory and intermediate statistical and econometric approaches with a main focus on tools and techniques relevant for doing research in the fields of microeconomics, macroeconomics and development. The presented methods cover multiple linear regression analysis, point estimates and confidence intervals, basics of hypothesis testing and ANOVA, forecasting, and detection and mitigation of violations of the assumptions of the linear model. Furthermore, non-linear, panel data, and limited dependent variable models will be discussed. Topics include, but are not limited to:

- Assumptions of the linear regression model
- Simple linear regression
- Multivariate regression approaches
- Inference in the linear model
- Heteroskedasticity
- Model specification errors
- Panel data analysis
- Limited dependent variable models

The course commences with a presentation of the analytical tools frequently applied in impact assessment and project evaluation practice. As a jumping-off point, the properties of the randomised selection are discussed and possible causes for frequent selection bias are derived. In order to resolve possible selection bias, the lecture presents the following quasi-experimental approaches:

- Endogeneity and instrumental variable estimation
- Propensity Score Matching
- Difference-in-Differences
- Regression Discontinuity Design

After having acquired the analytical and methodical background, students learn the typical steps in organizing findings into reports and draft a short impact evaluation report for data taken from a real development project. Practical training sessions accompany and enrich the lecture,

imparting expertise in data inquiry with databases, formulating identification strategies, and becoming familiar with the analysis of real-world data with the statistical software packages R or Stata.

**Bibliography**


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- Angrist, J. D., & Pischke, J.-S. (2015). Mastering “metrics”: the path from cause to effect. Princeton NJ: Princeton University Press.
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| Course(s) | Contact Hours |
|---|---|
| M-SD 2 71051: Introduction to Econometrics (Lecture+ Exercise) | 2 |
| M-SD 2 71052: Impact Evaluation Methods (Lecture + Exercise) | 2 |

| Requirements for the Awarding of Credit Points | Form(s) of Examination | Significance of Mark |
|---|---|---|
| Examination | Written Exam, Term Paper | 6 % |

## Module M-SD 2 7106: International Economics and Development

| Classification | Study Semester | Offered in | Equivalent | Language | Responsible Professor |
|---|---|---|---|---|---|
| Required Module | 2 | Summer Term | - | English | Prof. Dr. Corinne Lohre |

| Size of Group | Workload | Contact Hours | Self-Study | Credit Points |
|---|---|---|---|---|
| up to 50 | 150 h | 60 h | 90 h | 6 |

| Formal Prerequisites | Recommended Prerequisites | Further Information |
|---|---|---|
| - | - | - |

**Learning Outcomes***

The course focuses on the analysis of economic issues of developing countries in an integrated world economy.

- Upon successful completion of the course, students will be able to analyse the effects of global economic integration with respect to economic efficiency, overall wealth and economic development of LDCs.[1]
- Students will have a better understanding of issues of international economic interdependence and be able to critically discuss them (specifically with respect to the interests of LDCs).[1,3]
- Furthermore, students will have improved their capacity to apply theoretical insights to the analysis and evaluation of different economic policies of developing countries.[2,4]

** 1 = Knowledge and Understanding, 2 = Use, Application and Production of Knowledge, 3 = Communication and Collaboration, 4 = Academic Conduct and Professionalism*

**Content**

The aspects covered by the course include, but are not limited to:

- Trade policies and development
- Regional integration strategies
- Balance of payments
- Borrowing and external debt
- Structural reforms and adjustment programmes
- Exchange rates and international monetary systems
- The political economy of economic policies (trade policy, stabilisation and adjustment policies)

**Bibliography**


- Cohn, T. H. (2016). Global Political Economy, Theory and Practice (7th ed.). London: Routledge.
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- Todaro, M. P., & Smith, S. C. (2014). Economic Development (12th ed.). New York, NY: Pearson.


| Course(s) | Contact Hours |
|---|---|
| M-SD 2 7106: International Economics and Development (Lecture + Exercise) | 4 |

| Requirements for the Awarding of Credit Points | Form(s) of Examination | Significance of Mark |
|---|---|---|
| Examination | Written Exam | 6 % |

## Module M-SD 2 7107: International Law and Compliance

| Classification | Study Semester | Offered in | Equivalent | Language | Responsible Professor |
|---|---|---|---|---|---|
| Required Module | 2 | Summer Term | - | English | Prof. Dr. John Henry Dingfelder Stone |

| Size of Group | Workload | Contact Hours | Self-Study | Credit Points |
|---|---|---|---|---|
| up to 50 | 150 h | 60 h | 90 h | 6 |

| Formal Prerequisites | Recommended Prerequisites | Further Information |
|---|---|---|
| - | - | - |

**Learning Outcomes***

The course provides students with basic knowledge of the principles and concepts of public international law, as well as its sources and historical development.[1] Of specific importance in this regard will not only be a basic level of understanding for those international legal norms applicable in the context of development projects, but also the mechanisms through which compliance with these norms is advanced.[1] The course will also increase the students' ability to comprehend the essential nature of international cooperation to development and to critically analyse its current shortcomings.[1,2] Furthermore, it will enable students to rationally reflect upon the functioning of specific legal norms long thought indispensable to sustainable development, such as codes of conduct and corruption prevention regulations.[1]

** 1 = Knowledge and Understanding, 2 = Use, Application and Production of Knowledge, 3 = Communication and Collaboration, 4 = Academic Conduct and Professionalism*

**Content**

As a first step, the module introduces the foundational aspects of international public law, including its nature, sources, and historical development. In this context, international treaties, customary international law, soft law, and other sources of law will be presented. Following upon a discussion of basic international law, specific aspects of the international legal framework applicable to compliance and sustainable development will be introduced. Among these will be dispute resolution mechanisms, strategies for domestic enforcement, codes of conduct, best practices, and regulations on fraud and corruption. In every instance, case studies involving actual project issues and fact patterns will be utilised to clarify the real-world application of developmental norms.

The aspects covered will include:

- Public international law
- Sources of international legal obligations
- Bilateral and multilateral international agreements
- Customary international law
- Domestic enforcement strategies
- Theories of international compliance
- International arbitration and dispute settlement mechanisms
- Anti-fraud and anti-corruption policies
- Best practices
- Codes of conduct

**Bibliography**


- Kaczorowska-Ireland, A. (2015). Public International Law. London: Routledge.
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| Course(s) | Contact Hours |
|---|---|
| M-SD 2 7107: International Law and Compliance (Lecture + Practical Training) | 4 |

| Requirements for the Awarding of Credit Points | Form(s) of Examination | Significance of Mark |
|---|---|---|
| Examination | Written Exam, Term Paper | 6 % |

## Module M-SD 2 7108: Management of Development Projects

| Classification | Study Semester | Offered in | Equivalent | Language | Responsible Professor |
|---|---|---|---|---|---|
| Required Module | 2 | Summer Term | - | English | Prof. Dr. Oliver Serfling |

| Size of Group | Workload | Contact Hours | Self-Study | Credit Points |
|---|---|---|---|---|
| up to 50 | 150 h | 60 h | 90 h | 6 |

| Formal Prerequisites | Recommended Prerequisites | Further Information |
|---|---|---|
| - | - | - |

**Learning Outcomes***

Upon completion of the module, students will understand the complex and interrelated structure of different aspects of a development project.[1] They are enabled to identify and analyse pre-project situations and subsequently develop a project design and implementation strategy for a specific project.[1, 2, 4] Students will be familiar with common project management tools as the Logframe, Project Cycle Management and GANTT charts. They will also be able to draft a procurement plan and derive relevant information for establishing a project budget.[1, 2] In addition, they will be familiar with risk mitigation strategies and how to prevent fraud and corruption in projects.[1] During all phases of the project cycle, the focus remains on sustainability aspects that help to ensure the continued flow of benefits after the end of the intervention.[1] Within the required group work of forming a project preparation unit (PPU) and developing a project proposal for a hypothetical project in development cooperation, students will learn to take on a specific role in a project team. During this exercise they will be confronted with the various problems that might occur in project management and can apply the tools they have learned for their mitigation.[3, 4]

** 1 = Knowledge and Understanding, 2 = Use, Application and Production of Knowledge, 3 = Communication and Collaboration, 4 = Academic Conduct and Professionalism*

**Content**

The lecture introduces the main concepts of project design, appraisal and implementation. Within a project-based learning environment and based on the presented materials, students will work under the supervision of the instructor on the following topics:

- Proposal writing for sustainable development projects
- The project cycle
- Problem analysis
- Identification of an intervenion
- The Logframe Approach
- Activities and resources planning
- Procurement frameworks and planning
- Financial planning
- Risk identification and mitigation
- Project appraisal
- Monitoring and evaluation
- Reporting standards
- Staffing and HR development

**Bibliography**


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| Course(s) | Contact Hours |
|---|---|
| M-SD 2 7108: Management of Development Projects (Lecture + Practical Training) | 4 |

| Requirements for the Awarding of Credit Points | Form(s) of Examination | Significance of Mark |
|---|---|---|
| Examination | Term Paper | 6 % |

## Module M-SD 1 7111: Gender and Development

| Classification | Study Semester | Offered in | Equivalent | Language | Responsible Professor |
|---|---|---|---|---|---|
| Elective Module | 1, 2 and 3 | Summer Term | - | English | Prof. Dr. Eva Maria Hinterhuber |

| Size of Group | Workload | Contact Hours | Self-Study | Credit Points |
|---|---|---|---|---|
| up to 20 | 150 h | 60 h | 90 h | 6 |

| Formal Prerequisites | Recommended Prerequisites | Further Information |
|---|---|---|
| - | - | - |

**Learning Outcomes***

The module provides theoretical and applied knowledge necessary for a proficient analysis of the topic “gender and development”.[1,2] After successful completion of the course, students will have a critical understanding of theories, the evolution and concepts of gender, and development.[1,4] They will learn about gender sensitive approaches in different contexts, complemented by examples deriving from different fields.[1,2]

** 1 = Knowledge and Understanding, 2 = Use, Application and Production of Knowledge, 3 = Communication and Collaboration, 4 = Academic Conduct and Professionalism*

**Content**

Gender as an analytical category has become an integral part of the policies of all major international development organisations. The module starts with an introduction of theoretical approaches to the field of gender and development. Closely linked to these theories, it analyses the evolution of gender policies in the context of development. Simultaneously, the module introduces the relevant international agreements and obligations in the field. Making the connection between theory, legal framework and praxis, it informs about the main concepts of gender in development cooperation. Keeping this in mind, the module gives insight into gender-sensitive approaches in different contexts, (such as government development cooperation, humanitarian aid or development activities of NGOs). This is illustrated with references to important fields, such as gender in context with poverty and health, war and (forced) migration, economic and environmental issues.

**Bibliography**


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| Course(s) | Contact Hours |
|---|---|
| M-SD 1 7111: Gender and Development (Lecture + Seminar) | 4 |

| Requirements for the Awarding of Credit Points | Form(s) of Examination | Significance of Mark |
|---|---|---|
| Examination | Written Exam, Term Paper | 6 % |

## Module M-SD 1 7112: Sustainable Urban Development

| Classification | Study Semester | Offered in | Equivalent | Language | Responsible Professor |
|---|---|---|---|---|---|
| Elective Module | 1, 2 and 3 | Summer Term | - | English | Prof. Diana Marquardt |

| Size of Group | Workload | Contact Hours | Self-Study | Credit Points |
|---|---|---|---|---|
| up to 20 | 150 h | 60 h | 90 h | 6 |

| Formal Prerequisites | Recommended Prerequisites | Further Information |
|---|---|---|
| - | - | - |

**Learning Outcomes***

Upon successful completion of this module, students will know what sustainable development in urban situations enhances and what the main challenges for sustainable city planning are.[1] They will also know the specific problems and challenges of megacities.[1] Students will have an understanding of the specific problems of cities in developing countries, like water management, transport planning, social problems in slum areas, climate change and heat island management, solid waste control and recycling, and learn from models that have been used to tackle these problems in e.g. Brazil, China and Europe.[1, 2] Students will also have an understanding how cities' administration and politics function and what kind of political models can be applied to city governance.[2]

Students will know, and can apply, different models of city planning[1, 2] and they will be able to draft a city profile.[3] Students will understand the complexities of urban lives and have an understanding of participatory project implementation in an urban context[1, 2]; students will be able to collect data and present these in a presentation on urban challenges with regard to specific problems.[3, 4]

** 1 = Knowledge and Understanding, 2 = Use, Application and Production of Knowledge, 3 = Communication and Collaboration, 4 = Academic Conduct and Professionalism*

**Content**

Cities all over the world has been growing rapidly in the last 70 years. This is particularly true for developing countries, where a large number of megacities have appeared. At the same time, this has created a long series of problems and challenges, like growing inequality between affluent and slum areas, rapidly decreased air quality and increasing pollution, challenges in organising urban transport systems, and water management. Accordingly, the lecture part of this course will primarily focus on:

- Global cities and the history of urbanisation
- The questions: what are sustainable cities and where can we find them?
- An inventory of urban problems and challenges
- Poverty, slums, social problems and inequalities in cities; the 'just city' framework
- Specific challenges for megacities
- Systems of urban planning
- Urban governance and politics
- International organisations and sustainable urban development
- Participatory and community implementation of urban projects

In the second part of this course, which will occur parallel to lectures, students will come together in working groups and present on the following: 1. City Profiles (sustainability problems in a specific city, using, as an example, the City Profiles from the journal Cities); 2. City Challenges (specific problems in cities and possible solutions). The content of both presentations must also be submitted in the form of two short papers.

**Bibliography**


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- World Watch Institute (2016). State of the World; Can a City be Sustainable? Washington: Island Press.
- Additional Literature (to be expanded):

- Barrowclough, D., & Kozul-Wright, Z.. (2008). Creative industries and developing countries: voice, choice and economic growth. Taylor & Francis.
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| Course(s) | Contact Hours |
|---|---|
| M-SD 1 7112: Sustainable Urban Development (Lecture + Seminar) | 4 |

| Requirements for the Awarding of Credit Points | Form(s) of Examination | Significance of Mark |
|---|---|---|
| Examination | Term Paper | 6 % |

## Module M-SD 1 7113: Infrastructure and Human Development

| Classification | Study Semester | Offered in | Equivalent | Language | Responsible Professor |
|---|---|---|---|---|---|
| Elective Module | 1, 2 and 3 | Summer Term | - | English | Prof. Dr. habil. Gregor van der Beek |

| Size of Group | Workload | Contact Hours | Self-Study | Credit Points |
|---|---|---|---|---|
| up to 20 | 150 h | 60 h | 90 h | 6 |

| Formal Prerequisites | Recommended Prerequisites | Further Information |
|---|---|---|
| - | - | Excursion included |

**Learning Outcomes***

Students will acquire a theory- and application-oriented perspective on infrastructures in developing countries.[1,2] Besides traditional physical infrastructure, there will be a focus on education and health systems especially in light of SDGs 3, 4 and 9. They will learn methodological and theoretical foundations about relevant institutions and their capacities, knowledge, and commodities.[1] The coevolution and interdependence of infrastructure development and human development will be elaborated on and linked to methods through which progress towards relevant SDGs can be determined and made.[1,2] Participants will be trained on how to use and apply microeconomic tools to infrastructure-related problems, and – as an application of these tools – they will design a basic case study taking SDGs into consideration with a focus on problems within developing countries.[2,4] Analyses will be carried out within an interdisciplinary framework: integrating economic, ecological, and sociological perspectives and applying them to implementation and interaction between the SDGs. A synthesis of a multidisciplinary framework will enable students to make informed decisions and develop models with the potential to create a virtuous cycle between infrastructure development and human development.[4] The course work will also prepare students for the application of theories in their master's thesis as well.[2,4]

** 1 = Knowledge and Understanding, 2 = Use, Application and Production of Knowledge, 3 = Communication and Collaboration, 4 = Academic Conduct and Professionalism*

**Content**

This course provides a first step into surveying how infrastructure, human development, economic performance and the environment are interconnected. Although development of infrastructures encompasses multiple aspects, including improving systems for transportation, electricity and water supply, a focus will be on specific measures which can improve education and health as well. This includes a discussion of quality assurance procedures in the provision of traditional infrastructure and the health and education sectors. The course concludes with the analysis of market failures and an evaluation of infrastructure, health and education policies vis-à-vis the relevant SDGs.

**Bibliography**


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- Drummond, M. F., Sculpher, M. J., Torrance, G. W., O'Brien, B. J., & Stoddart, G. L. (2005). Methods for the Economic Evaluation of Health Care Programmes (3rd ed.). Oxford: Oxford University Press.
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- Perloff, J. M. (2016). Microeconomics: Theory and Applications (4th ed.). Upper Saddle River, NJ.: Pearson.
- The World Bank (2017). Who sponsors infrastructure projects?. Washington, DC: PPIAF.


| Course(s) | Contact Hours |
|---|---|
| M-SD 1 71131: Economic Theory of Health and Infrastructure (Lecture and Seminar with Case Studies) | 2 |
| M-SD 1 71132: Education and Infrastructure (Lecture and Seminar with Case Studies) | 2 |

| Requirements for the Awarding of Credit Points | Form(s) of Examination | Significance of Mark |
|---|---|---|
| Examination | Written Exam, Assignment | 6 % |

## Module M-SD 1 7114: Natural Resources and Sustainability

| Classification | Study Semester | Offered in | Equivalent | Language | Responsible Professor |
|---|---|---|---|---|---|
| Elective Module | 1, 2 and 3 | Summer Term | - | English | Prof. Dr. Diana Marquardt |

| Size of Group | Workload | Contact Hours | Self-Study | Credit Points |
|---|---|---|---|---|
| up to 20 | 150 h | 60 h | 90 h | 6 |

| Formal Prerequisites | Recommended Prerequisites | Further Information |
|---|---|---|
| - | - | - |

**Learning Outcomes***

After finishing this course, students will understand the complex and multidimensional linkages between development and the use of environmental/natural resources.[1] They will know the contemporary challenges of sustainable resource management and will be able to identify the impacts of exploitation und degradation of resources.[1,2] This knowledge enables the participants to analyse situations with regard to sustainability and to propose sustainable development interventions in both rural and urban settings.[2,4]

** 1 = Knowledge and Understanding, 2 = Use, Application and Production of Knowledge, 3 = Communication and Collaboration, 4 = Academic Conduct and Professionalism*

**Content**

The livelihood of most people in developing countries is directly linked to the usage of natural resources. This course examines the close relationship between poverty, development and the use of natural resources with a focus on:

- The question: what are natural resources?
- Theories about the environment, development and sustainability
- Climate change as a multidimensional phenomenon with impact on the natural environment, mitigation of and adaptation to climate change in developing countries (reference to SDG 13)
- Global use of natural resources for energy production and renewable energies in developing countries (reference to SDG 7)
- Sustainable management of water resources and responses to contemporary challenges like water scarcity, sanitation issues, supply and demand management in developing countries (reference to SDG 6)
- Degradation of resources with a focus on deforestation, biodiversity loss, agricultural production and pollution (reference to SDG 14 and 15)

**Bibliography**


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- Agnew, C., & Woodhouse, P. (2010). Water resources and development. London/New.York: Routledge.
- Cunnigham, W. P. & Cunningham, M. A. (2018). Environmental Science (12th ed.). New York, NY: McGraw Hill.
- Elliott, J. (2012). An introduction to Sustainable Development (4th ed.). London/New York: Routledge.
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- Tanner, T., & Horn-Phatanothai, L. (2014). Climate change and development. London/New York: Routledge.
- Withgott, J., & Laposata, M. (2018). Environment: the science behind the story (6th ed.). Harlow: Pearson.

| Course(s) | Contact Hours |
|---|---|
| M-SD 1 7114: Natural Resources and Sustainability (Lecture + Seminar) | 4 |

| Requirements for the Awarding of Credit Points | Form(s) of Examination | Significance of Mark |
|---|---|---|
| Examination | Written Exam, Term Paper | 6 % |

## Module M-SD 2 7115: Diversity Management and Negotiation Skills

| Classification | Study Semester | Offered in | Equivalent | Language | Responsible Professor |
|---|---|---|---|---|---|
| Elective Module | 1, 2 and 3 | Winter Term | - | English | Prof. Dr. Eva Maria Hinterhuber |

| Size of Group | Workload | Contact Hours | Self-Study | Credit Points |
|---|---|---|---|---|
| up to 20 | 150 h | 60 h | 90 h | 6 |

| Formal Prerequisites | Recommended Prerequisites | Further Information |
|---|---|---|
| - | - | Lecture and accompanying exercise |

**Learning Outcomes***

Upon completion of the course, students will have learned to recognise the effects of different diversity-oriented approaches to international development work and develop relevant strategies for increasing understanding and fostering respectful collaboration.[1] This means that they will be able to reflect on how their communication style, values and definition of development are all affected by their diverse backgrounds.[1,4] Moreover, students will learn to implement and analyse diversity management (DM) tools and know how to manage and nurture equal partnerships in view of different histories of privilege and oppression.[2] They will be enabled to analyse the resources of increasingly diversifying societies to manage projects in a more inclusive, creative and sustainable fashion.[4] Human rights laws and programmes (international, national, local) will be introduced and students will learn to use them as a framework for developmental policies.[1,2]

After completion of the course, students will know the key concepts of diversity management and diversity mainstreaming.[1] They will be able to use theoretical and practical DM concepts, instruments and measures of good-and-best-practice within organisations, and they can perceive the possible social and political consequences of those concepts and measures.[2] Having the tools to self-analyse and reflect their work performance in diverse and plural contexts,[4] students will be enabled to conduct studies to enforce and implement DM.[2]

This course furthermore trains students to successfully report, communicate and negotiate in the various stages of a development project and will familiarise students with a number of communication and negotiation strategies that will be put into practice in class.[1,2,4]

** 1 = Knowledge and Understanding, 2 = Use, Application and Production of Knowledge, 3 = Communication and Collaboration, 4 = Academic Conduct and Professionalism*

**Content**

The module provides an opportunity to investigate the application of theories of diversity and human rights to contemporary ethical and social issues arising from developmental policies. Students will explore specific and controversial topics in areas such as diversity management, social justice, human rights, cultural, social and linguistic diversity, and intersectionality. Students will learn how to manage diversity in organisations with multinational teams and the prejudices, discrimination and human rights of a wide range of stakeholders in developmental contexts

The topics covered by this course include, but are not limited to:

- Diversity categories (gender, language, ability, class, age, ethnic background) and issues of intersectionality
- Key concepts of diversity management and diversity mainstreaming
- Instruments to implement and manage diversity in organisations: communication and intercultural dialogue, moderation, research tools, case studies and reflecting practices
- Different contexts and aims of communication
- How to communicate effectively
- How to make a presentation
- The different stages in the presentation process
- Identification of influencing factors in negotiation
- Strategies for successful communication and negotiation
- The principles of creating win-win situations
- Phases of negotiation
- Guidelines for effective negotiations in diverse situations

| **Bibliography** |
|---|
| • Barak Mor, M. E. (2014). Managing Diversity: Toward a Globally Inclusive Workplace. Los Angeles, CA: Sage Publications.<br>• Konrad, A. M, Prasad, P., Pringle, J. K. (2006). Handbook of Workplace Diversity. London: Sage Publications.<br>• Fisher, S., Abdi, D. I., Ludin, J., Smith, R., Williams, S., & Williams, S. (2005). Working with Conflict: Skills and Strategies for Action. London: Zed Books.<br>• Gardenswartz, L., & Rowe, A. (2003). The Global Diversity Desk Reference: Managing an International Workforce. San Francisco: John Wiley & Sons, Incorporated.<br>• Syed, J., & Ozbilgin, M. (2015). Managing Diversity and Inclusion. An International Perspective. Los Angeles, CA: Sage Publications. |

| **Course(s)** | **Contact Hours** |
|---|---|
| M-SD 2 7115: Diversity Management and Negotiation Skills (Lecture + Seminar) | 4 |

| **Requirements for the Awarding of Credit Points** | **Form(s) of Examination** | **Significance of Mark** |
|---|---|---|
| Examination | Oral Exam (Presentation), Term Paper | 6 % |

## Module M-SD 2 7116: Poverty and Vulnerability

| Classification | Study Semester | Offered in | Equivalent | Language | Responsible Professor |
|---|---|---|---|---|---|
| Elective Module | 1, 2 and 3 | Winter Term | - | English | Prof. Dr. Oliver Serfling |

| Size of Group | Workload | Contact Hours | Self-Study | Credit Points |
|---|---|---|---|---|
| up to 20 | 150 h | 60 h | 90 h | 6 |

| Formal Prerequisites | Recommended Prerequisites | Further Information |
|---|---|---|
| - | - | Lecture and accompanying practical training |

**Learning Outcomes***

With the completion of this module, students will have gained a deeper understanding of the multidimensionality of poverty and its relation to inequality in the distribution of income and access to public services.[1] Concepts and tools of modern welfare states and social security systems will be introduced and analysed with respect to their contribution towards the reduction of poverty.[1]

Furthermore, the concept of vulnerability will be introduced and ex-ante and ex-post measures to reduce households' exposure to risk, fluctuations or shocks will be discussed.[1,2] Students will learn how to analyse the factors that influence certain groups' exposure to risk and will discuss strategies to mitigate and counteract vulnerability.[1,2,4] The potential contribution of sustainable development in creating more resilient livelihoods will be critically discussed.[2,4] In addition, different measures for capacity building in developing countries, with respect to the improvement of social policies, will be critically evaluated.[2]

** 1 = Knowledge and Understanding, 2 = Use, Application and Production of Knowledge, 3 = Communication and Collaboration, 4 = Academic Conduct and Professionalism*

**Content**

After introducing the different forms of poverty, inequality, vulnerability, segregation and its measurement, the second part of the course will discuss various social policy measures tackling income inequality, poverty, rural-urban migration, demographic trends and the reduction of vulnerability. The role of international organisations in policy formulation will be introduced and the key challenges of policy implementation will be discussed.

The aspects covered by this module include, but are not limited to:

- Forms of inequality and its measurement
- Income and multidimensional poverty
- Gender segregation in health and education
- Rural-urban disparities
- Social policies and the modern welfare state
- Unemployment, health and pension systems
- Family policies
- Housing policies
- Human-environment interaction
- Management of refugees and internally displaced people
- International policies and laws for humanitarian support/disaster management
- The role of government in disaster management

**Bibliography**


- Ahmad, E., Drèze, J., Hills, J., & Sen, A. (1991). Social Security in Developing Countries, Oxford: Clarendon Press.
- Bochel, H., & Daly, G. (2014). Social Policy (3rd ed.). London: Routledge.
- Friedrich Ebert Stiftung (FES) (1997). Social Security in the International Development Cooperation. Bonn: Friedrich Ebert Stiftung.

| Course(s) | Contact Hours |
|---|---|
| M-SD 2 7116: Poverty and Vulnerability (Lecture + Seminar) | 4 |

| Requirements for the Awarding of Credit Points | Form(s) of Examination | Significance of Mark |
|---|---|---|
| Examination | Written Exam, Term Paper | 6 % |

## Module M-SD 2 7117: Behavioural Development Economics

| Classification | Study Semester | Offered in | Equivalent | Language | Responsible Professor |
|---|---|---|---|---|---|
| Elective Module | 1, 2 and 3 | Winter Term | - | English | Prof. Dr. Thomas Pitz |

| Size of Group | Workload | Contact Hours | Self-Study | Credit Points |
|---|---|---|---|---|
| up to 20 | 150 h | 60 h | 90 h | 6 |

| Formal Prerequisites | Recommended Prerequisites | Further Information |
|---|---|---|
| - | - | Lecture and accompanying exercise |

**Learning Outcomes***

Upon successful completion of the module, students will be able to characterise differences between rational and descriptive economic theories.[1] Students will be familiar with the main methods and results in the field of behavioural decision-making.[2] This also includes the methodological background of game theory, behavioural and experimental economics.[2] Students will be able to design, run and analyse their own experiments related to behavioural economics.[4]

** 1 = Knowledge and Understanding, 2 = Use, Application and Production of Knowledge, 3 = Communication and Collaboration, 4 = Academic Conduct and Professionalism*

**Content**

The course will introduce students to psychological research on bounded rational behaviour in financial markets. The classical theory is based on the assumption that decision-makers behave in a rational, predictable and unbiased manner. Based on experimental results in the 1970s, Kahneman and Tversky criticised the omnipotent rational “homo oeconomicus” as not corresponding to actual human behaviour. Decision-makers often use heuristics instead of purely (unboundedly) rational reasoning. The course introduces the classical results of behavioural experiments from a psychological as well as an economic perspective. It will discuss how social norms and carefully designed institutions can detect the roots of poverty and develop prosperity.

The main aspects to be covered are:

- Decision and game theory
- Rational choice, quasi-rational choice, prospect theory
- Cooperative game theory
- Introduction to behavioural and experimental economics
- Behavioural field experiments in development economics
- Behavioural development economics

**Bibliography**


- Baddeley, M. (2013). Behavioural Economics and Finance. New York: Routledge.
  Ferreira, J. (2019). Game Theory: An Applied Introduction. London: Red Globe Press.
- Dhami, S. (2017). The Foundations of Behavioral Economic Analysis. Oxford: Oxford University Press.
- Kahneman, K., & Tversky A. (2000). Choices, Values and Frames. Cambridge: Cambridge University Press.
- Maschler, M., Solan, E., Zamir, S. (2013). Game Theory. Cambridge: Cambridge University Press.
- Wydick, B. (2008). Games in Economic Development. Cambridge: Cambridge University Press.

| Course(s) | Contact Hours |
|---|---|
| M-SD 2 7117: Behavioural Development Economics (Lecture + Seminar) | 4 |

| Requirements for the Awarding of Credit Points | Form(s) of Examination | Significance of Mark |
|---|---|---|
| Examination | Written Exam, Term Paper | 6 % |

## Module M-SD 2 7118: Social Entrepreneurship and Management of Non-Profit Organisations

| Classification | Study Semester | Offered in | Equivalent | Language | Responsible Professor |
|---|---|---|---|---|---|
| Elective Module | 1, 2 and 3 | Winter Term | - | English | Prof. Dr. Ute Merbecks |

| Size of Group | Workload | Contact Hours | Self-Study | Credit Points |
|---|---|---|---|---|
| up to 20 | 150 h | 60 h | 90 h | 6 |

| Formal Prerequisites | Recommended Prerequisites | Further Information |
|---|---|---|
| - | - | Lecture and exercise |

**Learning Outcomes***

The aim of the course is to prepare students to critically evaluate different types of non-profit organisations by understanding their functions, business models and area of focus.[1,2] Students will be able to gain knowledge about the role of non-profit organisations in the private sector and civil society, and how they are incorporated, financed and regulated.[1] Based on the knowledge gained in this course, students will be able to evaluate projects and the need for social innovations, their importance and their impact on society.[4] Upon successful completion of the course, students will have a profound understanding of social entrepreneurship and will be able to run their own social venture.[1,2,4]

** 1 = Knowledge and Understanding, 2 = Use, Application and Production of Knowledge, 3 = Communication and Collaboration, 4 = Academic Conduct and Professionalism*

**Content**

Non-profit organisations are active in numerous areas of the public and private sectors with the goal of boosting civil society and the economy. The content of this course will broadly revolve around the following topics:

- Theories of non-profit organisations
- Governance, accountability, and transparency of non-profit organisations
- Project evaluation
- Rules and regulations for non-profit organisations
- Financing non-profit organisations
- Social entrepreneurship

**Bibliography**


- Anheier, H. (2014). Nonprofit Organizations: Theory, Management, Policy (2nd ed.). London/New York: Routledge.
- Austin, J., & Rangan, K. (2019). Reflections on 25 years of Building Social Enterprise Education. Social Enterprise Journal, vol. 15, pp. 2-21.
- Cheng, W., & Mohamed, S. (ed.) (2012). The World that Changes the World: How Philanthropy, Innovation, and Entrepreneurship are Transforming the Social Ecosystem. San Francisco: Wiley.
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- Laurett, R., & Ferreira, J. (2018). Strategy in Nonprofit Organizations: A Systematic Literature Review and Agenda for Future Research. VOLUNTAS, vol. 29, pp. 881-897.
- Migliorelli, M., & Dessertine, P. (ed.) (2019). Rise of Green Finance in Europe: Opportunities and Challenges for Issuers, Investors and Marketplaces. Heidelberg/Berlin: Springer.
- Then, V., Schober, C., Rauscher, O., & Kehl, K. (2017). Social Return on Investment Analysis: Measuring the Impact of Social Investment. Heidelberg/Berlin: Springer.

| Course(s) | Contact Hours |
|---|---|
| M-SD 2 7118: Social Entrepreneurship and Management of Non-Profit Organisations (Lecture + Seminar) | 4 |

| Requirements for the Awarding of Credit Points | Form(s) of Examination | Significance of Mark |
|---|---|---|
| Examination | Oral Exam, Assignment, or any Combination | 6 % |

## Module M-SD 1 7019 / M-SD 2 7019: Foreign Language Course

| Classification | Study Semester | Offered in | Equivalent | Language | Responsible Professor |
|---|---|---|---|---|---|
| Elective Module | 1 / 2 | Winter and Summer Term | - | - | International Center |

| Size of Group | Workload | Contact Hours | Self-Study | Credit Points |
|---|---|---|---|---|
| up to 36 | 150 h | 60 h | 90 h | 6 |

| Formal Prerequisites | Recommended Prerequisites | Further Information |
|---|---|---|
| appropriate proficiency for the specific course level | - | - |

**Learning Outcomes***

At the end of the course, students are able to communicate appropriately, depending on their level. They learn how to expand their vocabulary and strengthen their knowledge of grammatical structures, developing all relevant language skills and rhetorical skills, acquiring autonomous learning strategies in the used language.

**Content**

- Developing oral communication and writing skills
- Expanding and consolidating vocabulary
- Practising and consolidating existing grammatical and rhetorical structures
- Acquiring and practising autonomous learning strategies

**Bibliography/Resources/Media**

- Digital media, additional material (OER), language learning software

| Course(s) | Contact Hours |
|---|---|
| M-SD 1 7019 / M-SD 2 7019: Foreign Language (Lecture) | 4 |

| Requirements for the Awarding of Credit Points | Form(s) of Examination | Significance of Mark |
|---|---|---|
| Examination | Written Exam, Final Presentation, Project Work or Combination | 6 % |

## Module M-SD 3 7120: Applied Project in Sustainable Development

| Classification | Study Semester | Offered in | Equivalent | Language | Responsible Professor |
|---|---|---|---|---|---|
| Required Module | 3 / 4 | Winter and Summer Term | - | English | Project Supervisor (Professor at HSRW) |

| Size of Group | Workload | Contact Hours | Self-Study | Credit Points |
|---|---|---|---|---|
| up to 25 | 125 h | 30 h | 95 h | 5 |

| Formal Prerequisites | Recommended Prerequisites | Further Information |
|---|---|---|
| - | - | - |

**Learning Outcomes***

Upon completion of this course, students will be able to:

- Design and structure a research project[2, 4]
- Practically apply the theories and concepts studied throughout the study programme[2]
- Evaluate and analyse the key challenges of sustainable development[2, 4]
- Work under pressure and meet deadlines[2, 4]
- Critically analyse the policies being used by countries or/and organisations for sustainable development[2, 4]
- Analyse empirical data and draw conclusions from it[2, 4]
- Use quantitative and/or qualitative tools for data analysis[2]
- If applicable, work and coordinate in a team[3]

The knowledge gained in this course will empower students to write their project report and prepare for their master's thesis.[4]

** 1 = Knowledge and Understanding, 2 = Use, Application and Production of Knowledge, 3 = Communication and Collaboration, 4 = Academic Conduct and Professionalism*

**Content**

Under the supervision of an assigned professor, students will choose an area of interest in the field of sustainable development. Based on desk or field research, they will develop a specific research question and research project. The professor will provide them with all the necessary guidance regarding application of theories and access to databases for empirical research. The projects can be descriptive, quantitative, qualitative, theory-based or practical. Students are encouraged to use internships in development projects or development organisations to get involved in fieldwork and develop their practical skills.

**Bibliography**


- American Anthropological Association (2012). Code of Ethics 2009. In Robben, Antonius C. G. M. and Jeffrey Sluka (2012), Ethnographic Fieldwork. An Anthropological Reader. Malden: Wiley-Blackwell.
- Bazeley, P. (2013). Qualitative Data Analysis: Practical Strategies. London: Sage
- Best, S. (2012). Understanding and Doing Successful Research: Data Collection and Analysis for the Social Sciences.London: Pearson.
- Brace, I. (2008). Questionnaire Design: How to plan, structure and write survey material for effective market research. London: Kogan Page Limited.
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- Miles, M., Huberman, M., & Saldana, J. (2014). Qualitative Data Analysis: A Method Sourcebook. Los Angeles, CA.: Sage.

- Punch, K. F. (2016), Developing Effective Research Proposals. London: Sage.
- Scheyvens, R. (2014). Development Fieldwork. London: Sage.
- Spradley, J. P. (1979). The ethnographic interview. New York: Holt Rinehart & Winston.


| Course(s) | Contact Hours |
|---|---|
| M-SD 3 7120: Applied Project in Sustainable Development (Lecture + Project) | 4 |

| Requirements for the Awarding of Credit Points | Form(s) of Examination | Significance of Mark |
|---|---|---|
| Examination | Term Paper | 5 % |

## Module M-SD 3 7121: Master's Thesis

| Classification | Study Semester | Offered in | Equivalent | Language | Responsible Professor |
|---|---|---|---|---|---|
| Required Module | 3 / 4 | Winter and Summer Term | - | English | Supervisor (Professor at HSRW) |

| Size of Group | Workload | Contact Hours | Self-Study | Credit Points |
|---|---|---|---|---|
| - | 550 h | 10 h | 540 h | 22 |

| Formal Prerequisites | Recommended Prerequisites | Further Information |
|---|---|---|
| 50 CP achieved | - | - |

**Learning Outcomes***

The purpose of the master's thesis is to demonstrate profound knowledge in the field of development studies with applicability to a real-world problem.[1, 2, 4] Students will have to prove their ability to independently analyse a specific topic using scientific methods.[2] Students' tasks will include, amongst others:

- Defining a research topic; formulating research questions[4]
- Structuring and planning their work[2, 4]
- Critical review of existing literature[2, 4]
- Drawing up a conceptual framework[2, 4]
- Selection of appropriate qualitative and/or quantitative research methods and procedures; determination of relevant theories and models to be used, justification of the scientific methods used and criticism of existing approaches[1, 2, 4]
- Synthesis of different theories learned in the master's programme[2]

Furthermore, students must demonstrate their ability to:

- Work independently[4]
- Express themselves (in a scientific context)[3]
- Be critical citizens capable of analysing and contributing towards finding solutions for economic and social challenges[4]

** 1 = Knowledge and Understanding, 2 = Use, Application and Production of Knowledge, 3 = Communication and Collaboration, 4 = Academic Conduct and Professionalism*

**Content**

Students will work on applied or theoretical research topics. Topics will be specified by the students after prior consultation with the supervising professor. Research may take the form of an internal master's thesis or of an external master's thesis at a company or another organisation.

**Bibliography**


- Faculty Society and Economics, Hochschule Rhein-Waal (2019). Academic Writing Manual. Kleve: mimeo.
- Topic dependent literature.


| Requirements for the Awarding of Credit Points | Form(s) of Examination | Significance of Mark |
|---|---|---|
| Examination | Thesis | 30 % |

## Module M-SD 3 7122: Colloquium

| Classification | Study Semester | Offered in | Equivalent | Language | Responsible Professor |
|---|---|---|---|---|---|
| Required Module | 3 / 4 | Winter and Summer Term | - | English | Supervisor (Professor of HSRW) |

| Size of Group | Workload | Contact Hours | Self-Study | Credit Points |
|---|---|---|---|---|
| - | 75 h | 2 h | - | 3 |

| Formal Prerequisites | Recommended Prerequisites | Further Information |
|---|---|---|
| 60 CP achieved | - | - |

**Learning Outcomes***

Students will be able to demonstrate and apply profound knowledge in the field of Development Studies.[1, 2] They will present the main results of their academic work using appropriate means (e.g. poster, power point presentation, and handout) and will be able to answer topic-related questions.[1, 3, 4]

** 1 = Knowledge and Understanding, 2 = Use, Application and Production of Knowledge, 3 = Communication and Collaboration, 4 = Academic Conduct and Professionalism*

**Content**

- The content and findings of the master's thesis will be presented and discussed.

**Bibliography**


- Faculty Society and Economics, Hochschule Rhein-Waal (2019). Academic Writing Manual. Kleve: mimeo.
- Topic dependent literature.


| Requirements for the Awarding of Credit Points | Form(s) of Examination | Significance of Mark |
|---|---|---|
| Examination | Oral Exam | 5 % |