

STUDY SCHEDULE

**SUSTAINABLE DEVELOPMENT MANAGEMENT**

MASTER OF ARTS



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Faculty  
**Society and Economics**

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# 1 RECOMMENDED STUDY PLAN

## 1.1 STUDY PLAN FOR BA-GRADUATES WITH A PREREQUISITE OF 210 ECTS

SEMESTER 1	Current Issues in Sustainable Development	Development Economics	Development Theories and Development Policy	Data Collection and Analysis	Elective Subjects
	6 CP	6 CP	6 CP	6 CP	6 CP
SEMESTER 2	Impact Evaluation	Macroeconomics in LDC's	International Law and Compliance	Management of Development Projects	Elective Subjects
	6 CP	6 CP	6 CP	6 CP	6 CP
SEMESTER 3	Applied Project in international Development Cooperation	Master's Thesis			Colloquium
	5 CP	22 CP			3 CP

## 1.2 STUDY PLAN FOR BA-GRADUATES WITH A PREREQUISITE OF 180 ECTS

SEMESTER 1	Current Issues in Sustainable Development	Development Economics	Development Theories and Development Policy	Preparatory Course	Preparatory Course	Preparatory Course
	6 CP	6 CP	6 CP	5 CP	5 CP	5 CP
SEMESTER 2	Impact Evaluation	Macroeconomics in LDC's	International Law and Compliance	Management of Development Projects	Elective Subjects	
	6 CP	6 CP	6 CP	6 CP	6 CP	
SEMESTER 3	Preparatory Course	Preparatory Course	Preparatory Course	Data Collection and Analysis	Elective Subjects	
	5 CP	5 CP	5 CP	6 CP	6 CP	
SEMESTER 4	Applied Project in international Development Cooperation	Master's Thesis			Colloquium	
	5 CP	22 CP			3 CP	

Economics	Politics	Project Management and Methods	Law	Preparatory Course

## 2 INFORMATION ABOUT STUDY PROGRAMME

### 2.1 PROFILE OF STUDY PROGRAMME

Place of study	Campus Kleve	
Start date	Winter Term and Summer Term	
Language	English	
Study model	Full-time studies	
Duration of study	3 or 4 semesters (depending on admission requirements)	
Amount of credits	90 ECTS or 120 ECTS (depending on admission requirements)	
Admission requirements	<p>A professionally qualifying first degree in a related field, i.e. economics, social sciences, or engineering with a focus on industrial engineering and management, which was earned in a programme of study that consisted of at least 210 total ECTS points or a standard period of study of no less than seven full-time semesters.</p> <p>If an applicant has earned a first degree in a programme that consisted of less than 210 ECTS points or had a standard period of study of less than seven full-time semesters, then said applicant may be admitted to this programme of study on a provisional basis with the stipulation that he or she must successfully complete the missing bachelor-level requirements during his or her master's studies. In this case, the Examination Board and the applicant will conclude a formal learning agreement, which states the scope of the missing ECTS points and specific modules which are to be completed.</p>	
Restricted admission	50 university places per term (restricted admission)	
Degree awarded	Master of Arts, M. A.	
Examination regulation	<a href="http://www.hochschule-rhein-waal.de/en/faculties/society-and-economics/degree-programmes">http://www.hochschule-rhein-waal.de/en/faculties/society-and-economics/degree-programmes</a>	
Possible examinations	Written exam	120 minutes during the examination period
	Oral exam	15-30 minutes before or during the examination period
	Term paper	Written paper analyzing a specific topic in the field of international cooperation (e.g. seminar paper, report, exposé, thesis) before or after the examination period
	Presentation	Oral form of examination; presentation of scientific posters etc. during the semester; discussion groups

Experimental research	The university designed XpeRTiSE, a laboratory landscape for experimental research, to help students and staff members come up with new opportunities to connect theory and practice in the fields of social and economic sciences. It includes five laboratories, each with distinct focus areas: strateGiX, KLEX, TaXES, MatRiX and BOX
Practice	Excursions Fieldwork, internship e.g. in "M-SD_10 Applied Project in International Development Cooperation" Master's Thesis (depending on the topic)
Further information	<a href="http://www.hochschule-rhein-waal.de/en/faculties/society-and-economics/degree-programmes">http://www.hochschule-rhein-waal.de/en/faculties/society-and-economics/degree-programmes</a>

## 2.2 AIMS OF STUDY

*“If you think creating a world without any poverty is impossible, let’s do it - because it is the right thing to do.”*

Muhammad Yunus  
Nobel Peace Prize Laureate  
for pioneering the concepts of microfinance

The **general purpose** of the programme "Sustainable Development Management" (M-SD) is to emphasize the key theoretical and practical aspects of Project Management of Sustainable Development Projects in International Development Cooperation. It enables our graduates to successfully design, implement and evaluate sustainable development projects. Thus, our programme entails the theoretical foundations of sustainable development from the point of view of economics and political sciences, and the methodological expertise of managing projects in the field of development cooperation and 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 our students and staff come from developed and developing countries alike, we furthermore offer an intercultural study environment conducive to the development of various soft-skills.

### **Sustainable Development**

The concept of **sustainable development** has been extensively and critically discussed by academics and practitioners alike since its introduction by the Brundlandt Commission in 1987. Up until today no common ground for a single definition has been found. However, there is a consensus that sustainable development refers first and foremost to processes of social transformation which are not limited to sustainable economic growth or environmental sustainability, but are rather to be conceptualized as multidimensional and subject to local contexts. In the aftermath of the UN World Conference of 2005, the resolution 60/1 was passed, which stated the three interlinked pillars of sustainable development (economic, social, ecological) for the first time. These three pillars have been restated in the preamble of the declaration of the 2030 Agenda Sustainable Development and are now widely accepted in the scholarly community. 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”<sup>1</sup>. The 17 Sustainable Development Goals (SDGs) and the corresponding 169 targets that have been published by the General Assembly of the United Nations on September 25<sup>th</sup> 2015 as part of the 2030 Agenda for Sustainable Development foster focused and coherent action among member states to eradicate poverty and especially address the interlinkages between the three dimensions of sustainable development.

As a university of applied sciences, on one hand, we strive to enrich the academic discussion around sustainable development and on the other hand, to derive specific policy advice by studying the practical facets of the **implementation of processes that lead to social transformation**. 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.

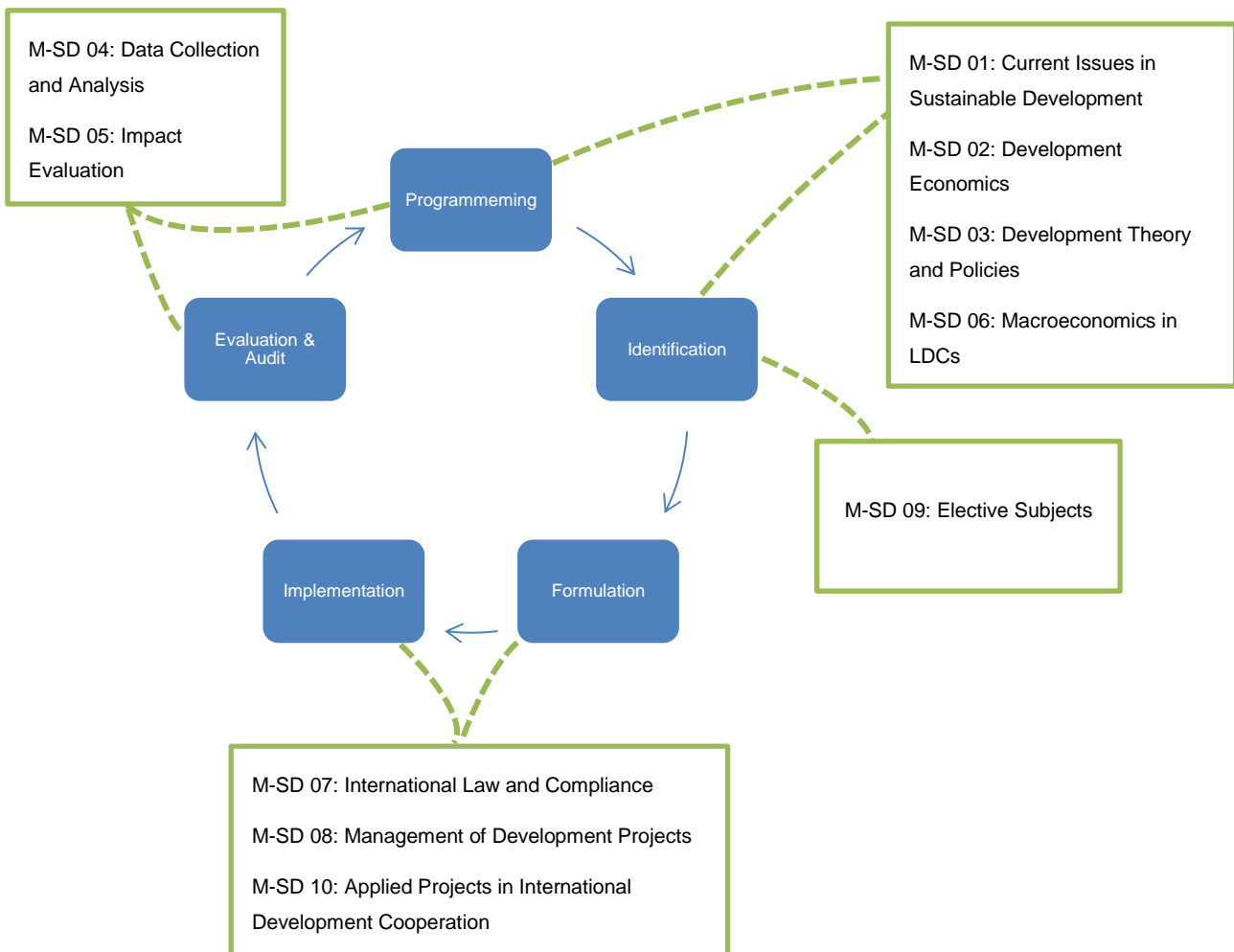
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<sup>1</sup>Drexhage, J. and D. Murphy (2010), Sustainable Development: From Brundtland to Rio 2012. New York: United Nations Headquarters, p. 2.

## Project Management

As **projects are the most commonly used tool for the implementation** of processes of social transformation in development cooperation, the methodological component of the programme revolves around the project cycle. Our modules prepare our 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 already in the design and implementation stages of development projects. The project design and proposal writing stage is a crucial step in the project cycle, as it determines the framework for the implementation phase. Our students do not only learn how to write successful 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 valuable instruments to design context-sensitive projects that cater to all of stakeholders' needs. We believe that more research is needed to appraise, review and evaluate projects in order to draw valuable lessons that can enhance the quality and sustainability of projects. A special emphasis on the programme lies therefore on statistical methods, providing students with the necessary skills to conduct sound evaluations and impact assessments.

**Affiliation of modules with the stages of the project cycle** (Source: Author's own illustration)



**The Master programme responds** to the growing needs of international development organizations that ask for well-educated professionals with strong practical orientation. All students conduct their own applied project at the end of their study period in order to practically 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 high range of multidisciplinary courses ensures that graduates are generalists in the development field with access to a broad range of disciplinary debates. Due to the internationality and specifically the mix of students from developing and developed countries, students are enabled to develop intercultural- and diversity-management skills and a sensitivity towards development issues throughout the studies.

**Our graduates** will be valuable employees for various institutions of the technical and financial development cooperation, e.g. UNDP, Worldbank, EuropeAid, EBRD, GIZ, KfW, and public institutions and ministries, e.g. BMZ, alike. Furthermore, non-governmental development institutions (NGOs), e.g. Oxfam, International Red Cross, etc. are also potential employers. Due to the emphasis on international project management issues, graduates are also ready to take over challenging tasks in Engineering and Consultancy Firms, e.g. Lahmeyer International, GFA Consulting, etc. Job titles that may be targeted by graduates are: Expert, Technical Officer, Procurement Officer, Desk Officer, Country Manager, Coordinator, Team Leader, Project Manager, Consultant, etc. In combination with professional experience in a development-related discipline – Economics, Political Sciences, or Industrial Engineering - the programme will enable graduates to successfully issue a bid in international tenders in order to work as a freelancing expert or project manager. Students will also be prepared for enrolling in postgraduate programmes such as the Postgraduate Training Programmes for Development Cooperation (German Development Institute) as well as doctoral study programmes.

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

### 2.3 KEY COMPETENCES

The programme aims at passing on educational objectives in the cognitive domain (key competences) to students during their studies at Rhine-Waal University of Applied Sciences. Thus, the competence building during the studies goes beyond pure knowledge transfer, as stipulated by the overarching framework of qualifications of the European Higher Education Area and the UNESCO initiative Education for Sustainable Development (ESD). There are several objectives to be achieved through instruction and accordingly several learning experiences are provided. The statement of objectives of a study programme must specify measurable attributes observable in the learners. As Robert E. Mager mentioned: “an instructor will function in a fog of his own working until he knows just what he wants his students to be able to do at the end of the instruction.”<sup>2</sup> The key competences to be achieved by students - knowledge, comprehension, application,

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<sup>2</sup> Aggarwal (1997): Essentials of examination system. Evaluation, test and measurement, p. 170.



analysis, synthesis and judgment - form a logical interrelated structure. Furthermore, intercultural management skills are developed as a transversal competency throughout the whole programme. The abovementioned key competences are assigned to the specific learning outcomes defined in the “Descriptions of Modules” section of this manual.

### **Knowledge**

Knowledge is defined as the remembering of previously learned material, i.e. recall of specifics and universals, recall of methods and processes or the recall of a pattern, structure or setting. Knowledge of specifics includes the knowledge of terminology and specific facts. It means dealing with specifics of conventions, trends and sequence, classification and categories, criteria and finally the knowledge of methodology. It also includes knowledge in the field of principles and generalisations as well as knowledge of theories and structures. Thus, it represents the lowest level of learning outcomes in the cognitive domain.

### **Comprehension**

Comprehension is defined as the ability to grasp the meaning of material. The learning outcomes go one step beyond the simple understanding of material and represent the lowest level of understanding. It includes the translation, interpretation and extrapolation of specific issues.

### **Application**

Application involves the application of a concept to new or unfamiliar situations. Learning outcomes in this area require a higher level of understanding than those under comprehension.

### **Analysis**

Analysis implies the breaking down of communication into its constituent elements or parts in a way that the relative hierarchy of ideas is made clear. It implies the analysis of elements, relationships and organisational principles. Learning outcomes here represent a higher intellectual level than comprehension and application because they require an understanding of both the content and the structural form of the material.

### **Synthesis and judgement**

Synthesis refers to putting together elements and parts into a whole. Learning outcomes in the area stress creative behaviour, with major emphasis on the formulation of new patterns or structures. Judgement refers to the assessment of the value of materials and methods for given objectives. Judgments are to be based on definite criteria.

These key competences are in line with the principles compiled by the UNESCO initiative Education for Sustainable Development, which demand that education should foster;

- Foresighted thinking (comprehension, analysis)
- Interdisciplinary knowledge (knowledge)
- Independent action (application, synthesis and judgement)
- Participation in corporate decision-making processes (application)

### 3 DESCRIPTION OF MODULES

#### M-SD\_01 CURRENT ISSUES IN SUSTAINABLE DEVELOPMENT

<b>MODULE-NO.</b>	M-SD_01		
<b>EQUIVALENT</b>	-		
<b>RESPONSIBLE PROFESSOR</b>	Prof. Dr. Alexander Brand		
<b>TYPE</b>	Lecture and accompanying Exercise		
<b>CREDIT POINTS</b>	6 CP		
<b>CONTACT HOURS</b>	4 CH per week		
<b>WORKLOAD</b>	150 h	60 h presence time	90 h private studies
<b>SIGNIFICANCE OF MARK</b>	9.2% / 6.3%		
<b>STUDY SEMESTER</b>	1 <sup>st</sup> Semester		
<b>OFFER</b>	Winter and Summer Term		
<b>LANGUAGE</b>	English		
<b>CLASSIFICATION</b>	Required Course		
<b>PREREQUISITES</b>			
<b>RECOMMENDED PREREQUISITES</b>			
<b>REQUIREMENTS FOR THE AWARDING OF CREDIT POINTS</b>	Examination		
<b>POSSIBLE EXAMINATION</b>	Written Exam, Term Paper		
<b>LEARNING OUTCOMES</b>	<p>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”<sup>1, 2</sup>. In addition, students will know (and can apply) different models of sustainability<sup>1, 3</sup> and they can explain the problems associated with the implementation of sustainable development projects in developing countries<sup>3, 4, 5</sup>. Having learned to use a systemic, holistic approach to analyse the different determinants influencing sustainability<sup>1, 2</sup>; students can apply the sustainability models to specific contexts, i.e. different sectors and regions<sup>3</sup>. The discussed tools and indicator systems will enable the students to plan specific programmes or projects and to manage them in a sustainable way<sup>3, 5</sup>.</p> <p>As regards to the wider thematic context, the students have obtained knowledge and skills to explain the concept of globalization, its origins and its driving forces in detail<sup>1, 2</sup> and locate sustainability ideas within this context<sup>3</sup>. They will also be able to critically analyse the challenges associated with globalization and discuss the normative implications of the various globalization processes and current issues in sustainable development, e.g. eradicating poverty and protection of biodiversity<sup>4, 5</sup>. Moreover students will be able to judge the potential of sustainable development for specific development projects, challenges and policy flaws of existing and running projects<sup>5</sup>.</p> <p><sup>1</sup>Knowledge; <sup>2</sup>Comprehension; <sup>3</sup>Application; <sup>4</sup>Analysis; <sup>5</sup>Synthesis and Judgement.</p>		
<b>BIBLIOGRAPHY</b>	<p>Blewitt, J. (2015), Understanding Sustainable Development, 2<sup>nd</sup> ed., London: Earthscan.</p> <p>Chirico, J. (2014), Globalization – Prospects and Problems, London: SAGE.</p>		

	<p>de Vries, B. (2013), Sustainability Science, New York: Cambridge University Press.</p> <p>Elliot, J.A. (2013), An Introduction to Sustainable Development, 4<sup>th</sup> ed., London &amp; New York: Routledge.</p> <p>Mulligan, M. (2015), An Introduction to Sustainability – Environment, Social and Personal Perspectives, London: Earthscan.</p> <p>Neumayer, E. (2013), Weak versus Strong Sustainability, 4<sup>th</sup> ed., Cheltenham: E. Elgar.</p> <p>Oyevaar, M., et al. (2016), Globalization and Sustainable Development. A Business Perspective, Houndsmills: Palgrave.</p> <p>Ritzer, G. &amp; Dean, P. (2015), Globalization – A Basic Text, 2<sup>nd</sup> ed., Chichester: Wiley-Blackwell.</p> <p>Rogers, P.P., et al. (2008), An Introduction to Sustainable Development, London: Earthscan.</p> <p>Sachs, Jeffrey D. and Ban Ki-Moon (2015), The Age of Sustainable Development, New York: Columbia University Press.</p> <p>Thiele, L.P. (2013), Sustainability, Oxford: Polity Press.</p>
<b>CONTENT</b>	<p>Since the 1990s, the concept of sustainability has become a key aspect in debates about development. This lecture provides an in-depth introduction into the actual discussion with a focus on:</p> <ul style="list-style-type: none"> <li>• a historical introduction into the emergence of sustainable-thinking and the concept of sustainable development;</li> <li>• key debates surrounding different models of sustainability (three-sector model, social ecology model etc.), risk and resilience;</li> <li>• discussing the consequences of globalization and their impact on sustainability and sustainable development</li> <li>• global challenges for sustainable development (SD as a global public good) with special regard to the situation in developing countries;</li> <li>• goal-based development: from MDGs to SDGs &amp; aspects of sustainability</li> <li>• indicators, tools and systems for measuring sustainability and human development;</li> <li>• identification, implementation, management, and monitoring of sustainable development projects;</li> <li>• several key issues in sustainable development: e.g. economic and human development, poverty reduction and eradication, social inclusion, health and education, combating climate change and the preservation of biodiversity, urbanization and sustainable cities.</li> </ul>

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**M-SD\_02 DEVELOPMENT ECONOMICS**


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<b>MODULE-NO.</b>	M-SD_02		
<b>EQUIVALENT</b>	-		
<b>RESPONSIBLE PROFESSOR</b>	Prof. Dr. Oliver Serfling		
<b>TYPE</b>	Lecture and accompanying Exercise		
<b>CREDIT POINTS</b>	6 CP		
<b>CONTACT HOURS</b>	4 CH per week		
<b>WORKLOAD</b>	150 h	60 h presence time	90 h private studies
<b>SIGNIFICANCE OF MARK</b>	9.2% / 6.3%		
<b>STUDY SEMESTER</b>	1 <sup>st</sup> Semester		
<b>OFFER</b>	Winter Term		
<b>LANGUAGE</b>	English		
<b>CLASSIFICATION</b>	Required Course		
<b>PREREQUISITES</b>	None		
<b>RECOMMENDED PREREQUISITES</b>	None		
<b>REQUIREMENTS FOR THE AWARDING OF CREDIT POINTS</b>	Examination		
<b>POSSIBLE EXAMINATION</b>	Written Exam		
<b>LEARNING OUTCOMES</b>	<p>The course approaches sustainable development and its phenomena based on the models of economic theory<sup>1,2</sup> and informed by the results of state of the art empirical research. The contemporary problems of lower income countries and the past experience of high income countries are analysed<sup>4</sup> on the background of sound economic theory as a framework for the evaluation of current development policies and the proposal of future development policies<sup>5</sup>. The microeconomic foundations include human capital, transaction costs, asymmetric information, and the role of institutions<sup>1</sup>. These are linked to the macroeconomic aspects of economic growth, infrastructure, labour markets, and migration models<sup>1</sup>. With respect to the provision of public goods and taxation, concepts from the field of public choice are considered<sup>1</sup>.</p> <p><sup>1</sup>Knowledge; <sup>2</sup>Comprehension; <sup>3</sup>Application; <sup>4</sup>Analysis; <sup>5</sup>Synthesis and judgement.</p>		
<b>BIBLIOGRAPHY</b>	<p>Ray, D. (1998), Development Economics, Princeton: Princeton University Press.</p> <p>Schaffner, J. (2014), Development Economics, Chichester: Wiley.</p> <p>Söderbom, M. et al. (2015), Empirical Development Economics, New York: Routledge.</p> <p>Todaro, M. and S. Smith(2011), Economic Development, Boston: Addison-Wesley.</p>		
<b>CONTENT</b>	<p>The aspects covered by the course include, but are not limited to:</p> <ul style="list-style-type: none"> <li>• development metrics</li> <li>• theories of economic growth, inclusive and sustainable growth</li> <li>• poverty, inequality and vulnerability</li> <li>• human capital: health and education</li> </ul>		

- labour markets and migration
- agricultural markets, urbanization 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 thesis and/or future projects.

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**M-SD\_03 DEVELOPMENT THEORIES AND DEVELOPMENT POLICY**


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<b>MODULE-NO.</b>	M-SD_03		
<b>EQUIVALENT</b>	-		
<b>RESPONSIBLE PROFESSOR</b>	Prof. Dr. Alexander Brand		
<b>TYPE</b>	Lecture and accompanying Exercise		
<b>SIZE OF GROUP</b>	Up to 40		
<b>CREDIT POINTS</b>	6 CP		
<b>CONTACT HOURS</b>	4 CH per week		
<b>WORKLOAD</b>	150 h	60 h presence time	90 h private studies
<b>SIGNIFICANCE OF MARK</b>	9.2% / 6.3%		
<b>STUDY SEMESTER</b>	1 <sup>st</sup> Semester		
<b>OFFER</b>	Winter Term		
<b>LANGUAGE</b>	English		
<b>CLASSIFICATION</b>	Required Course		
<b>PREREQUISITES</b>	None		
<b>RECOMMENDED PREREQUISITES</b>	None		
<b>REQUIREMENTS FOR THE AWARDING OF CREDIT POINTS</b>	Examination		
<b>POSSIBLE EXAMINATION</b>	Written Exam, Term Paper		
<b>LEARNING OUTCOMES</b>	<p>The students will have knowledge of the most important development theories relating to sustainable development, both in historical perspective and with regard to current conceptual debates<sup>1</sup>. In addition, students will know how theories and concepts link to developmental practices and policies<sup>1</sup>. Students will have a basic understanding of how development policies of main actors have evolved over time and what the current outlook of these policies is<sup>1</sup>. 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<sup>3,4</sup>. On this basis, they have acquired the means to judge the performance and sustainability of development policies in comparison<sup>5</sup>.</p> <p><sup>1</sup>Knowledge; <sup>2</sup>Comprehension; <sup>3</sup>Application; <sup>4</sup>Analysis; <sup>5</sup>Synthesis and judgement.</p>		
<b>BIBLIOGRAPHY</b>	<p>Berger, M.T., and H. Weber (2014), Rethinking the Third World. International Development and World Politics, Houndsmills: Palgrave.</p> <p>Cambridge Review on International Affairs (2012), Special Issue on 'Rising States, Donors, BRICS and Beyond' 25(4).</p> <p>Holland, M. and M. Doidge (2012), Development Policy of the European Union, Houndsmills: Palgrave.</p> <p>Horký-Hluchán, O. and S. Lightfoot (2013), Development Policies of Central and Eastern European States, London etc.: Routledge.</p> <p>Kothari, U. and M. Minogue (2002), Development Theory and Practice. Critical Perspectives,</p>		

	<p>Houndsmills: Palgrave.</p> <p>Lancaster, C. (2007), <i>Foreign Aid: Diplomacy, Development, Domestic Politics</i>, Chicago: University of Chicago Press.</p> <p>Ramalingam, B. (2013), <i>Aid on the Edge of Chaos</i>, Oxford etc.: Oxford University Press.</p> <p>Seligson, M.A., and J.T. Passé-Smith (2013), <i>Development and Underdevelopment: The Political Economy of Global Inequality</i>, 5 ed., Boulder: Lynne Rienner.</p> <p>Sumner, A. and M. Tribe (2008), <i>International Development Studies. Theories and Methods in Research and Practice</i>, London etc.: SAGE.</p>
<b>CONTENT</b>	<p>The course will look at the contours of the field 'Development Studies' by asking what the purpose of this field is, what knowledge is possible in Development Studies, and how research and practice are linked in matters of development. With regards to development theories, it will provide an overview of the most important theories and approaches since the inception of the field (modernisation theories, dependency theories, state-led development/developmental state, institutionalist approaches, neoliberalism/neoclassical economics). It then adds critical discussions of more recent perspectives and fundamental critiques of the idea of development (sustainable development, participation and ownership, post-development). In particular, the students will assess whether these current understandings may serve as a springboard for new and fresh thinking in development. In the second part, the development policies of main actors (U.S., U.K., Germany, and the European Union) and the recent arrival of so-called 'new actors in development' (the BRICS states, new donors from Central and Eastern Europe) are to be discussed with an eye on their potential impact on development thinking and the creation of development policies.</p>

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**M-SD\_04 DATA COLLECTION AND ANALYSIS**


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<b>MODULE-NO.</b>	M-SD_04		
<b>EQUIVALENT</b>	-		
<b>RESPONSIBLE PROFESSOR</b>	Prof. Dr. Oliver Serfling		
<b>TYPE</b>	Lecture and accompanying Exercise		
<b>SIZE OF GROUP</b>	Up to 40		
<b>CREDIT POINTS</b>	6 CP		
<b>CONTACT HOURS</b>	4 CH per week		
<b>WORKLOAD</b>	150 h	60 h presence time	90 h private studies
<b>SIGNIFICANCE OF MARK</b>	9.2% / 6.3%		
<b>STUDY SEMESTER</b>	1 <sup>st</sup> Semester / 3 <sup>rd</sup> semester		
<b>OFFER</b>	Winter Term		
<b>LANGUAGE</b>	English		
<b>CLASSIFICATION</b>	Required Course		
<b>PREREQUISITES</b>	None		
<b>RECOMMENDED PREREQUISITES</b>	None		
<b>REQUIREMENTS FOR THE AWARDING OF CREDIT POINTS</b>	Examination		
<b>POSSIBLE EXAMINATION</b>	Written Exam, Term Paper		
<b>LEARNING OUTCOMES</b>	<p>Upon completion of the module, students will understand the difference between qualitative and quantitative methodology and will know how to make appropriate usage of both<sup>1,2,3</sup>. They will be familiar with the underlying epistemology and know the most common tools of primary and secondary data collection; summarizing and presenting data; and of data analysis<sup>2</sup>. The quantitative part covers introductory and intermediate statistical and econometric approaches, whereas the qualitative part focusses on fieldwork methods such as interviews, ethnography and participatory methods<sup>1,2</sup>. Students will be able to apply selected instruments to real life problems in order to prepare for their own research project, which they are going to conduct in M-SD_10<sup>3,5</sup>. Having completed the course, students will understand how development research and fieldwork can contribute to improve a project's quality and ensure sustainability<sup>4,5</sup>.</p> <p><sup>1</sup>Knowledge; <sup>2</sup>Comprehension; <sup>3</sup>Application; <sup>4</sup>Analysis; <sup>5</sup>Synthesis and judgement.</p>		
<b>BIBLIOGRAPHY</b>	<p>Best, S. (2012), Understanding and Doing Successful Research: Data Collection and Analysis for the Social Sciences, Harlow et al: Pearson.</p> <p>Desai, Vandana and Robert Potter (2006), Doing Development Research. London: Sage</p> <p>Hill, R.C., Griffiths, W.E. and Lim, G.C. (2012), Principles of Econometrics, Wiley.</p> <p>Hilmer, C.E., and M.J. Hilmer (2014), Practical Econometrics: Data Collection, Analysis, and Application, International Student Edition (The McGraw-Hill/Irwin Series in Economics), New York: McGraw-Hill Education.</p>		



	<p>Robben, Robben, Antonius C. G. M. and Jeffrey Sluka (2012), <i>Ethnographic Fieldwork. An Anthropological Reader</i>. Malden: Wiley-Blackwell.</p> <p>Söderbom, M. et al. (2015), <i>Empirical Development Economics</i>, Routledge.</p>
<b>CONTENT</b>	<p>Initially, the course will provide students with an overview of the procedures and characteristics of empirical research. Students will learn about the epistemological underpinnings of qualitative and quantitative approaches in order to understand the appropriate application, their goals, and valid quality criteria. Afterwards, the significance of topics as well as the identification of questions, objectives and hypotheses are addressed. In addition, the introductory part tackles the meaning of objects, variables, and data, operationalization, and cross-sectional and longitudinal analyses. Students will furthermore be confronted with the practical and ethical implications of conducting development fieldwork and will reflect upon the researcher's position in the field.</p> <p>Subsequently, the lecture covers methods of primary and secondary data collection such as sampling procedures and other forms of object selection, experiments, surveys, participatory methods, interviews, observations, and case studies. The second part closes with a short reminder of the fundamental concepts of organizing, presenting, and summarizing data, before proceeding further with a third part on data analysis. The third part covers estimation procedures using 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 could be discussed.</p> <p>Practical training sessions accompany and enrich the lecture, imparting expertise in literature and data inquiry with databases and search engines; designing experiments and questionnaires; and becoming familiar with selected statistics and econometrics software packages.</p>

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**M-SD\_05 IMPACT EVALUATION**


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<b>MODULE-NO.</b>	M-SD_05		
<b>EQUIVALENT</b>	-		
<b>RESPONSIBLE PROFESSOR</b>	Prof. Dr. Oliver Serfling		
<b>TYPE</b>	Lecture and accompanying Exercise		
<b>CREDIT POINTS</b>	6 CP		
<b>CONTACT HOURS</b>	4 CH per week		
<b>WORKLOAD</b>	150 h	60 h presence time	90 h private studies
<b>SIGNIFICANCE OF MARK</b>	9.2% / 6.3%		
<b>STUDY SEMESTER</b>	2 <sup>nd</sup> Semester		
<b>OFFER</b>	Summer Term		
<b>LANGUAGE</b>	English		
<b>CLASSIFICATION</b>	Required Course		
<b>PREREQUISITES</b>	None		
<b>RECOMMENDED PREREQUISITES</b>			
<b>REQUIREMENTS FOR THE AWARDING OF CREDIT POINTS</b>	Examination		
<b>POSSIBLE EXAMINATION</b>	Term Paper		
<b>LEARNING OUTCOMES</b>	<p>Students will become acquainted with and understand the needs and functions of programme and project evaluation and project impact assessment, incl. the respective analytical tools, specific methodologies, and the international political, legal and institutional framework<sup>1,2</sup>. Based on a review of up-to-date assessment and evaluation studies and a class assignment of drafting own reports, they apply these principles in practice<sup>3</sup>. Moreover, students are trained to analyse and judge the strengths and weaknesses of assessment and evaluation instruments and to assess the long-term sustainability of development interventions. Upon completion of the course, students are enabled to make choices for a suitable methodical toolkit for project impact assessments and evaluations while taking into account relevant criteria<sup>4,5</sup>.</p> <p><sup>1</sup>Knowledge; <sup>2</sup>Comprehension; <sup>3</sup>Application; <sup>4</sup>Analysis; <sup>5</sup>Synthesis and judgement.</p>		
<b>BIBLIOGRAPHY</b>	<p>Angrist, Joshua David; Pischke, Jörn-Steffen (2009), Mostly harmless econometrics. An empiricist's companion, Princeton NJ u.a.: Princeton Univ. Press.</p> <p>Angrist, Joshua David; Pischke, Jörn-Steffen (2015), Mastering 'metrics. The path from cause to effect, Princeton NJ, Oxford: Princeton Univ. Press.</p> <p>Baddeley, M. C.; Barrowclough, D. V. (2009), Running Regressions: A Practical Guide to Quantitative Research in Economics, Finance and Development Studies, Cambridge: Cambridge University Press.</p> <p>Boulmetis J. and P. Dutwin (2011), The ABCs of Evaluation: Timeless Techniques for Programme and Project Managers, 3rd ed., Chichester: Wiley.</p>		

	<p>Khandker, S. R., Koolwal, G. B., &amp; Samad, H. A. (2010), Handbook on impact evaluation: Quantitative methods and practices, Washington, D.C.: World Bank. URL: <a href="http://go.worldbank.org/FE8098BI60">http://go.worldbank.org/FE8098BI60</a></p> <p>Langbein, L. (2013), Public Programme Evaluation. A Statistical Guide, 2nd: Routledge.</p> <p>Morra-Imas, L. G., &amp; Rist, R. C. (2009), The road to results: Designing and conducting effective development evaluations, Washington, DC: World Bank. URL: <a href="http://www.worldbank.org/r2r">http://www.worldbank.org/r2r</a></p> <p>Smith, L.G. (2014), Impact Assessment and Sustainable Resource Management (Themes in Resource Management), Hoboken: Taylor and Francis.</p>
<b>CONTENT</b>	<p>The course reviews the stepwise approach of project evaluation and impact assessment. The main part of the lecture explains the analytical tools frequently applied in impact assessment and project evaluation practice. This includes the following experimental and quasi-experimental approaches:</p> <ul style="list-style-type: none"> <li>• Randomized Selection</li> <li>• Propensity Score Matching</li> <li>• Difference-in-Differences</li> <li>• Instrumental Variable Estimation</li> <li>• Regression Discontinuity Design</li> <li>• Panel Data Techniques</li> </ul> <p>After having acquired the analytical and methodical background, students learn the typical steps in organizing findings into reports and draft a short impact assessment and evaluation report for a self-selected topic. The lectures are accompanied with practical exercises based on the analysis of real-world data with the statistical software package R.</p> <p>Furthermore, the course looks into management aspects of Impact Evaluations in Development Cooperation and discusses different roles and required expertise within an Evaluation Team, as outlined in the Terms of Reference (ToR).</p> <p>After having acquired the analytical and methodical background, students learn the typical steps in organizing findings into reports and draft a short impact assessment and evaluation report.</p>

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**M-SD\_06 MACROECONOMICS IN LDC'S**


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<b>MODULE-NO.</b>	M-SD_06		
<b>EQUIVALENT</b>	-		
<b>RESPONSIBLE PROFESSOR</b>	Prof. Dr. Corinne Lohre		
<b>TYPE</b>	Lecture and accompanying Exercise		
<b>CREDIT POINTS</b>	6 CP		
<b>CONTACT HOURS</b>	4 CH per week		
<b>WORKLOAD</b>	150 h	60 h presence time	90 h private studies
<b>SIGNIFICANCE OF MARK</b>	9.2% / 6.3%		
<b>STUDY SEMESTER</b>	2 <sup>nd</sup> Semester		
<b>OFFER</b>	Summer Term		
<b>LANGUAGE</b>	English		
<b>CLASSIFICATION</b>	Required Course		
<b>PREREQUISITES</b>	None		
<b>RECOMMENDED PREREQUISITES</b>	None		
<b>REQUIREMENTS FOR THE AWARDING OF CREDIT POINTS</b>	Examination		
<b>POSSIBLE EXAMINATION</b>	Written Exam		
<b>LEARNING OUTCOMES</b>	<p>The course focuses on the analysis of the macroeconomic problems of developing countries. It reviews the basic macroeconomic models about inflation, unemployment, fiscal and monetary policies and discusses related problems that occur during the development process<sup>1</sup>. The impact of different monetary, exchange rate and trade policies on the economic development of a country will be analysed<sup>4</sup>. Keeping this in mind, different structural adjustment programmes will be evaluated with respect to their success<sup>5</sup>.</p> <p><sup>1</sup>Knowledge; <sup>2</sup>Comprehension; <sup>3</sup>Application; <sup>4</sup>Analysis; <sup>5</sup>Synthesis and judgement.</p>		
<b>BIBLIOGRAPHY</b>	<p>Agénor, P.R., Izquierdo A., and Jensen, H.T. (2006), Adjustment Policies, Poverty and Unemployment: The IMMPA Framework, Ames, IO: Blackwell Publishing.</p> <p>Agénor, P.R. and Montiel, P. (2008), Development Macroeconomics, 3<sup>rd</sup> ed., Princeton: Princeton University Press.</p> <p>Ghatak, S. and Sánchez-Fung, J.R. (2007), Monetary Economics in Developing Countries, 3<sup>rd</sup> ed., New York: Palgrave Macmillan.</p> <p>Romer, D. (2011), Advanced Macroeconomics, 4<sup>th</sup> ed., London: McGraw Hill.</p> <p>Spratt, S. (2008), Development Finance, New York: Taylor &amp; Francis.</p>		
<b>CONTENT</b>	<p>The aspects covered by the course include, but are not limited to:</p> <ul style="list-style-type: none"> <li>• aggregate accounts in developing economies</li> <li>• the structure of goods and labor markets</li> <li>• trade policies and development</li> <li>• informal financial markets and capital mobility</li> </ul>		

- monetary policy and inflation
- exchange rate regimes and its management
- external debt- and currency-crises
- structural reforms and adjustment programmes
- the political economy of stabilization and adjustment

Towards the end of the module, an evaluation of various IMF programmes will be conducted by focusing on issues like inflation, indebtedness, HIPC initiative, and the liberalisation of financial markets in developing countries.

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**M-SD\_07 INTERNATIONAL LAW AND COMPLIANCE**


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<b>MODULE-NO.</b>	M-SD_07		
<b>EQUIVALENT</b>	-		
<b>RESPONSIBLE PROFESSOR</b>	Prof. Dr. John Henry Dingfelder Stone		
<b>TYPE</b>	Lecture and accompanying practical training		
<b>SIZE OF GROUP</b>	Up to 40		
<b>CREDIT POINTS</b>	6 CP		
<b>CONTACT HOURS</b>	4 CH per week		
<b>WORKLOAD</b>	150 h	30 h presence time	120 h private studies
<b>SIGNIFICANCE OF MARK</b>	9.2% / 6.3%		
<b>STUDY SEMESTER</b>	2 <sup>nd</sup> Semester		
<b>OFFER</b>	Summer Term		
<b>LANGUAGE</b>	English		
<b>CLASSIFICATION</b>	Required Course		
<b>PREREQUISITES</b>			
<b>RECOMMENDED PREREQUISITES</b>			
<b>REQUIREMENTS FOR THE AWARDING OF CREDIT POINTS</b>	Examination		
<b>POSSIBLE EXAMINATION</b>	Written Exam, Term Paper		
<b>LEARNING OUTCOMES</b>	<p>The course provides students with basic knowledge of the principles and concepts of public international law, as well as its sources and historical development<sup>1</sup>. 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<sup>2</sup>. 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<sup>2</sup>. 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<sup>5</sup>.</p> <p><sup>1</sup>Knowledge; <sup>2</sup>Comprehension; <sup>3</sup>Application; <sup>4</sup>Analysis; <sup>5</sup>Synthesis and judgement.</p>		
<b>BIBLIOGRAPHY</b>	<p>D.J. Harris (2010), Cases and Materials on International Law, New York: Sweet &amp; Maxwell.</p> <p>World Bank (2006), Guidelines On Preventing and Combating Fraud and Corruption in Projects Financed by IBRD Loans and IDA Credits and Grants, Washington: World Bank Group</p> <p>Zaelke, D., D. Kaniaru and E. Kružíková (2005), Making Law Work: Environmental Compliance &amp; Sustainable Development, Boston: Cameron May.</p>		
<b>CONTENT</b>	<p>As a first step, the module introduces the foundational aspects of international public law, including its nature, sources, and historical development. In this context, important international and regional organisations, such as the United Nations, will be discussed with particular reference to their rights and obligations vis-à-vis the states of the world. Likewise,</p>		

issues of diplomacy, international treaties, soft law, and dispute resolution mechanisms will be presented in their organisational context. 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 the regulations concerning public procurement, the requirements of international donors, strategies for domestic enforcement, codes of conduct, 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
- domestic enforcement strategies
- theories of international compliance
- legal foundations and regulations for the public procurement system and requirements of international donors
- international arbitration and dispute settlement mechanisms
- anti-fraud and anti-corruption policies
- codes of conduct
- aspects of international taxation

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**M-SD\_08 MANAGEMENT OF DEVELOPMENT PROJECTS**


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<b>MODULE-NO.</b>	M-SD_08		
<b>EQUIVALENT</b>	-		
<b>RESPONSIBLE PROFESSOR</b>	Prof. Dr. Oliver Serfling		
<b>TYPE</b>	Lecture and accompanying practical training		
<b>SIZE OF GROUP</b>	Up to 40		
<b>CREDIT POINTS</b>	6 CP		
<b>CONTACT HOURS</b>	4 CH per week		
<b>WORKLOAD</b>	150 h	30 h presence time	120 h private studies
<b>SIGNIFICANCE OF MARK</b>	9.2% / 6.3%		
<b>STUDY SEMESTER</b>	2 <sup>nd</sup> Semester		
<b>OFFER</b>	Summer Term		
<b>LANGUAGE</b>	English		
<b>CLASSIFICATION</b>	Required Course		
<b>PREREQUISITES</b>			
<b>RECOMMENDED PREREQUISITES</b>			
<b>REQUIREMENTS FOR THE AWARDING OF CREDIT POINTS</b>	Examination		
<b>POSSIBLE EXAMINATION</b>	Term Paper		
<b>LEARNING OUTCOMES</b>	<p>The module lays the foundation for understanding the complex and interrelated structure of different aspects of a development project<sup>2</sup>. For this purpose, students will learn the identification and design of projects, its funding, risk identification and monitoring, and its critical evaluation<sup>1,2</sup>. During all phases of the project cycle, sustainability approaches that help to ensure the continued flow of benefits after the end of the intervention will be discussed. Strategies for increasing compliance, preventing fraud and corruption, and how to maintain good conduct are discussed on the basis of case studies of existing development projects<sup>4</sup>. Understanding of the various problems that might occur in project management and tools for its mitigation are developed in class<sup>3</sup>. Students will be required to draft a project proposal<sup>3</sup>.</p> <p><sup>1</sup>Knowledge; <sup>2</sup>Comprehension; <sup>3</sup>Application; <sup>4</sup>Analysis; <sup>5</sup>Synthesis and judgement.</p>		
<b>BIBLIOGRAPHY</b>	<p>APM Planning, Monitoring and Control Specific Interest Group (2008), Introduction to Project Planning, Princes Risborough, UK: APM – Association for Project Management.</p> <p>APM Planning, Monitoring and Control Specific Interest Group (2008), Introduction to Project Control, Princes Risborough, UK: APM – Association for Project Management.</p> <p>Dinsmore, P.C. and J. Cabanis-Brewin, J. (2014), The AMA Handbook of Project Management, 4<sup>th</sup> ed., New York: AMACOM Books.</p> <p>EuropeAid Cooperation Office (2002), Project Cycle Management Handbook, Brussels: European Commission – EuropeAid Co-operation Office / Evaluation.</p>		



	Team Technologies Inc., Middleburg (2005), The Logframe Handbook: A Logical Framework Approach to Project Cycle Management, Washington, DC: World Bank.
<b>CONTENT</b>	<p>The aspects covered by the module include but are not limited to:</p> <ul style="list-style-type: none"><li>• proposal writing and design of sustainable development projects</li><li>• feasibility assessment</li><li>• strategies for ensuring sustainability</li><li>• project appraisals and reviews</li><li>• investment and financial planning</li><li>• project risk identification and mitigation</li><li>• procurement and compliance</li><li>• staffing and HR development</li><li>• reporting standards</li><li>• codes of conduct, anti-fraud and anti-corruption strategies</li><li>• monitoring and evaluation</li></ul>

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**M-SD\_09 ELECTIVE SUBJECTS**


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<b>MODULE-NO.</b>	M-SD_09 Elective Subjects
<b>COURSES</b>	<p>Summer term:</p> <p>M-SD_09.11 Gender and Development</p> <p>M-SD_09.12 International Institutions in Development Cooperation</p> <p>M-SD_09.13 Infrastructure and Human Development</p> <p>M-SD_09.14 Resources and Sustainability</p> <p>Winter term:</p> <p>M-SD_09.21 Diversity Management and Negotiation Skills</p> <p>M-SD_09.22 Poverty and Vulnerability</p> <p>M-SD_09.23 Behavioural Economics</p> <p>M-SD_09.24 Management of Non-Profit Organizations and Fundraising</p>
<b>CREDIT POINTS</b>	12 CP (out of all CP offered)
<b>CONTACT HOURS</b>	8 CH per week
<b>WORKLOAD</b>	300 h
<b>SIGNIFICANCE OF MARK</b>	18,4 % / 12,6 %
<b>STUDY SEMESTER</b>	1 <sup>st</sup> , 2 <sup>nd</sup> and 3 <sup>rd</sup> Semester
<b>OFFER</b>	Summer and Winter Term (depending on the specific course)
<b>LANGUAGE</b>	English
<b>CLASSIFICATION</b>	Elective Subjects
<b>REQUIREMENTS FOR THE AWARDING OF CREDIT POINTS</b>	Examination

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**M-SD\_09.11 GENDER AND DEVELOPMENT**

<b>RESPONSIBLE PROFESSOR</b>	Prof. Dr. Eva-Maria Hinterhuber
<b>EQUIVALENT</b>	GD_3
<b>TYPE</b>	Lecture, Excursion
<b>SIZE OF GROUP</b>	Up to 20
<b>CREDIT POINTS</b>	6 CP
<b>CONTACT HOURS</b>	4 CH per week
<b>OFFER</b>	Summer Term
<b>WORKLOAD</b>	150 h
<b>PREREQUISITES</b>	None
<b>RECOMMENDED PREREQUISITES</b>	None

<b>POSSIBLE EXAMINATION</b>	Written Exam, Term Paper, Presentation, Assignment
<b>LEARNING OUTCOMES</b>	<p>The module provides theoretical and applied knowledge necessary for a proficient analysis of the topic "gender and development"<sup>1,3</sup>. After successful completion of the course, students will have a critical understanding of theories, the evolution and concepts of gender, and development<sup>4</sup>. They will learn about gender sensitive approaches in different contexts, complemented by examples deriving from different fields<sup>3,4</sup>.</p> <p><sup>1</sup>Knowledge; <sup>2</sup>Comprehension; <sup>3</sup>Application; <sup>4</sup>Analysis; <sup>5</sup>Synthesis and judgement.</p>
<b>BIBLIOGRAPHY</b>	<p>Caglar, G., E. Prügl and S. Zwingel (2013), <i>Feminist Strategies in International Governance</i>, London.</p> <p>Coles, A., L. Gray, and J. Momsen (2015), <i>The Routledge Handbook of Gender and Development</i>, London: Routledge.</p> <p>Momsen, J. (2010), <i>Gender and Development</i>, London.</p> <p>OECD (2010), <i>Atlas of Gender and Development</i>, Paris.</p> <p>The World Bank (2012). <i>World Development Report 2012: Gender Equality and Development</i>, Washington, DC.</p>
<b>CONTENT</b>	<p>Gender as an analytical category has become an integral part of the policies of all major international development organizations. The module starts with an introduction of theoretical approaches to the field of gender and development. Closely linked to these theories, it analyzes 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 work, social policy, public life and conflict.</p>

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M-SD\_09.12 INTERNATIONAL INSTITUTIONS IN DEVELOPMENT COOPERATION

<b>RESPONSIBLE PROFESSOR</b>	Prof. Dr. Alexander Brand
<b>EQUIVALENT</b>	-
<b>TYPE</b>	Lecture, Excursion
<b>SIZE OF GROUP</b>	Up to 20
<b>CREDIT POINTS</b>	6 CP
<b>CONTACT HOURS</b>	4 CH per week
<b>OFFER</b>	Summer Term
<b>WORKLOAD</b>	150 h
<b>PREREQUISITES</b>	None
<b>RECOMMENDED PREREQUISITES</b>	None
<b>POSSIBLE EXAMINATION</b>	Written Exam, Assignment
<b>LEARNING OUTCOMES</b>	<p>Upon successful completion of the module, students will be able to discuss the most important international organisations in development cooperation, both in global and regional terms and will know their aims, competencies and their importance with respect to international development cooperation<sup>1, 2, 5</sup>. Furthermore, students will be able to analyse</p>

	<p>strengths and weaknesses of these interstate development organisations as well as organisations with a development department<sup>4</sup>. By critically assessing the positive and negative aspects of international organisations and their programmes,<sup>3,4</sup> students will be enabled to propose solutions on how to increase their problem-solving capacities, efficiency of goal-attainment, all the while considering fairness and legitimacy<sup>5</sup>.</p> <p>With regards to developmental regionalism, students will have acquired a basic understanding of various regional integration processes in a historical and global context<sup>2</sup>. They will have the means to analyse regional integration projects-- particularly those with an emphasis on development<sup>4</sup>. Moreover, students will be able to contrast various regional experiences and differing approaches to development within specified regions<sup>1, 2, 4</sup>. Lastly, students will have gained an understanding of how to evaluate development-related strategies and their performance in the context of specific regionally-bounded conditions<sup>5</sup>.</p> <p><sup>1</sup>Knowledge; <sup>2</sup>Comprehension; <sup>3</sup>Application; <sup>4</sup>Analysis; <sup>5</sup>Synthesis and Judgement.</p>
<p><b>BIBLIOGRAPHY</b></p>	<p>Acharya, A. &amp; Johnston, A. I., eds. (2007): <i>Crafting Cooperation</i>, Cambridge: Cambridge Univ Press.</p> <p>Barnett, M. &amp; Finnemore, M. (2004), <i>Rules for the World? International Organizations in Global Politics</i>, Ithaca/NY: Cornell Univ Press.</p> <p>Beeson, M. (2009): <i>Institutions of the Asia-Pacific</i>, Abingdon: Routledge.</p> <p>Börzel, T., et al., eds. (2012), <i>Roads to Regionalism: Genesis, Design, and Effects of Regional Organizations</i>, Farnham: Ashgate.</p> <p>Davies, M. &amp; Woodward, R. (2014), <i>International Organizations</i>, Aldershot: E.Elgar Publ.</p> <p>de Lombaerde, P., ed. (2006), <i>Assessment and Measurement of Regional Integration</i>, Abingdon: Routledge.</p> <p>Karns, M. &amp; Mingst, K.A. (2009), <i>International Organizations: The Politics and Processes of Global Governance</i>, Boulder: Lynne Rienner.</p> <p>Laursen, F., ed. (2010), <i>Comparative Regional Integration</i>, Farnham: Ashgate.</p> <p>Martens, K. &amp; Jakobi, A.P. (2014), <i>Mechanisms of OECD Governance</i>, Oxford: OUP.</p> <p>Mattli, W. (1999), <i>The Logic of Regional Integration</i>, Cambridge etc.: Cambridge Univ Press.</p> <p>Murphy, C. (2006), <i>The United Nations Development Programme: A Better Way?</i> Cambridge: CUP.</p> <p>Risse, T., et al., eds. (2016), <i>The Oxford Handbook of Comparative Regionalism</i>, Oxford: OUP.</p> <p>Rittberger, V., Zangl, B. &amp; Kruck, A. (2006), <i>International Organizations: Polity, Politics and Policies</i>, Basingstoke: Palgrave Macmillan.</p> <p>Shaw, T. M., et al., eds. (2011), <i>The Ashgate Research Companion to Regionalisms</i>, Farnham: Ashgate.</p> <p>Weiss, T.G. &amp; Wilkinson, R., eds. (2014), <i>International Organization and Global Governance</i>, London etc.: Routledge.</p>
<p><b>CONTENT</b></p>	<p>The course analyses the evolution and the current state of affairs of international development cooperation through global and regional interstate organisations. Particular emphasis is given to more recent developments and the potentials of South-South cooperation in comparison to established modes of governance across the North-South divide.</p> <p>A brief introduction into theoretical and conceptual backgrounds of cooperation, the role of institutions and different understandings of international organisations is followed by a discussion of globally operating (or relevant) organisations such as</p> <ul style="list-style-type: none"> <li>• UNDP, the World Bank, and the IMF</li> </ul>

	<ul style="list-style-type: none"> <li>• the WTO, the WHO, and the OECD</li> <li>• various multilateral Development Banks</li> <li>• more recent, supposedly “alternative” organisations such as the BRICS Bank/NDB and the AIIB.</li> </ul> <p>Along with discussing their importance for the development process, students will also be introduced to the financing instruments that are used by them, as well as the controversial aspects linked to these international organisations.</p> <p>In addition, various forms of regionalism across the ‘global South’ will be introduced. As a first step, the relevant concepts and theoretical models of regional integration are discussed with a particular emphasis on matters of socio-economic development. At the centre of attention is a political-economic analysis of selected regional agreements with regionally-bound notions and strategies of development in particular. Amongst the regionalisms analysed and compared are the following:</p> <ul style="list-style-type: none"> <li>• ASEAN and APEC (with attention to the US “pivot to Asia” and China’s “One Belt, One Road”)</li> <li>• NEPAD/AU, ECOWAS and SADC</li> <li>• MERCOSUR, UNASUR and CARICOM (if applicable, also ALBA and CELAC).</li> </ul> <p>A thematic focus on “development &amp; security”, “development &amp; peace and conflict studies”, or “development, culture &amp; religion” is possible.</p>
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#### M-SD\_09.13 INFRASTRUCTURE AND HUMAN DEVELOPMENT

<b>RESPONSIBLE PROFESSOR</b>	Prof. Dr. Gregor van der Beek
<b>EQUIVALENT</b>	-
<b>TYPE</b>	Lecture, Seminar, Excursion
<b>SIZE OF GROUP</b>	Up to 20
<b>CREDIT POINTS</b>	6 CP
<b>CONTACT HOURS</b>	4 CH per week
<b>OFFER</b>	Summer Term
<b>WORKLOAD</b>	150 h
<b>PREREQUISITES</b>	None
<b>RECOMMENDED PREREQUISITES</b>	None
<b>POSSIBLE EXAMINATION</b>	Written Exam, Assignment
<b>LEARNING OUTCOME</b>	Students will acquire a theory and application-oriented perspective on infrastructures in developing countries. Besides traditional physical infrastructure, there will be a focus on education and health systems. They will learn methodological and theoretical foundations about relevant institutions and their capacities, knowledge, and commodities <sup>1</sup> . The coevolution and interdependence of infrastructure development and human development will be elaborated on <sup>2</sup> . Participants will be trained on how to use and apply microeconomic tools to infrastructure-related problem, and - as an application of these tools – they will design a basic case study with a focus on problems within developing countries <sup>3</sup> . Analyses will be carried out within an interdisciplinary framework-- integrating economic, ecological, and sociological perspectives. 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 <sup>4,5</sup> .

	<sup>1</sup> Knowledge; <sup>2</sup> Comprehension; <sup>3</sup> Application; <sup>4</sup> Analysis; <sup>5</sup> Synthesis and judgement.
<b>BIBLIOGRAPHY</b>	<p>Ascher, W., and C. Krupp (Eds., 2011), Physical Infrastructure Development. London.</p> <p>Belleflamme, P. and P.J. Peitz (2015), Industrial Organization: Markets and Strategies, Cambridge UK.</p> <p>Brewer, D.J. and P.J. McEwan (2010), Economics of Education, Oxford.</p> <p>Checchi D. (2010), The Economics of Education: Human Capital, Family Background and Inequality, Cambridge.</p> <p>Cole, D.H. and P. Grossman (2014), The End of a Natural Monopoly, 2nd ed., New York.</p> <p>Coutts, C. (2016), Green Infrastructure and Public Health, Abingdon, UK</p> <p>Drummond, M.F. et al. (2005), Methods for the Economic Evaluation of Health Care Programmes, 3rd ed., Oxford.</p> <p>Folland, S., A.C. Goodman and M. Stano (2012), The Economics of Health and Health Care, 7<sup>th</sup> ed., Upper Saddle River, NJ.</p> <p>Perloff, J.M. (2016), Microeconomics: Theory and Applications, 4<sup>th</sup> ed., Upper Saddle River, NJ.</p>
<b>CONTENT</b>	<p>This class provides a first step into surveying how infrastructure, human development, economic performance and the environment are interconnected. Although development of infrastructures encompass 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 (a) the provision of traditional infrastructure and (b) the health and education sectors. The course concludes with the analyses of market failures and an evaluation of infrastructure, health and education policies.</p>

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#### M-SD\_09.14 RESOURCES AND SUSTAINABILITY

<b>RESPONSIBLE PROFESSOR</b>	Prof. Dr. Diana Marquardt
<b>EQUIVALENT</b>	-
<b>TYPE</b>	Lecture
<b>SIZE OF GROUP</b>	Up to 20
<b>CREDIT POINTS</b>	6 CP
<b>CONTACT HOURS</b>	4 CH per week
<b>OFFER</b>	Summer Term
<b>WORKLOAD</b>	150 h
<b>PREREQUISITES</b>	None
<b>RECOMMENDED PREREQUISITES</b>	None
<b>POSSIBLE EXAMINATION</b>	Written Exam, Term Paper
<b>LEARNING OUTCOMES</b>	<p>After finishing this course, students will understand the complex and multidimensional linkages between development and environment/natural resource usage<sup>1</sup>. They will know the contemporary challenges of sustainable resource management<sup>2</sup> and will be able to identify the impacts of overusage and degradation of resources<sup>3</sup>. This knowledge enables the participants to analyse situations with regards to sustainability and to propose sustainable development interventions in both rural and urban settings<sup>4,5</sup>.</p>

	<sup>1</sup> Knowledge; <sup>2</sup> Comprehension; <sup>3</sup> Application; <sup>4</sup> Analysis; <sup>5</sup> Synthesis and judgement.
<b>BIBLIOGRAPHY</b>	<p>Adams, B. (2009), Green Development – Environment and Sustainability in a Developing World, 3<sup>rd</sup> ed., London/New York: Routledge.</p> <p>Chiras, D.D. and J.P. Reganold (2010), Natural Resource Conservation – Management for a Sustainable Future, 10<sup>th</sup> ed., Upper Saddle River: Pearson.</p> <p>Mulligan, M. (2015), An Introduction to Sustainability – Environment, Social and Personal Perspectives, London: Earthscan.</p>
<b>CONTENT</b>	<p>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 natural resources with a focus on:</p> <ul style="list-style-type: none"> <li>• what are natural resources?</li> <li>• theories about the environment, development and sustainability (e.g. ecological modernization, neo-malthusianism, deep ecology)</li> <li>• global use of natural resources: agriculture, fishing, mining, energy production</li> <li>• scarcity and degradation with a focus on deforestation, desertification, erosion, waste, biodiversity loss, pollution of urban environments, and global warming</li> <li>• sustainable management of resources</li> <li>• policy choices and development strategies</li> <li>• responses to contemporary challenges</li> </ul>

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#### M-SD\_09.21 DIVERSITY MANAGEMENT AND NEGOTIATION SKILLS

<b>RESPONSIBLE PROFESSOR</b>	Prof. Dr. Eva Hinterhuber
<b>EQUIVALENT</b>	-
<b>TYPE</b>	Lecture and accompanying practical training
<b>SIZE OF GROUP</b>	Up to 20
<b>CREDIT POINTS</b>	6 CP
<b>CONTACT HOURS</b>	4 CH per week
<b>OFFER</b>	Winter Term
<b>WORKLOAD</b>	150 h
<b>PREREQUISITES</b>	None
<b>RECOMMENDED PREREQUISITES</b>	None
<b>POSSIBLE EXAMINATION</b>	Oral exam, Term Paper
<b>LEARNING OUTCOMES</b>	<p>Upon completion of the course, students will have learned to recognize the effects of different diversity-oriented approaches to international development work and develop relevant strategies for increasing understanding and a respectful collaboration<sup>1,2</sup>. This means that they will be able to reflect on their personal communication styles, values and how they define development-- all of which are affected by their diverse backgrounds<sup>4,5</sup>. Moreover, students will learn to implement and analyse diversity management (DM) tools and know how to manage and nurture equitable partnerships in view of different histories of privilege and oppression<sup>3</sup>. They will be enabled to analyse the resources of increasingly diversifying societies for practicing an inclusive, creative and sustainable project management<sup>3,4</sup>. Human rights' laws and programmes (local, national, international) are introduced and students will learn to use them as a framework for developmental policies<sup>2,3</sup>.</p> <p>After completion of this course, students will know the key concepts of diversity management</p>

	<p>and diversity mainstreaming<sup>1</sup>. They will be able to use theoretical and practical DM concepts, instruments and measures of good-and-best-practice within organizations and they can perceive the possible social and political consequences of those concepts and measures<sup>3</sup>. Having the tools to self-analyze and reflect on their work performance in diverse and plural contexts,<sup>5</sup> students will be enabled to conduct studies to enforce and implement DM<sup>3</sup>.</p> <p>Furthermore, this course trains students to successfully report, communicate and negotiate in the various stages of a development project<sup>2,3</sup> and will get students acquainted with a number of communication and negotiation strategies<sup>2</sup> that will also be put into practice in class.</p> <p><sup>1</sup>Knowledge; <sup>2</sup>Comprehension; <sup>3</sup>Application; <sup>4</sup>Analysis; <sup>5</sup>Synthesis and judgement.</p>
<b>BIBLIOGRAPHY</b>	<p>Barak Mor, M.E. (2014), <i>Managing Diversity. Toward a Globally Inclusive Workplace</i>. Sage Publications</p> <p>Browaeyns, M.-J. and Price, R. (2011), <i>Understanding Cross-Cultural Management</i>. Harlow: Pearson Education Limited.</p> <p>Fisher, S.; Abdi, D. I.; Ludin, J.; Smith, R.; Williams, Sue and Steven Williams. (2005), <i>Working with Conflict: Skills and Strategies for Action</i>. London: Zed Books.</p> <p>Syed, J. and M. Ozbilgin (2015), <i>Managing Diversity and Inclusion. An International Perspective</i>. Sage Publications.</p>
<b>CONTENT</b>	<p>The module provides an opportunity for students to pursue studies in the application of theories ranging from 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 organizations with multinational teams and diverse stakeholders' prejudice, discrimination, and human rights in developmental contexts.</p> <p>The topics covered by this course include, but are not limited to:</p> <ul style="list-style-type: none"> <li>• diversity categories (gender, language, ability, class, age, ethnic background) and issues of intersectionality</li> <li>• key concepts of diversity management and diversity mainstreaming</li> <li>• instruments to implement and manage diversity in organisations: communication and intercultural dialogue, moderation, research tools, case studies and reflecting practices</li> <li>• different contexts and aims of communication</li> <li>• how to communicate effectively</li> <li>• how to make a presentation</li> <li>• the different stages in the presentation process</li> <li>• identification of influential factors in negotiation</li> <li>• strategies for successful communication and negotiation</li> <li>• principles of the creation of win-win situations</li> <li>• phases of negotiation</li> <li>• guidelines for effective negotiations in diverse situations</li> </ul>



## M-SD\_09.22 POVERTY AND VULNERABILITY

<b>RESPONSIBLE PROFESSOR</b>	Prof. Dr. Oliver Serfling
<b>EQUIVALENT</b>	-
<b>TYPE</b>	Lecture and accompanying practical training
<b>SIZE OF GROUP</b>	Up to 20
<b>CREDIT POINTS</b>	6 CP
<b>CONTACT HOURS</b>	4 CH per week
<b>OFFER</b>	Winter Term
<b>WORKLOAD</b>	150 h
<b>PREREQUISITES</b>	None
<b>RECOMMENDED PREREQUISITES</b>	None
<b>POSSIBLE EXAMINATION</b>	Written Exam, Term Paper
<b>LEARNING OUTCOMES</b>	<p>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<sup>1,2</sup>. Concepts and tools of modern welfare states and social security systems are introduced and analysed with respect to their contribution towards the reduction of poverty<sup>1,4</sup>.</p> <p>Furthermore, the concept of vulnerability is introduced and ex-ante and ex-post measures to reduce households' exposure to risk, fluctuations or shocks, are discussed<sup>1</sup>. Students will learn how to analyse the factors that influence certain groups' exposure to risk and will discuss strategies to mitigate and counteract vulnerability<sup>2,4</sup>. The potential contribution of sustainable development in creating more resilient livelihoods will be critically discussed<sup>4,5</sup>. In addition, different measures for capacity building in developing countries, with respect to the improvement of social policies, are critically evaluated<sup>5</sup>.</p> <p><sup>1</sup>Knowledge; <sup>2</sup>Comprehension; <sup>3</sup>Application; <sup>4</sup>Analysis; <sup>5</sup>Synthesis and judgement.</p>
<b>BIBLIOGRAPHY</b>	<p>Bochel, H. and G. Daly (2014), Social Policy, 3<sup>rd</sup> ed., Taylor and Francis.</p> <p>FES (1997), Social Security in the International Development Cooperation.</p> <p>Sen, A. et al. (1991), Social Security in Developing Countries, Oxford: Clarendon Press.</p>
<b>CONTENT</b>	<p>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 reduction, 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.</p> <p>The aspects covered by this module include, but are not limited to:</p> <ul style="list-style-type: none"> <li>• forms of inequality and its measurement</li> <li>• income and multidimensional poverty</li> <li>• gender segregation in health and education</li> <li>• rural and urban disparities</li> <li>• social policies and the modern welfare state</li> <li>• unemployment, health and pension systems</li> <li>• family policies</li> <li>• housing policies</li> <li>• human-environment interaction</li> <li>• management of refugees and internally displaced people</li> </ul>

	<ul style="list-style-type: none"> <li>• international policies and laws for humanitarian support/disaster management</li> <li>• the role of government in disaster management</li> </ul>
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### M-SD\_09.23 BEHAVIOURAL ECONOMICS

<b>RESPONSIBLE PROFESSOR</b>	Prof. Dr. Thomas Pitz
<b>EQUIVALENT</b>	M-EF_11.1
<b>TYPE</b>	Lecture and accompanying exercise
<b>SIZE OF GROUP</b>	Up to 20
<b>CREDIT POINTS</b>	6 CP
<b>CONTACT HOURS</b>	4 CH per week
<b>OFFER</b>	Winter Term
<b>WORKLOAD</b>	150 h
<b>PREREQUISITES</b>	None
<b>RECOMMENDED PREREQUISITES</b>	None
<b>POSSIBLE EXAMINATION</b>	Written Exam, Term Paper
<b>LEARNING OUTCOMES</b>	<p>Upon successful completion of the module, students will be able to characterise differences between rational and descriptive economic theories<sup>2</sup>. Students will be familiar with the main methods and results in the field of behavioural finance<sup>1</sup>. This also includes the methodological background of behavioural and experimental economics<sup>1</sup>. Students will be able to design, run and analyse experiments related to behavioural finance<sup>3,4</sup>.</p> <p><sup>1</sup>Knowledge; <sup>2</sup>Comprehension; <sup>3</sup>Application; <sup>4</sup>Analysis; <sup>5</sup>Synthesis and judgement.</p>
<b>BIBLIOGRAPHY</b>	<p>Baddeley, M. (2013), Behavioural Economics and Finance, New York: Routledge.</p> <p>Forbes, W. (2009), Behavioural Finance, New York: Wiley.</p> <p>Kahneman, K, Tversky A. (2000), Choices, Values and Frames, Cambridge: Cambridge University Press.</p> <p>Montier, J. (2002), Behavioural Finance: Insights into Irrational Minds and Markets, Chichester: Wiley.</p> <p>Plous, S. (1993), The Psychology of Judgment and Decision Making, McGraw Hill.</p> <p>Shefrin, H. (2005), Behavioural Corporate Finance, McGraw Hill.</p> <p>Wydick, B. (2008), Games in Economic Development, Cambridge: Cambridge University Press.</p>
<b>CONTENT</b>	<p>The course will introduce students to psychological research about bounded rational behaviour in financial markets. The classical theory is based on the assumption that investors behave in a rational, predictable and an unbiased manner. The model assumes that market investors, portfolio managers, and financial economists in aggregate price stocks correctly. Based on experimental results in the 1970s, Kahneman and Tversky criticized 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.</p> <p>The main aspects to be covered are:</p> <ul style="list-style-type: none"> <li>• rational choice, quasi-rational choice</li> </ul>

	<ul style="list-style-type: none"> <li>• limits to arbitrage</li> <li>• introduction to behavioural and experimental economics</li> <li>• behavioural field experiments in development economics</li> <li>• prospect theory</li> </ul>
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**M-SD\_09.24 MANAGEMENT OF NON-PROFIT ORGANIZATIONS AND FUNDRAISING**

<b>RESPONSIBLE PROFESSOR</b>	Prof. Dr. Ute Merbecks
<b>EQUIVALENT</b>	-
<b>TYPE</b>	Lecture, Excursion
<b>SIZE OF GROUP</b>	Up to 20
<b>CREDIT POINTS</b>	6 CP
<b>CONTACT HOURS</b>	4 CH per week
<b>OFFER</b>	Winter Term
<b>WORKLOAD</b>	150 h
<b>PREREQUISITES</b>	None
<b>RECOMMENDED PREREQUISITES</b>	None
<b>POSSIBLE EXAMINATION</b>	Written Exam, Term Paper
<b>LEARNING OUTCOMES</b>	<p>The aim of the course is to prepare the students to critically evaluate different types of non-profit organisations by understanding their functions and area of focus<sup>4</sup>. The students will be able to gain knowledge about the working capacities of non-profit organisations, how they are financed and what their role in the private sector and civil society is<sup>1</sup>. Based on the knowledge gained in this course, students will be able to evaluate the need of non-profit organisations, their importance and their impact on society<sup>5</sup>.</p> <p><sup>1</sup>Knowledge; <sup>2</sup>Comprehension; <sup>3</sup>Application; <sup>4</sup>Analysis; <sup>5</sup>Synthesis and judgement.</p>
<b>BIBLIOGRAPHY</b>	<p>Anheier, H. (2005), Nonprofit Organisations: Theory, Management, Policy, London &amp; New York: Routledge.</p> <p>Allison, M. (2003), Strategic Planning for Nonprofit Organizations: A Practical Guide and Workbook, 2<sup>nd</sup> ed., Wiley.</p> <p>David, B. (2010), Hybrid Organizations and the Third Sector, Palgrave Macmillan.</p> <p>Padaki, V.C. (2005), Management Development in Non-Profit Organisations: A Programme for Governing Boards, SAGE Publications.</p> <p>Wolf, T. (1999), Managing a Nonprofit Organization in the Twenty-First Century, Fireside / Simon &amp; Schuster.</p>
<b>CONTENT</b>	<p>Non-profit organisations are working in numerous aspects of public and private sector of society in order to boost civil society and the economy. The content of this course will broadly revolve around the following topics:</p> <ul style="list-style-type: none"> <li>• introduction to non-profit organisations</li> <li>• financing and management of non-profit organisations</li> <li>• fundraising for development</li> <li>• role of NGOs in development</li> <li>• building capacity of non-profit organisations</li> </ul>

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**M-SD\_10 APPLIED PROJECT IN INTERNATIONAL DEVELOPMENT COOPERATION**


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<b>MODULE-NO.</b>	MSD_10		
<b>EQUIVALENT</b>	-		
<b>RESPONSIBLE PROFESSOR</b>	Project Supervisor		
<b>TYPE</b>	Lecture and accompanying project		
<b>SIZE OF GROUP</b>	Up to 20		
<b>CREDIT POINTS</b>	5 CP		
<b>CONTACT HOURS</b>	4 CH per week		
<b>WORKLOAD</b>	125 h	15 h presence time	110 h private studies
<b>SIGNIFICANCE OF MARK</b>	7,7% / 5,3%		
<b>STUDY SEMESTER</b>	3 <sup>rd</sup> Semester / 4 <sup>th</sup> Semester		
<b>OFFER</b>	Summer and Winter Term		
<b>LANGUAGE</b>	English		
<b>CLASSIFICATION</b>	Required Course		
<b>PREREQUISITES</b>			
<b>RECOMMENDED PREREQUISITES</b>			
<b>REQUIREMENTS FOR THE AWARDING OF CREDIT POINTS</b>	Examination		
<b>POSSIBLE EXAMINATION</b>	Term Paper		
<b>LEARNING OUTCOMES</b>	<p>Upon completion of this course, students will be able to</p> <ul style="list-style-type: none"> <li>• practically apply the theories and concepts studied throughout the study programme<sup>2</sup></li> <li>• work and coordinate in a team<sup>1</sup></li> <li>• evaluate and analyse the key challenges of sustainable development<sup>4</sup></li> <li>• work under pressure and meet deadlines<sup>1</sup></li> <li>• critically analyse the policies being used by countries or/and organisations for sustainable development<sup>4</sup></li> <li>• analyse empirical data and draw conclusions from it <sup>5</sup></li> <li>• use quantitative and qualitative tools for data analysis<sup>3</sup></li> </ul> <p>The knowledge gained through this course will help the students to write their project report and prepare for their thesis.</p> <p><sup>1</sup>Knowledge; <sup>2</sup>Comprehension; <sup>3</sup>Application; <sup>4</sup>Analysis; <sup>5</sup>Synthesis and judgement.</p>		
<b>BIBLIOGRAPHY</b>	<p>Ethridge, D.E. (2004), Research Methodology and Applied Economics: Organizing, Planning, and Conducting Economic Research, 2<sup>nd</sup> ed., Ames, IO: Blackwell Publishing.</p> <p>Punch, Keith F. (2016), Developing Effective Research Proposals. London: Sage.</p>		
<b>CONTENT</b>	<p>Under the supervision of an assigned professor, the students will choose an area of interest in the field of international development cooperation. Based on desktop or field research, they will develop a specific research question and project plan. The professor will provide them with all the necessary guidance regarding application of theories and access to</p>		

	<p>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 organizations to get involved in fieldwork and develop their practical skills.</p>
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**M-SD\_11 MASTER'S THESIS**


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<b>MODULE-NO.</b>	M-SD_11
<b>RESPONSIBLE PROFESSOR</b>	Supervisor
<b>TYPE</b>	Thesis
<b>CREDIT POINTS</b>	22 CP
<b>WORKLOAD</b>	550 h
<b>SIGNIFICANCE OF MARK</b>	30 %
<b>STUDY SEMESTER</b>	3 <sup>rd</sup> Semester / 4 <sup>th</sup> Semester
<b>OFFER</b>	Summer and Winter Term
<b>LANGUAGE</b>	English
<b>CLASSIFICATION</b>	Required Course
<b>PREREQUISITES</b>	60 / 90 CP
<b>RECOMMENDED PREREQUISITES</b>	None
<b>REQUIREMENTS FOR THE AWARDING OF CREDIT POINTS</b>	Examination
<b>POSSIBLE EXAMINATION</b>	Thesis
<b>LEARNING OUTCOMES</b>	<p>The purpose of the master's thesis is to demonstrate profound knowledge in the fields of Development Studies with application to a real-world problem. Students will have to prove their ability to independently analyse a specific topic using scientific methods. The tasks of the student include, amongst others:</p> <ul style="list-style-type: none"> <li>• defining a research topic; formulating research questions<sup>3</sup></li> <li>• structuring and planning their work<sup>3</sup></li> <li>• critical review of existing literature<sup>5</sup></li> <li>• drawing up a conceptual framework<sup>4</sup></li> <li>• 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 on existing approaches</li> <li>• synthesis of different theories learned in the master's programme<sup>5</sup>.</li> </ul> <p>Furthermore, students will be able to prove their ability to:</p> <ul style="list-style-type: none"> <li>• work independently</li> <li>• express themselves (in a scientific context)</li> <li>• be critical citizens who analyse and contribute towards solving economic and social challenges<sup>4,5</sup>.</li> </ul> <p><sup>1</sup>Knowledge; <sup>2</sup>Comprehension; <sup>3</sup>Application; <sup>4</sup>Analysis; <sup>5</sup>Synthesis and judgement.</p>
<b>BIBLIOGRAPHY</b>	<p>Ethridge, D.E. (2004), Research Methodology and Applied Economics: Organizing, Planning, and Conducting Economic Research, 2<sup>nd</sup> ed., Ames, IO: Blackwell Publishing.</p> <p>Fakultät Gesellschaft und Ökonomie der Hochschule Rhein-Waal (2011), Academic Writing Manual, mimeo.</p> <p>Friedman, D., D. Friedman, A. Cassar, and R. Selten (2004), Economics Lab: An</p>

	<p>Introduction to Experimental Economics (Routledge Advances in Experimental and Computable Economics), London: Routledge Chapman &amp; Hall.</p> <p>Topic dependent.</p>
<b>CONTENT</b>	<p>Students will work on applied or theoretical research topics. The topics will be specified by the supervising professor, together with the student. The research may take the form of an internal master's thesis or of an external master's thesis at a company or another organisation.</p>

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**M-SD\_12 COLLOQUIUM**


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<b>MODULE-NO.</b>	M-SD_12
<b>RESPONSIBLE PROFESSOR</b>	Supervisor
<b>TYPE</b>	Colloquium
<b>CREDIT POINTS</b>	3 CP
<b>CONTACT HOURS</b>	2 CH
<b>WORKLOAD</b>	75 h
<b>SIGNIFICANCE OF MARK</b>	5%
<b>STUDY SEMESTER</b>	3 <sup>rd</sup> Semester / 4 <sup>th</sup> Semester
<b>OFFER</b>	Summer and Winter Term
<b>LANGUAGE</b>	English
<b>CLASSIFICATION</b>	Required Course
<b>PREREQUISITES</b>	60 CP / 90 CP
<b>RECOMMENDED PREREQUISITES</b>	None
<b>REQUIREMENTS FOR THE AWARDING OF CREDIT POINTS</b>	Examination
<b>POSSIBLE EXAMINATION</b>	Oral Exam
<b>LEARNING OUTCOMES</b>	<p>Students will be able to demonstrate and apply profound knowledge in the fields of Economics, Development Policy and Finance<sup>1,3</sup>. They will present the main results of their academic work appropriately (e.g. poster and power point presentations) and will be able to answer topic-related questions<sup>5</sup>.</p> <p><sup>1</sup>Knowledge; <sup>2</sup>Comprehension; <sup>3</sup>Application; <sup>4</sup>Analysis; <sup>5</sup>Synthesis and judgement.</p>
<b>BIBLIOGRAPHY</b>	<p>Fakultät Gesellschaft und Ökonomie der Hochschule Rhein-Waal (2017), Academic Writing Manual, mimeo.</p> <p>Topic dependent.</p>
<b>CONTENT</b>	The master's thesis is being presented and discussed.



## 4 APPENDIX

### Prüfungs- und Studienplan für den Masterstudiengang Sustainable Development Management, M.A./Examination and study plan of the Master's programme Sustainable Development Management, M.A.

Version vom 04.10.2016

Nr. No.	Module Modules	CH	Typ					Ex	CP	CH WT	CH ST	CH WT/S T
			V	S	U	Pra	Pro					
M-SD_01	Aktuelle Fragen der nachhaltigen Entwicklung Current Issues in Sustainable Development	4	2		2			P	6			4
M-SD_02	Entwicklungsökonomie Development Economics	4	2		2			P	6	4		
M-SD_03	Entwicklungstheorien und Entwicklungspolitik Development Theories and Development Policy	4	2		2			P	6	4		
M-SD_04	Datenerhebung und Analyse Data Collection and Analysis	4	2		2			P	6	4		
M-SD_05	Wirkungsevaluierung Impact Evaluation	4	2		2			P	6		4	
M-SD_06	Makroökonomie in LDCs Macroeconomics in LDCs	4	2		2			P	6		4	
M-SD_07	Völkerrecht und Compliance International Law and Compliance	4	2			2		P	6		4	
M-SD_08	Management von Entwicklungsprojekten Management of Development Projects	4	2			2		P	6		4	
M-SD_09	Wahlpflichtfächer Elective Subjects	8	4	4				P	12	4	4	
	<b>Abschlussphase Final Phase</b>											
M-SD_10	Angewandtes Projekt zur internationalen Entwicklungszusammenarbeit Applied Project in International Development Cooperation	4	1				3	P	5			4
M-SD_11	Masterarbeit Master's Thesis							P	22			
M-SD_12	Kolloquium Colloquium							P	3			
	<b>Gesamt Total</b>	<b>44</b>	<b>21</b>	<b>4</b>	<b>12</b>	<b>4</b>	<b>3</b>		<b>CH CP</b>	<b>20 30</b>	<b>20 30</b>	<b>8 30</b>

#### Sommersemester/ Summer Term

Nr. No.	Wahlpflichtkatalog (Sommersemester) List of Elective Subjects (Summer Term)	CH	CP
M-SD_09.11	Gender und Entwicklung Gender and Development	4	6
M-SD_09.12	Internationale Institutionen der Entwicklungszusammenarbeit International Institutions in Development Cooperation	4	6
M-SD_09.13	Infrastruktur und Menschliche Entwicklung Infrastructure and Human Development	4	6
M-SD_09.14	Ressourcen und Nachhaltigkeit Resources and Sustainability	4	6

#### Wintersemester/ Winter Term

Nr. No.	Wahlpflichtkatalog (Wintersemester) List of Elective Subjects (Winter Term)	CH	CP
M-SD_09.21	Diversity Management und Verhandlungstechniken Diversity Management and Negotiation Skills	4	6
M-SD_09.22	Armut und Gefährdung Poverty and Vulnerability	4	6
M-SD_09.23	Verhaltensökonomie Behavioural Economics	4	6
M-SD_09.24	Management von Non-Profit-Organisationen und Fundraising Management of Non-Profit Organisations and Fundraising	4	6

#### Abkürzungen:

Ex	Art der Prüfung, <i>Type of Examination</i>
CH	Semesterwochenstunden, <i>Contact Hours per Week</i>
WT	Wintersemester, <i>Winter Term</i>
ST	Sommersemester, <i>Summer Term</i>
CP	Kreditpunkte, <i>Credit Points</i> (= ECTS-points)
V	Vorlesung, <i>Lecture</i>
S	Seminar, <i>Seminar</i>
Ü	Übung, <i>Exercise</i>
Pra	Praktikum, <i>Practical Training</i>
Pro	Projekt, <i>Project</i>
P	Prüfung, <i>Examination</i>

\* Im Wahlpflichtbereich können mit Zustimmung des Prüfungsausschusses maximal 6 CP aus dem gesamten Master-Studienangebot der Hochschule Rhein-Waal belegt werden.  
\* As elective subjects, a maximum of 6 CP can be chosen with the consent of the examination committee from any master study programme at the Rhine-Waal University of Applied Sciences.

\*\* Die Fakultät behält sich das Recht vor eine Mindestteilnehmerzahl für das Zustandekommen eines Wahlpflichtkurses festzulegen. Die Möglichkeit des Erreichens der vorgeschriebenen Kreditpunktzahl aus dem Wahlpflichtbereich bleibt unberührt.\*\* The faculty reserves the right to determine a minimum number of participants for offering an elective subject. The possibility to obtain the required number of credit points remains unaffected.