

Study Schedule

International Relations, B.A.

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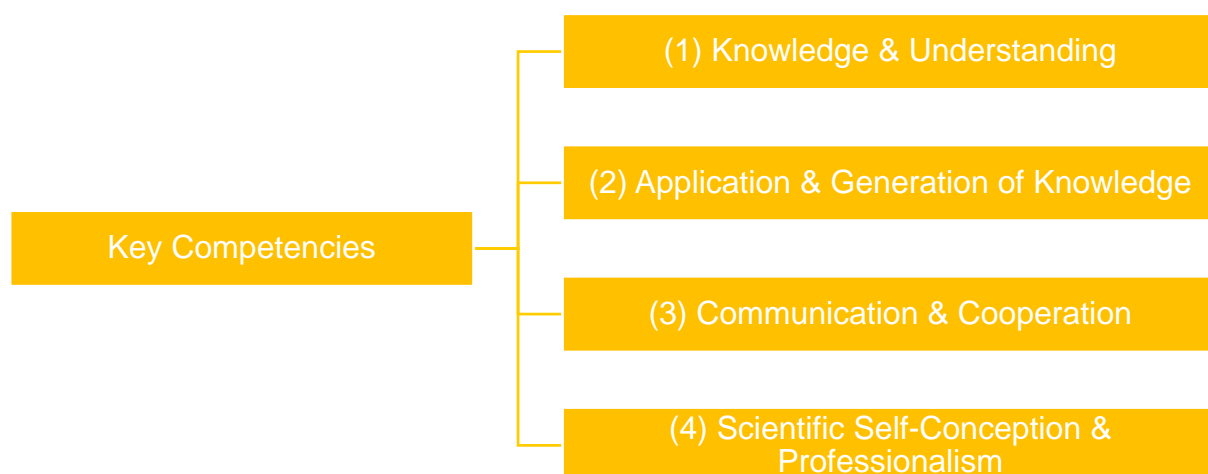
1. Information about Study Programme

1.1 Profile of Study Programme

Place of Study	Campus Kleve
Start Date	Winter Term
Language	English
Study Model	Full-Time Studies
Duration of Study	7 Semesters
Amount of Credits	210 ECTS
Degree Awarded	Bachelor of Arts, B.A.
Examination Regulation and Further Information	https://www.hochschule-rhein-waal.de/en/faculties/society-and-economics/degree-programmes/international-relations-ba

1.2 Key Competencies

The study programme *International Relations* teaches the following competencies on Bachelor-level: (1) knowledge and understanding, (2) use, application and knowledge production, (3) communication and cooperation, (4) academic conduct/professionalism. These competencies are outlined in the *German Standards for Higher Education* (Resulting from the Ministry of Education Conference on February 16, 2017; https://www.kmk.org/fileadmin/Dateien/veroeffentlichungen_beschluesse/2017/2017_02_16-Qualifikationsrahmen.pdf) and are described in more detail within the course descriptions included in this study schedule.



2. Study Programme

2.1 Recommended Study Plan

No.	Module	CH	L	S	E	Pra	Pro	EX	CP	WT1	ST2	WT3	ST4	WT5	ST6	WT7
IR_01	Theories of International Relations	4	3		1			E	5	5						
IR_02	Introduction to Economics	6	4		2			E	5	5						
IR_03	History of Political and Economic Thought	4	4					E	5	5						
IR_04	Descriptive Statistics	4	2		2			E	5	5						
IR_05	Domestic Policy	4	3		1			E	5	5						
IR_06	Comparative Politics and Constitutional Law	4	4					E	5	5						
IR_07	Qualitative and quantitative Methods of Social Science	4	3		1			E	5	5						
IR_08	International Affairs	4	3		1			E	5	5						
IR_09	European Integration	4	4					E	5	5						
IR_10	European Union Law	4	2		2			E	5	5						
IR_11	Public Choice Theory	4	2		2			E	5	5						
IR_12	Regional Integration (skill-based, incl. Academic Writing and Presentation Skills)	4	2		2			E	5	5						
IR_13	International Economics	4	3		1			E	5	5		5				
IR_14	International Organisations	4	3		1			E	5	5		5				
IR_15	Peace Studies and Security Policy	4	4					E	5	5		5				
IR_16	International Financial Markets	4	2		2			E	5	5		5				
IR_17	Public International Law	4	2			2		E	5	5		5				
IR_18	Project	2					2	E	5	5		5				
IR_19	Competition and Regulation	4	2		2			E	5	5		5				
IR_20	Sociocultural Factors	4	4					E	5	5		5				
IR_21	Development and Human Rights	4	4					E	5	5		5				
IR_22	Energy, Resource and Environmental Policy	4	2		2			E	5	5		5				
IR_23	Foreign Policy Analysis and Policy Advice	4	3		1			E	5	5				5		
IR_24	Globalisation and the State	4	4					E	5	5				5		
IR_25	Behavioral Decision-Making	4	2		2			E	5	5				5		
IR_26	Project	2					2	E	5	5				5		
IR_27	Elective Subjects*	16	16					E	20				10			
IR_27.01	Analysis of Political and Economic Crises	4	4					E					5			
IR_27.02	Current Issues in International Relations and International Political Economy	4	4					E					5			
IR_27.03	International Commerce and Taxation	4	4					E					5			
IR_27.04	Justice and Fairness in the Market Economy and Social Responsibility	4	4					E					5			
IR_27.05	Industrial and Growth Policy	4	4					E						5		
IR_27.06	Current Issues in International Law	4	4					E						5		
IR_27.07	International Gender Studies	4	4					E						5		
IR_27.08	International Market Research/Project and Campaign Management	4	4					E						5		
IR_27.99	Foreign Language	4	4					E						5		
IR_28	Internship or Semester Abroad							E							30	
IR_29	Workshop: Academic Writing	2					2	C	5							5
IR_30	Applied Project	2				2		E	5							5
IR_31	Project	2					2	E	5							5
IR_32	Bachelor Thesis							E	12							12
IR_33	Colloquium							E	3							3
Total		124	87	0	25	4	8	E	210	30	30	30	30	30	30	30

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.

ST = Summer Term

2.2 Descriptions of Modules

Module IR_01: Theories of International Relations

Classification	Study Semester	Offered	Equivalent	Language	Responsible Professor
Required Module	1	Winter Term	-	English	Prof. Dr. Corinne Lohre

Size of Group	Workload	Contact Hours	Self Study	Credit Points
up to 72	150 h	60 h	90 h	5

Formal Prerequisites	Recommended Prerequisites	Further Information
-	-	-

Learning Outcomes*
<p>Upon successful completion of the module, the students will have an overview of the principal international relations theories. They will be able to describe the intellectual traditions, core elements, and policy implications of the various international relations theories.¹ Students will be equipped with the knowledge to analyse contemporary issues of international relations from the perspective of different international relations theories and to critically evaluate the policy implications and recommendations.^{1,2}</p> <p><small>* 1 = Knowledge & Understanding, 2 = Application & Generation of Knowledge, 3 = Communication & Cooperation, 4 = Scientific Self-Conception & Professionalism</small></p>

Content
<ul style="list-style-type: none"> ▪ Introduction to International Relations as an academic discipline ▪ Discussion of the most important theories of IR and their evolution within a historical context (such as Realism, Liberalism, International Society, International Political Economy, Social Constructivism)

Bibliography
<ul style="list-style-type: none"> ▪ Baylis, J., Smith, S., & Owens, P. (2016). <i>The globalization of world politics</i> (7th ed.). Oxford: Oxford University Press. ▪ Jackson, R., & Sorensen, G. (2015). <i>Introduction to international relations: Theories and approaches</i> (6th ed.), Oxford: Oxford University Press.

Course(s)	Contact Hours	Teacher(s)
IR_01: Theories of International Relations (Lecture + Exercise)	4	Prof. Dr. Corinne Lohre

Requirements for the Awarding of Credit Points	Possible Examination	Significance of Mark
Examination	Written Exam, Term Paper, or any Combination	2,5%

Module IR_02: Introduction to Economics

Classification	Study Semester	Offer	Equivalent	Language	Responsible Professor
Required Module	1	Winter Term	IB_05; TL_12	English	Prof. Dr. Hasan Alkas

Size of Group	Workload	Contact Hours	Self Study	Credit Points
up to 72	150 h	90 h	60 h	5

Formal Prerequisites	Recommended Prerequisites	Further Information
-	-	-

Learning Outcomes*
<p>Upon successful completion of the course, students will be able to describe the basic mechanisms at work in the economic system.¹ They will be able to illustrate the theoretical foundations of demand and supply and the role of consumers, producers and the public sector.¹ Furthermore, students will be enabled to discuss different means and measures affecting the economy in the short- and long-run.¹ They will be able to solve simple diagrammatic and algebraic models in micro- and macroeconomics and to identify applications of, limitations to and improvements of these models.²</p> <p><small>* 1 = Knowledge & Understanding, 2 = Application & Generation of Knowledge, 3 = Communication & Cooperation, 4 = Scientific Self-Conception & Professionalism</small></p>

Content
<ul style="list-style-type: none"> ▪ Basic microeconomic concepts, tools and theoretical foundations (economic principles, supply and demand, economics of the public sector, production costs and the organisation of markets, economics of factor markets, consumer preferences and budget constraints, game theory, information problems, principal-agent theory) ▪ Basic macroeconomic concepts, tools and theoretical foundations (macroeconomic accounts and data, the goods market, monetary markets and policy, labour market and unemployment, aggregate supply and demand, short-run fluctuations, long-run economic development, analysis of economic policies)

Bibliography
<ul style="list-style-type: none"> ▪ Blanchard, O., Amighini, A. and Giavazzi, F. (2017). <i>Macroeconomics – A European Perspective</i> (3rd ed.), Harlow: Pearson. ▪ Burda, M., & Wyplosz, C. (2013). <i>Macroeconomics: A European text</i> (6th ed.). Oxford: Oxford University Press. ▪ Mankiw, N.G., & Taylor, M.P. (2014). <i>Economics</i> (3rd ed.). London: Cengage Learning. ▪ Pyndick, R.S., & Rubinfeld, D.L. (2012). <i>Microeconomics</i> (8th international ed.). Englewood Cliffs: Prentice-Hall. ▪ Varian, H. (2014). <i>Intermediate microeconomics</i>. New York: W.W. Norton & Co.

Course(s)	Contact Hours	Teacher(s)
IR_02a: Microeconomics (Lecture + Exercise)	3	Prof. Dr. Hasan Alkas
IR_02b: Macroeconomics (Lecture + Exercise)	3	Prof. Dr. Oliver Serfling

Requirements for the Awarding of Credit Points	Possible Examination	Significance of Mark
Examination	Written Exam	2,5%

Module IR_03: History of Political and Economic Thought

Classification	Study Semester	Offer	Equivalent	Language	Responsible Professor
Required Module	1	Winter Term	-	English	Prof. Dr. Jakob Lempp

Size of Group	Workload	Contact Hours	Self Study	Credit Points
up to 72	150 h	60 h	90 h	5

Formal Prerequisites	Recommended Prerequisites	Further Information
-	-	-

Learning Outcomes*
<p>Upon successful completion of the module, students will:</p> <ul style="list-style-type: none"> ▪ Have a thorough understanding of epistemology and key concepts in political philosophy.¹ ▪ Be able to describe and comment on historical ideas of the state, democracy, society, freedom, justice and sovereignty; understand their evolution and modern interpretation.^{1,2} ▪ Have insights in the evolution of economic ideas and development of major theories in the history of economic thought, changing methods of analysis and are aware of shifting definitions of the subject matter.¹ ▪ Have a better understanding of the nature of economic science and can interpret economic ideas and theories in their historical, social and political context.^{1,2} <p><small>* 1 = Knowledge & Understanding, 2 = Application & Generation of Knowledge, 3 = Communication & Cooperation, 4 = Scientific Self-Conception & Professionalism</small></p>

Content
<ul style="list-style-type: none"> ▪ Introduction to political philosophy and epistemology ▪ Basic concepts, and historical developments in the history of political thought with focus on the Western world (Greek antiquity until recent developments in political philosophy) ▪ Introduction to the main schools of historical economic development, with a focus on Classical Economics, Marxian Economics, the Marginalist Revolution, Neo-Classical Economics, Keynesian Economics and the Monetarist Counter-Revolution, as well as contemporary debates in economic thought

Bibliography
<ul style="list-style-type: none"> ▪ Brue, S. L., & Grant, R.R. (2013). <i>The evolution of economic thought</i> (8th ed.). Mason: Cengage. ▪ Dryzek, J., Honig, B., & Phillips, A. (Eds.). (2008). <i>The Oxford handbook of political theory</i>. Oxford: Oxford University Press. ▪ Gingell, J., A. Little, & Winch, C. (Eds.). (2000). <i>Modern political thought</i>. New York: Routledge. ▪ Landreth, H., & Colander, D.C. (2002). <i>History of economic thought</i> (4th ed.). Boston: Houghton Mifflin.

Course(s)	Contact Hours	Teacher(s)
IR_03a: History of Political Thought (Lecture)	2	Prof. Dr. Jakob Lempp
IR_03b: History of Economic Thought (Lecture)	2	Prof. Dr. Corinne Lohre

Requirements for the Awarding of Credit Points	Possible Examination	Significance of Mark
Examination	Written Exam	2,5%

Module IR_04: Descriptive Statistics

Classification	Study Semester	Offer	Equivalent	Language	Responsible Professor
Required Module	1	Winter Term	TL_05	English	Prof. Dr. Gernot Müller

Size of Group	Workload	Contact Hours	Self Study	Credit Points
up to 72	150 h	60 h	90 h	5

Formal Prerequisites	Recommended Prerequisites	Further Information
-	-	-

Learning Outcomes*
<p>The module aims to provide students with basic statistics, typically applied by management and administration. By the end of the course, students will know the main concepts and will be able to assess the relevance and shortcomings of these techniques.¹ Furthermore, students will be able to use the statistical methods in order to solve realistic decision problems, practical case studies and exercises from economics, business and political sciences, and will learn to draw conclusions from available data.²</p> <p><small>* 1 = Knowledge & Understanding, 2 = Application & Generation of Knowledge, 3 = Communication & Cooperation, 4 = Scientific Self-Conception & Professionalism</small></p>

Content
<p>The main focus is on basic and intermediate concepts of statistics and probability theory. Main topics to be covered include the following:</p> <ul style="list-style-type: none"> ▪ Data collection, organization and presenting techniques ▪ Measures of location, position, dispersion and concentration ▪ Probability theory and distributions ▪ Sampling theory and distributions ▪ Introduction to estimation, confidence intervals, specification of hypotheses, and tests of significance ▪ Analysis of variance ▪ Fundamentals of time series analysis

Bibliography
<ul style="list-style-type: none"> ▪ Levin, R.I. & Rubin, D.S. (2011). <i>Statistics for Management</i>. Noida: Pearson Education and Dorling Kindersley Publishing. ▪ Moore, D.S. (2015). <i>The Practice of Statistics for Business and Economics</i>. London: W.H. Freeman and Company. ▪ Sullivan III, M. (2017). <i>Fundamentals of Statistics: Informed Decisions Using Data</i>. Boston: Pearson Education.

Course(s)	Contact Hours	Teacher(s)
IR_04: Descriptive Statistics (Lecture + Exercise)	4	Prof. Dr. Gernot Müller

Requirements for the Awarding of Credit Points	Possible Examination	Significance of Mark
Examination	Written Exam	2,5%

Module IR_05: Domestic Policy

Classification	Study Semester	Offer	Equivalent	Language	Responsible Professor
Required Module	1	Winter Term	-	English	Prof. Dr. Jakob Lempp

Size of Group	Workload	Contact Hours	Self Study	Credit Points
up to 72	150 h	60 h	90 h	5

Formal Prerequisites	Recommended Prerequisites	Further Information
-	-	-

Learning Outcomes*
<p>Upon successful completion of the module, students will:</p> <ul style="list-style-type: none"> ▪ Have a basic understanding of and be able to critically engage with contested interpretations of key concepts of political science,¹ ▪ Be able to identify, describe, and compare the most important institutions of a political system (such as the parliament, the government, and the constitutional court) as well as how they interact,^{1,2} ▪ Be able to reflect on important political forces within a political system (such as political parties, interest groups, political culture, political elites, and electoral systems),^{1,2} ▪ Be able to analyze domestic decision-making processes in different political systems,^{1,2} ▪ Be familiar with the political system of the Federal Republic of Germany.¹ <p>Student will have gained the following skillsets:³</p> <ul style="list-style-type: none"> ▪ Be able to working collaboratively, as well as individually on assignments ▪ The ability to constructively engage in critical debates ▪ The capacity to develop oral and written presentation skills <p><small>* 1 = Knowledge & Understanding, 2 = Application & Generation of Knowledge, 3 = Communication & Cooperation, 4 = Scientific Self-Conception & Professionalism</small></p>

Content
<ul style="list-style-type: none"> ▪ Basic concepts and overview of the academic field of political science ▪ Introduction to political forces (political culture, the recruitment and socialization of political elites, electoral systems and elections, interest groups and political parties) ▪ Institutions of states (parliament, government, head of state, judicial system) including their internal structures, roles, and functions ▪ Federalism and multi-level governance ▪ Policy-making and the policy cycle ▪ Examples of political systems (with a focus on the German political system)

Bibliography
<ul style="list-style-type: none"> ▪ Green, S., Hough, D., & Miskimmon, A. (2012). <i>The politics of the new Germany</i>. London: Routledge. ▪ Hague, R., Harrop, M., & McCormick, J. (2016). <i>Comparative government and politics</i>. Houndmills: Palgrave. ▪ Powell, G., et al. (2012). <i>Comparative politics today</i>. Boston: Pearson. ▪ Roskin, M. G., et al. (2008). <i>Political science – An introduction</i>. Upper Saddle River: Pearson Prentice. Hall.

Course(s)	Contact Hours	Teacher(s)
IR_05: Domestic Policy (Lecture + Exercise)	4	Prof. Dr. Jakob Lempp

Requirements for the Awarding of Credit Points	Possible Examination	Significance of Mark
Examination	Written Exam, Term Paper	2,5%

Module IR_06: Comparative Politics and Constitutional Law

Classification	Study Semester	Offer	Equivalent	Language	Responsible Professor
Required Module	1	Winter Term	-	English	Prof. Dr. J.H. Dingfelder Stone

Size of Group	Workload	Contact Hours	Self Study	Credit Points
up to 72	150 h	60 h	90 h	5

Formal Prerequisites	Recommended Prerequisites	Further Information
-	-	-

Learning Outcomes*
<p>Upon successful completion of the course, students will be able to analyse different types of political systems, such as parliamentary, presidential, or semi-presidential political systems. Students will be familiar with the most important state institutions, their responsibilities and functions, as well as their different roles within the various iterations of multilevel governmental organization. Furthermore, students acquire basic knowledge about the interrelation between political and economic systems.^{1,2} In addition, students will be able to critically analyse the legal, structural and theoretical elements of Constitutions, including the different forms of judicial review and constitutional interpretation. Finally, they will gain a basic understanding of the importance of administrative law within political and legal structures.^{1,2}</p> <p><small>* 1 = Knowledge & Understanding, 2 = Application & Generation of Knowledge, 3 = Communication & Cooperation, 4 = Scientific Self-Conception & Professionalism</small></p>

Content
<ul style="list-style-type: none"> ▪ Basic structural frameworks of political organisation (parliamentary, presidential, or semi-presidential democratic systems, as well as non-democratic alternatives) and fundamental economic systems (market, planned and mixed) ▪ Foundational elements of Constitutional systems (separation of powers, judicial review, fundamental rights protection, and general principles of administrative law)

Bibliography
<ul style="list-style-type: none"> ▪ Hage, J. (2017). <i>Introduction to law</i>. Heidelberg: Springer. ▪ Heringa, A. (2012). <i>Constitutions compared: An introduction to comparative constitutional law</i> (3rd ed.). Antwerp: Intersentia. ▪ Newton, K., & van Deth, J. (2016). <i>Foundations of comparative politics</i> (3rd ed.). Cambridge: CUP. ▪ Powell, G. Dalton, R., & Strom, K. (2014). <i>Comparative politics today</i> (11th ed.). Boston: Longman.

Course(s)	Contact Hours	Teacher(s)
IR_06a: Comparative Politics (Lecture)	2	Prof. Dr. Jakob Lempp
IR_06b: Constitutional Law (Lecture)	2	Prof. Dr. John Henry Dingfelder Stone

Requirements for the Awarding of Credit Points	Possible Examination	Significance of Mark
Examination	Written Exam, Term Paper, or any Combination	2,5%

Module IR_07: Qualitative and Quantitative Methods of Social Science

Classification	Study Semester	Offer	Equivalent	Language	Responsible Professor
Required Module	2	Summer Term	-	English	Prof. Dr. Tatiana Zimenkova

Size of Group	Workload	Contact Hours	Self Study	Credit Points
up to 72	150 h	60 h	90 h	5

Formal Prerequisites	Recommended Prerequisites	Further Information
-	-	-

Learning Outcomes*
<p>Upon successful completion of this module, students will be able to:</p> <ul style="list-style-type: none"> ▪ Demonstrate basic knowledge of the social science research process.¹ ▪ Distinguish between qualitative and quantitative methods, as well as their different underlying epistemologies, structure, scope and analysis.^{1,2} ▪ Apply both important qualitative and standard quantitative techniques according to their individual research needs.^{2,4} ▪ Understand the ethical implications of conducting social research.⁴ <p><small>* 1 = Knowledge & Understanding, 2 = Application & Generation of Knowledge, 3 = Communication & Cooperation, 4 = Scientific Self-Conception & Professionalism</small></p>

Content
<p>The module aims at providing students with conceptual and practical knowledge of both qualitative and quantitative types of social research. Students will learn the basics about:</p> <ul style="list-style-type: none"> ▪ different epistemological positions (e.g. empiricism, standpoint theory, postmodernism) ▪ the main differences and appropriate applications of qualitative and quantitative research, including the two different toolkits ▪ how to develop a research question, research design and analyse/interpret the findings according to an appropriate theoretical framework <p>Furthermore, paradigmatic methods from both qualitative research (e.g. ethnographic research, participant observation, interviews, discourse analysis) and quantitative research (e.g. surveys, experiments, different types of large n-statistical analysis, descriptive and inferential)</p>

Bibliography
<ul style="list-style-type: none"> ▪ Flick, U. (Ed.) (2014). <i>The SAGE handbook of qualitative data analysis</i>. London: Sage Publications. ▪ Goetz, G., & Mahoney, J. (2012). <i>A tale of two cultures: qualitative and quantitative research in the social sciences</i>. Princeton: Princeton University Press. ▪ Hesse-Biber, S., & Leavy, P. (2010). <i>The practice of qualitative research</i> (2nd ed.). Thousand Oaks: Sage Publications. ▪ Neuman, W. L. (2015). <i>Basics of social research: Qualitative & quantitative approaches</i>. Harlow: Pearson. ▪ Williams, C. (2015). <i>Doing international research: Global and local methods</i>. Los Angeles: Sage Publications.

Course(s)	Contact Hours	Teacher(s)
IR_7: Qualitative and Quantitative Methods of Social Science (Lecture + Exercise)	4	Prof. Dr. Tatiana Zimenkova

Requirements for the Awarding of Credit Points	Possible Examination	Significance of Mark
Examination	Written Exam, Term Paper, or any Combination	2,5%

Module IR_08: International Affairs

Classification	Study Semester	Offer	Equivalent	Language	Responsible Professor
Required Module	2	Summer Term	-	English	Prof. Dr. Jakob Lempp

Size of Group	Workload	Contact Hours	Self Study	Credit Points
up to 72	150 h	60 h	90 h	5

Formal Prerequisites	Recommended Prerequisites	Further Information
-	-	-

Learning Outcomes*
<p>Upon successful completion of the module, students will:</p> <ul style="list-style-type: none"> ▪ Be able to identify the various dimensions of international relations.¹ ▪ Be able to build upon this knowledge when analyzing current issues of international affairs.^{1,2} ▪ Have an overview of the academic field of International Relations, including the main academic debates, and be able to adopt a critical position towards the main arguments within these debates.^{1,2,4} ▪ Be able to identify, compare and evaluate the structures and functions of the main actors in international affairs.^{1,2} ▪ Have a basic understanding of cooperation and conflict resolution in international affairs.¹ <p>Students will have gained the following skillsets:³</p> <ul style="list-style-type: none"> ▪ The ability to constructively engage in critical debates. ▪ Oral and written presentation skills in different formats (panel discussion, short interventions etc.). <p><small>* 1 = Knowledge & Understanding, 2 = Application & Generation of Knowledge, 3 = Communication & Cooperation, 4 = Scientific Self-Conception & Professionalism</small></p>

Content
<ul style="list-style-type: none"> ▪ Introduction to key concepts of international affairs (e.g. perception, power, security, anarchy, the structure of the international system, hegemony) ▪ Introduction to the history of the academic field of International Relations and the main debates in the academic field of IR ▪ Overview of key milestones in the development of the international system (e.g. Westphalian order, balance of power, two world wars, the Cold War, the Bretton Woods system, the foundation of the main international organizations, the post-Cold War order) ▪ Actors in international relations including their changing roles, functions, and structures (e.g. the state as an actor in international affairs, diplomacy and foreign policy, international organizations and NGOs) ▪ Introduction to cooperation and conflict resolution in international affairs ▪ Current issues in international affairs

Bibliography
<ul style="list-style-type: none"> ▪ Baylis, J., Smith, S., & Owens, P. (2011). <i>The globalization of world politics</i>. Oxford: Oxford University Press. ▪ Brown, C., & Ainley, K. (2009). <i>Understanding international relations</i>. Houndmills: Palgrave MacMillan. ▪ Haynes, J., et al. (2013). <i>World politics</i>. London: Longman. ▪ Heywood, A. (2011). <i>Global politics</i>. Houndmills: Palgrave MacMillan. ▪ Kegley, C., & Blanton, S. (2012). <i>World politics</i>. Boston: Cengage. ▪ Kissinger, H. (2014). <i>World order</i>. London: Penguin. ▪ Nye, J., & Welch, D. (2014). <i>Understanding global conflict and cooperation</i>. New York: Pearson.

Course(s)	Contact Hours	Teacher(s)
IR_08: International Affairs (Lecture + Exercise)	4	Prof. Dr. Jakob Lempp

Requirements for the Awarding of Credit Points	Possible Examination	Significance of Mark
Examination	Written Exam, Term Paper	2,5%

Module IR_09: European Integration

Classification	Study Semester	Offer	Equivalent	Language	Responsible Professor
Required Module	2	Summer Term	-	English	Prof. Dr. Jakob Lempp

Size of Group	Workload	Contact Hours	Self Study	Credit Points
up to 72	150 h	60 h	90 h	5

Formal Prerequisites	Recommended Prerequisites	Further Information
-	IR_02	-

Learning Outcomes*
<p>Upon successful completion of the module, students will:</p> <ul style="list-style-type: none"> ▪ Have a comprehensive understanding of the structures and functions of the European Union's institutions, their historical development, and their economic impact.¹ ▪ Be able to analyse the political and economic system of the European Union and the respective decision-making procedures while using adequate analytical categories.^{1,2} ▪ Be able to describe and critically reflect on different policy areas and discuss the process of policy making in the context of the European Union's multi-level-governance structure and its member states.^{1,2} ▪ Be able to apply theories of economic and regional integration to the case of the European integration process.² <p><small>* 1 = Knowledge & Understanding, 2 = Application & Generation of Knowledge, 3 = Communication & Cooperation, 4 = Scientific Self-Conception & Professionalism</small></p>

Content
<ul style="list-style-type: none"> ▪ Overview of the historical development of the European Union. ▪ Introduction of the political and economic system of the European Union and its main institutions. ▪ Introduction to EU law and the ordinary legislative procedure. ▪ Introduction to the EU's impact on global economic procedures. ▪ Information on selected EU policies. ▪ Theories of European integration. ▪ Current issues in European policy and economics.

Bibliography
<ul style="list-style-type: none"> ▪ Bache, I., et al. (2014). <i>Politics in the European Union</i> (4th ed.). Oxford: Oxford University Press. ▪ Baldwin, R., & Wyplosz, C. (2015). <i>The economics of European integration</i>. New York: McGraw-Hill Education ▪ McCormick, J. (2014). <i>Understanding the European Union</i> (6th ed.). Houndmills: Palgrave Macmillan. ▪ Neal, L. (2007). <i>The economics of Europe and the European Union</i>. Cambridge: Cambridge University Press.

Course(s)	Contact Hours	Teacher(s)
IR_09: European Integration (Lecture)	4	Prof. Dr. Jakob Lempp; Prof. Dr. habil. Gregor van der Beek

Requirements for the Awarding of Credit Points	Possible Examination	Significance of Mark
Examination	Written Exam	2,5%

Module IR_10: European Union Law

Classification	Study Semester	Offer	Equivalent	Language	Responsible Professor
Required Module	2	Summer Term	-	English	Prof. Dr. J.H. Dingfelder Stone

Size of Group	Workload	Contact Hours	Self Study	Credit Points
up to 72	150 h	60 h	90 h	5

Formal Prerequisites	Recommended Prerequisites	Further Information
-	IR_06	-

Learning Outcomes*
<p>Upon successful completion of the course, students will have gained a deep understanding of the institutional and procedural law of the European Union and the impact of that law on the national legal systems of the Member States.¹ Furthermore, students will be able to read, understand and critically analyse actual legal cases from the European Court of Justice and evaluate their importance to, and impact on, national legal norms.^{1,2}</p> <p>* 1 = Knowledge & Understanding, 2 = Application & Generation of Knowledge, 3 = Communication & Cooperation, 4 = Scientific Self-Conception & Professionalism</p>

Content
<ul style="list-style-type: none"> ▪ Basic foundational elements of European Union law, such as the sources of EU law, general principles of EU law, the supremacy of EU law, direct effect and state liability, as well as specific legal standards, such as fundamental rights protection, freedom of movement of goods, and freedom of movement of persons. ▪ Contemporary case analysis skills, such as contextual case-reading, textual legal analysis, decision impact, and understanding lines of cases.

Bibliography
<ul style="list-style-type: none"> ▪ Craig, P., & De Burca, G. (2015). <i>EU law: Text, cases, and materials</i> (6th ed.). Oxford: OUP. ▪ Davies, K. (2011). <i>Understanding European Union law</i> (4th ed.) London: Routledge. ▪ Horspool, M. (2016). <i>European Union law</i> (9th ed.). Oxford: OUP.

Course(s)	Contact Hours	Teacher(s)
IR_10: European Union Law (Lecture + Exercise)	4	Prof. Dr. John Henry Dingfelder Stone

Requirements for the Awarding of Credit Points	Possible Examination	Significance of Mark
Examination	Written Exam, Term Paper, or any Combination	2,5%

Module IR_11: Public Choice Theory

Classification	Study Semester	Offer	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 72	150 h	60 h	90 h	5

Formal Prerequisites	Recommended Prerequisites	Further Information
-	-	-

Learning Outcomes*
<p>Upon successful completion of the module, students will be able to explain the constitution of states, collective decision-making and the functioning of political institutions based on the rational choice approach.¹ Students will be able to apply concepts and tools from public choice theory in order to analyse and predict the outcome of various political processes, as well as the behavior of political actors.¹ Students will be able to solve simple diagrammatic and algebraic models of public choice theory.¹ They will be equipped to critically discuss the underlying assumptions and to identify applications of, limitations to, and improvements of these models.²</p> <p><small>* 1 = Knowledge & Understanding, 2 = Application & Generation of Knowledge, 3 = Communication & Cooperation, 4 = Scientific Self-Conception & Professionalism</small></p>

Content
<ul style="list-style-type: none"> ▪ Introduction to Public Choice theory (basic concepts, tools, theoretical foundations) ▪ Introduction to Constitutional Economics (origins of the state, collective coercion and individual liberty) ▪ Discussion of collective decision-making (unanimity rules, majority rules, Arrow's impossibility theorem, logrolling) ▪ Analysis of political processes and behavior of political actors (e.g. voters, politicians, bureaucrats and interest groups)

Bibliography
<ul style="list-style-type: none"> ▪ Mueller, D. C. (2008). <i>Perspectives on public choice: A handbook</i>. Cambridge: Cambridge University Press. ▪ Mueller, D. C. (2009). <i>Public choice III</i> (9th ed.). Cambridge: Cambridge University Press. ▪ Rowley, C. K., & Schneider, F. G. (2008). <i>Readings in public choice and constitutional political economy</i>. Berlin: Springer.

Course(s)	Contact Hours	Teacher(s)
IR_11: Public Choice Theory (Lecture + Exercise)	4	Prof. Dr. Corinne Lohre

Requirements for the Awarding of Credit Points	Possible Examination	Significance of Mark
Examination	Written Exam, Term Paper, or any Combination	2,5%

Module IR_12: Regional Integration (skill-based, incl. Academic Writing and Presentation Skills)

Classification	Study Semester	Offer	Equivalent	Language	Responsible Professor
Required Module	2	Summer Term	-	English	Prof. Dr. Alexander Brand

Size of Group	Workload	Contact Hours	Self Study	Credit Points
up to 72	150 h	60 h	90 h	5

Formal Prerequisites	Recommended Prerequisites	Further Information
-	IR_1, IR_2	-

Learning Outcomes*
<p>Upon successful completion of the module, the students will:</p> <ul style="list-style-type: none"> ▪ Be able to identify the nature, diversity, and scope of regional integration across the globe.¹ ▪ Be able to discuss the dynamics of regional integration processes, and in particular, their histories and political, as well as economic, foundations.¹ ▪ Be equipped to compare and contrast various experiences of regional integration.^{1,2} ▪ Know how to analyse instances of regional integration with regards to the aims, organisation and design, and possible future trajectories of existing regional agreements.^{1,2} ▪ Be able to apply rules and practices of academic writing, including academic conduct of research, different forms of literature reviews and collection of material, correct referencing, as well as how to properly structure a scientific paper.⁴ ▪ Be able to present results of first scientific investigations in an intelligible and comprehensive manner.^{3,4} <p><small>* 1 = Knowledge & Understanding, 2 = Application & Generation of Knowledge, 3 = Communication & Cooperation, 4 = Scientific Self-Conception & Professionalism</small></p>

Content
<p>Topic-wise, the module traces the dynamics behind regional integration processes across the world. Firstly, the relevant concepts (e.g. region-ness, regionalism, regionalisation, and regional integration), as well as theoretical models (neo-functionalism, Intergovernmentalism, fused models) are discussed. There is a specific emphasis on the political and economic foundations of regional agreements, as well as the comparative dimension in regionalism studies. While discussing forms of regional cooperation and integration in several non-European regions of the world is integral to the module, more recent trends, such as dis-integrative tendencies, alternative and supposedly post-hegemonic regionalisms, will be included as well. In terms of the skill-orientation of IR_12, students are trained to develop a first own scientific investigation on a topic relevant for the course. Literature research and collection of material, the production of academic text and papers, and finally, presentation techniques are practised. The ensuing round of student presentations to make a contribution to class debate on regionalism as well as to demonstrate that students have been equipped with the necessary skills to deliver a presentation in an academic context.</p>

Bibliography
<ul style="list-style-type: none"> ▪ Academic Writing Manual. (2016). <i>Faculty of Society and Economics</i>. updated version, <i>mimeo</i>. ▪ Acharya, A., & Johnston, A. I., (Eds.). (2007). <i>Crafting cooperation</i>. Cambridge: Cambridge University Press. ▪ Bailey, S. (2015). <i>Academic writing: A handbook for international students</i>. London: Routledge. ▪ Börzel, T., & Risse, T. (Eds.). (2016). <i>The Oxford handbook of comparative regionalism</i>. Oxford: Oxford University Press. ▪ Börzel, T., et al., (Eds.). (2012). <i>Roads to regionalism: Genesis, design, and effects of regional organizations</i>. Farnham: Ashgate. ▪ Galvan, J. L., & Galvan, M. C. (2017). <i>Writing literature reviews</i> (7th ed.). London: Routledge. ▪ Laursen, F., (Ed.). (2010). <i>Comparative regional integration</i>. Farnham: Ashgate. ▪ Mattli, W. (1999). <i>The logic of regional integration</i>. Cambridge: Cambridge University Press. ▪ Ruggirozzi, P., & Tussie, D., (Eds.). (2012). <i>The rise of post-hegemonic regionalism: The case of latin america</i>. Heidelberg: Springer. ▪ Shaw, T. M., et al., (Eds.). (2011). <i>The ashgate research companion to regionalisms</i>. Farnham: Ashgate.

Course(s)	Contact Hours	Teacher(s)
IR_12: Regional Integration (Lecture + Exercise)	4	Prof. Dr. Alexander Brand

Requirements for the Awarding of Credit Points	Possible Examination	Significance of Mark
Examination	Written Exam, Assignment, or any Combination	2,5%

Module IR_13: International Economics

Classification	Study Semester	Offer	Equivalent	Language	Responsible Professor
Required Module	3	Winter Term	-	English	Prof. Dr. Corinne Lohre

Size of Group	Workload	Contact Hours	Self Study	Credit Points
up to 72	150 h	60 h	90 h	5

Formal Prerequisites	Recommended Prerequisites	Further Information
-	IR_2	-

Learning Outcomes*
<p>Upon successful completion of the module, students will have a better understanding of the motivations for international trade and its consequences on the welfare of national economies. They will be able to analyse and discuss the distributional consequences of economic integration.¹ Furthermore, students will be able to analyse the effects of trade policy instruments with respect to the underlying economic mechanisms and to discuss the validity of such trade policies.^{1,2} They will be able to solve simple diagrammatic and algebraic models of international trade and trade policy and to identify applications of, limitations to, and improvements of these models.^{1,2} Students will be equipped with the knowledge to analyse contemporary issues of international economic relations from the perspective of different theories and to critically evaluate the policy implications and recommendations.^{1,2}</p> <p>* 1 = Knowledge & Understanding, 2 = Application & Generation of Knowledge, 3 = Communication & Cooperation, 4 = Scientific Self-Conception & Professionalism</p>

Content
<ul style="list-style-type: none"> ▪ Introduction to basic theories of international trade (standard trade models, effects of economic integration) ▪ Analysis of the impact of trade policy instruments such as tariffs, import quotas and export subsidies and discussion of the efficiency of protectionist policies ▪ Introduction to the political economy of trade policy ▪ Analysis of motivations for, and effects of, international trade agreements, such as the multilateral GATT / WTO and regional agreements, such as the EU or NAFTA

Bibliography
<ul style="list-style-type: none"> ▪ Cohn, T. H. (2016). <i>Global political economy: Theory and practice</i> (7th ed.). New York: Routledge. ▪ Kreinin, M. E. (1997). <i>International Economics: A policy approach</i> (8th ed.). Thomson South-Western. ▪ Krugman, P. R., M. Obstfeld, & M. J. Melitz (2018). <i>International Economics: Theory and Policy</i>. Harlow: Pearson. ▪ Salvatore, D. (2014). <i>International Economics: Trade and Finance</i>. Hoboken: Wiley. ▪ Gandolfo, G. (2013). <i>International Trade Theory and Policy</i>. Berlin: Springer.

Course(s)	Contact Hours	Teacher(s)
IR_13: International Economics (Lecture + Exercise)	4	Prof. Dr. Corinne Lohre

Requirements for the Awarding of Credit Points	Possible Examination	Significance of Mark
Examination	Written Exam, Oral Exam, Assignment, or any combination	2,5%

Module IR_14: International Organisations

Classification	Study Semester	Offer	Equivalent	Language	Responsible Professor
Required Module	3	Winter Term	-	English	Prof. Dr. Alexander Brand

Size of Group	Workload	Contact Hours	Self Study	Credit Points
up to 72	150 h	60 h	90 h	5

Formal Prerequisites	Recommended Prerequisites	Further Information
-	IR_08	-

Learning Outcomes*
<p>Upon completion of the module, students will be able to:</p> <ul style="list-style-type: none"> ▪ Explain the capacities and inabilities of international organisations.^{1,2} ▪ Describe leading international security and socio-economic organisations (their mandates, the politics within, the global power structure within which they are embedded).^{1,2} ▪ Analyse the impact of these organisations from a global and historical perspective.² ▪ Critically assess their performance as well as likely future contributions to international collaboration.^{2,4} <p><small>* 1 = Knowledge & Understanding, 2 = Application & Generation of Knowledge, 3 = Communication & Cooperation, 4 = Scientific Self-Conception & Professionalism</small></p>

Content
<p>International organisations are important players in the global political landscape. They are active in areas such as security, trade, finance, development and environmental protection. After having developed a theoretical basis (e.g. using concepts and tools from IR theory), several leading international organisations are discussed in more detail, as well as current academic debates on their presence, impact and prospective development. These organisations include some of the following: the United Nations, NATO, OSCE, OECD, WTO, IMF and the World Bank. Some novel developments, such as the emergence of rival and shadow institutions and the traditional yet contested big players, are also touched upon. The main focus will be on assessing the strengths and weaknesses of leading international organisations and analysing their respective performance.</p>

Bibliography
<ul style="list-style-type: none"> ▪ Barnett, M., & Finnemore, M. (2004). <i>Rules for the world: International organizations in global politics</i>. Ithaca: Cornell University Press. ▪ Davies, M., & Woodward, R. (2014). <i>International organizations: A companion</i>. Cheltenham: E. Elgar. ▪ Hurd, I. (2014). <i>International organizations: Politics, law, practice</i> (2nd ed.). Cambridge: Cambridge University Press. ▪ Karns, M., & Mingst, K. (2010). <i>International organizations: The politics and processes of global governance</i> (2nd ed.). Boulder: Lynne Rienner. ▪ Stone, R. (2011). <i>Controlling institutions: International organizations and the global economy</i>. Cambridge: Cambridge University Press. ▪ Zürn, M. (2014). The politicization of world politics and its effects: Eight propositions. <i>European Political Science Review</i>, 6(1), 47-71.

Course(s)	Contact Hours	Teacher(s)
IR_14: International Organisations (Lecture + Exercise)	4	Prof. Dr. Alexander Brand

Requirements for the Awarding of Credit Points	Possible Examination	Significance of Mark
Examination	Written Exam, Assignment, or any Combination	2,5%

Module IR_15: Peace Studies and Security Policy

Classification	Study Semester	Offer	Equivalent	Language	Responsible Professor
Required Module	3	Winter Term	-	English	Prof. Dr. Jakob Lempp

Size of Group	Workload	Contact Hours	Self Study	Credit Points
up to 72	150 h	60 h	90 h	5

Formal Prerequisites	Recommended Prerequisites	Further Information
-	-	-

Learning Outcomes*
<p>Upon successful completion of the module, students will:</p> <ul style="list-style-type: none"> ▪ Be able to describe classical and modern approaches to international peace and security.¹ ▪ Be able to describe and critically assess the structures, functions and roles of international organizations in the field of peace and security policy.² ▪ Be able to analyse and assess current issues and discourses regarding international peace, conflict and security.² ▪ Have a comprehensive understanding of a variety of conflict analysis models and will be able to apply selected examples of analysis models.^{1,2} ▪ Have a comprehensive understanding of selected examples of conflict causes, prevention and resolution.^{1,2} <p><small>* 1 = Knowledge & Understanding, 2 = Application & Generation of Knowledge, 3 = Communication & Cooperation, 4 = Scientific Self-Conception & Professionalism</small></p>

Content
<ul style="list-style-type: none"> ▪ Overview of key theoretical approaches, concepts and models of Peace and Conflict Studies ▪ Specific case studies of conflict and conflict resolution ▪ Analysis of conflicts by applying models of conflict analysis ▪ Strategies for the prevention of violent conflict, strategies for conflict management and strategies for peace promotion ▪ Analysis of specific current conflict discourse ▪ Comprehensive overview of International Organizations in the field of peace and security policy

Bibliography
<ul style="list-style-type: none"> ▪ Butler, M. J. (2009). <i>International Conflict Management</i>. ▪ Collins, A. (2013). <i>Contemporary Security Studies</i>. ▪ Deutsch, M., Coleman, P. T., & Marcus, E. C. (2006). <i>The handbook of conflict resolution: Theory and practice</i> (2nd ed.). San Francisco. ▪ Heywood, A. (2011). <i>Global politics</i>. ▪ Jeong, H. W. (2008). <i>Understanding conflict and conflict analysis</i>. London. ▪ Nye, S. J., & Welch, D. A. (2014). <i>Understanding global conflict and cooperation: Intro to theory and history</i>. ▪ Ramsbotham, O., Woodhouse, T., & Miall, H. (2016). <i>Contemporary conflict resolution</i> (4th ed.). ▪ Smith, M. E. (2017). <i>International security: Politics, policy, prospects</i>. ▪ Webel, C., & Galtung, J. (eds.). (2007). <i>Handbook of peace and conflict studies</i>. ▪ Young, J. W., & Kent, J. (2013). <i>International relations since 1945</i>.

Course(s)	Contact Hours	Teacher(s)
IR_15a: International Security Studies (Lecture)	2	Prof. Dr. Jakob Lempp
IR_15b: Peace and Conflict Studies (Lecture)	2	Prof. Dr. Jakob Lempp

Requirements for the Awarding of Credit Points	Possible Examination	Significance of Mark
Examination	Written Exam, Term Paper, or any Combination	2,5%

Module IR_16: International Financial Markets

Classification	Study Semester	Offer	Equivalent	Language	Responsible Professor
Required Module	3	Winter Term	-	English	Prof. Dr. Ralf Bauer

Size of Group	Workload	Contact Hours	Self Study	Credit Points
up to 72	150 h	60 h	90 h	5

Formal Prerequisites	Recommended Prerequisites	Further Information
-	IR_4	-

Learning Outcomes*
<p>Upon successful completion of the course, students will possess basic knowledge of financial markets.¹ They will understand how general financial instruments are evaluated and they will be able to apply the process and calculation to selected topics like bond valuation and risk calculation.^{1,2} Students will understand the bilateral impacts of financial markets and governmental decision-making. They will also be able to critically discuss these impacts.^{2,3} Students will demonstrate a general knowledge of the risks of financial markets and how to manage/reduce them and what are "lessons learnt" from previous financial crises.¹ Students will be prepared for a profound discussion of financial market topics.^{2,3,4}</p> <p>* 1 = Knowledge & Understanding, 2 = Application & Generation of Knowledge, 3 = Communication & Cooperation, 4 = Scientific Self-Conception & Professionalism</p>

Content
<ul style="list-style-type: none"> ▪ Overview of the financial sector and different asset classes ▪ General valuation of financial instruments/pricing of selected instruments ▪ Financial market risks and market management ▪ Regulation of financial markets ▪ Financial Crises

Bibliography
<ul style="list-style-type: none"> ▪ Berk, J., & DeMarzo, P. (2015). <i>Fundamentals of corporate finance</i> (3rd ed.). Prentice Hall. ▪ Bodie, Z., Kane, A. & Marcus, A. (2013). <i>Essentials of investments</i> (9th ed.). New York. ▪ Eichengreen, B. (2008). <i>Globalization capital</i> (2nd ed.). Oxfordshire. ▪ Howell, P., & Bain, K. (2008). <i>The economics of money, banking and finance</i> (4th ed.). Harlow. ▪ Hull, J. (2017). <i>Futures, options and other derivatives</i> (9th ed.). Prentice Hall. ▪ Mishkin, F. (2015). <i>The economics of money, banking and financial markets</i> (11th ed.). Harlow.

Course(s)	Contact Hours	Teacher(s)
IR_16: International Financial Markets (Lecture + Exercise)	4	Prof. Dr. Ralf Bauer

Requirements for the Awarding of Credit Points	Possible Examination	Significance of Mark
Examination	Written Exam, Term Paper, or any Combination	2,5%

Module IR_17: Public International Law

Classification	Study Semester	Offer	Equivalent	Language	Responsible Professor
Required Module	3	Winter Term	-	English	Prof. Dr. J.H. Dingfelder Stone

Size of Group	Workload	Contact Hours	Self Study	Credit Points
up to 72	150 h	60 h	90 h	5

Formal Prerequisites	Recommended Prerequisites	Further Information
-	IR_6	-

Learning Outcomes*
Upon successful completion of the course, students will possess basic knowledge of the principles and concepts of public international law, its characteristics and elements, sources and historical development. ¹ The students will have developed the ability to critically evaluate the impact of the international legal process on both world peace and international cooperation, each of which is a prominent goal for the international community. ² Further, students will be able to assess the legality of current international conflicts and formulate possible solutions. ^{2,4}

Content
<ul style="list-style-type: none"> ▪ Basic foundational elements of public international law, such as the sources of public international law (treaties, customary law, and general principles international law), subjects of international law, as well as compliance and enforcement mechanisms ▪ Specific legal standards, such as bases of state jurisdiction, usage of countermeasures, the responsibility of states, and the prohibition on the use of force <p><small>* 1 = Knowledge & Understanding, 2 = Application & Generation of Knowledge, 3 = Communication & Cooperation, 4 = Scientific Self-Conception & Professionalism</small></p>

Bibliography
<ul style="list-style-type: none"> ▪ Harris, D. J. (2015). <i>Cases and materials on international law</i> (8th ed.). London: Sweet & Maxwell. ▪ Kaczorowska-Ireland, A. (2015). <i>Public international law</i> (5th ed.). London: Routledge. ▪ Shaw, M. N. (2014). <i>International law</i> (7th ed.). Cambridge: Cambridge University Press. ▪ Wolfrum, R. (Ed.). (2013). <i>Max Planck encyclopedia of public international law</i> (2nd ed.). Oxford: Oxford University Press.

Course(s)	Contact Hours	Teacher(s)
IR_17: Public International Law (Lecture + Practical Training)	4	Prof. Dr. John Henry Dingfelder Stone

Requirements for the Awarding of Credit Points	Possible Examination	Significance of Mark
Examination	Written Exam, Term Paper, or any Combination	2,5%

Module IR_18: Project

Classification	Study Semester	Offer	Equivalent	Language	Responsible Professor
Required Module	3	Winter Term	-	English	Prof. Dr. Alexander Brand

Size of Group	Workload	Contact Hours	Self Study	Credit Points
up to 30	150 h	30 h	120 h	5

Formal Prerequisites	Recommended Prerequisites	Further Information
-	IR_7	-

Learning Outcomes*
<p>Upon completion of the first project course, the students will have:</p> <ul style="list-style-type: none"> • Applied their knowledge of methods and investigation of social phenomena to a specific topic of interdisciplinary concern.^{1,2} • Acquired skills to work productively in a small-group, interdisciplinary context.^{3,4} • Produced a paper, presentation or project report in which they demonstrate that they can develop and implement their own ideas, on the basis of obtained knowledge on international relations as well as against the background of interdisciplinary research interests.^{1,2} • Acquired the skills to communicate the main results of their independent research, including strategies for receiving feedback on their work in progress.^{3,4} <p><small>* 1 = Knowledge & Understanding, 2 = Application & Generation of Knowledge, 3 = Communication & Cooperation, 4 = Scientific Self-Conception & Professionalism</small></p>

Content
<p>Students are offered the opportunity to work on matters of interdisciplinary interest and importance. They are to select an International Relations angle or that of an adjacent academic field. There will be an opportunity to choose between different thematic projects: some of which are more topical-oriented, while others are more geared towards practical contexts. The projects offered under IR_18 will exhibit an interdisciplinary format allowing students to approach and discuss matters from various perspectives. Project work unfolds in small-group settings. Depending on the specific type of project, the term paper is to report on the practical work or to present findings in a scientific term paper. Major findings, results and insights are to be regularly presented in class.</p>

Bibliography
<ul style="list-style-type: none"> ▪ Topic-dependent

Course(s)	Contact Hours	Teacher(s)
IR_18: Project (Project)	2	Professor of HSRW

Requirements for the Awarding of Credit Points	Possible Examination	Significance of Mark
Examination	Term Paper, or Assignment	2,5%

Module IR_19: Competition and Regulation

Classification	Study Semester	Offer	Equivalent	Language	Responsible Professor
Required Module	4	Summer Term	-	English	Prof. Dr. Jörn Sickmann

Size of Group	Workload	Contact Hours	Self Study	Credit Points
up to 72	150 h	60 h	90 h	5

Formal Prerequisites	Recommended Prerequisites	Further Information
-	IR_2	-

Learning Outcomes*
<p>At the end of this course, students will have a thorough understanding of the economic rationale for competition policy and regulation, its main instruments and its impact on the economy.¹ They will gain a better understanding of the thin line between profit maximisation and illegal anticompetitive business strategies.⁴ Students will also be able to develop some initial views on the limitations of the economic concepts discussed in this course. They will furthermore be able to evaluate whether or not the policy decisions of national regulators, competition authorities and other policy-makers are economically efficient.² Students will be prepared to analyse and compare regulatory regimes between different countries and world regions.²</p> <p><small>* 1 = Knowledge & Understanding, 2 = Application & Generation of Knowledge, 3 = Communication & Cooperation, 4 = Scientific Self-Conception & Professionalism</small></p>

Content
<p>This module teaches the most important economic theories of both competition policy and regulation. Economic theories will be introduced and applied to real world industries, taking into account the significant changes in economic thinking, policy-making and the case law from recent decades.</p> <p>The following topics will be covered:</p> <ul style="list-style-type: none"> ▪ benefits of competition ▪ competition: different schools of thought ▪ analysing markets ▪ agreements which restrict competition/cartels ▪ abuse of market dominance ▪ merger control ▪ state aid control ▪ different theories of regulation ▪ the disaggregated regulatory approach

Bibliography
<ul style="list-style-type: none"> ▪ Motta, M. (2009). <i>Competition policy: Theory and practice</i> (12th ed.). Cambridge: Cambridge University Press. ▪ Sherman, R. (2008). <i>Market regulation</i>. Boston: Pearson/Addison Wesley. ▪ Viscusi, W. K. (2005). <i>Economics of regulation and antitrust</i>. Cambridge: MIT Press.

Course(s)	Contact Hours	Teacher(s)
IR_19: Competition and Regulation (Lecture + Exercise)	4	Prof. Dr. Jörn Sickmann

Requirements for the Awarding of Credit Points	Possible Examination	Significance of Mark
Examination	Written Exam, Oral Exam, Assignment, or any Combination	2,5%

Module IR_20: Sociocultural Factors

Classification	Study Semester	Offer	Equivalent	Language	Responsible Professor
Required Module	4	Summer Term	-	English	Prof. Dr. Dirk Reiser

Size of Group	Workload	Contact Hours	Self Study	Credit Points
up to 72	150 h	60 h	90 h	5

Formal Prerequisites	Recommended Prerequisites	Further Information
-	-	-

Learning Outcomes*
<p>Upon successful completion of this module, students will:</p> <ul style="list-style-type: none"> ▪ Be equipped with a basic understanding of how a "sociological perspective" contributes to our understanding of what "the international political" is.¹ ▪ Know some key sociological concepts and how to apply them to empirical issues in international relations.^{1,2} ▪ Be able to discuss society-level phenomena and activities across borders with regards their political implications.^{2,3} ▪ Become aware of the different views of globalisation (historical, environmental, economic and cultural).¹ ▪ Be able to analyse the concept of culture and its importance to international co-operations and cross-cultural management decisions.^{1,2} ▪ Become capable of further developing their personal views on ethical issues within an intercultural environment.^{1,4} ▪ Understand the importance of verbal and non-verbal communication within the intercultural context.^{3,4} ▪ Know some of the main authors on "national characteristics" such as Trompenaars and Hofstede.^{1,2} <p><small>* 1 = Knowledge & Understanding, 2 = Application & Generation of Knowledge, 3 = Communication & Cooperation, 4 = Scientific Self-Conception & Professionalism</small></p>

Content
<p>In the last two decades, there has been an increasing focus on Sociology within international and supranational, and concomitant inter-societal social forms of action. In International Relations, this has been mirrored by a heightened awareness of various activities "from below" and across borders since the 1990s. Concepts borrowed from Sociology have paved the way to analyse transnational interactions below the nation-state level. In particular, ongoing attempts at elaborating a "Sociology of International Relations" have broadened our perspective on what counts as legitimate areas and topics of research in IR. In this module, students will learn how to use tools, ideas and concepts from Sociology, and how to approach international phenomena from a "sociological perspective".</p> <p>Throughout the module, particular emphasis is given to matters of culture, inter-culturality and cross-cultural communication. As the world is constantly changing, new ideas about intercultural relationships develop. One such idea that has become particularly important is globalisation. Today, many management decisions and outcomes are influenced by international actors. It appears therefore paramount to know about these global processes and their impact on general culture and business culture.</p> <p>The course "Intercultural Management" aims to explain the key concepts of intercultural management and to apply those concepts through a variety of practical examples. It deals with the cross-cultural comparisons of so-called "national characteristics" and consequent communication processes. A particular focus is on linking all of these topics to the personal lives of the students.</p>

Bibliography
<ul style="list-style-type: none"> ▪ Barmeyer, C., & Franklin, J. (2016). <i>Intercultural management: A case-based approach to achieving complementarity and synergy</i>. London: Palgrave. ▪ Hall, E. T., & Hall, M. R. (1990). <i>Understanding cultural differences</i>. New York: Intercultural Press. ▪ Hobson, J. H., & Seabrooke, L. (Eds.). (2007). <i>Everyday politics of the world economy</i>. Cambridge: Cambridge University Press. ▪ Hofstede, G., et al. (2010). <i>Cultures and organizations: Software of the mind</i> (3rd ed.). New York: McGraw Hill. ▪ International Political Sociology. <i>Journal of the International Studies Association</i>. Retrieved from http://onlinelibrary.wiley.com/ ▪ Kuhn, T. (2015). <i>Experiencing European integration: Individual transnationalism and public orientations towards European integration</i>. Oxford: Oxford University Press. ▪ Luthans, F., & Doh, J. P. (2014). <i>International management: Culture, strategy and behaviour</i> (9th ed.). New York: McGraw Hill. ▪ Martell, L. (2010). <i>The sociology of globalization</i>. Oxford: Polity Press. ▪ Mau, S., et al. (2011). <i>Social transnationalism</i>. Abingdon: Routledge. ▪ Rothlauf, J. (2015). <i>Intercultural management</i> (5th ed.). München: Oldenburg. ▪ Trompenaars, F., & Hampton-Turner, C. (2012). <i>Riding the waves of culture</i> (3rd ed.). New York: McGraw Hill.

Course(s)	Contact Hours	Teacher(s)
IR_20a: Sociology of International Relations (Lecture)	2	Prof. Dr. Tatiana Zimenkova
IR_20b: Intercultural Management (Lecture)	2	Prof. Dr. Dirk Reiser

Requirements for the Awarding of Credit Points	Possible Examination	Significance of Mark
Examination	Term Paper, Assignment, or any Combination	2,5%

Module IR_21: Development and Human Rights

Classification	Study Semester	Offer	Equivalent	Language	Responsible Professor
Required Module	4	Summer Term	-	English	Prof. Dr. Corinne Lohre

Size of Group	Workload	Contact Hours	Self Study	Credit Points
up to 72	150 h	60 h	90 h	5

Formal Prerequisites	Recommended Prerequisites	Further Information
-	-	-

Learning Outcomes*
<p>Upon successful completion of the course, students will be able to assess a country's stage of development and identify the most important issues that affect its economic growth and human development.¹ Furthermore, they will possess the terminological and theoretical toolset to allow them to critically reflect on development policies and on development cooperation as a whole.^{1,2n} In addition, students will be able to critically evaluate the fundamental concepts, principles and theories underlying international human rights law, as well as determine the current scope of selected substantive human rights.^{1,2} Finally, they will have gained a detailed understanding of the strengths and weaknesses of the current international and regional human rights regimes.¹</p> <p><small>* 1 = Knowledge & Understanding, 2 = Application & Generation of Knowledge, 3 = Communication & Cooperation, 4 = Scientific Self-Conception & Professionalism</small></p>

Content
<ul style="list-style-type: none"> ▪ Basic concepts (poverty, inequality, human development, sustainable development, developing and developed countries) and theories (modernisation theory, dependency theory, neoliberalism) of development ▪ Discussion of internal (conflict, corruption, pollution, population growth, malnutrition, natural resources, urbanisation, education, health) and external (colonialism, development aid, foreign investment, trade, tariffs, credit, debt, brain drain, remittances) problems and policies ▪ Rudimentary principles of human rights law and legal regimes (international covenants, the African regional system, the Inter-American system and the European regional system, cultural relativism), as well as specific human rights (right to life, right to self-determination, right to a fair trial, prohibition on torture, etc.)

Bibliography
<ul style="list-style-type: none"> ▪ Cypher, J. M., & Dietz, J. L. (2014). <i>The process of economic development</i> (4th ed.). London: Routledge. ▪ Kaczorowska-Ireland, A. (2015). <i>Public international law</i> (5th ed.). London: Routledge. ▪ Smith, R. K. (2012). <i>Textbook on international human rights</i> (5th ed.). Oxford: Oxford University Press. ▪ Todaro, M.P., & Smith, S. C. (2015). <i>Economic development</i> (12th ed.). Harlow: Addison Wesley Pearson.

Course(s)	Contact Hours	Teacher(s)
IR_21a: International Human Rights (Lecture)	2	Prof. Dr. John Henry Dingfelder Stone
IR_21b: International Development Policy (Lecture)	2	Prof. Dr. Corinne Lohre

Requirements for the Awarding of Credit Points	Possible Examination	Significance of Mark
Examination	Written Exam, Term Paper, or any Combination	2,5%

Module IR_22: Energy, Resource and Environmental Policy

Classification	Study Semester	Offer	Equivalent	Language	Responsible Professor
Required Module	4	Summer Term	-	English	Prof. Dr. Gernot Müller

Size of Group	Workload	Contact Hours	Self Study	Credit Points
up to 72	150 h	60 h	90 h	5

Formal Prerequisites	Recommended Prerequisites	Further Information
-	-	-

Learning Outcomes*
<p>At the end of the course, students will understand energy, resource and environmental policy measures and market development, and will be able to interpret and analyse policies based on relevant methods from Political Science and Economics.^{1,2} Specifically, they will be equipped with basic and intermediate concepts to help them present, explain and assess global, European and U.S. policy developments.^{1,2} Students will also apply these tools to select case studies in order to discuss current policy issues and to elaborate on possible future scenarios.^{2,4}</p> <p>* 1 = Knowledge & Understanding, 2 = Application & Generation of Knowledge, 3 = Communication & Cooperation, 4 = Scientific Self-Conception & Professionalism</p>

Content
<ul style="list-style-type: none"> ▪ Special attention is given to current energy, natural resource and environmental problems, analysed from a political, social, economic and legal perspective. Main topics to be touched on include the subsequent aspects: ▪ Recent trends, current issues, and future prospects and challenges of energy ▪ Resource and environmental policymaking from a global, European, US and emerging/developing countries' perspective ▪ Principles, strategies, goals and instruments of energy, resource and environmental policy, as well as institutional and legal setting of international energy and environmental policy ▪ Development of energy markets (supply and demand, availability, costs and prices) ▪ Selected topics of energy policy (use of oil, natural gas, coal, nuclear power, and renewable and alternative energy; liberalisation and regulation of electricity and gas markets; energy security and poverty) ▪ Specific topics of natural resource and environmental policy (use of land, water, forests and species; waste disposal and resource recycling; noise; pollution of air and water; climate change and global warming; environmental policy instruments, such as standards, taxes/charges and emission trading; population and sustainable development) ▪ Relevant methods and concepts of Political Science, and of Energy and Environmental Economics

Bibliography
<ul style="list-style-type: none"> ▪ Bhattacharyya, S. C. (2011). <i>Energy economics: Concepts, issues, markets, and governance</i>. London: Springer. ▪ Cubbage, F., et al. (2016). <i>Natural resource policy</i>. Long Grove: Waveland Press Inc. ▪ Jordan, A., & Adelle, C. (Eds.). (2013). <i>Environmental policy in the EU: Actors, institutions and processes</i> (3rd ed.). London & New York: Routledge. ▪ Nersesian, R. L. (2016). <i>Energy economics: Markets, history and policy</i>. Abingdon: Taylor & Francis ▪ Plater, Z. J. B., et al. (2016). <i>Environmental law and policy: Nature law and society</i> (5th ed.). Aspen Casebook, Wolters Kluwer. ▪ Tietenberg, T., & Lewis, L. (2014). <i>Environmental & natural resource economics</i> (10th international ed.). Boston: Pearson. ▪ Vig, N. J., & Kraft, M. E. (Eds.) (2015). <i>Environmental policy: New Directions for the twenty-first century</i> (9th ed.). Los Angeles: Sage/CQPress.

Course(s)	Contact Hours	Teacher(s)
IR_22: Energy, Resource and Environmental Policy (Lecture + Exercise)	4	Prof. Dr. Gernot Müller

Requirements for the Awarding of Credit Points	Possible Examination	Significance of Mark
Examination	Written Exam, or Oral Exam	2,5%

Module IR_23: Foreign Policy Analysis and Policy Advice

Classification	Study Semester	Offer	Equivalent	Language	Responsible Professor
Required Module	5	Winter Term	-	English	Prof. Dr. Alexander Brand

Size of Group	Workload	Contact Hours	Self Study	Credit Points
up to 72	150 h	60 h	90 h	5

Formal Prerequisites	Recommended Prerequisites	Further Information
-	-	-

Learning Outcomes*
<p>Upon successful completion of the module, students will:</p> <ul style="list-style-type: none"> ▪ Demonstrate knowledge of the main methodological debates and conceptual novelties in current Foreign Policy Analysis (FPA).¹ ▪ Know the main tools to describe, explain and assess features of a country's foreign policy using various levels of analysis (personal, state, international system).^{1,2} ▪ Be able to apply these tools to foreign policy cases, meanwhile focusing on understanding how foreign policy in specific administrative and bureaucratic settings is formed.² ▪ Be able to select an appropriate mix of frameworks and concepts to critically assess and compare the foreign policy performance of different countries.^{2,4} ▪ Demonstrate knowledge of key players of policy advice and consulting.¹ ▪ Be able to apply the main instruments and techniques of policy advice.² ▪ Be able to critically reflect on the role that consultants play in policy making.^{2,4} ▪ Be able to design policy papers.^{2,4} ▪ Be competent in giving policy recommendations with specific regards to aspects of, and challenges in, foreign policy.^{3,4} <p><small>* 1 = Knowledge & Understanding, 2 = Application & Generation of Knowledge, 3 = Communication & Cooperation, 4 = Scientific Self-Conception & Professionalism</small></p>

Content
<p>The module aims to:</p> <ul style="list-style-type: none"> ▪ Introduce main conceptual (e.g. levels of analysis), theoretical (e.g. bureaucratic politics) and methodological approaches of current FPA ▪ Discuss the implications of selecting particular approaches on the understanding and opportunities to compare and evaluate specific examples of foreign policy. ▪ Contrast the foreign policies of countries located in various regions which exhibit different levels of development and power positions, as well as explain foreign policy development of particular countries over time ▪ Focus on elucidating processes of foreign policy-making in specific domestic political constellations (e.g. democratic vs. autocratic) and within administrative apparatuses (decision-making centers, ministries, departments, role of advisory committees, etc.) ▪ Introduce key analytical categories in the field of wider policy analysis and policy advice. ▪ Discuss the role of policy advice and consulting within the political system and a political decision-making apparatus ▪ Focus on the process of consulting and its main techniques

Bibliography
<ul style="list-style-type: none"> ▪ Breuning, M. (2011). <i>Foreign policy analysis. A comparative introduction</i>. Houndsmills: Palgrave. ▪ Brummer, K., & Hudson, V. (Eds.). (2015). <i>Foreign policy analysis beyond North America</i>. Boulder: Lynne Rienner. ▪ Goldmann, K. (2015). <i>Change and stability in foreign policy</i>. Princeton: Princeton University Press. ▪ Hudson, V. (2013). <i>Foreign policy analysis: Classic and contemporary theory</i>. Lanham: Rowman & Littlefield. ▪ Neack, L. (2013). <i>The new foreign policy: Complex interactions, competing interests</i>. Lanham: Rowman & Littlefield. ▪ Thies, C. (Ed.). (2018). <i>The Oxford encyclopedia of foreign policy analysis</i>. Oxford: Oxford University Press. ▪ Walker, S. G. (Ed.). (2011). <i>Rethinking foreign policy analysis</i>. London: Routledge.

Course(s)	Contact Hours	Teacher(s)
IR_23a: Foreign Policy Analysis (Lecture)	2	Prof. Dr. Alexander Brand
IR_23b: Policy Advice (Lecture + Exercise)	2	Prof. Dr. Jakob Lempp

Requirements for the Awarding of Credit Points	Possible Examination	Significance of Mark
Examination	Term Paper	2,5%

Module IR_24: Globalisation and the State

Classification	Study Semester	Offer	Equivalent	Language	Responsible Professor
Required Module	5	Winter Term	-	English	Prof. Dr. Corinne Lohre

Size of Group	Workload	Contact Hours	Self Study	Credit Points
up to 72	150 h	60 h	90 h	5

Formal Prerequisites	Recommended Prerequisites	Further Information
-	IR_2	-

Learning Outcomes*
<p>Upon successful completion of the module, the students will have an overview of major economic and political implications of globalization¹ and will be able to analyse and interpret globalisation trends in the context of international (economic) relations and politics.² The students will be equipped to critically discuss contemporary issues of globalisation and the resulting challenges.² Students will have an overview of public finances in industrialised and developing countries and will be able to analyse and interpret public finances in an international setting.^{1,2} The students will be equipped to examine government expenditure and public revenue policies and estimate their incentive effects from a normative and positive perspective.^{1,2}</p> <p>* 1 = Knowledge & Understanding, 2 = Application & Generation of Knowledge, 3 = Communication & Cooperation, 4 = Scientific Self-Conception & Professionalism</p>

Content
<ul style="list-style-type: none"> ▪ Economic and political aspects of globalisation and their effects on state sovereignty and the state system, as well as the economy ▪ Discussion of the major challenges associated with globalisation, such as poverty, violent conflicts, international terrorism and potential national and international responses ▪ The positive and normative economic approaches to government expenditure and to public revenue, with a focus on taxes and public debt ▪ Discussion of the role, rationale, objectives and consequences of fiscal government intervention in the market economy

Bibliography
<ul style="list-style-type: none"> ▪ Baylis, J., Smith, S., & Owens, P. (2016). <i>The globalization of world politics</i> (7th ed.). Oxford: Oxford University Press. ▪ Bhagwati, J. (2007). <i>In defense of globalization</i>. Oxford: Oxford University Press. ▪ Gruber, J. (2015). <i>Public finance and public policy</i> (4th ed.). New York: Worth Publishers. ▪ Rodrik, D. (2011). <i>The globalization paradox</i>. Oxford: Oxford University Press. ▪ Rosen, H.S., & Gayer, T. (2010). <i>Public finance</i> (10th international ed.). New York: McGraw Hill.

Course(s)	Contact Hours	Teacher(s)
IR_24a: Globalisation (Lecture)	2	Prof. Dr. Corinne Lohre
IR_24b: Public Finance (Lecture)	2	Prof. Dr. habil. Gregor van der Beek

Requirements for the Awarding of Credit Points	Possible Examination	Significance of Mark
Examination	Written Exam, Term Paper, or any Combination	2,5%

Module IR_25: Behavioural Decision-Making

Classification	Study Semester	Offer	Equivalent	Language	Responsible Professor
Required Module	5	Winter Term	-	English	Prof. Dr. Thomas Pitz

Size of Group	Workload	Contact Hours	Self Study	Credit Points
up to 72	150 h	60 h	90 h	5

Formal Prerequisites	Recommended Prerequisites	Further Information
-	-	-

Learning Outcomes*
<p>By the end of this course, students will be able to characterise differences between rational and descriptive economic theories.¹ The students will have the ability to classify different situations of individual decision-making in terms of certainty, risk and uncertainty.² They will learn how to characterise risk-neutral, risk-averse or risk-seeking decision-makers.² Borrowing tools from game theory, the students learn to model and analyse strategic behaviour in situations of interactive decision making.² The students will be able to design, run and analyse experiments related to behavioural economics.³ By using a semi-formal, interactive learning scheme, they will learn how to apply a game theory model to an actual political crisis.^{3,4}</p> <p>* 1 = Knowledge & Understanding, 2 = Application & Generation of Knowledge, 3 = Communication & Cooperation, 4 = Scientific Self-Conception & Professionalism</p>

Content
<p>The module covers the mathematical basics of game theory and behavioural decision-making. The main focus in this class lies on interactive decision-making. Nevertheless, there will be an introduction to axiomatic utility theory and formalising the risk attitudes of decision-makers. In the 1970s, Kahneman and Tversky criticised, based on experimental results, the omnipotent rational "homo oeconomicus" as not corresponding to actual human behaviour. Decision-makers often use heuristics instead of purely (unboundedly) rational reasoning. The class introduces the classical results of Behavioural and Experimental Economics (from a psychological, as well as economic, point of view). The used concepts of game theory cover interactive non-cooperative and cooperative decision-making; this includes games with imperfect information and sequential games and reaches some more special topics like Bayes games, evolutionary games, mechanism design, as well as social choice and welfare. An introduction to cooperative game theory will be done. Several applications of game theory will be discussed (Arrow paradox, Voting Games, Measuring of Power, Auctions and Mechanism Design).</p>

Bibliography
<ul style="list-style-type: none"> ▪ Binmore, K. (1992). <i>Fun and games</i>. Lexington, M.A.: D. C. Heath. ▪ Dhami, S. (2017). <i>The foundations of behavioral economic analysis</i>. Oxford: Oxford University Press. ▪ Fudenberg, D., & Tirole, J. (1995). <i>Game theory</i>. Cambridge, M.A.: MIT Press. ▪ Gibbons, R. (1992). <i>Game theory for applied economists: A primer in game theory</i>. Princeton: Princeton University Press. ▪ Maschler, M., et al. (2013). <i>Game theory</i>. Cambridge: Cambridge University Press. ▪ Owen, G. (2001). <i>Game theory</i>. Cambridge, M.A.: Academic Press.

Course(s)	Contact Hours	Teacher(s)
IR_25: Behavioural Decision-Making (Lecture + Exercise)	4	Prof. Dr. Thomas Pitz

Requirements for the Awarding of Credit Points	Possible Examination	Significance of Mark
Examination	Written Exam, Assignment, or any Combination	2,5%

Module IR_26: Project

Classification	Study Semester	Offer	Equivalent	Language	Responsible Professor
Required Module	5	Winter Term	-	English	Prof. Dr. Alexander Brand

Size of Group	Workload	Contact Hours	Self Study	Credit Points
up to 30	150 h	30 h	120 h	5

Formal Prerequisites	Recommended Prerequisites	Further Information
-	IR_7	-

Learning Outcomes*
<p>Upon completion of the advanced project course, the students will have</p> <ul style="list-style-type: none"> • Applied and enlarged their knowledge of research methods and techniques of investigation into social phenomena to a specific topic a/o empirical puzzle.^{2,4} • Further developed skills to work productively in a small-group context on matters of common concern.^{3,4} • Produced a paper, presentation or project report in which they demonstrate that they can implement their own research interests in a collaborative fashion, with a particular focus on methodological aspects and modes of inquiry beyond desk research.^{3,4} • Further developed the skills to communicate the main results of own, independent investigation incl. strategies to receive feedback on work in progress.^{3,4} <p><small>* 1 = Knowledge & Understanding, 2 = Application & Generation of Knowledge, 3 = Communication & Cooperation, 4 = Scientific Self-Conception & Professionalism</small></p>

Content
<p>Students are offered the opportunity to work in a methodologically informed, research-oriented manner on matters of importance in international relations in which they take a specific interest. There will be an opportunity to choose between different thematic projects as well as different methodological options (quantifying, qualitative etc.). Project work unfolds in small-group settings. Depending on the specific type of project, the term paper is to report on the methodological aspects of the group work, or to present findings based on independent research. Major findings, results and insights are to be presented in class, mostly as work in progress.</p>

Bibliography
<ul style="list-style-type: none"> ▪ Topic-dependent.

Course(s)	Contact Hours	Teacher(s)
IR_26: Project (Project)	2	Professor of HSRW

Requirements for the Awarding of Credit Points	Possible Examination	Significance of Mark
Examination	Term Paper, or Assignment	2,5%

Module IR_27.01: Analysis of Political and Economic Crises

Classification	Study Semester	Offer	Equivalent	Language	Responsible Professor
Elective Module	4	Summer Term	-	English	Prof. Dr. Oliver Serfling

Size of Group	Workload	Contact Hours	Self Study	Credit Points
up to 36	150 h	60 h	90 h	5

Formal Prerequisites	Recommended Prerequisites	Further Information
-	-	-

Learning Outcomes*

After successful completion of the course, students will be familiar with causes, mechanisms, developments and impacts of political and economic crises and are enabled to define related terminology and categorise and contrast different types of crises.¹ Furthermore, they are enabled to identify and analyze the interrelation of political and economic tensions that might lead to a crisis-situation from a politico-economic perspective.² Based on this, students will be able to identify processes and resources of crisis management and develop core elements of a crisis response plan^{2,3}. Moreover, during the course, students will be able to create scenario models in order to analyse current economic and political crises and discuss their adverse impact on different groups in the society.^{3,4} Finally, students learn how to extract and present the core essence of relevant scientific literature and empirical material.

Content

Crisis is a ubiquitous concept in politics and economics. It describes the processes that may turn low-stress situations rapidly into extraordinary, uncertain and unstable situations, often including the threat or use of violence. As crises might be caused by systemic and behavioral reasons, there is need for a change and adaptation of old institutions. Prominent crises in recent times were the Cuba missile crisis, "9/11", the subprime real-estate crisis in 2008, the Euro crisis and "Fukushima", which significantly changed the public agenda with reverberating effects on public opinion and political attitudes. Based upon empirical material, the module offers theoretical, methodological and practical explanations from the disciplines of political sciences and (macro-)economics in order to analyse crises mechanisms and evaluate their impact on international relations, trade relations, distribution of income and wealth, poverty and societal segregation. It identifies the key actors, strategies, patterns of crisis escalation and reviews the success of containment and mitigation strategies. The module combines theoretical and empirical insights, case studies and simulations.

Major topics include the following:

- The history of economic and political crises
- Typology of crises and their causes
- Politico-economic processes as crisis accelerators
- Structural and financial indicators of crises
- Asset Prices and Interest Rates
- Bubbles and crashes
- The impact of recession on society

Bibliography

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- Brecher, M. and P. James, P (1988). *Patterns of Crisis Management*, Journal of Conflict Resolution, 32: 3, pp. 426-456.
- Dayton, B.W. (2004). *Managing Crises in the Twenty-First Century*, International Studies Review 6, pp. 165-194.
- Foster, J. B. and F. Magdoff (2009). *The Great Financial Crisis: Causes and Consequences*, Monthly Review Press.
- Galbraith, J.K. (2009). *The Great Crash: 1929*, Reprint ed., Boston: Houghton Mifflin.
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- Kehoe, T. and P.C. Prescott (2007). *Great Depressions of the Twentieth Century*, Federal Reserve Bank of Minneapolis.
- Kindleberger P. and R. Aliber (2011). *Manias, Panics, and Crashes: A History of Financial Crises*, 6th ed., Wiley.
- Krugman, P. R. (2014). *International Economics: Theory and Policy*, 10th ed., Prentice Hall.
- Trumbore, P.F.; Boyer, M. A. (2000). *International Crisis: Decision-making as a Two-Level Process*, Journal of Peace Research, 37: 6, pp. 679-697.

Course(s)	Contact Hours	Teacher(s)
IR_27.01a: History and Analysis of Political and Economic Crises (Lecture)	2	Prof. Dr. Jakob Lempp
IR_27.01b: Case Studies on Political and Economic Crises (Lecture)	2	Prof. Dr. Oliver Serfling

Requirements for the Awarding of Credit Points	Possible Examination	Significance of Mark
Examination	Term Paper	2,5%

Module IR_27.02: Current Issues in International Relations and International Political Economy

Classification	Study Semester	Offer	Equivalent	Language	Responsible Professor
Elective Module	4	Summer Term	-	English	Prof. Dr. Alexander Brand

Size of Group	Workload	Contact Hours	Self Study	Credit Points
up to 36	150 h	60 h	90 h	5

Formal Prerequisites	Recommended Prerequisites	Further Information
-	IR_1, IR_8	-

Learning Outcomes*
<p>Upon completion of the course, students will:</p> <ul style="list-style-type: none"> * Have acquired a deeper understanding of particular matters concerning recent International Relations and the International Political Economy.¹ * Demonstrate in-depth knowledge of the state of academic debate in a recent field of interest in International Relations and/or International Political Economy.^{1,4} * Be able to develop an idea in this context, which is likely to make an independent and novel contribution to the academic debate.^{2,4} <p><small>* 1 = Knowledge & Understanding, 2 = Application & Generation of Knowledge, 3 = Communication & Cooperation, 4 = Scientific Self-Conception & Professionalism</small></p>

Content
<p>Students will discuss specific current issues relevant to either IR or IPE academic debates and/or policy discussions. Among them are the following potential issues:</p> <ul style="list-style-type: none"> ▪ Dynamics of power transition ▪ Regional vs. global vs. local dynamics impacting upon cross-border interaction ▪ The international diffusion of governance models ▪ Questions of dominance and contestation ▪ Ethical and normative debates ▪ Authority-market dynamics ▪ Socio-economic concerns such as development, inequality, prosperity and sustainable livelihoods

Bibliography
<ul style="list-style-type: none"> ▪ <i>ISA/Oxford Research Encyclopedia on International Studies</i>. (2018). Retrieved from http://internationalstudies.oxfordre.com/ ▪ Palan, R. (2012). <i>Global political economy</i> (2nd ed.). London: Routledge.

Course(s)	Contact Hours	Teacher(s)
IR_27.02: Current Issues in International Relations and International Political Economy (Lecture)	4	Prof. Dr. Alexander Brand

Requirements for the Awarding of Credit Points	Possible Examination	Significance of Mark
Examination	Term Paper, Assignment, or any Combination	2,5%

Module IR_27.03: International Commerce and Taxation

Classification	Study Semester	Offer	Equivalent	Language	Responsible Professor
Elective Module	4	Summer Term	-	English	Prof. Dr. Norbert Dautzenberg

Size of Group	Workload	Contact Hours	Self Study	Credit Points
up to 36	150 h	60 h	90 h	5

Formal Prerequisites	Recommended Prerequisites	Further Information
-	-	-

Learning Outcomes*
<p>Upon successful completion of the course, students will:</p> <ul style="list-style-type: none"> ▪ Have expanded their knowledge on core topics of international business relations-- namely international commerce and international taxation.¹ ▪ Understand the how multifaceted, real-life international business relations are (through the lens of commerce), and why they present a widely-discussed matter of high political importance.^{1,2} ▪ Know why taxation is a complicated terrain¹, as they are able to explain the devastating effect of "clashes" between two national legislations without coordination (phenomenon of double-taxation).^{1,2} ▪ Understand the main instruments to cope with difficult problems, such as double taxation.¹ ▪ Have developed an understanding of how globalisation affects the possibilities of national legislators in designing laws and regulations (international tax planning).^{2,4} <p><small>* 1 = Knowledge & Understanding, 2 = Application & Generation of Knowledge, 3 = Communication & Cooperation, 4 = Scientific Self-Conception & Professionalism</small></p>

Content
<ul style="list-style-type: none"> ▪ International commerce: overview of the practical aspects of cross-border international business relations (cross-border payments, effects of different national production standards; content and problems relating to free trade agreements, etc.) ▪ International taxation: basic overview of existing taxes, and unlimited and limited tax liability ▪ The economic effects of double-taxation, methods to mitigate double taxation, typical content of double taxation treaties and their application in simple cases ▪ Possibilities of international tax planning and outlook on potential future developments

Bibliography
<ul style="list-style-type: none"> ▪ Ball, D.A., et al. (2012). <i>International business: The challenge of global competition</i> (13th ed.). New York: McGraw-Hill/Irwin. ▪ Rasmussen, M. (2011). <i>International double taxation</i>. Alpen/Rhein: Kluwer Law International.

Course(s)	Contact Hours	Teacher(s)
IR_27.03a: International Commerce (Lecture)	2	Prof. Dr. Norbert Dautzenberg
IR_27.03b: International Taxation (Lecture)	2	Prof. Dr. Norbert Dautzenberg

Requirements for the Awarding of Credit Points	Possible Examination	Significance of Mark
Examination	Written Exam	2,5%

Module IR_27.04: Justice and Fairness in the Market Economy and Social Responsibility

Classification	Study Semester	Offer	Equivalent	Language	Responsible Professor
Elective Module	4	Summer Term	TL_27.02	English	Prof. Dr. habil. Gregor van der Beek

Size of Group	Workload	Contact Hours	Self Study	Credit Points
up to 36	150 h	60 h	90 h	5

Formal Prerequisites	Recommended Prerequisites	Further Information
-	IR_02	-

Learning Outcomes*
<p>Upon successful completion of the module, the students will have received an overview of competing approaches to, and concepts of, justice and fairness, as well as on the major economic and political theories of efficiency.¹ The students will be equipped to discuss and apply these concepts to contemporary morality issues and the resulting challenges in capitalist societies.^{2,3} The students will be equipped to examine government and private policies using an ethical perspective and be able to estimate their moral implications from a normative and positive perspective.^{2,4}</p> <p><small>* 1 = Knowledge & Understanding, 2 = Application & Generation of Knowledge, 3 = Communication & Cooperation, 4 = Scientific Self-Conception & Professionalism</small></p>

Content
<ul style="list-style-type: none"> ▪ The ethical aspect of economic, social and political actions in the private and the public sector ▪ Philosophical theories ranging from Kant's Idealism to Bentham's Utilitarianism, and from Nozick's Libertarianism to Marx's Communism, and their application to social responsibility. ▪ Critical discussions of major challenges associated with justice and fairness in a globalised and complex world. ▪ Discussion of the role, rationale, objectives, and consequences of government intervention in the social system.

Bibliography
<ul style="list-style-type: none"> ▪ Akerley, B. (2018). <i>Just responsibility: A human rights theory of global justice</i>. Oxford: Oxford University Press. ▪ Kay, J. (2006). <i>The truth about markets: Why some nations are rich but most remain poor</i>. London: Penguin Books. ▪ Shafer-Landau, R. (2012). <i>Ethical theory: An anthology</i>. Malden, MA; Blackwell Philosophy Anthologies.

Course(s)	Contact Hours	Teacher(s)
IR_27.04: Justice and Fairness in the Market Economy and Social Responsibility (Lecture)	4	Prof. Dr. habil. Gregor van der Beek

Requirements for the Awarding of Credit Points	Possible Examination	Significance of Mark
Examination	Written Exam, Term Paper, or any Combination	2,5%

Module IR_27.05: Industrial and Growth Policy

Classification	Study Semester	Offer	Equivalent	Language	Responsible Professor
Elective Module	4	Winter Term	-	English	Prof. Dr. Oliver Serfling

Size of Group	Workload	Contact Hours	Self Study	Credit Points
up to 36	150 h	60 h	90 h	5

Formal Prerequisites	Recommended Prerequisites	Further Information
-	-	-

Learning Outcomes*

At the end of this course, students will be familiar with various economic policies to spur industrial development, competition, innovation and ultimately economic growth^{1,2}. Students learn to apply the theoretical knowledge of Micro- and Macroeconomics, Public Finance, International Economics and Industrial Organization on the analysis of real-world cases.² They will become familiarized with the traditional and the current debates and issues in economic policy³. At the end of the course, students will be able to describe and critically analyze economic policies and their outcomes, identify their intended and adversarial impact, and give suggestions as to develop such concepts.⁴

* 1 = Knowledge & Understanding, 2 = Application & Generation of Knowledge, 3 = Communication & Cooperation, 4 = Scientific Self-Conception & Professionalism

Content

This course introduces students to the field of Economic Policy with applications of industrial, innovation and growth policies. In order to do so, it reviews policy-relevant concepts of Micro- and Macroeconomics, Public Finance, International Economics and Industrial Organization. Furthermore, classical and current concepts and paradigms of Economic Policy are presented and illustrated with examples from economic history, including:

- Introduction to Economic Policy
- Description of the aims, actors and instruments of Economic Policy
- Implementation of Economic Policies
- Assessment of intended and unintended outcomes of Economic Policies

The thematic focus will be then on industrial, innovation and growth policies. Possible target-conflicts between these and other policy fields but also between economic theory and governmental practice are revealed. While industrial and innovation policies emphasize the importance of the design and implementation of a competition-enhancing regulatory framework, growth policies and governmental practice consist in many cases of discretionary measures. Students will be given the chance to pick and elaborate such concepts on a given problem, e.g. from the following fields:

- Analysis of welfare effects from different market power concentration
- Industrial policies in developing countries, e.g. the concept of the Developmental State
- Research, technology and innovation policies
- Innovation clusters, networks and national innovation systems
- Speed and nature of technology diffusion and the role of human capital
- Policies and strategies to induce economic growth
- Concepts of inclusive growth and sustainable development
- Design and effectiveness of environmental policies

Bibliography
<ul style="list-style-type: none"> ▪ Acemoglu, D. (2008) <i>Introduction to Modern Economic Growth</i>, Princeton University Press. ▪ Bénassy-Quéré, A., B. Coeuré, P. Jacquet and J. Pisani-Ferry (2010) <i>Economic Policy – Theory and Practice</i>, New York (NY): Oxford University Press. ▪ Bianchi, P. and S. Labory (2006) <i>International Handbook on Industrial Policy</i>. Cheltenham, Glos, UK, Northampton, MA: Edward Elgar. ▪ Cimoli, M. et al. (2009) <i>Industrial Policy and Development: The Political Economy of Capabilities Accumulation</i>, Oxford, Toronto: Oxford University Press. ▪ Hall, B. H. (2010) <i>Handbook of the Economics of Innovation</i>, Volumes 1 and 2, (Handbooks in Economics), North Holland. ▪ Jones, C. I. (2013) <i>Introduction to Economic Growth</i>, 3rd ed., W. W. Norton & Company. ▪ Lipczynski, J. (2013) <i>Industrial Organization: Competition, Strategy, Policy</i>, 4th ed., Harlow, England, New York: Prentice Hall. ▪ OECD Science, <i>Technology and Industry Policy Papers</i>, several issues, Paris: OECD Publishing. URL: http://dx.doi.org/10.1787/23074957. ▪ Weil, D. N. (2012) <i>Economic Growth</i>, 3rd ed., Prentice Hall.

Course(s)	Contact Hours	Teacher(s)
IR_27.05a: Introduction to Economic Policy (Lecture)	1	Prof. Dr. Jörn Sickmann
IR_27.05b: Applied Topics in Industrial and Growth Policy (Lecture)	3	Prof. Dr. Oliver Serfling

Requirements for the Awarding of Credit Points	Possible Examination	Significance of Mark
Examination	Term Paper	2,5%

Module IR_27.06: Current Issues in International Law

Classification	Study Semester	Offer	Equivalent	Language	Responsible Professor
Elective Module	5	Winter Term	-	English	Prof. Dr. John Henry Dingfelder Stone

Size of Group	Workload	Contact Hours	Self Study	Credit Points
up to 36	150 h	60 h	90 h	5

Formal Prerequisites	Recommended Prerequisites	Further Information
-	IR_17	-

Learning Outcomes*
<p>Upon successful completion of the course, students will possess an advanced ability to critically evaluate contemporary issues of international law.^{2,4} Furthermore, students will be able to recognise and assess the legal issues in current international conflicts, as well as formulate possible solutions.^{2,4}</p> <p><small>* 1 = Knowledge & Understanding, 2 = Application & Generation of Knowledge, 3 = Communication & Cooperation, 4 = Scientific Self-Conception & Professionalism</small></p>

Content
<p>Specific contemporary issues involving international law, such as recent violations of the prohibition on the use of force, ongoing secession movements, the expanding impact of technological advancements on international legal norms, the spread of evolving legal techniques to evade human rights protections and the increased unilateral claims by some states to previously unclaimed parts of the world, among others. Subject areas of discussion will vary in order to accommodate the most contemporary threats and usages of public international law.</p>

Bibliography
<ul style="list-style-type: none"> ▪ Harris, D.J. (2015). <i>Cases and materials on international law</i> (8th ed.). London: Sweet & Maxwell. ▪ Kaczorowska-Ireland, A. (2015). <i>Public international law</i> (5th ed.). London: Routledge. ▪ Wolfrum, R. (Ed.). (2013). <i>Max Planck encyclopedia of public international law</i> (2nd ed.). Oxford: Oxford University Press.

Course(s)	Contact Hours	Teacher(s)
IR_27.06: Current Issues in International Law (Lecture)	4	Prof. Dr. John Henry Dingfelder Stone

Requirements for the Awarding of Credit Points	Possible Examination	Significance of Mark
Examination	Written Exam, Term Paper, or any Combination	2,5%

Module IR_27.07: International Gender Studies

Classification	Study Semester	Offer	Equivalent	Language	Responsible Professor
Elective Subject	5	Winter Term	-	English	Prof. Dr. Eva Maria Hinterhuber

Size of Group	Workload	Contact Hours	Self Study	Credit Points
up to 36	150 h	60 h	90 h	5

Formal Prerequisites	Recommended Prerequisites	Further Information
-	-	-

Learning Outcomes*
<p>Upon successful completion of the course, students will be familiar with threshold theories in the field of international gender studies.¹ They will have learned about the gender equality policies of international and supranational actors, as well as about transnational civil society activism, in the given context.¹ Furthermore, students will be able to apply a gender perspective on subject areas of international relevance.^{1,2} Additionally, students will be capable of transferring the acquired knowledge to the wider field of diversity studies.²</p> <p>* 1 = Knowledge & Understanding, 2 = Application & Generation of Knowledge, 3 = Communication & Cooperation, 4 = Scientific Self-Conception & Professionalism</p>

Content
<p>The module provides students with a comprehensive introduction to international gender studies which includes key concepts, as well as threshold theories, from gender and diversity studies. Within this framework, students get acquainted with transnational women's and gender equality policy activism before considering gender equality policy on the global, as well as supranational, level using the examples of the United Nations, the European and the African Union. The module finishes by analysing selected thematic areas of international relevance from a gender perspective, such as peace and conflict, migration, international economic governance, and others.</p>

Bibliography
<ul style="list-style-type: none"> ▪ Caglar, G., & Prügl, E., & Zwingel, S. (2013). <i>Feminist strategies in international governance</i>. London: Routledge. ▪ Cohn, C. (2013). <i>Women and wars</i>. Cambridge: Polity. ▪ Launius, C., & Hassel, H. (2015). <i>Threshold concepts in women's and gender studies</i>. New York: Routledge. ▪ Shepherd, L. J. (Ed.). (2015). <i>Gender matters in global politics: A feminist introduction to international relations</i>. London: Taylor & Francis. ▪ Steans, J. (2013). <i>Gender and international relations</i>. Oxford: Polity. ▪ Steans, J., & Tepe-Belfrage, D. (2016). <i>Handbook on Gender in World Politics</i>. Cheltenham/Northampton: Edward Elgar Publishing. ▪ Waylen, G., Celis, K., Kantola, J., & Weldon, S. L. (2013). <i>The Oxford handbook on gender and politics</i>. Oxford: Oxford Handbooks.

Course(s)	Contact Hours	Teacher(s)
IR_27.07: International Gender Studies (Lecture)	4	Prof. Dr. Eva Maria Hinterhuber

Requirements for the Awarding of Credit Points	Possible Examination	Significance of Mark
Examination	Written Exam, Assignment, or any Combination	2,5%

Module IR_27.08: International Market Research / Project and Campaign Management

Classification	Study Semester	Offer	Equivalent	Language	Responsible Professor
Elective Module	5	Winter Term	GD_27.06	English	Prof. Dr. Marion Halfmann

Size of Group	Workload	Contact Hours	Self Study	Credit Points
up to 36	150 h	60 h	90 h	5

Formal Prerequisites	Recommended Prerequisites	Further Information
-	-	-

Learning Outcomes*
<p>After successful completion of the course, students will know about measurement and research techniques which are typically applied in international market research and marketing.¹ They will be able to comprehensively analyse and evaluate an international market situation and recommend future strategies (for managerial action).^{2,3,4} In addition, they will be able to evaluate the impact of recent environmental changes on international markets and apply the results of market research to create marketing performance and competitive advantage.^{2,4} In addition, students will have gained an understating of political marketing theory¹ and the application of political marketing instruments², both from a management and a communications point of view.^{3,4} At the end of the course, students will be able to:</p> <ul style="list-style-type: none"> ▪ Distinguish between market research and international market research.¹ ▪ Understand the theory and practice of political marketing.¹ ▪ Explain the fundamentals of political-marketing management.¹ ▪ Understand the advantages/disadvantages of researching markets (analysis of opportunities, distinctive characteristics and emerging trends in foreign markets, including exploration of alternative methods and strategies for entering foreign markets).^{2,4} ▪ Apply their knowledge of analytical tools and techniques in order to better understand global markets.^{2,4} ▪ Apply the instruments and techniques used in political marketing management², and name ethical issues of political marketing management.⁴ ▪ Carry out elementary field (primary) and desk (secondary) research.⁴ <p><small>* 1 = Knowledge & Understanding, 2 = Application & Generation of Knowledge, 3 = Communication & Cooperation, 4 = Scientific Self-Conception & Professionalism</small></p>

Content
<p>It is important to understand the current market when deciding whether a business idea is profitable and realistic. This module explains how to analyse the market and make the necessary changes to a business idea in order to make it profitable. The module is designed to develop an understanding of the special requirements for successfully conducting international market research, as many businesses today have expanded and are continuing to expand in the global arena in search of higher profits and market share.</p> <p>Major topics will include:</p> <ul style="list-style-type: none"> ▪ Introduction and background to market research ▪ Research methods (qualitative and quantitative, traditional and new methods) ▪ Consumer research ▪ Technical issues (sampling, data collection, data analysis, report writing) ▪ Market research case studies ▪ Sources of data collection (primary and secondary data sources) ▪ Qualitative and quantitative methods ▪ Sampling (theory, design and issues) ▪ Data analysis (frequencies, testing for significant differences using T-Tests and F-Tests) ▪ Regression and correlation ▪ Report preparation and presentation ▪ Political marketing and the marketing domain ▪ Functions of political-marketing ▪ Strategic political-marketing ▪ Political marketing management instruments ▪ Examples of political campaigning ▪ Voting behaviour, consumer theory and political marketing ▪ Ethical considerations of political-marketing ▪ The future of political-marketing

Bibliography
<ul style="list-style-type: none"> ▪ Aaker, D. A., Kumar, V., Day, G.S., & Leone, R.P. (2012). <i>Marketing research: International, student version</i> (11th ed.). Hoboken, N.J.: Wiley & Sons. ▪ Newman, B. (1999). <i>Handbook of political marketing</i>. Thousand Oaks, C.A.: SAGE Publications. ▪ O'Shaughnessy, N., & Henneberg, S. (Eds.). (2002). <i>The idea of political marketing</i>. Westport, C.T.: Praeger. ▪ Craig, C. S., & Douglas, S.P. (2014). <i>International market research</i> (3rd ed.). Hoboken, N.J.: Wiley & Sons. ▪ Zikmund, W. G., & Babin, B. J. (2012). <i>Essentials of marketing research</i> (5th ed.). Boston: Cengage Learning.

Course(s)	Contact Hours	Teacher(s)
IR_27.08: International Market Research / Project and Campaign Management (Lecture)	4	Prof. Dr. Marion Halfmann

Requirements for the Awarding of Credit Points	Possible Examination	Significance of Mark
Examination	Written Exam	2,5%

Module IR_27.99: Foreign Language

Classification	Study Semester	Offer	Equivalent	Language	Responsible Professor
Elective Module	4/5	Winter Term + Summer Term	-	-	International Center

Size of Group	Workload	Contact Hours	Self Study	Credit Points
up to 36	150 h	52 h	98 h	5

Formal Prerequisites	Recommended Prerequisites	Further Information
level A1.1 onwards: preliminary stage	-	-

Learning Outcomes*
At the end of the course, students are able to communicate appropriately, depending on their level.

Bibliography/Resources/Media
<ul style="list-style-type: none"> ▪ Digital media, additional material (OER), language learning software

Course(s)	Contact Hours	Teacher(s)
IR_27.99: Foreign Language (Lecture)	4	International Center

Requirements for the Awarding of Credit Points	Possible Examination	Significance of Mark
Examination	Written Exam, Oral Exam, Project Work, or Combination	2,5%

Module IR_28: Internship or Semester Abroad

Classification	Study Semester	Offer	Equivalent	Language	Responsible Professor
Required Module	6	Summer Term	-	-	Supervisor (Professor of HSRW)

Size of Group	Workload	Contact Hours	Self Study	Credit Points
-	Internship <ul style="list-style-type: none"> 20 weeks, full-time Semester Abroad <ul style="list-style-type: none"> Depends on host university 	-	-	30

Formal Prerequisites	Recommended Prerequisites	Further Information
90 CP	-	-

Learning Outcomes*
<p>Upon successful completion of this module, students will:</p> <ul style="list-style-type: none"> Have substantially broadened and deepened their knowledge either through further studying their relevant field^{1,2} (semester abroad) or by working practically in their field of study^{3,4} (internship semester). Have applied their knowledge in order to navigate successfully through foreign or workplace environments.^{2,4} Acquired additional intercultural competency, further improved their language command and expanded their communication and professional skills.^{3,4} <p><small>* 1 = Knowledge & Understanding, 2 = Application & Generation of Knowledge, 3 = Communication & Cooperation, 4 = Scientific Self-Conception & Professionalism</small></p>

Content
<ul style="list-style-type: none"> Topic-dependent (depends on internship placement or chosen study abroad programme).

Bibliography
<ul style="list-style-type: none"> Topic-dependent (depends on chosen programme for semester abroad).

Requirements for the Awarding of Credit Points	Possible Examination	Significance of Mark
Internship <ul style="list-style-type: none"> Recognition of internship Internship report Semester Abroad <ul style="list-style-type: none"> Recognition of host university and courses At least 20 CP from host university 10 CP for preparation and final report 	-	Unmarked

Module IR_29: Workshop: Academic Writing

Classification	Study Semester	Offer	Possible Equivalent	Language	Responsible Professor
Required Module	7	Winter Term + Summer Term	GD_29, IB_29	English	Prof. Dr. Alexander Brand

Size of Group	Workload	Contact Hours	Self Study	Credit Points
up to 36	150 h	30 h	120 h	5

Formal Prerequisites	Recommended Prerequisites	Further Information
-	-	-

Learning Outcomes*
<p>Upon successful completion of the course, students will:</p> <ul style="list-style-type: none"> ▪ Have acquired the skills to write academic texts in a proficient manner.⁴ ▪ Be able to develop and present their ideas effectively, according to academic standards.^{3,4} ▪ Demonstrate their knowledge on practical and creative writing strategies, as well as on productive writing habits.⁴ <p><small>* 1 = Knowledge & Understanding, 2 = Application & Generation of Knowledge, 3 = Communication & Cooperation, 4 = Scientific Self-Conception & Professionalism</small></p>

Content
<p>The module aims at supporting students in becoming proficient writers who are able to develop and present their ideas effectively, according to academic standards. To develop their academic writing skills, students will learn about practical and creative writing strategies, as well as productive writing habits, during the course.</p> <p>Main topics to be covered:</p> <ul style="list-style-type: none"> ▪ Organising an essay ▪ Identifying a good research question ▪ Structuring a thesis ▪ Plagiarism ▪ Writer's block ▪ Revising and editing ▪ Literature review and efficient techniques for finding relevant literature ▪ Quotations ▪ Unbiased language ▪ Skimming and scanning ▪ Critical reading and writing

Bibliography
<ul style="list-style-type: none"> ▪ Faculty of Society and Economics (2016). <i>Academic Writing Manual</i>.

Course(s)	Contact Hours	Teacher(s)
IR_29: Workshop Academic Writing (Project)	2	Professor of HSRW

Requirements for the Awarding of Credit Points	Possible Examination	Significance of Mark
Certificate	Assignment	-

Module IR_30: Applied Project

Classification	Study Semester	Offer	Equivalent	Language	Responsible Professor
Required Module	7	Winter Term + Summer Term	-	English	Prof. Dr. Alexander Brand

Size of Group	Workload	Contact Hours	Self Study	Credit Points
up to 36	150 h	30 h	120 h	5

Formal Prerequisites	Recommended Prerequisites	Further Information
-	-	-

Learning Outcomes*
<p>Students will experience aspects of the political and economic process at the international level through an educational simulation/mockup. Through this, they will learn about practical political, as well as business, settings¹ and how to be successful in such settings.^{2,4} They will have applied their knowledge of international relations² and further developed their skills, such as those necessary for negotiation, diplomacy, policy making or strategising.⁴ In addition, students will have further developed their team work and communication skills.^{3,4}</p> <p><small>* 1 = Knowledge & Understanding, 2 = Application & Generation of Knowledge, 3 = Communication & Cooperation, 4 = Scientific Self-Conception & Professionalism</small></p>

Content
<p>An educational simulation is the imitation of a real-world process or system over time. It involves and teaches research, public speaking, debating and writing skills, in addition to critical thinking, teamwork and leadership abilities. Students will pass different stages of the simulation process. They will create posters and videos and hold presentations to get acquainted with their specific role, as well as the roles of others within the simulation. Thereby, students will enhance their application-oriented methodological knowledge and write, report and present conclusions to hypothetical committees. Topic-dependent experts or practitioners in the topic will be invited as guest lecturers in order to enhance the topical knowledge and gain insight into different practical and professional contexts.</p>

Bibliography
<ul style="list-style-type: none"> ▪ Topic-dependent

Course(s)	Contact Hours	Teacher(s)
IR_30: Applied Project (Practical Training)	2	Professor of HSRW

Requirements for the Awarding of Credit Points	Possible Examination	Significance of Mark
Examination	Assignment	2,5%

Module IR_31: Project

Classification	Study Semester	Offer	Equivalent	Language	Responsible Professor
Required Module	7	Winter Term + Summer Term	-	English	Prof. Dr. Alexander Brand

Size of Group	Workload	Contact Hours	Self Study	Credit Points
up to 36	150 h	30 h	120 h	5

Formal Prerequisites	Recommended Prerequisites	Further Information
-	Approx. 175	-

Learning Outcomes*
<p>Upon successful completion of the course, the students will have:</p> <ul style="list-style-type: none"> ▪ Developed an exposé for their upcoming Bachelor thesis including the main topic, research question, justification of relevance and methodological aspects.^{2,4} ▪ Developed a substantial work-in-progress report, including a reflection upon first challenges and strategies of how to overcome them (in the case that their thesis is already under way/under supervision).^{2,4} <p><small>* 1 = Knowledge & Understanding, 2 = Application & Generation of Knowledge, 3 = Communication & Cooperation, 4 = Scientific Self-Conception & Professionalism</small></p>

Content
<p>The module gives students the opportunity to develop a research proposal (exposé) for their Bachelor thesis. The specific research question, an individual time schedule, the methodological approach and a first draft of the structure will be presented and discussed. Specific emphasis is placed on the question of feasibility and the academic/practical relevance of the proposed study. Students who are already working on their Bachelor thesis while taking IR_31 will be given the opportunity to reflect on their emerging thesis in the form of a work-in-progress report.</p>

Bibliography
<ul style="list-style-type: none"> ▪ de Vaus, D. (2001). <i>Research design in the social sciences</i>. London: SAGE Publications. ▪ Galvan, J. L., & Galvan, M. C. (2017). <i>Writing literature reviews: A guide for students of the social and behavioural sciences</i> (7th ed.). London: Routledge. ▪ Gerring, J. (2017). <i>Case study research: Principles and practices</i>. Cambridge: Cambridge University Press. ▪ Hancké, B. (2009). <i>Intelligent research design: A guide for beginning researchers in the social sciences</i>. Oxford: Oxford University Press. ▪ Oliver, P. (2013). <i>Writing your thesis</i>. London: SAGE Publications.

Course(s)	Contact Hours	Teacher(s)
IR_31: Project (Project)	2	Professor of HSRW

Requirements for the Awarding of Credit Points	Possible Examination	Significance of Mark
Examination	Assignment	2,5%

Module IR_32: Bachelor Thesis

Classification	Study Semester	Offer	Equivalent	Language	Responsible Professor
Required Module	7	Winter Term + Summer Term	-	English	Supervisor (Professor of HSRW)

Size of Group	Workload	Contact Hours	Self Study	Credit Points
-	360 h	-	360 h	12

Formal Prerequisites	Recommended Prerequisites	Further Information
175 CP	IR_31	-

Learning Outcomes*
<p>Upon successful completion of the course, the students will have:</p> <ul style="list-style-type: none"> ▪ Demonstrated that they can analyse a problem using scientific methods in an academic, structured and systematic manner. ^{2,4} ▪ Applied their topical knowledge and methodological skills in order to solve a research dilemma and/or outline solutions to a stated problem.^{2,4} <p><small>* 1 = Knowledge & Understanding, 2 = Application & Generation of Knowledge, 3 = Communication & Cooperation, 4 = Scientific Self-Conception & Professionalism</small></p>

Content
<p>The students will write their Bachelor thesis on a topic relevant to international relations debates. Depending on decisions made with their supervisor, they may either focus on a political, economic, or legal topic, or write a thesis in a more interdisciplinary fashion. Depending on their, as well as their supervisor's, preferences, the thesis might be more fixated on practical aspects as well (e.g. policy recommendation, business application).</p>

Bibliography
<ul style="list-style-type: none"> ▪ Topic-dependent.

Requirements for the Awarding of Credit Points	Possible Examination	Significance of Mark
Examination	Thesis	15%

Module IR_33: Colloquium

Classification	Study Semester	Offer	Equivalent	Language	Responsible Professor
Required Module	7	Winter Term + Summer Term	-	English	Supervisor (Professor of HSRW)

Size of Group	Workload	Contact Hours	Self Study	Credit Points
-	90 h	8 h	82 h	3

Formal Prerequisites	Recommended Prerequisites	Further Information
207 CP	-	-

Learning Outcomes*
<p>Upon successful completion of the course, the students will have:</p> <ul style="list-style-type: none"> ▪ Adequately presented the results from their BA thesis (including solutions) through the use of an abstract, a poster and/or a multimedia presentation.^{3,4} ▪ Demonstrated that they can engage in the academic debate on topics related to their Bachelor thesis (issues, application of theories, methods), as well as critically reflect upon their own work.^{3,4} <p><small>* 1 = Knowledge & Understanding, 2 = Application & Generation of Knowledge, 3 = Communication & Cooperation, 4 = Scientific Self-Conception & Professionalism</small></p>

Content
The students present and discuss their Bachelor thesis. They outline main findings and solutions, while defending their research strategy and the obtained results.

Bibliography
<ul style="list-style-type: none"> ▪ Topic-dependent

Requirements for the Awarding of Credit Points	Possible Examination	Significance of Mark
Examination	Oral Examination	5%