

Study Schedule

Gender and Diversity, B.A.

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1. Information about Study Programme

1.1 Profile of Study Programme

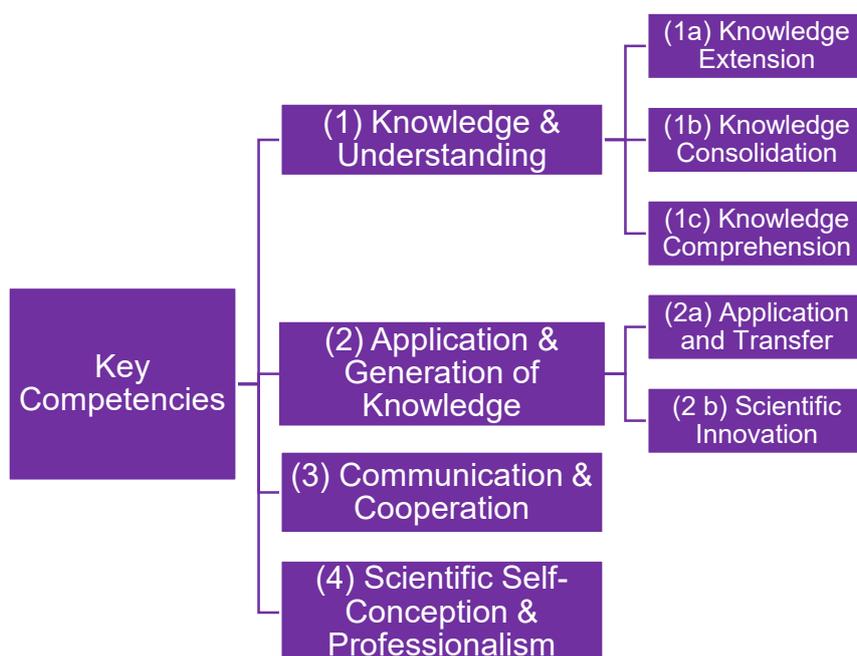
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|---|---|
| Place of Study | Campus Kleve |
| Start Date | Winter Term |
| Language | English |
| Study Model | Full-Time Studies |
| Duration of Study | 7 Semesters |
| Amount of Credits | 210 ECTS |
| Degree Awarded | Bachelor of Arts, B.A. |
| Examination Regulation and Further Information | https://www.hochschule-rhein-waal.de/de/fakultaeten/gesellschaft-und-oekonomie/studienangebot/gender-and-diversity-ba |

1.2 Key Competencies

The study programme *Gender and Diversity, B.A.*, 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* (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 | WT2 | WT3 | WT4 | WT5 | WT6 | WT7 |
|-----------|--|-----|----|----|---|-----|-----|----|-----|-----|-----|-----|-----|-----|-----|-----|
| GD 1 6001 | Gender History and Women's Movements | 4 | 4 | | | | | E | 5 | 5 | | | | | | |
| GD 1 6002 | Basics of Sociology | 4 | 2 | 2 | | | | E | 5 | 5 | | | | | | |
| GD 1 6003 | Introduction to Gender and Diversity Studies | 4 | 2 | 2 | | | | E | 5 | 5 | | | | | | |
| GD 1 6004 | Basics of Business Administration and Economics | 4 | 4 | | | | | E | 5 | 5 | | | | | | |
| GD 1 6005 | Basic Methods | 4 | 2 | 2 | 2 | | | C | 5 | 5 | | | | | | |
| GD 1 6006 | Globalisation and Social Change | 4 | 2 | 2 | 2 | | | E | 5 | 5 | | | | | | |
| GD 2 6007 | Basics of Qualitative Research Methods | 4 | 2 | 2 | 2 | | | E | 5 | 5 | | | | | | |
| GD 2 6008 | Applied Methods in Equal Opportunities | 4 | 2 | 2 | 2 | | | C | 5 | 5 | | | | | | |
| GD 2 6009 | Social Inequality, Social Structure and Intersectionality | 4 | 2 | 2 | | | | E | 5 | 5 | | | | | | |
| GD 2 6010 | Basics of Quantitative Research Methods | 4 | 2 | 2 | 2 | | | E | 5 | 5 | | | | | | |
| GD 2 6011 | Gender, Diversity and Work | 4 | 2 | 2 | | | | E | 5 | 5 | | | | | | |
| GD 2 6012 | New Models and Theories of Society | 4 | 2 | 2 | 2 | | | E | 5 | 5 | | | | | | |
| GD 3 6013 | Education | 4 | 4 | | | | | E | 5 | 5 | | | | | | |
| GD 3 6014 | Integration and Inclusion | 4 | 2 | 2 | | | | E | 5 | 5 | | | | | | |
| GD 3 6015 | International Human Resource and Diversity Management | 4 | 3 | | 1 | | | E | 5 | 5 | | | | | | |
| GD 3 6016 | Cultural Sociology and Cultural Studies | 4 | 2 | 2 | | | | E | 5 | 5 | | | | | | |
| GD 3 6017 | International Institutions and Politics | 4 | 2 | 2 | | | | E | 5 | 5 | | | | | | |
| GD 3 6018 | Project | 2 | | | | 2 | | E | 5 | 5 | | | | | | |
| GD 4 6019 | Organization Studies | 4 | 2 | 2 | | | | E | 5 | 5 | | | | | | |
| GD 4 6020 | Policy Analysis, Design and Advice | 4 | 3 | | 1 | | | E | 5 | 5 | | | | | | |
| GD 4 6021 | Body and Health: Politics, Sociology and Economics of Health | 4 | 4 | | | | | E | 5 | 5 | | | | | | |
| GD 4 6022 | Gender Theories | 4 | 4 | | | | | E | 5 | 5 | | | | | | |
| GD 5 6023 | Diversity, Body and Queerness | 4 | 2 | 2 | | | | E | 5 | 5 | | | | | | |
| GD 5 6024 | Advanced Quantitative Research Methods | 4 | 2 | 2 | 2 | | | E | 5 | 5 | | | | | | |
| GD 5 6025 | Gender Mainstreaming and Antidiscrimination | 4 | 2 | 2 | | | | E | 5 | 5 | | | | | | |
| GD 5 6026 | Advanced Qualitative Research Methods and Training Project | 2 | | | | 2 | | E | 5 | 5 | | | | | | |
| | Elective Subjects* | 16 | 16 | | | | | E | 20 | 10 | 10 | | | | | |
| GD 4 6027 | Psychology | 4 | 4 | | | | | E | 5 | 5 | | | | | | |
| GD 4 6028 | Justice and Fairness in the Market Economy and Social Responsibility | 4 | 4 | | | | | E | 5 | 5 | | | | | | |
| GD 4 6029 | Introduction to Accounting | 4 | 4 | | | | | E | 5 | 5 | | | | | | |
| GD 4 6030 | Gender and Mobility | 4 | 4 | | | | | E | 5 | 5 | | | | | | |
| GD 4 6031 | Sexualities | 4 | 4 | | | | | E | 5 | 5 | | | | | | |
| GD 5 6032 | International Market Research/ Project and Campaign Management | 4 | 4 | | | | | E | 5 | 5 | | | | | | |
| GD 5 6033 | (Dis-)Ability Studies | 4 | 4 | | | | | E | 5 | 5 | | | | | | |
| GD 5 6034 | Social Policy and Labour Market Policy | 4 | 4 | | | | | E | 5 | 5 | | | | | | |
| GD 5 6035 | Behavioural Decision Making | 4 | 4 | | | | | E | 5 | 5 | | | | | | |
| GD 4 6036 | Foreign Language | 4 | 4 | | | | | E | 5 | 5 | | | | | | |
| GD 5 6036 | Foreign Language | 4 | 4 | | | | | E | 5 | 5 | | | | | | |
| GD 6 6037 | Internship or Semester Abroad | | | | | | | | 30 | | | | | | | |
| GD 7 6038 | Workshop: Academic Writing | 2 | | | | 2 | | C | 5 | | | | | | | |
| GD 7 6039 | Applied Project | 2 | | | 2 | | | E | 5 | | | | | | | |
| GD 7 6040 | Project | 2 | | | | 2 | | E | 5 | | | | | | | |
| GD 7 6041 | Bachelor Thesis | | | | | | | E | 12 | | | | | | | |
| GD 7 6042 | Colloquium | | | | | | | E | 3 | | | | | | | |
| Total | | 122 | 74 | 28 | 9 | 3 | 8 | | 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

2.2 Applicability of Modules

The modules of the study programme *Gender and Diversity, B.A.* are mandatory and elective courses for this programme. For mandatory modules, applicability is restricted to the programme *Gender and Diversity, B.A.* Elective modules in semester 4 and 5, in particular the module foreign language, GD 4 6036 / GD 5 6036, can be used for other study programmes, depending on the rules of the individual programme. The elective module GD 4 6029 *Introduction to Accounting* is equivalent to module IB 2 6029 in the study programme *International Business and Management, B.A.* The module GD 5 6032 *International Market Research / Project and Campaign Management* is equivalent to the elective module IR 5 6032 in the study programme *International Relations, B.A.*, and the elective module GD 5 6035 *Behavioural Decision Making* is equivalent to the module IR 5 6035 in the programme *International Relations, B.A.*

2.3 Description of Modules

Module GD 1 6001: Gender History and Women's Movements

| Classification | Study Semester | Offer | Equivalent | Language | Responsible Professor |
|-----------------|----------------|-------------|------------|----------|---------------------------------|
| Required Course | 1 | Winter Term | - | English | Prof. Dr. Eva Maria Hinterhuber |

| 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>After successful completion of the module:</p> <ul style="list-style-type: none"> ▪ Students know about the history and academic study of gender, gender equality activism and antidiscrimination movements.^{1a} ▪ They can apply and critique models in regard to historical and modern day social movements.^{1b, 2a} ▪ Course participants are familiar with the core projects of historical women's movements.^{1a} |
| Content |
| <p>The course starts with a theoretical framework and conceptual definitions for the academic study of civil society in general and social movements in particular. Against this background, an introduction to the study of gender history is provided, specifically with a view on gender and power. After this theoretical and historical introduction, in the second part of the course students learn about historical women's movements and gender equality activism. The model of three waves of feminist activism is introduced and critically discussed. For each phase of gender equality movements, students learn about core political projects and historical events and are able to familiarize themselves with primary sources. In the third part of the course, students acquire specialized knowledge of a contemporary or present day gender equality or antidiscrimination movement by applying the analytical framework introduced in the first part of the course to selected examples. Throughout the course, a broad spectrum of typical applications from all over the world is considered.</p> |

| Course(s) | Contact Hours | Teacher(s) |
|---|---------------|---------------------------------|
| GD_01: Gender History and Women's Movements (Lecture) | 4 | Prof. Dr. Eva Maria Hinterhuber |

| Requirements for the Awarding of Credit Points | Possible Examination | Significance of Mark |
|--|---|----------------------|
| Examination | Written exam, oral exam, presentation, or any combination | 2,5% |

Module GD 1 6002: Basics of Sociology

| Classification | Study Semester | Offer | Equivalent | Language | Responsible Professor |
|-----------------|----------------|-------------|------------|----------|------------------------------------|
| Required Course | 1 | Winter Term | - | English | Prof. Dr. habil. 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>After successful completion of the module:</p> <ul style="list-style-type: none"> Students will know the basic principles of studying people and society^{1a, 1b}. After the course, they will be able to apply basic sociological thought on a wide range of social fields^{1c, 2a}. Students will be able to apply theories, methodologies and selected fields of sociological investigation to the study of gender and diversity^{1c, 2a}. With the help of different schools of thought, students will be capable to locate and reflect on the theories behind e.g. policies, research studies and ways of thinking. Students will also learn to reflect on the status of (scientific) knowledge that they will encounter during their study and in their future professional fields of practice^{1b, 1c, 2a} |
| Content |
| <ul style="list-style-type: none"> Lecture and seminar open a perspective to the basics of sociology and invite first semester students to take up a sociological perspective^{1c}. The module introduces the basic principles of studying people and society by giving an overview of sociological theories as well as on sociological research methods^{2a}. The lecture gives multiple insights in sociological questions and highlights the significant impact of sociology on the understanding of the complexity of contemporary societies^{1b}. Starting with an overview over classical sociological theory, the history of sociological theory is as much taken into account^{1a} as discussions of the transformation of societies and more recent theoretical influences^{1b}, such as feminist theory, critical theory, post-structuralism, post-modernity, and globalization theory^{1c}. The lecture is additionally discussing a wide range of relevant fields of sociological research and social praxis^{2a, 4}. The accompanying seminar focuses on reading, discussing and understanding basic theoretical texts of sociology |

| Course(s) | Contact Hours | Teacher(s) |
|--|---------------|------------------------------------|
| GD 1 6002: Basics of Sociology (Lecture + Seminar) | 4 | Prof. Dr. habil. Tatiana Zimenkova |

| Requirements for the Awarding of Credit Points | Possible Examination | Significance of Mark |
|--|--|----------------------|
| Examination | Written exam, presentation, or any combination | 2,5% |

Module GD 1 6003: Introduction to Gender and Diversity Studies

| Classification | Study Semester | Offer | Equivalent | Language | Responsible Professor |
|-----------------|----------------|-------------|------------|----------|----------------------------|
| Required Course | 1 | Winter Term | - | English | Prof. Dr. Ingrid Jungwirth |

| 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

After successful completion of the module:

- Students have a basic knowledge of gender and diversity studies. This includes different fields of study and practice fields of gender and diversity concern.
- Moreover, students are familiar with theoretical approaches on the construction of gender, ethnicity and race, (dis-)ability, sexualities as well as socioeconomic inequalities.^{1a, 1c}

Content

- Students learn about theoretical approaches to gender and diversity studies and practice fields. They understand crucial approaches of gender studies, migration studies, the study on racism, sociology of health and the body, disability studies as well as sexuality and queer studies.
- In the lecture the development of gender theories is discussed, starting from the beginnings of women's studies in relation to women's movements since the 1960s. While theories developed in women's studies explored the distinctiveness of women's experiences in relation to men's experiences, later theoretical developments refer additionally to differences between women and other relations of inequality than the gender divide. Issues such as work, class, the construction of race, migration studies, as well as sexualities become topics of gender and diversity studies. Finally, the further development of diversity studies as an interdisciplinary field is presented and discussed.^{1a, 1b}
- In the seminar students learn to work with scientific skills such as reading and summarizing academic texts and preparing and doing a presentation.^{2a, 3}

| Course(s) | Contact Hours | Teacher(s) |
|---|---------------|----------------------------|
| GD 1 6003: Introduction to Gender and Diversity Studies (Lecture + Seminar) | 4 | Prof. Dr. Ingrid Jungwirth |

| Requirements for the Awarding of Credit Points | Possible Examination | Significance of Mark |
|--|---|----------------------|
| Examination | Written exam, oral exam, term paper, presentation, or any combination | 2,5% |

Module GD 1 6004: Basics of Business Administration and Economics

| Classification | Study Semester | Offer | Equivalent | Language | Responsible Professor |
|-----------------|----------------|-------------|------------|----------|-----------------------|
| Required Course | 1 | Winter Term | - | English | Prof. Dr. Thomas Pitz |

| Size of Group | Workload | Contact Hours | Self-Study | Credit Points |
|---------------|----------|---------------|------------|---------------|
| up to 144 | 150 h | 90 h | 60 h | 5 |

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

| Learning Outcomes |
|---|
| <p>After successful completion of the module:</p> <ul style="list-style-type: none"> Students will be familiar with the core methods and results in the fields of Business Administration and Economics.¹ Students are able to recognize the basics of doing business inside a company. They also are able to discuss critically the role of an entrepreneur, the process of business planning and the importance of different parts of business administration.^{2,3} They will be able to illustrate the theoretical foundations of demand and supply and the role of consumers, producers, and the public sector.^{1,2} Furthermore, students are enabled to discuss different means and measures affecting the economy in the short- and long-run.¹ They will be able to solve basic mathematical models in micro- and macroeconomics and to identify applications of, limitations to, and improvements in these models.^{2,4} |
| Content |
| <ul style="list-style-type: none"> Basic concepts in business and administration: business planning and entrepreneurship, business models, analysis of market, customer and competitor (analysis of the market and the framework, SWOT-analysis, marketing), corporation structures (basics and connections, legal form, organizational structure, corporate governance, human resource management, corporate development), accounting (basics and connections, external accounting, internal accounting, planning calculations), business plan Basic microeconomic concepts, tools and theoretical foundations (economic principles, supply and demand, economics of the public sector, production costs and the organization 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, long-run economic development, labour market and unemployment, monetary economics, open economy, short-run fluctuations, effects of economic policy) |

| Course(s) | Contact Hours | Teacher(s) |
|---|---------------|-------------------------------|
| GD 1 60041: Basics of Business Administration (Lecture) | 2 | Prof. Dr. Norbert Dautzenberg |
| GD 1 60042: Basics of Economics (Lecture) | 2 | Prof. Dr. Thomas Pitz |

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

Module GD 1 6005: Basic Methods

| Classification | Study Semester | Offer | Equivalent | Language | Responsible Professor |
|-----------------|----------------|-------------|------------|----------|-----------------------|
| Required course | 1 | Winter term | - | English | N.N. |

| 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>Having successfully completed the module:</p> <ul style="list-style-type: none"> • Students have a critical understanding and knowledge of methods and concepts necessary for planning, organizing, and conducting projects. ▪ Moreover, students are familiar with mentoring as a classical personnel development tool and they possess practical mentoring skills from their mentoring experience with peers. |
| Content |
| <p>GD 1 60051: MENTORING: The seminar focuses on mentoring as a method in developing equal opportunities. Students learn about the basic principles of mentoring and coaching and they will practice applied methods of mentoring in order to develop an experienced and differentiated knowledge. Students learn to use mentoring methods in peer groups. Practical exercises accompany the seminar.^{1a, 1b, 2a, 3, 4}</p> <p>GD 1 60052: INTRODUCTION TO SCIENTIFIC SKILLS: During the course, the relevant steps in conducting and presenting own academic work is discussed.^{1a, 1b, 2a, 3, 4} These include:</p> <ul style="list-style-type: none"> ▪ understanding and practice of academic writing principles ▪ planning and organization of academic work ▪ self-management ▪ avoiding plagiarism ▪ referencing and citation rules ▪ literature review ▪ writing an academic paper ▪ presentation techniques |

| Course(s) | Contact Hours | Teacher(s) |
|--|---------------|------------|
| GD 1 60051: Mentoring (Lecture + Exercise) | 2 | N.N. |
| GD 1 60052: Introduction to Scientific Skills (Lecture + Exercise) | 2 | N.N. |

| Requirements for the Awarding of Credit Points | Possible Examination | Significance of Mark |
|--|---|----------------------|
| Certificate | Oral exam, term paper, presentation, or any combination | Unmarked |

Module GD 1 6006: Globalisation and Social Change

| Classification | Study Semester | Offer | Equivalent | Language | Responsible Professor |
|-----------------|----------------|-------------|------------|----------|----------------------------|
| Required course | 1 | Winter term | - | English | Prof. Dr. Ingrid Jungwirth |

| 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>After successful completion of the module:</p> <ul style="list-style-type: none"> Students understand basic concepts and theories of globalization and social change related to globalization processes. They understand the concept of globalization as the compression of time and space and the intensification of interrelations between nation states, economies, politics, culture and – last but not least – social actors. |
| Content |
| <ul style="list-style-type: none"> The courses in this module give insight in developments of globalization in different dimensions. The lecture focuses on social, economic and political processes within societies as well as between societies, which have led to social change. This includes theories and empirical research on population change, such as demographic developments and migration movements. Moreover, urbanization and ecological dimensions of globalization are discussed. Political issues include the development of social movements as well as the imaginary of globalization, which refers additionally to a cultural dimension of globalization. Global economy and inequality are focused as well as cosmopolitanism as an approach to conceptualizing solidarity beyond the borders of the nation state.^{1a, 1b} In the seminar exercises and assignments are done, learning about the development of a term paper and types of text in academic writing as well as applying these.^{2a, 4} |

| Course(s) | Contact Hours | Teacher(s) |
|--|---------------|----------------------------|
| GD 1 6006: Globalization and Social Change (Lecture + Seminar) | 4 | Prof. Dr. Ingrid Jungwirth |

| Requirements for the Awarding of Credit Points | Possible Examination | Significance of Mark |
|--|---|----------------------|
| Examination | Written exam, oral exam, term paper, presentation, or any combination | 2,5% |

Module GD 2 6007: Basics of Qualitative Research Methods

| Classification | Study Semester | Offer | Equivalent | Language | Responsible Professor |
|-----------------|----------------|-------------|------------|----------|------------------------------------|
| Required course | 2 | Summer term | - | English | Prof. Dr. habil. 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>After successful completion of the module:</p> <ul style="list-style-type: none"> ▪ Students have a basic knowledge of qualitative social research methods and methodologies^{1,2}. ▪ They understand paradigmatic research styles¹ in theory of qualitative research¹ and qualitative methodology by their first practice in methods of qualitative data analysis². ▪ They can describe the stages of the qualitative research process^{1,2} and they hold reflexive experience in conducting and analysing interviews. |
| Content |
| <p>The module gives students theoretically informed and practical insights into qualitative research¹. Students will learn about paradigmatic research styles and will reflect on theory of qualitative research^{2a}. There is also a focus on qualitative methodology². Moreover, students practice qualitative data collection and analysis and they will practice in methods of qualitative data analysis and gain reflexive experience in conduct and analysing interviews with a focus on the following aspects²:</p> <ul style="list-style-type: none"> ▪ epistemological issues of interviewing ▪ ethics of qualitative research ▪ planning an interview study ▪ conducting an interview ▪ interview variations ▪ interview quality ▪ transcribing interviews ▪ analysing interviews ▪ validation and generalization of interview knowledge ▪ reporting interview knowledge ▪ enhancing interview quality |

| Course(s) | Contact Hours | Teacher(s) |
|---|---------------|------------------------------------|
| GD 2 6007: Basics of Qualitative Research Methods (Lecture + Seminar) | 4 | Prof. Dr. habil. Tatiana Zimenkova |

| Requirements for the Awarding of Credit Points | Possible Examination | Significance of Mark |
|--|---|----------------------|
| Examination | Written exam, oral exam, term paper, presentation, or any combination | 2,5% |

Module GD 2 6008: Applied Methods in Equal Opportunities

| Classification | Study Semester | Offer | Equivalent | Language | Responsible Professor |
|-----------------|----------------|-------------|------------|----------|----------------------------|
| Required course | 2 | Summer term | - | English | Prof. Dr. Ingrid Jungwirth |

| 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>After successful completion of the course:</p> <ul style="list-style-type: none"> students have developed advanced awareness and analytical skills regarding discrimination practices in the workplace, in educational contexts, organizations and institutions.^{1a, 1b} Students know different approaches such as anti-racism, anti-bias and gender training methods. Students know how to plan training and what to take into consideration for the planning. They have gained theoretical and practical knowledge about applied methods in equal opportunities.^{2a} Students have enhanced their self-reflectivity in regard to social processes of discrimination by acquiring basic knowledge about a variety of applied methods in equal opportunities.^{3, 4} |
| Content |
| <ul style="list-style-type: none"> Institutions, organizations and the workplace are changing and there is a growing demand for the inclusion of women and societal minorities such as migrants and international workers, persons with disabilities and people who are older than the average. This opens the chance to discover new goals and to develop a new culture of recognition. Students will learn about methods with which self-reflexivity can be enhanced.^{2a, 3} Students learn of self-reflexivity and the reflection of communication processes.^{3, 4} Students acquire a basic knowledge of methods in equal opportunities such as gender trainings, anti-racism trainings, anti-bias trainings and social justice and diversity training.^{2a, 4} Students will have practical training with these methods⁴. Moreover, they are able to apply a variety of methods in equal opportunities to heterogeneous organizational settings and demands.^{2a, 3} They will reflect these practical approaches not only from the applied methods focus; but they will also analyse the approaches from a comparative and critical theoretical perspective.^{2a, 3} |

| Course(s) | Contact Hours | Teacher(s) |
|--|---------------|----------------------------|
| GD 2 6008: Applied Methods in Equal Opportunities (Seminar + Exercise) | 4 | Prof. Dr. Ingrid Jungwirth |

| Requirements for the Awarding of Credit Points | Possible Examination | Significance of Mark |
|--|---|----------------------|
| Certificate | Written exam, oral exam, term paper, presentation, or any combination (certificate) | Unmarked |

Module GD 2 6009: Social Inequality, Social Structure and Intersectionality

| Classification | Study Semester | Offer | Equivalent | Language | Responsible Professor |
|-----------------|----------------|-------------|------------|----------|----------------------------|
| Required course | 2 | Summer term | - | English | Prof. Dr. Ingrid Jungwirth |

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

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

Learning Outcomes

After successful completion of the module:

- Students understand basic concepts and theories of social inequality as well as social stratification.
- They have learned that different dimensions of inequality intersect and reinforce one another. Specifically, they have acquired insight into the question how ‚race/ethnicity, class, gender, and age intersect in the structure of a given society.
- Students understand that ranking systems based on categories like wealth, gender, ‚race/ethnicity, or age form important structural features of society. They learn to which extent the distribution of power and resources is related to these structures in society.
- They understand the important consequences of these social structures for individuals' opportunities and experiences.
- Students are able to read statistical data and apply theories of social inequality on case studies.

Content

GD 2 60091: SOCIAL STRUCTURE AND SOCIAL INEQUALITY

- The lecture gives insight in theories of social inequality and the analysis and measuring of social stratification. Life chances are distributed unequally in society. One important issue of theories of social inequality is to understand to what extent belonging to certain social strata or to social groups determines participation in economy and society.^{1a}
- Topics are theories of social class, social status, functional stratification, social space and practice, social milieus, theories on the construction of ‚race‘, the construction of gender. Measures of social structure are a further issue.^{1a}
- Questions raised are: Why does social inequality exist? How is it reproduced? What are dimensions of social stratification and social inequality? How has social inequality developed during time? What are issues of inequality today?
- After learning about basic concepts of social stratification, the intersectionality of inequalities is discussed.^{1a}
- Measures of social stratification are dealt with. Students learn how social inequality is analysed not only within nation states but also internationally. For example, social milieu studies are referred to, that are also used for marketing issues.^{2a}

GD 2 60092: INTERSECTIONALITY AND DIVERSITY

- In exercises students learn about the access of different social groups to resources.^{2a}
- In working groups the impact of life events on families of different social groups are being discussed using theories of social stratification and social inequality.^{2a, 3}
- A particular focus is on the intersectionality of social inequalities experienced by families belonging to different social groups.

| Course(s) | Contact Hours | Teacher(s) |
|--|----------------------|----------------------------|
| GD 2 60091: Social Structure and Social Inequality (Lecture) | 2 | Prof. Dr. Ingrid Jungwirth |
| GD 2 60092: Intersectionality and Diversity (Seminar) | 2 | Prof. Dr. Ingrid Jungwirth |

| Requirements for the Awarding of Credit Points | Possible Examination | Significance of Mark |
|---|---|-----------------------------|
| Examination | Written exam, oral exam, term paper, presentation, or any combination | 2,5% |

Module GD 2 6010: Basics of Quantitative Research Methods

| Classification | Study Semester | Offer | Equivalent | Language | Responsible Professor |
|-----------------|----------------|-------------|------------|----------|------------------------|
| Required Course | 2 | Summer Term | - | English | Prof. Dr. Helmut Prior |

| 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>Having completed the course:</p> <ul style="list-style-type: none"> • students will be able to describe the stages of quantitative research processes.¹ They have gained insight into different quantitative research designs and methods of data collection.² ▪ Students are able to present and communicate quantitative scientific data in a professional way.³ They can describe such data and illustrate it by means of high quality graphs.³ ▪ Students understand the basic concepts of hypothesis testing and have gained an overview of statistical approaches to data analysis.¹ They have learned how to draw conclusions from quantitative data using descriptive and inferential statistical methods.² They are aware of the limitations of quantitative data and be capable of using such data in an responsible way.⁴ |
| Content |
| <p>The course gives an introduction to quantitative research approaches and to relevant methods of data collection in the social sciences. Students will be introduced to the concept of measurement in the social sciences and its epistemological assumptions. Main topics will be quantitative research in applied social sciences, stages of the quantitative research process, the concept of hypothesis testing, quantitative methods of data collection such as questionnaires, behavioural observation, rating scales and experimental studies, quality criteria in quantitative research, and the basics of descriptive and inferential statistics.</p> |

| Course(s) | Contact Hours | Teacher(s) |
|---|---------------|---------------------|
| GD 2 6010: Quantitative Research Methods (Lecture + Exercise) | 4 | Dr. Charles Picavet |

| Requirements for the Awarding of Credit Points | Possible Examination | Significance of Mark |
|--|---|----------------------|
| Examination | Written exam, oral exam, term paper, presentation, or any combination | 2,5% |

Module GD 2 6011: Gender, Diversity and Work

| Classification | Study Semester | Offer | Equivalent | Language | Responsible Professor |
|-----------------|----------------|-------------|------------|----------|----------------------------|
| Required course | 2 | Summer term | - | English | Prof. Dr. Ingrid Jungwirth |

| 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>After successful completion of the module:</p> <ul style="list-style-type: none"> ▪ Students understand how work has become a highly relevant matter nowadays in many (post)industrial economies and societies.^{1a, 1b} ▪ They know about the relations between paid work and unpaid care work and how work is linked to social stratification.^{1a, 1b} ▪ Students have acquired an understanding of issues regarding sex segregated labour markets and other forms of segregation, including concepts like tertiarization, industrialism and post-industrialism. They have a basic knowledge of forms of workplace resistance and unionism.^{1a, 1b} ▪ Students are able to address issues and problems in the world of labour independently and in a group.^{2a, 3, 4} ▪ They have developed self-directed learning skills and collaborative learning skills, and are able to research and organize the required literature. Students are able to work in groups and moderate a group discussion, as well as document and reflect on group discussions.^{2a, 3} |
| Content |
| <p>The lecture gives an introduction to issues in the world of labour from a sociological and historical perspective. Work has become a central field for the organization of (post-) industrial societies today.^{1a, 1b}</p> <p>The question of participation in society is strongly linked to work, even in a rapidly changing world. Starting with a historical perspective on the transformation of work during the time of industrialization, the course continues with conditions of mass production and the more recent changes which led to increasing requirements for flexibility and mobility of employees.^{1a, 1b} One focus of this lecture is the question, how gender and gender relations contribute to the organization of work. A further focus is on other forms of diversity in the workforce and their impact in work and work relations.^{1a, 1b}</p> <p>In the seminar students work on topics in the field of work in groups and individually.^{2a, 3} The aim is to learn how to address a specified topic and problem in the field of work, for example by using the method of problem based learning.</p> |

| Course(s) | Contact Hours | Teacher(s) |
|---|---------------|----------------------------|
| GD 2 6011: Gender, Diversity and Work (Lecture + Seminar) | 4 | Prof. Dr. Ingrid Jungwirth |

| Requirements for the Awarding of Credit Points | Possible Examination | Significance of Mark |
|--|---|----------------------|
| Examination | Written exam, oral exam, term paper, presentation, or any combination | 2,5% |

Module GD 2 6012: New Models and Theories of Society

| Classification | Study Semester | Offer | Equivalent | Language | Responsible Professor |
|-----------------|----------------|-------------|------------|----------|---------------------------------|
| Required Course | 2 | Summer Term | - | English | Prof. Dr. Eva Maria Hinterhuber |

| 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>After successful completion of the module:</p> <ul style="list-style-type: none"> ▪ Students understand core theories relating to society and its institutions^{1b} ▪ They are able to identify which theory is useful to garner insight into an application example of their choice^{1c} ▪ They are able to argue the strengths and weaknesses of their chosen theory (theories) within the applicable context^{2a} ▪ They understand the format of an academic essay and are able to write one³ |
| Content |
| <p>The course introduces students to key models and theories relevant to the study of societies. Each session is divided between an introduction of a theory with reference to one of its representatives in lecture form and the study and discussion of primary literature on the lecture's topic.</p> <p>The course starts out with a reflection on the meaning and relevance of theories in sociology. In an exemplary structure, following this, students' knowledge of constructivist structuralism through the writings of Pierre Bourdieu is deepened. This is followed by an introduction to post-structuralism and the work of Michel Foucault. Next, the concept of hegemony and the importance of Antonio Gramsci's theoretical contributions to sociology are highlighted. Critical Theory is introduced to the course through the writings of Jürgen Habermas, structuration theory based on the work of Anthony Giddens. Other selected theoretical approaches might include Manuel Castell's Theory of a network society or World Systems Theory, with reference to the works of Immanuel Wallerstein and Saskia Sassen. The course potentially also broadens the knowledge of the students on feminist theories of society, such as Queer Theory or New Feminist Materialism. Students then are required to show the knowledge achieved e.g. in an essay, where they combine one of the theories out of the course with a societal phenomenon upon their own choice, working out the analytical and explanatory power (and possibly also weaknesses) of the respective theoretical approach. Throughout the course, the learning process is supported by the targeted use of documentaries, interviews, exemplary essays or the like.</p> |

| Course(s) | Contact Hours | Teacher(s) |
|---|---------------|---------------------------------|
| GD 2 6012: New Models and Theories of Society (Lecture + Seminar) | 4 | Prof. Dr. Eva Maria Hinterhuber |

| Requirements for the Awarding of Credit Points | Possible Examination | Significance of Mark |
|--|---|----------------------|
| Examination | Written exam, oral exam, term paper, presentation, or any combination | 2,5% |

Module GD 3 6013: Education

| Classification | Study Semester | Offer | Equivalent | Language | Responsible Professor |
|-----------------|----------------|-------------|------------|----------|------------------------|
| Required Course | 3 | Winter Term | - | English | Prof. Dr. Helmut Prior |

| 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

After successful completion of the module:

- Students can critically reflect the interaction of society and education.⁴ They know different fields of education including higher education and lifelong learning.¹ At the macro-level, they understand the relationships between education, economy and the state; at the micro-level, they acquire an informed perspective on gender, diversity and social inequalities in the classroom and educational institutions.¹
- They are able use this knowledge in different areas, in particular as a basis for advanced studies in gender and diversity and in professional counselling.^{2,3}

Content

The course gives a comprehensive introduction into the field of educational studies, with a focus on current developments.

Basic topics are

- Contemporary issues in education
- History of schooling
- Economics of educational infrastructure
- Education and social change

Learning and didactics will be addressed in lessons on

- Developmental and learning psychology
- Modern schools as places for living and learning
- Lifelong learning

Throughout, there will be a focus on questions of social justice and diversity, in particular in units on

- Inclusion
- Education policy and social justice
- Cultural psychology and child education

| Course(s) | Contact Hours | Teacher(s) |
|--|---------------|------------------------|
| GD 3 6013: Education (Lecture + Seminar) | 4 | Prof. Dr. Helmut Prior |

| Requirements for the Awarding of Credit Points | Possible Examination | Significance of Mark |
|--|---|----------------------|
| Examination | Written exam, oral exam, term paper, presentation, or any combination | 2,5% |

Module GD 3 6014: Integration and Inclusion

| Classification | Study Semester | Offer | Equivalent | Language | Responsible Professor |
|-----------------|----------------|-------------|------------|----------|----------------------------|
| Required course | 3 | Winter term | - | English | Prof. Dr. Ingrid Jungwirth |

| 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

After successful completion of the module:

- Students understand and can explain the process of bonding and community formation within society as well as problems and challenges that go with it.
- They can distinguish different theoretical approaches and know about concepts on how to achieve social participation.
- Students are able to plan and carry out a collaborative project. They have acquired self-directed learning skills and collaborative learning skills, and have learned to research and organize the required literature.
- They can determine a specific aim or 'problem' for group work, the dimensions of this problem, how to plan dealing with this problem, including particular steps within this process. Apart from that, students are able to determine what is important in collaborative work, how tasks can be divided, how the collaborative process can be reflected.
- Students are able to work in groups and moderate a group discussion, as well as document and reflect on group discussions. Moreover, students have developed their skills in academic writing.

Content

During these courses students get insight into questions and challenges connected to the reproduction of society and the formation of community as well as participation in different realms of society. In the lecture students get insight into social theories about community formation and social bonding as well as the reproduction of society in societal institutions.^{1a, 1b, 1c} These are core issues of sociology: How do we become a member of the society we live in? How can society be maintained? How are norms transferred between generations? Related to these questions are issues of belonging: Who belongs and who does not belong? What do power relations have to do with the question of belonging? Students get an understanding of the main theoretical concepts such as solidarity, community, society, integration and inclusion.^{1a, 1b, 1c} Taking the increasing diversity of society into account, the course will focus on the question of how cooperation and living together can be achieved.^{1a, 1b, 1c, 4} In the seminar students work on topics in the field of integration and inclusion in groups and individually.^{2a, 3} The aim is to learn how to address a certain topic and problem focusing on societal participation, for example by taking up the method of problem based learning.^{2a, 3, 4}

| Course(s) | Contact Hours | Teacher(s) |
|--|---------------|----------------------------|
| GD 3 6014: Integration and Inclusion (Lecture + Seminar) | 4 | Prof. Dr. Ingrid Jungwirth |

| Requirements for the Awarding of Credit Points | Possible Examination | Significance of Mark |
|--|---|----------------------|
| Examination | Written exam, oral exam, term paper, presentation, or any combination | 2,5% |

Module GD 3 6015: International Human Resource and Diversity Management

| Classification | Study Semester | Offer | Equivalent | Language | Responsible Professor |
|-----------------|----------------|-------------|------------|----------|----------------------------|
| Required course | 3 | Winter term | - | English | Prof. Dr. Ingrid Jungwirth |

| 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>After successful completion of the module:</p> <ul style="list-style-type: none"> ▪ Students understand the significance of dealing with diversity within organizations and businesses, such as and working in a diverse workforce.^{1a, 1b, 2a} ▪ They have acquired knowledge about legal requirements and instruments of diversity management.^{1a, 1b, 1c, 2a} ▪ Students are able to explain the relevance of HRM and DM for the overall management of organizations.³ ▪ They understand principles and strategies of Human Resource and Diversity Management within businesses and organizations.^{2a, 2b, 2c} ▪ Students know instruments of Human Resource and Diversity Management.^{1a, 1b, 1c} ▪ Students can apply concepts and approaches to HRM and DM to a variety of contexts and situations in organizational practice.^{2a} |
| Content |
| <ul style="list-style-type: none"> ▪ This module provides an introduction to the fields of human resource management (HRM) and diversity management (DM) within organizations. It deals with the theoretical background of and main concepts in HRM and DM, its historical roots and current trends.^{1a, 1b} ▪ The course Diversity Management introduces students to principles and strategies of diversity management within businesses and organizations.^{1a, 1b} ▪ An overview on the historical development of Diversity Management, its legal basis in Germany and the influence of the EU as well as the international implementation of Diversity Management is given.^{1a, 1b, 2a} ▪ Students learn about key issues such as working in teams, recruitment and assessment of performance as well as Diversity Management as issue an of business ethics.^{2a, 4} ▪ In the course Human Resource Management staffing, recruitment and selection processes, human resource development and training, reward structures and mechanisms for compensation within organizations are focused on.^{1a, 1b, 2a} ▪ A further issues covers HRM and DM and employee relations.^{1a, 1b, 2} |

| Course(s) | Contact Hours | Teacher(s) |
|---|---------------|----------------------------|
| GD 3 60151: International Human Resource Management (Lecture) | 2 | Prof. Dr. Ingrid Jungwirth |
| GD 3 60152: Diversity Management (Lecture and Exercise) | 2 | Prof. Dr. Ingrid Jungwirth |

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

Module GD 3 6016: Cultural Sociology and Cultural Studies

| Classification | Study Semester | Offer | Equivalent | Language | Responsible Professor |
|-----------------|----------------|-------------|------------|----------|---------------------------------|
| Required Course | 3 | Winter Term | - | English | Prof. Dr. Eva Maria Hinterhuber |

| 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>After successful completion of the module:</p> <ul style="list-style-type: none"> ▪ Students know key methods and theories relevant to the study of culture.^{1a} ▪ They understand the importance of gender, diversity and power in the context of studying culture.^{1b} ▪ They understand the specific approach of Cultural Studies to the study of culture and power.^{1c} ▪ They are able to apply the studied theories and methods to various expressions of culture.^{2a} ▪ They are able to understand, summarize and critique academic texts.³ ▪ They are able to produce a written account of applying methods and theories of Cultural Studies using appropriate academic standards and sources.³ |
| Content |
| <p>The course is divided in three main parts, the first of which introduces students to theories of culture and cultural studies. The second part deals with methods of researching culture, while the third part focusses on applications of the introduced theories and methods.</p> <p>In the theoretical part, the course first deals with different definitions of culture and its research. After this, the specific approaches of Cultural Studies are introduced. Finally, this part of the course deals with key concepts such as cultural meaning, language and representation. In the second part, different methods of studying culture are presented, as appropriate for the application examples chosen for the third part of the course. Part three, Cultural Sociology and Cultural Studies in Application, deals with topics such as the politics of exhibiting other cultures in museums, stereotyping and racializing the ‚other‘ in media coverage e.g. of sport events, the interaction of masculinity and consumption, or gendered representation in film.</p> |

| Course(s) | Contact Hours | Teacher(s) |
|---|---------------|---------------------------------|
| GD 3 6016: Cultural Sociology and Cultural Studies (Lecture +Seminar) | 4 | Prof. Dr. Eva Maria Hinterhuber |

| Requirements for the Awarding of Credit Points | Possible Examination | Significance of Mark |
|--|---|----------------------|
| Examination | Written exam, oral exam, term paper, presentation, or any combination | 2,5% |

Module GD 3 6017: International Institutions and Politics

| Classification | Study Semester | Offer | Equivalent | Language | Responsible Professor |
|-----------------|----------------|-------------|------------|----------|-----------------------|
| Required Course | 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>After successful completion of the module:</p> <ul style="list-style-type: none"> • Students have a basic understanding of and are able to critically engage with contested interpretations of key concepts of political science.¹ • They are able to identify, describe, and compare the most important domestic institutions of a political system (such as the parliament, the government, and the constitutional court) as well as their specific interactions).^{1,2} • They can identify the various dimensions of international relations.¹ • Students are able to build up on this knowledge when analysing current issues of international affairs.^{1,2} • Students are able to identify, compare and evaluate the structures and functions of the main actors in international affairs (with focus on international organizations).^{1,2} • They have a basic understanding of cooperation and conflict resolution in international affairs.¹ • On the skills end, students are:³ <ul style="list-style-type: none"> • Working collaboratively, as well as individually on assignments. • Constructively engaging in critical debates. • Developing oral and written presentation skills. |
| Content |
| <p>Basic concepts and overview of academic field of political science. Institutions of states (parliament, government, head of state, judicial system) including their internal structures, roles, and functions, Examples of political systems (with focus on the political system of Germany) Introduction to key concepts of international affairs (e.g., perception, power, security, anarchy, the structure of the international system, hegemony) Actors in international relations including their changing roles, functions, and structures (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</p> |

| Course(s) | Contact Hours | Teacher(s) |
|--|---------------|-----------------------|
| GD 3 6017: International Institutions and Politics (Lecture + Seminar) | 4 | Prof. Dr. Jakob Lempp |

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

Module GD 3 6018: Project

| Classification | Study Semester | Offer | Equivalent | Language | Responsible Professor |
|-----------------|----------------|-------------|------------|----------|-----------------------|
| Required course | 3 | Winter term | - | English | N.N. |

| Size of Group | Workload | Contact Hours | Self-Study | Credit Points |
|---------------|----------|---------------|------------|---------------|
| up to 72 | 150 h | 30 h | 120 h | 5 |

| Formal Prerequisites | Recommended Prerequisites | Further Information |
|----------------------|---------------------------|---------------------|
| - | GD 1 6005 Basic Methods | - |

Learning Outcomes

After successful completion of the module:

- Students have developed and made use of academic skills necessary to fulfil the task of understanding, analysing and treating an academic issue independently.^{2a, 3, 4}
- Students are familiar with design and implement projects focused on generating social impact^{2a, 3, 4}
- They know the most crucial tools, information, and additional resources how to create a project.^{2a, 4}
- They are able to plan and implement a Project in the following six steps: Project Identification and Planning, Budgeting, Fundraising, Implementation and Coordination, Communications and Visibility, Monitoring, Reporting and Evaluation, Innovating in Project Management.^{2a, 3}
- They are able to write a project report and to present the process and result of a project in front of the public.^{2a, 3, 4}
- They are familiar with the definition of a project as a temporary endeavour, or series of activities, undertaken to achieve a specific result by an applied project with partners in the City or District of Kleve, or Germany wide. The students will have achieved knowledge about different resources, tools and guidelines that can provide them to finalise their project.^{2a, 3, 4}

Content

Students get a list of topics related to one special field of studies or related to interdisciplinary work. Topics might be more practical, empirical or more literately oriented. According to the type of project, the term paper is a written report about the practical work and the findings or a scientific paper about one research area.

At the end of the project the major findings have to be presented to all participants.^{3, 4}

In the first part of the course, students learn about that projects are constrained by limited resources and also have a specific duration, and therefore have a clear beginning and end.

Projects are divided into six sections that encompass the project cycle, which refers to the different phases of a project. In each section, they learn basic information and aspects to keep in mind through a series of guidance and self-reflection questions.^{2a, 3, 4}

Students learn to research and find different types of sources, resources, tools and guidelines that provide them with further details. They learn to bring together tools, information, and additional resources, and to design and implement projects based on these, with the intention to generate social impact. Following this, the second part of the course introduces how to use tools of project management in specific steps: project identification and planning, budgeting, fundraising, implementation and coordination, communications and visibility, monitoring, reporting and evaluation. In the third part of the course, students apply this knowledge and design as well as carry out a specific project of their choice with an actor in civil society, the economy or public administration.^{2a, 3, 4} This includes applying social science research methods as part of the project. Based on their experiences in planning and implementing the project, students produce a project report to present their results.^{3, 4}

| Course(s) | Contact Hours | Teacher(s) |
|--------------------|----------------------|-------------------|
| GD 3 6018: Project | 2 | N.N. |

| Requirements for the Awarding of Credit Points | Possible Examination | Significance of Mark |
|---|---|-----------------------------|
| Examination | Term paper, presentation or any combination | 2,5% |

Module GD 4 6019: Organization Studies

| Classification | Study Semester | Offer | Equivalent | Language | Responsible Professor |
|-----------------|----------------|-------------|------------|----------|----------------------------|
| Required course | 4 | Summer term | - | English | Prof. Dr. Ingrid Jungwirth |

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

| Formal Prerequisites | Recommended Prerequisites | Further Information |
|----------------------|--|---------------------|
| - | GD 1 6004, GD 2 6009, GD 2 6011, GD 3 6015 | - |

Learning Outcomes

After successful completion of the module:

- Students have acquired knowledge about structures and processes in organizations; they know how work is organized against the background of increasingly specialized forms of work.
- Based on sociology of organizations as well as organization studies, they have gained insight into main features of organizations.^{1a, 1b}
- Students understand and can critically reflect organizational structures and processes, the interaction at vertical and horizontal levels especially regarding gender and diversity in organizations.^{1a, 1b, 1c} Furthermore, graduates are able to explain the wide range of interactive relations between organizations, the stakeholders and the corporate environment.^{2a}
- Graduates are able to analyse organizational structures and processes and distinguish different approaches to organization. Students have gained a deeper understanding of gender and diversity relations in organizations.^{1b, 1c, 2a}
- Students have acquired an overview on different approaches and models of organization development as means of coordinating and enhancing cooperation within an organization. A particular focus is on gender and diversity objectives and how they can be pursued by taking up organization development measures.^{1a, 1b, 1c, 2a}

Content

GD 4 60191: SOCIOLOGY OF ORGANIZATIONS

The aim of the lecture is to get insight in different theoretical approaches on organization as well as on different issues at hand such as the division and coordination of work and which conflicts may arise from structures and processes within organizations.

The course offers an overview of the sociological description and explanation of formal and informal organizational structures, the production and reproduction of social inequalities in organizations, focusing the meso-level of organizations as well as the micro-level of social interactions.^{1a, 1b, 1c, 2a}

Main topics include organization theories and organizational dynamics such as organizational culture as well as different issues such as coordination of work and dealing with conflicts.^{1a, 1b, 1c, 4}

Empirical methods of organization analysis will be dealt with.^{1a, 1b, 1c}

GD 4 60192: ORGANIZATION DEVELOPMENT

This course focuses on key issues of organization development. Students get insight in methods and processes of organization change, they learn about the significance of research within an organization, in order to identify issues of concern, as well as the integration of an organization's members' perspective in the process of organization development.^{1a, 1b, 1c, 2a}

Students learn how group dynamics, interpersonal relations, individual competencies as well as a systems perspective on cooperation within organizations form a basis to induce changes.^{1a, 1b, 1c, 2a}

The concept of organization culture and the question of how cultural diversity can be included in organization change is one particular issue in the course.^{1a, 1b, 1c, 2a}

In group work they prepare a presentation on a topic of organization change and apply the contents on a case study.^{3, 4}

| Course(s) | Contact Hours | Teacher(s) |
|--|----------------------|----------------------------|
| GD 4 60191: Sociology of Organizations (Lecture) | 2 | Prof. Dr. Ingrid Jungwirth |
| GD 4 60192: Organization Development (Seminar) | 2 | Prof. Dr. Ingrid Jungwirth |

| Requirements for the Awarding of Credit Points | Possible Examination | Significance of Mark |
|---|---|-----------------------------|
| Examination | Written exam, oral exam, term paper, presentation, or any combination | 2,5% |

Module GD 4 6020: Policy Analysis, Design and Advice

| Classification | Study Semester | Offer | Equivalent | Language | Responsible Professor |
|-----------------|----------------|-------------|------------|----------|---------------------------|
| Required Course | 4 | Summer Term | - | English | Prof. Dr. Oliver Serfling |

| 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 |
|----------------------|---------------------------|---------------------|
| - | GD 3 6017 | - |

Learning Outcomes

Upon successful completion of the module, students will:

- Know about the institutional framework and the legislative procedures of the European Union¹
- Demonstrate knowledge of key players in policy advice and consulting¹
- Be able to evaluate different policy proposals for an identified problem, based on objective evaluative criteria
- Be able to critically reflect the role of consultants and lobbyism in policy making^{2, 4}
- Be able to draft policy briefs^{2, 4}
- Be able to develop consulting proposals and pitch these in front of a possible customer^{3, 4}
- Have the competence to give policy recommendations^{3, 4}

Content

The course provides a basic introduction into the field of politics, by studying the legislative procedures of the European Union and its actors, as the EU is a relevant policy-maker with respect to gender and diversity issues. It analyses the policy-cycle, discusses evaluative criteria for different policies and methods on how to propose alternatives. Based on this foundation, the focus turns to the more practical issues in real policy-making by discussing the role of various actors in policy design and advice, e.g. the political-administrative system, the scientific community, commissions and lobbyists.

The students learn to evaluate policy proposals based on evaluative criteria and to give policy recommendations by drafting policy briefs.

In a second step, students will see the typical steps of a tendering process for consultants and learn the phases of a consulting project. They will develop a consulting proposal for a policy advice assignment that needs to be delivered in a typical "consulting pitch" situation to a possible political decision maker as customer. For this, they practice the required skills and conduct in the consulting environment, e.g. project management skills, effective slide-writing and oral presentation.

Thus, the course delivers students the required qualifications for the tasks and the role of a political advisor in parliament, ministries, foundations, companies or various other (N)GOs.

Content-wise the main focus is on the provision of equal opportunities and managing diversity, qualifying students to use political instruments to eliminate discrimination in any form.

During the course, students get every opportunity to practice their knowledge using specially designed role play simulations of consulting situations.

Topics include but are not limited to:

- Fundamentals of public policy in the European Union
- Key analytical categories in the field of policy analysis and design
- Aims and actors in policy-making
- The Consulting Process
- Drafting and delivery of effective consulting proposals
- Critical perspective on the policy advice business

| Course(s) | Contact Hours | Teacher(s) |
|--|----------------------|---------------------------|
| GD 4 60201: Policy Analysis and Design (Lecture) | 2 | Prof. Dr. Oliver Serfling |
| GD 4 60202: Policy Advice (Lecture and Practical Part) | 2 | Prof. Dr. Oliver Serfling |

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

Module GD 4 6021: Body and Health: Politics, Sociology and Economics of Health

| Classification | Study Semester | Offer | Equivalent | Language | Responsible Professor |
|-----------------|----------------|-------------|------------|----------|------------------------------------|
| Required Course | 4 | Summer Term | - | English | Prof. Dr. habil. 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

After successful completion of the module:

- Students have a basic understanding of the theoretical approaches to the analysis of bodies, embodiment and health from theoretical points of different disciplinary perspectives.^{1a, 1b}
- Students are familiar with theoretical approaches to identities and belonging with respect to gender and diversity, while deepening into the issue of embodiment and materiality, connected to diversity and affecting lives on individuals in society.^{1b}
- The students are able to analyse the health sector and health systems from an economic point of view^{2a}, and to place this specific analytical perspective into an interdisciplinary framework.^{1c}
- While analysing norms, students have gained insights into power and incentive structures regulating gender and diversity^{1c} (gender regimes, gender policies, education, and health sector) and learned to detect needs of individual actors, the stakeholders, responsible for health regulations and their goal settings^{2a, 2b} and practice of societal norming diversity and inclusion/exclusion as well as approaches of activism, support and inclusion.^{2b, 4}
- Students understand the embodiment and materiality of gender and diversity and have acquired knowledge of the complex power and incentive structures and normalisation processes, as well as regulations, reproduction and allocation of resources with respect to health, and how these topics can be studied.^{1c, 2a, 2b}
- Students can apply critical notions of norms and power on the issues of sexuality, dis/ability and health, while reflecting on central actors, involved in setting,^{1c, 2b, 4} putting into practice and sanctioning the deviation from norms allying to bodies, gender identities and health.⁴

Content

GD 4 60211: SOCIOLOGY OF BODY AND HEALTH

Discussions of body-related policies, gender regimes and their connections to sexual citizenship and queer lives,^{1b, 1c} conception of public health as well as regulations of sexualities and reproductive health topics, are combined with sociological approaches on medicalisation, industrialisation, production and norming of bodies.^{2a, 4}

The sociological conceptions of norms, institutions, power, participation and identity are being applied to the phenomena of gender and diversity, thus elaborating theoretically and practically on the constructivist, queer and critical approaches towards gender, race, (dis-)ability and sexualities.^{2a, 4}

Approaches from queer studies, critical whiteness, ableism studies as well as approaches from gender studies, sociology of health and dis/ability and participation studies are being discussed on applicable examples.^{1b, 2a, 3}

GD 4 60212: HEALTH ECONOMICS

The class on Health Economics provides in a first step a survey of the standard economic approach to the health sector and health systems.^{1b, 1c} Hence, the focus is on the allocation and distribution of health goods and services. Their demand and supply, and the one of health insurances will be analysed, with a special emphasis on market failure aspects, such as asymmetric information and externalities.^{2a} In addition, fundamental questions of economic evaluation and managed care will be introduced. In a second step this economic point of view will be applied to recent health sector issues and set into an interdisciplinary framework.^{1, 2}

| Course(s) | Contact Hours | Teacher(s) |
|--|----------------------|--------------------------------------|
| GD 4 60211: Sociology of Body and Health (Lecture) | 2 | Prof. Dr. habil. Tatiana Zimenkova |
| GD 4 60212: Health Economics (Lecture) | 2 | Prof. Dr. habil. Gregor van der Beek |

| Requirements for the Awarding of Credit Points | Possible Examination | Significance of Mark |
|---|---|-----------------------------|
| Examination | Written exam, oral exam, term paper, presentation, or any combination | 2,5% |

Module GD 4 6022: Gender Theories

| Classification | Study Semester | Offer | Equivalent | Language | Responsible Professor |
|-----------------|----------------|-------------|------------|----------|---------------------------------|
| Required Course | 4 | Summer Term | - | English | Prof. Dr. Eva Maria Hinterhuber |

| 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>After successful completion of the module:</p> <ul style="list-style-type: none"> • The students are familiar with the main theoretical threads from the field of Gender Studies.^{1a} ▪ They are able to identify threshold concepts of gender theories.^{1b} ▪ They are capable of working with different types of academic texts, including primary and secondary sources, theoretical texts and applications of theory.^{2a} ▪ They have a deepened understanding of how gender theories apply to a selected specific subject area.^{2a} ▪ Students know how to give a presentation based on academic sources and how to reproduce their knowledge in a written examination.³ |
| Content |
| <p>Each session of the course discusses a different key concept or strand of a specific gender theory. In the first half of the session, students receive an introduction about the session's theory and are able to familiarize themselves with it on the basis of both textbooks and primary sources. In the second half, possible applications of the theory are explored by reading, presenting and discussing a text from the course's focal topic where the respective theoretical approach is referred to, such as e.g. the subject area gender, war and peace (the outline of the sessions can be modified to give each cohort a specific theoretical or thematic focus).</p> <p>The course covers a broad spectrum of threshold theories, ranging from Liberal Feminism, Radical Feminism and Standpoint Feminism over Social Constructivism, Deconstructivist Gender Theories to Intersectionality, Postcolonial Gender Theories and Theories of Masculinity. Further sessions can examine theoretical branches such as Queer Theory, New Feminist Materialism and Affect Theory.</p> <p>The introduction into the respective theories is complemented with their application to a chosen focal topic. This means that e.g. in the above mentioned case of gender, peace and war the examination of Liberal Feminism is complemented with research on equality in the context of armed forces; Radical Feminism and its credits in addressing sexualized violence are examined also with respect to armed conflicts; Standpoint Feminism is approached by reflecting gendered peace activism etc. This procedure is applied also to the other mentioned theories such as Social Constructionist Approaches, Intersectionality, Postcolonial and Deconstructivist Gender Theories and Hegemonic Masculinity.</p> |

| Course(s) | Contact Hours | Teacher(s) |
|--------------------------------------|---------------|---------------------------------|
| GD 4 6022: Gender Theories (Lecture) | 4 | Prof. Dr. Eva Maria Hinterhuber |

| Requirements for the Awarding of Credit Points | Possible Examination | Significance of Mark |
|--|---|----------------------|
| Examination | Written exam, oral exam, term paper, presentation, or any combination | 2,5% |

Module GD 5 6023: Diversity, Body and Queerness

| Classification | Study Semester | Offer | Equivalent | Language | Responsible Professor |
|-----------------|----------------|-------------|------------|----------|------------------------------------|
| Required course | 5 | Winter term | - | English | Prof. Dr. habil. 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 the course:</p> <ul style="list-style-type: none"> ▪ Students will be able to describe the conceptions of diversity and inequality with respect to body and queerness;¹ ▪ They will be able to explain^{1b, 1c} and analyse^{2a} the body-related societal diversity with respect to theories of power, feminist and queer theories, as well as from the position of critical whiteness;^{1c} ▪ They will be able to reflect on institutions, power, participation and identity in the context of body, diversity and queerness.^{1b, 1c} ▪ They will be able to reflect^{3, 1c} on mechanisms of inequality production with respect to queerness and diversity, to describe norms and normativity as instruments of inequality production^{2a} and to derive practical implications for equality;^{3, 4} ▪ They will be able to apply the queer theory and queer perspective, as well as critical and antiracist perspective on diversity and body-related exclusions;^{2a, 2b, 4} ▪ After successful completion of the module, the students have an understanding of the main disciplinary and theoretical approaches to the analysis of diversities, bodies and embodiment.^{1a, 2a} |
| Content |
| <ul style="list-style-type: none"> • Sociological and cultural theories, queer and feminist approaches to bodies and diversities; theories of power and empowerment with respect to bodies and diversities;^{1b, 1c} • Theoretical approaches to heterogeneity, diversity and inequality; with focus on the power-sensitive approaches, including ex. fat studies;^{2a, 4} • Conception of participation and exclusion with respect to body and diversity from queer perspective;^{1c, 2a, 4} • Analytical approaches to power and exclusion with respect to body, diversity and queerness.^{2a, 2b} • The body will be analysed as a surface of inscription, as the location of perception and as a performative agent;^{1b, 2a} • The constructivist approach to the body cultural construction of the body, with respect to health, illness, sexuality and other diversity aspects.^{1c} |

| Course(s) | Contact Hours | Teacher(s) |
|---|---------------|------------------------------------|
| GD 5 6023: Diversity, Body and Queerness (Lecture +Seminar) | 4 CH | Prof. Dr. habil. Tatiana Zimenkova |

| Requirements for the Awarding of Credit Points | Possible Examination | Significance of Mark |
|--|---|----------------------|
| Examination | Written exam, oral exam, term paper, presentation, or any combination | 2,5% |

Module GD 5 6024: Advanced Quantitative Research Methods

| Classification | Study Semester | Offer | Equivalent | Language | Responsible Professor |
|-----------------|----------------|-------------|------------|----------|------------------------|
| Required Course | 5 | Winter Term | - | English | Prof. Dr. Helmut Prior |

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

| Formal Prerequisites | Recommended Prerequisites | Further Information |
|---|---------------------------|---------------------|
| GD 2 6010 Basics of Quantitative Research Methods | - | - |

| Learning Outcomes* |
|--|
| <ul style="list-style-type: none"> ▪ Based on GD 2 6007 Qualitative Research Methods and GD 2 6010 Quantitative Research Methods, students have acquired further knowledge on the practical application of empirical research methods.² Having completed this module, they are capable of designing their own empirical research projects related to questions in the fields of gender and diversity studies.² Additionally, they are familiar with the theory and practice of experimental research approaches in the social sciences.¹ ▪ Having successfully completed this module, students have a critical understanding and knowledge of methods and concepts necessary for planning, implementing, and conducting empirical research projects.¹ Graduates of this module are able to critically reflect the pros and cons of different research methods for sociological research.⁴ ▪ Participants are able to organize collaborations for empirical projects and to present and discuss the outcome of their research.^{3, 4} |
| Content |
| <p>The first part of the course offers an overview of the use of empirical methods in applied social research. During the course, students learn to transfer their methodological knowledge to concrete research projects in the fields of gender and diversity. Exercise phases will allow students to practice the application of different empirical research methods. The second part of the course introduces students to the theory and practice of designing, implementing, conducting, and evaluating the outcomes of experimental studies in the social sciences. Students will be acquainted with classical experimental studies in the fields of gender and diversity. The main topics will be an introduction to experimental designs in the social sciences, the theoretical background of experimental research, the devising of hypotheses and the operationalization of research questions, and the application of quantitative research methods.</p> |

| Course(s) | Contact Hours | Teacher(s) |
|--|---------------|------------------------|
| GD 5 6024: Advanced Quantitative Research Methods (Lecture + Exercise) | 4 | Prof. Dr. Helmut Prior |

| Requirements for the Awarding of Credit Points | Possible Examination | Significance of Mark |
|--|---|----------------------|
| Examination | Written exam, oral exam, term paper, presentation, or any combination | 2,5% |

Module GD 5 6025: Gender Mainstreaming and Antidiscrimination

| Classification | Study Semester | Offer | Equivalent | Language | Responsible Professor |
|-----------------|----------------|-------------|------------|----------|---------------------------------|
| Required Course | 5 | Winter Term | - | English | Prof. Dr. Eva Maria Hinterhuber |

| 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>After successful completion of the module:</p> <ul style="list-style-type: none"> ▪ Students are familiar with the legal framework for antidiscrimination and gender equality measures.^{1b} ▪ They know the most crucial tools for antidiscrimination measures in different areas of society.^{1b} ▪ They are able to plan and implement at least one of the presented tools in an area of their choice.^{2a, 4} ▪ They are able to write a project report to present the process and result of an antidiscrimination measure.³ ▪ They are familiar with the form of a scientific poster and are able to present their work in this way.³ |
| Content |
| <p>In the first part of the course, students learn about the legal framework for anti-discrimination and gender mainstreaming measures. A special focus of the course lies on the global and supranational level, thus the UN gender policy and the gender equality and anti-discrimination policy of the European Union, as well as its national equivalent – in the case of Germany, thus, the main focus is again on gender mainstreaming and anti-discrimination, taking again legal frameworks and institutions into account.</p> <p>Following this, the second part of the course introduces tools of gender mainstreaming and anti-discrimination, ranging from top down implementations of gender mainstreaming, gender impact assessment and gender training over gender budgeting, gender and diversity competence, a gender/diversity/queer analysis of organizations to the work of gender equality offices and diversity management.</p> <p>In the third part of the course, students themselves have to get active in research, e.g. by designing and carrying out research about a gender mainstreaming or anti-discrimination project with an actor from civil society, economy, or the state. This includes applying social science research methods such as expert interviews or document analysis as part of the project. Based on their experiences in planning and implementing the project, students produce a project report and a scientific poster in order to present their results.</p> |

| Course(s) | Contact Hours | Teacher(s) |
|--|---------------|---------------------------------|
| GD 5 6025: Gender Mainstreaming and Antidiscrimination (Lecture) | 4 | Prof. Dr. Eva Maria Hinterhuber |

| Requirements for the Awarding of Credit Points | Possible Examination | Significance of Mark |
|--|---|----------------------|
| Examination | Written exam, oral exam, term paper, presentation, or any combination | 2,5% |

Module GD 5 6026: Advanced Qualitative Research Methods and Training Project

| Classification | Study Semester | Offer | Equivalent | Language | Responsible Professor |
|-----------------|----------------|-------------|------------|----------|----------------------------|
| Required course | 5 | Winter term | - | English | Prof. Dr. Ingrid Jungwirth |

| Size of Group | Workload | Contact Hours | Self-Study | Credit Points |
|---------------|----------|---------------|------------|---------------|
| up to 72 | 150 h | 30 h | 120 h | 5 |

| Formal Prerequisites | Recommended Prerequisites | Further Information |
|--|---------------------------|---------------------|
| GD 2 6007 Basics of Qualitative Research Methods | - | - |

Learning Outcomes

After having completed the module,

- Students understand and know how to apply qualitative empirical research methods with a focus on issues and theoretical approaches of gender and diversity studies and practice fields.^{1b, 1c, 2a, 4}
- Students know how to record qualitative interview data and to work with software for the preparation of audio data and audio-visual data for interpretation (MAXQDA) and deepen their knowledge of scientific skills.^{1b, 1c, 2a, 4}
- Students know how to design and carry through small-scale research projects in small project groups, in order to explore relevant issues of the topic. They will work with focus group interviews or individual interviews and their analysis.^{2a, 3, 4}
- Students carry through an empirical research and learn how to apply the different steps during the process of empirical research. They learn to develop their skills in collaborative work.^{2a, 3, 4}

Content

- In the first part of the project the focus will be on specifically one method of qualitative data collection, such as the qualitative expert interview or focus group interview, that shall be dealt with more in depth in this course.^{1b, 1c, 2a}
- Apart from that, an appropriate method of qualitative data analysis is introduced, specifically qualitative content analysis.^{1b, 1c, 2a}
- Transcription and coding are further contents of the course.^{1b, 1c, 2a}
- In the second part of the course students apply this knowledge by developing the research design for one small-scale research project, by conducting an interview and doing the transcription of one interview. Alternatively, they use recorded qualitative data, do the transcription and prepare and organize the data for interpretation with content analysis.^{2a, 4}
- At the end of the project, a project report is written, focussing on the course of the research project and the reflection of the steps in the research, including the transcription of the interview.^{2a, 3, 4}

| Course(s) | Contact Hours | Teacher(s) |
|---|---------------|----------------------------|
| GD 5 6026: Advanced Qualitative Research Methods and Training Project | 2 | Prof. Dr. Ingrid Jungwirth |

| Requirements for the Awarding of Credit Points | Possible Examination | Significance of Mark |
|--|---|----------------------|
| Examination | Term paper, presentation or any combination | 2,5% |

Module GD 4 6027: Psychology

| Classification | Study Semester | Offer | Equivalent | Language | Responsible Professor |
|------------------|----------------|-------------|------------|----------|-------------------------|
| Elective subject | 4 | Summer term | | English | Prof. Dr. Corinna Titze |

| 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 module, students will be able to identify relevant concepts discussed in the fields of social and political psychology, and psychology of gender. They will acquire the necessary knowledge to analyse and reflect topics related to issues in gender and diversity against the background of theories, models and empirical findings provided by social and political psychology, and by domains in psychology that focus on gender-related topics.

Content

GD 4 60271 SOCIAL AND POLITICAL PSYCHOLOGY:

This course provides students with a basic introduction to the areas of social and political psychology. Main topics to be covered include:

- historical roots of and trends in the fields of social and political psychology
- social perception and attribution and social cognition
- the self as a result of social and political construal processes
- attitudes and attitude change
- social and political influence
- social and political decision making
- aggression
- prosocial behaviour and morality
- interpersonal attraction
- group dynamics, group structure and performance
- intergroup relations
- the social and political psychology of culture

GD 4 60272 PSYCHOLOGY OF GENDER:

The course introduces students to the field of psychology of gender. Students will be acquainted with relevant theoretical perspectives, empirical findings and applications of gender psychology. Main topics to be covered include:

- historical developments and current trends in gender psychology
- evolutionary and comparative psychology of gender
- interactional and transactional models of human development
- theories of gender development across the lifespan
- gender socialization and cultural differences
- gender in educational contexts
- self-construal and gender
- the cognitive psychology of gender
- psychology of emotion and gender
- the social psychology of gender
- gender and the psychology of health and aging
- gender and mental health

| Course(s) | Contact Hours | Teacher(s) |
|---|----------------------|-------------------------|
| GD 4 60271: Social and Political Psychology (Lecture) | 2 | Prof. Dr. Corinna Titze |
| GD 4 60272: Psychology of Gender (Lecture) | 2 | Prof. Dr. Corinna Titze |

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

Module GD 4 6028: Justice and Fairness in the Market Economy and Social Responsibility

| Classification | Study Semester | Offer | Equivalent | Language | Responsible Professor |
|-----------------|----------------|-------------|------------|----------|--------------------------------------|
| Elective Module | 4 | Summer Term | - | 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 |
|----------------------|---------------------------|---------------------|
| - | Microeconomics | - |

| Learning Outcomes* |
|--|
| 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} |
| 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. |

| Course(s) | Contact Hours | Teacher(s) |
|---|---------------|--------------------------------------|
| GD 4 6028: 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 GD 4 6029: Introduction to Accounting

| Classification | Study Semester | Offer | Equivalent | Language | Responsible Professor |
|------------------|----------------|-------------|------------|----------|--------------------------|
| Elective subject | 4 | Summer term | IB 2 6029 | English | Prof. Dr. Philipp Schorn |

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

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

| Learning Outcomes |
|--|
| <p>After successful completion of this course, the students will understand the similarities and differences between financial accounting (bookkeeping) and management accounting (cost accounting).¹ They will understand accounting as an instrument for documentation, information, planning and monitoring which supports the decision-making process of senior management.</p> <p>The students will have a basic understanding of the double-entry system of bookkeeping as the basis for financial accounting and will be able to independently apply the techniques for preparing financial statements. Furthermore, students will be able to discuss and understand the limits of bookkeeping and financial statements as an information source for external stakeholders of companies.²</p> <p>The students will be able to classify costs by different aspects. They will understand the importance of internal service settlement by using different methods and their influence on cost centre accounting. They will know how to interpret calculated per-unit costs depending on the applied method of calculation and will be aware of the challenges resulting from common costs.</p> |
| Content |
| <p>Overview of accounting:</p> <ul style="list-style-type: none"> ▪ Importance of financial bookkeeping in accounting ▪ Introduction to the double-entry system of bookkeeping ▪ Accounts and type of accounts ▪ Booking of non-profit and loss effecting transactions ▪ Opening and closing of accounts ▪ Equity account, private account and profit and loss determination ▪ Booking of income-statement related transactions ▪ Bookkeeping of value-added tax (VAT) ▪ Trial balance and adjusted trial balance <p>Basics of cost accounting:</p> <ul style="list-style-type: none"> ▪ Cost type accounting; cost centre accounting, cost object accounting ▪ Full cost accounting; direct costing ▪ Activity based costing ▪ Challenges of common costs |

| Course(s) | Contact Hours | Teacher(s) |
|---|---------------|--------------------------|
| GD 4 60291: Financial Accounting (Lecture) | 2 | Prof. Dr. Philipp Schorn |
| GD 4 60292: Management Accounting (Lecture) | 2 | Prof. Dr. Ralf Bauer |

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

Module GD 4 6030: Gender and Mobility

| Classification | Study Semester | Offer | Equivalent | Language | Responsible Professor |
|------------------|----------------|-------------|------------|----------|---------------------------------|
| Elective subject | 4 | Summer 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>After successful completion of the module:</p> <ul style="list-style-type: none"> ▪ Students are familiar with core issues relating to gendered aspects of mobility^{1a} ▪ They are aware of how different forms of work relate to gender and migration^{1c} ▪ They have a nuanced view of gender and mobility in different areas of society (family, civil society, economy)^{1b} ▪ They are familiar with academic discourses relating to issues around migration and their specific gendered impacts^{1b} |
| Content |
| <p>The course addresses different forms of mobility and migration through a gendered lens. It starts out by a general look at gender, mobility and migration, and following this, moves on to examine a wide range of aspects of the given subject area. The thematic areas dealt with include for instance gendered aspects of migration and work; and/or a closer look is taken at the role of domestic and care work in mediating the relationship between gender and mobility. Further sessions can examine the topics of marriage and migration or transnational mothering. The course also introduces academic perspectives on gender and asylum, and on the civic participation of migrant women. Finally, it addresses the issues of human trafficking and sex tourism and their gendered aspects. Against this background, students are given the possibility to choose and specialize in one of the mentioned topics in order to get not only an overview about gender and mobility, but also to deepen their knowledge on a selected aspect of it.</p> |

| Course(s) | Contact Hours | Teacher(s) |
|---|---------------|---------------------------------|
| GD 4 6030 Gender and Mobility (Lecture) | 4 | Prof. Dr. Eva Maria Hinterhuber |

| Requirements for the Awarding of Credit Points | Possible Examination | Significance of Mark |
|--|---|----------------------|
| Examination | Written exam, oral exam, term paper, presentation, or any combination | 2,5% |

Module GD 4 6031: Sexualities

| Classification | Study Semester | Offer | Equivalent | Language | Responsible Professor |
|------------------|----------------|-------------|------------|----------|------------------------------------|
| Elective subject | 4 | Summer term | - | English | Prof. Dr. habil. Tatiana Zimenkova |

| 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 module:</p> <ul style="list-style-type: none"> ▪ Students are familiar with interdisciplinary (medical/psychological, cultural/constructionist as well as sociological and political science) approaches to sexualities.^{1a, 1b} ▪ Graduates are able to apply those theories on topics like sexual violence, trafficking, sexuality and identity construction.^{1c, 2a} ▪ Students are able to discuss the conceptions of heteronormativity, gender regimes on sexualities, institutional control over sexualities.^{1c, 2a} ▪ They can reflect on power relations with respect to sexualities.^{1c} ▪ Students are able to explain how sexualities are being reflected in different societal fields (education, media, capitalist production, etc.).^{2a} ▪ The students can analyse forms of exclusions and discrimination with respect to sexualities.^{2b, 3} |
| Content |
| <p>In this module, a multidisciplinary approach offers a broad perspective on various aspects of sexuality.¹ Interdisciplinary approach helps students to understand the complexity of meanings and framings of sexuality in a society;^{1b} Sexual identities and biographical phases of sexuality developments (like sexual development in childhood and adolescence, elderly) will be taken up¹. From a historical constructivist perspective, students learn how sexuality has been constructed in specific historical periods and how sexuality is linked to the development of modernity and the concept of the individual through (self-) discipline.^{1, 2a} Students learn the conception of sexual citizenship, sexual regimes, LGBTTIQ-activism and political participation with respect to sexualities;^{2,4} sexuality is addressed as the site of the reproduction of power relations between individuals and between social groups, on the grounds of the intersection of social structures related to gender, ethnicity, class as well as age.^{1c,2a}</p> |

| Course(s) | Contact Hours | Teacher(s) |
|--|---------------|------------------------------------|
| GD 4 6031: Sexualities (Lecture + Seminar) | 4 | Prof. Dr. habil. Tatiana Zimenkova |

| Requirements for the Awarding of Credit Points | Possible Examination | Significance of Mark |
|--|---|----------------------|
| Examination | Written exam, oral exam, term paper, presentation, or any combination | 2,5% |

Module GD 5 6032: International Market Research / Project and Campaign Management

| Classification | Study Semester | Offer | Equivalent | Language | Responsible Professor |
|-----------------|----------------|-------------|------------|----------|-----------------------|
| Elective Module | 5 | Winter Term | IR 5 6032 | English | N.N. |

| 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 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:

- 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

Content

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.

Major topics will include:

- 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

- | |
|--|
| <ul style="list-style-type: none"> ▪ 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 |
|--|

| Course(s) | Contact Hours | Teacher(s) |
|--|---------------|------------|
| GD 5 6032: International Market Research / Project and Campaign Management (Lecture) | 4 | N.N. |

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

Module GD 5 6033: (Dis-) Ability Studies

| Classification | Study Semester | Offer | Equivalent | Language | Responsible Professor |
|------------------|----------------|-------------|------------|----------|------------------------------------|
| Elective subject | 5 | Winter term | - | English | Prof. Dr. habil. Tatiana Zimenkova |

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

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

| Learning Outcomes |
|---|
| <p>After successful completion of the module:</p> <ul style="list-style-type: none"> Students are familiar with different fields of research in (dis-) ability studies and are able to critically reflect assumptions about bodies and health.^{1a,b,c} They know about legal regulations^{1b} that are the basis for welfare provisions for people with special needs as well as people who are threatened by bodily, mental as well as psychological impairment.^{1c} They are able to reflect on and analyse the forms of exclusions and discriminations with respect to dis/abilities.^{1c, 2a} They have a basic knowledge of the history and, related to this, contemporary as well as former claims of the disabled movements^{1b} and are able to analyse and anticipate the developments of these claims.^{2a, 2b} Students are familiar with the critical perspective of ableism studies.^{1c} |
| Content |
| <p>The courses in this module focus on different fields of interest in (dis-) ability studies.¹ Central topics are legal regulations applying to the situation of people with impairments. On this level, on the one hand, welfare state provisions for people with impairments are determined.¹ On the other hand, antidiscrimination policies are founded legally.² Moreover, students get acquainted with welfare state institutions providing support for people with impairments.¹ In the seminar students focus on specific topics in (dis-) ability studies, e.g. history of the disabled movements and their claims as well as how they have impacted conceptions of health and the body,^{1c} challenging assumptions about the 'normal' body and bodily sensations.² Conceptions of inclusion and discriminations with respect to "ability" are being discussed, using power critical theories, theories of critical ableism and theories of participation.^{2, 4}</p> |

| Course(s) | Contact Hours | Teacher(s) |
|---|---------------|------------------------------------|
| GD 5 6033: (Dis-) Ability Studies (Lecture + Seminar) | 4 | Prof. Dr. habil. Tatiana Zimenkova |

| Requirements for the Awarding of Credit Points | Possible Examination | Significance of Mark |
|--|---|----------------------|
| Examination | Written exam, oral exam, term paper, presentation, or any combination | 2,5% |

Module GD 5 6034: Social Policy and Labour Market Policy

| Classification | Study Semester | Offer | Equivalent | Language | Responsible Professor |
|------------------|----------------|-------------|------------|----------|-----------------------|
| Elective subject | 5 | Winter term | - | English | N.N. |

| 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 module:</p> <ul style="list-style-type: none"> ▪ Students are able to analyse welfare states and market economies as institutions of societal integration. ▪ They have basic knowledge of social and labour market policy from an interdisciplinary perspective (including sociology, economics, and political science), with special attention to the intersections of different categories of inequalities such as gender, ethnicity, class, and sexual orientation on both theoretical and practical levels. |
| Content |
| <p>GD 5 60341 SOCIAL POLICY:</p> <p>Students will learn the fundamentals of policy tools for improving human welfare. Throughout the seminar, a gender and diversity perspective is applied, and issues of gender and diversity are systematically taken into account. Upon completion of this module, students will be familiar with basic human needs and the policy strategies for the maintenance, creation or changing living conditions that may be beneficial to human welfare.</p> <p>After successful completion of this course, students are able to describe, and, from a gender and diversity perspective, critically reflect the means in which human welfare and social protection is established in a society.</p> <p>Theories and scientific evidence to improve human welfare with regard on social needs like food, education, and health, as well as possible political activities are introduced.</p> <p>Major topics will include:</p> <ul style="list-style-type: none"> • welfare state and social security • social housing • environmental policy • education policy and child protection • health policy • criminal justice <p>GD 5 60342 LABOUR MARKET POLICY:</p> <p>Students will acquire a basic understanding of the fields of labour market policy and are able to apply this to topics of international and global relevance. They will be familiar with the principle concepts of regulation of labour markets with regard to employment relationships and are able to explain, which forces and processes shape this regulation. They will examine the causes and effects of gender differences in labour force participation, earnings and occupation, as well as challenges of diversity in the labour market.</p> <p>At the end of the course, students will be able to analyse labour market policies from a gender and diversity perspective. They will have a thoroughgoing knowledge of the range of policy instruments. Furthermore, they will understand the socio-political and economic determinants of labour market policy variation and change.</p> |

| Course(s) | Contact Hours | Teacher(s) |
|--|----------------------|-------------------|
| GD 5 60341: Social Policy (Lecture) | 2 | N.N. |
| GD 5 60342: Labour Market Policy (Lecture) | 2 | N.N. |

| Requirements for the Awarding of Credit Points | Possible Examination | Significance of Mark |
|---|---|-----------------------------|
| Examination | Written exam, oral exam, term paper, presentation, or any combination | 2,5% |

Module GD 5 6035: Behavioural Decision Making

| Classification | Study Semester | Offer | Equivalent | Language | Responsible Professor |
|------------------|----------------|-------------|------------|----------|-----------------------|
| Elective subject | 5 | Winter term | IR 5 6035 | English | Prof. Dr. Thomas Pitz |

| 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 |
|----------------------|---|---------------------|
| - | Basics of Calculus and Probability Theory | - |

| Learning Outcomes |
|--|
| <p>After successful completion of the module:</p> <ul style="list-style-type: none"> ▪ Students will be familiarized with theoretical concepts of decision and game theory.¹ ▪ The students will have the ability to classify different situations of individual decision - making in terms of certainty, risk and uncertainty.² They learn how to characterize risk neutral, risk averse or risk seeking decision maker.² With game theoretical tools the students learn to model and analyse strategic behaviour in situations of interactive decision making.² ▪ The students are able to design, run and analyse experiments related to behavioural finance.³ ▪ By applying a semi-formal interactive discussion scheme they learn how give a structured game theoretical model of an actual political crisis.^{3,4} |
| Content |
| <ul style="list-style-type: none"> ▪ The course covers mathematical preliminaries for decision and game theory. The main focus in this class lies on rational individual and interactive decision making. There will be an introduction to axiomatic utility theory and the formalization of risk attitudes of decision maker. ▪ Decision theory covers individual decision making contains individual decision making under certainty, risk and uncertainty. The course covers mathematical techniques and tools of non-cooperative game theory. The following decision rules will be discussed: Minimax, Maximin (Wald), Maximax, Minimal regret (Savage-Niehans), pessimism-optimism (Hurwicz), Laplace; μ-rule, Bernoulli rule, μ-σ-rule. Game theory covers interactive non cooperative and cooperative decision making: This includes games with imperfect information and sequential games, and extending to 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. |

| Course(s) | Contact Hours | Teacher(s) |
|---|---------------|----------------|
| GD 5 6035: Decision and Game Theory (Lecture) | 4 | Prof. Dr. Pitz |

| Requirements for the Awarding of Credit Points | Possible Examination | Significance of Mark |
|--|---|----------------------|
| Examination | Written exam, oral exam, term paper, presentation, or any combination | 2,5% |

Module GD 4 6036 / GD 5 6036: Foreign Language

| Classification | Study Semester | Offer | Equivalent | Language | Responsible Professor |
|-----------------|----------------|-----------------------------|------------|----------|-----------------------|
| Elective Module | 4/5 | Winter term and 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) |
|---|---------------|----------------------|
| GD 4 6036 / GD 5 6036: 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 GD 6 6037: Internship or Semester Abroad

| Classification | Study Semester | Offer | Equivalent | Language | Responsible Professor |
|-----------------|----------------|-------------|------------|----------|--------------------------------|
| Required course | 6 | Summer term | - | | Supervisor (Professor of HSRW) |

| Size of Group | Workload | Contact Hours | Self-Study | Credit Points |
|---------------|----------|---|------------|---------------|
| - | - | INTERNSHIP: 20 weeks, full-time SEMESTER ABROAD: Depending on host university | - | 30 |

| Formal Prerequisites | Recommended Prerequisites | Further Information |
|----------------------|---------------------------|---------------------|
| 90 CP | - | - |

| Learning Outcomes |
|--|
| After successful completion of the module, students are able to apply the knowledge and skills acquired in the course of study in the career setting of their choice. Students are able to reflect on and evaluate the experience gained during the practical activity and to make this experience of use for the subsequent phase of studies and clarify their career paths. Students develop their professional identity, decision making and networking skills. |
| Content |
| <p>Internship: See additional document on internship regulations</p> <p>Semester Abroad: Preparation: An introductory workshop will support outgoing students in successfully mastering all crucial organisational aspects of their stay abroad. In particular, it will guide students in setting up their study plans and optimising their learning process through self-control of learning, regular critical reflection, and mastering academic and social challenges. Peer-teaching by former outgoing students will be part of this workshop.</p> <p>Reflection: Students write a report containing a critical reflection of study-related knowledge gained from courses and through living in a host country. Depending on the particular study programme, the focus may be on the current political, societal, or economic discourse. It also should include a critical assessment of the intercultural, communication, professional, and language skills acquired during the semester. This should be complemented with materials on country and study conditions at the host university that can be made available to future outgoing students. Regarding the latter, flexible and entertaining presentation forms as blogs, films, or interviews are possible and welcome.</p> |

| Requirements for the Awarding of Credit Points | Possible Examination | Significance of Mark |
|---|----------------------|--------------------------|
| <p>Internship</p> <ul style="list-style-type: none"> ▪ Recognition of internship ▪ Internship report <p>Semester Abroad</p> <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 | | "passed" or "not passed" |

Module GD 7 6038: Workshop: Academic Writing (Certificate)

| Classification | Study Semester | Offer | Equivalent | Language | Responsible Professor |
|-----------------|----------------|------------------------|----------------------|----------|-----------------------|
| Required course | 7 | Winter and Summer term | IB 7 6038, IR 7 6038 | English | N.N. |

| 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 |
|--|
| Students are able to develop and present their ideas effectively according to academic standards. To develop their academic writing skills, they are able to apply practical and creative writing strategies as well as productive writing habits. |
| Content |
| <p>Main Topics to be covered:</p> <ul style="list-style-type: none"> ▪ reviewing most important aspects for the academic writing process using examples ▪ software application for academic writing (e.g. LaTeX, MS Word) ▪ how to write an essay plan ▪ appropriate presentation of thesis, e.g. abstract, poster and multimedia presentation |

| Course(s) | Contact Hours | Teacher(s) |
|---|---------------|------------|
| GD 7 6038: Workshop Academic Writing (Workshop) | 2 | N.N. |

| Requirements for the Awarding of Credit Points | Possible Examination | Significance of Mark |
|--|--|----------------------|
| Certificate | Term paper, presentation, or any combination | Unmarked |

Module GD 7 6039: Applied Project

| Classification | Study Semester | Offer | Equivalent | Language | Responsible Professor |
|-----------------|----------------|------------------------|------------|----------|-----------------------|
| Required course | 7 | Winter and Summer term | - | English | N.N. |

| Size of Group | Workload | Contact Hours | Self-Study | Credit Points |
|---------------|----------|---------------|------------|---------------|
| up to 72 | 150 h | 30 h | 120 h | 5 |

| Formal Prerequisites | Recommended Prerequisites | Further Information |
|----------------------|---|---------------------|
| - | GD 2 6007, GD 2 6010, GD 3 6018, GD 5 6024, GD 5 6026 | - |

| Learning Outcomes |
|--|
| Students are able to manage and design a research project and demonstrate that they are able to organise, structure and document the research results of a real case project by applying empirical and methodical concepts. This includes research design and techniques of data collection as well as issues in the understanding, analysis, and interpretation of empirical data. |
| Content |
| Students will pass all stages of the research process and adapt principles of applied projects. This may involve the design of appropriate questionnaires or interviews, collecting data and drawing conclusions from empirical data. Thereby, students will enhance their application-oriented methodological knowledge and write, report and present conclusions to hypothetical clients/committees. |

| Course(s) | Contact Hours | Teacher(s) |
|---------------------------------------|---------------|------------|
| GD 7 6039: Applied Project (Workshop) | 2 | N.N. |

| Requirements for the Awarding of Credit Points | Possible Examination | Significance of Mark |
|--|--|----------------------|
| Examination | Term paper, presentation, or any combination | 2,5% |

Module GD 7 6040: Project

| Classification | Study Semester | Offer | Equivalent | Language | Responsible Professor |
|-----------------|----------------|------------------------|------------|----------|-----------------------|
| Required course | 7 | Winter and Summer term | - | English | N.N. |

| 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 |
|----------------------|---------------------------------|---------------------|
| - | GD 3 6018, GD 5 6024, GD 5 6026 | - |

| Learning Outcomes |
|--|
| Students are able to develop and make use of academic skills necessary to fulfil the task of understanding, analysing and treating an academic issue independently. |
| Content |
| The course gives an overview of all topics covered during studies and helps making linkages between those. Issues on current relevant topics are discussed and reviewed academically. Students have to work independently on a given task (e.g. research area, current issue), which needs to be reflected and discussed academically. |

| Course(s) | Contact Hours | Teacher(s) |
|-------------------------------|---------------|------------|
| GD 7 6040: Project (Workshop) | 2 | N.N. |

| Requirements for the Awarding of Credit Points | Possible Examination | Significance of Mark |
|--|--|----------------------|
| Examination | Term paper, presentation, or any combination | 2,5% |

Module GD 7 6041: Bachelor Thesis

| Classification | Study Semester | Offer | Equivalent | Language | Responsible Professor |
|-----------------|----------------|------------------------|------------|----------|--------------------------------|
| Required course | 7 | Winter and Summer term | - | English | Supervisor (Professor of HSRW) |

| Size of Group | Workload | Contact Hours | Self-Study | Credit Points |
|---------------|----------|---------------|------------|---------------|
| up to 30 | 360 h | - | 360 h | 12 |

| Formal Prerequisites | Recommended Prerequisites | Further Information |
|----------------------|---------------------------|---------------------|
| 175 CP | - | - |

| Learning Outcomes |
|--|
| <p>Students are able to:</p> <ul style="list-style-type: none"> ▪ analyse a given task academically while using scientific methods. ▪ acquire possible solutions ▪ outline solutions reasonably |
| Content |
| <ul style="list-style-type: none"> ▪ Students work on an applied research topic in order to write a respective thesis. Topic and given task will be specified by the responsible professor, respectively the designated supervisor. |

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

Module GD 7 6042: Colloquium

| Classification | Study Semester | Offer | Equivalent | Language | Responsible Professor |
|-----------------|----------------|------------------------|------------|----------|--------------------------------|
| Required course | 7 | Winter and Summer term | - | English | Supervisor (Professor of HSRW) |

| Size of Group | Workload | Contact Hours | Self-Study | Credit Points |
|---------------|----------|---------------|------------|---------------|
| up to 72 | 90 h | 1h | 90 h | 3 |

| Formal Prerequisites | Recommended Prerequisites | Further Information |
|----------------------|---------------------------|---------------------|
| 207 CP | - | - |

| Learning Outcomes |
|---|
| <ul style="list-style-type: none"> Students are able to present solutions appropriately, e.g. abstract, poster and multimedia presentation. They are able to answer topic related questions and apply theoretical instruments. |
| Content |
| <ul style="list-style-type: none"> The bachelor thesis is presented and discussed. |

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

2.4 Forms of Examination

Examinations in a certain module may be based on a combination of different forms of examination, e.g. a short presentation and a term paper. However, there is always only one exam and one overall grading in each of the modules.

| Written Examinations | Description | Length |
|-----------------------------|---|--|
| Written Exam | | 60 or 120 minutes |
| Term Paper | Literature-based exploration of a research question, can be written alone or with a partner | 5-10 pages (longer if written in pairs) |
| Learning Journal | Written reflection on learning process and outcomes | 3-12 pages (depending on the course) |
| Minutes of a Lecture | Documentation of one session | |
| Research Report | To be written individually or in pairs | 3-12 pages per person (depending on the course and further examination requirements) |
| Essay | Argument-based exploration of a topic/question, to be written alone or with a partner | ca. 8 pages (longer if written collaboratively) |
| Interview Guideline | A guideline for structuring an interview, has to include the research topic and question as well as their operationalisation in interview questions | 1-2 pages |
| Interview Transcript | Transcript of verbal and nonverbal communication from an audio or video recording of an interview | ca. 7 pages, depending on interview length |
| Code System | Overview of codes and subcodes including detailed definitions/descriptions for at least five of the subcodes, examples as well as (if applicable) coding norms | ca. 2 pages |
| Policy Brief | Definition and description of an individually chosen political problem with currently debated alternatives | 6 pages |
| Reading Assignment | Summary and critical examination of an assigned reading | ca. 2 pages |
| Project Plan | Group presentation on components learned in the students' own project as well as its outcomes | 7-10 pages |
| Bibliography | Collection of literature on an assigned topic | |
| Exposé | Statement of the research objective Research question(s) and its/their explanation, literature review and theoretical framework, description of the methods used, explanation of methods and planned procedure | 7-10 pages |
| Study Trip Report | Short report on experiences during the study trip, reflecting on the visited institution | ca. 2 pages |

| Oral Examinations | Description | Length |
|-----------------------------------|--|---|
| Oral Exam | In groups of 3-4 students | ca. 30 minutes |
| Presentation | Research and preparation of information on a topic or text, usually conducted in groups and based on presentation slides and a handout | ca. 15-30 minutes |
| Discussion of a text | Comments and questions regarding a text which has been presented by a different student | ca. 10 minutes |
| Facilitation of assessment | Discussion of assigned texts and moderation of group work | ca. 60 minutes |
| Policy Advice Pitch | Roleplay/presentation in groups, focusing on a solution to a political problem | ca. 10 minutes, accompanied by about 10 pages of slides and attachments |