

STUDY SCHEDULE

# INTERNATIONAL RELATIONS

BACHELOR OF ARTS



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Faculty  
**Society and Economics**

Kleve, 26.08.2013

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## RECOMMENDED STUDY PLAN

SEMESTER 1	Basics of International Relations	Basics of Economics	Basics of Business Administration and Social Sciences	Descriptive Statistics	Domestic Policy	Constitution of States
	5 CP	5 CP	5 CP	5 CP	5 CP	5 CP
SEMESTER 2	Basic Methods	International Affairs	European Integration	European Union Law	Public Choice Theory	Regional Integration
	5 CP	5 CP	5 CP	5 CP	5 CP	5 CP
SEMESTER 3	Economic Policy in an International Environment	International Organisations	Peace Studies and Security Policy	Development and Human Rights	Public International Law	Project
	6 CP	5 CP	5 CP	6 CP	5 CP	5 CP
SEMESTER 4	Competition and Regulation	Sociocultural Factors	International Law	Energy and Environmental Policy	Elective Subjects	
	5 CP	5 CP	5 CP	5 CP	8 CP	
SEMESTER 5	International Financial Markets	New Trends and Threats in Politics	Diplomatic Skills	Project	Elective Subjects	
	5 CP	6 CP	6 CP	5 CP	8 CP	
SEMESTER 6	Internship or Semester Abroad					
	30 CP					
SEMESTER 7	Workshop: Academic Writing	Applied Project	Project	Bachelor Thesis		Colloquium
	5 CP	5 CP	5 CP	12 CP		3 CP
Political Science		Economics	Law	Social Sciences		Methods

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**IR\_1 BASICS OF INTERNATIONAL RELATIONS**


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<b>MODULE-NO.</b>	IR_1
<b>COURSES</b>	IR_1.1 History of Doctrines and Political Ideas IR_1.2 Theories of International Relations
<b>EQUIVALENT</b>	-
<b>RESPONSIBLE PROFESSOR</b>	Prof. Dr Jakob Lempp
<b>CREDIT POINTS</b>	5 CP
<b>CONTACT HOURS</b>	6 CH per week
<b>WORKLOAD</b>	180 h
<b>SIGNIFICANCE OF MARK</b>	2.9 %
<b>STUDY SEMESTER</b>	1 <sup>st</sup> Semester
<b>OFFER</b>	Winter Term
<b>LANGUAGE</b>	English
<b>CLASSIFICATION</b>	Required Course
<b>PREREQUISITES</b>	None
<b>RECOMMENDED PREREQUISITES</b>	None
<b>REQUIREMENTS FOR THE AWARDING OF CREDIT POINTS</b>	Examination
<b>POSSIBLE EXAMINATION</b>	Written Exam, Assignment, or any combination
<b>LEARNING OUTCOMES</b>	<p>After successful completion of the course students will have a comprehensive overview of political theory, the history of political thought and the most important theories of international relations.</p> <p>Graduates will be equipped with the knowledge and tools to discuss various political doctrines, ideas and the evolution of international relations within a historical context.</p> <p>Graduates will be able to define the academic discipline of International Relations. They will be able to illustrate the importance and impact of basic values such as security, freedom, order, justice, and welfare.</p>

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 IR\_1.1 HISTORY OF DOCTRINES AND POLITICAL IDEAS

<b>EQUIVALENT</b>	-
<b>TYPE</b>	Lecture
<b>SIZE OF GROUP</b>	Up to 60
<b>CREDIT POINTS</b>	2 CP
<b>CONTACT HOURS</b>	2 CH per week
<b>WORKLOAD</b>	60 h
<b>BIBLIOGRAPHY</b>	<p>Dryzek, J., Honig, B., Phillips, A. eds. (2008) <i>The Oxford Handbook of Political Theory</i>, Oxford: Oxford University Press.</p> <p>Gingell, J., A. Little, and C. Winch, eds. (2000) <i>Modern Political Thought</i>, New York: Routledge.</p>
<b>CONTENT</b>	<p>After an introduction to the discipline of political science and their various dimensions, the course focuses on the basic concepts of political philosophy. It introduces the most important political thinkers in the Western World and discusses the development and evolution of the main political doctrines and ideas. Contemporary political concepts such as power, state, freedom, justice, fairness, representation, and legitimacy will be analysed and put into historical context.</p>

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 IR\_1.2 THEORIES OF INTERNATIONAL RELATIONS

<b>EQUIVALENT</b>	-
<b>TYPE</b>	Lecture and accompanying Exercise
<b>SIZE OF GROUP</b>	Up to 60
<b>CREDIT POINTS</b>	3 CP
<b>CONTACT HOURS</b>	4 CH per week
<b>WORKLOAD</b>	90 h
<b>BIBLIOGRAPHY</b>	<p>Baylis, J., S. Smith, and P. Owens (2011) <i>The Globalization of World Politics</i>, 5<sup>th</sup> ed., Oxford: Oxford University Press.</p> <p>Jackson, R. and G. Sorensen (2010) <i>Introduction to International Relations – Theories &amp; Approaches</i>, 4<sup>th</sup> ed., Oxford: Oxford University Press.</p>
<b>CONTENT</b>	<p>The course provides an insight into the various theoretical foundations and models of international relations. The course focuses (among others) on the following theories of international relations: realism and neo-realism, liberalism, international society, international political economy, social constructivism as well as structuralist, feminist, and Marxist approaches.</p>

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**IR\_2 BASICS OF ECONOMICS**


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<b>MODULE-NO.</b>	IR_2
<b>COURSES</b>	IR_2.1 Microeconomics IR_2.2 Macroeconomics
<b>EQUIVALENT</b>	IB_5, TL_15
<b>RESPONSIBLE PROFESSOR</b>	Prof. Dr Hasan Alkas
<b>CREDIT POINTS</b>	5 CP
<b>CONTACT HOURS</b>	6 CH per week
<b>WORKLOAD</b>	150 h
<b>SIGNIFICANCE OF MARK</b>	2.9 %
<b>STUDY SEMESTER</b>	1 <sup>st</sup> Semester
<b>OFFER</b>	Winter Term
<b>LANGUAGE</b>	English
<b>CLASSIFICATION</b>	Required Course
<b>PREREQUISITES</b>	None
<b>RECOMMENDED PREREQUISITES</b>	None
<b>REQUIREMENTS FOR THE AWARDING OF CREDIT POINTS</b>	Examination
<b>POSSIBLE EXAMINATION</b>	Written Exam
<b>LEARNING OUTCOMES</b>	<p>Upon successful completion of the course, students will be able to describe the basic mechanisms at work in the economic system. They will be able to illustrate the theoretical foundations of demand and supply and the role of consumers, producers, and the public sector. Furthermore, students are enabled to discuss different means and measures affecting the economy in the short- and long-run.</p> <p>They will be able to solve simple diagrammatic and algebraic models in micro- and macroeconomics and to identify applications of, limitations to, and improvements in these models.</p>

## IR\_2.1 MICROECONOMICS

<b>EQUIVALENT</b>	IB_5.1, TL_15.1
<b>TYPE</b>	Lecture and accompanying Exercise
<b>SIZE OF GROUP</b>	Up to 180
<b>CREDIT POINTS</b>	3 CP
<b>CONTACT HOURS</b>	4 CH per week
<b>WORKLOAD</b>	90 h
<b>BIBLIOGRAPHY</b>	<p>Mankiw, N.G. and M.P. Taylor (2011) <i>Economics</i>, 2<sup>nd</sup> ed., London: Cengage Learning.</p> <p>Pyndick, R.S. and D.L. Rubinfeld (2010) <i>Microeconomics</i>, 7<sup>th</sup> international ed., Englewood Cliffs: Prentice-Hall.</p> <p>Varian, H. (2010) <i>Intermediate Microeconomics</i>. New York: W.W. Norton &amp; Co.</p>
<b>CONTENT</b>	<p>The course will provide the students with the basic microeconomic concepts, tools and theoretical foundations. The main topics to be covered are:</p> <ul style="list-style-type: none"> <li>• economic principles</li> <li>• supply and demand</li> <li>• economics of the public sector</li> <li>• production costs and the organisation of markets</li> <li>• economics of factor markets</li> <li>• consumer preferences and budget constraints</li> </ul> <p>Throughout the course students will be given a short introduction to game theory, information problems, and principal-agent theory.</p>

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 IR\_2.2 MACROECONOMICS

<b>EQUIVALENT</b>	IB_5.2, TL_15.2
<b>TYPE</b>	Lecture
<b>SIZE OF GROUP</b>	Up to 180
<b>CREDIT POINTS</b>	2 CP
<b>CONTACT HOURS</b>	2 CH per week
<b>WORKLOAD</b>	60 h
<b>BIBLIOGRAPHY</b>	<p>Burda, M. and C. Wyplosz (2009) <i>Macroeconomics: A European Text</i>, Oxford: Oxford University Press.</p> <p>Mankiw, N.G. and M.P. Taylor (2011) <i>Economics</i>, 2<sup>nd</sup> ed., London: Cengage Learning.</p>
<b>CONTENT</b>	<p>The course will provide the students with the basic macroeconomic concepts, tools and theoretical foundations. The main topics to be covered are:</p> <ul style="list-style-type: none"> <li>• macroeconomic accounts and data</li> <li>• long-run economic development</li> <li>• labour market and unemployment</li> <li>• monetary economics</li> <li>• open economy</li> <li>• short-run fluctuations</li> <li>• effects of economic policy</li> </ul>

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**IR\_3 BASICS OF BUSINESS ADMINISTRATION AND SOCIAL SCIENCES**


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<b>MODULE-NO.</b>	IR_3
<b>COURSES</b>	IR_3.1 Basics of Business Administration IR_3.2 Basics of Social Sciences
<b>EQUIVALENT</b>	IB_1
<b>RESPONSIBLE PROFESSOR</b>	N.N.
<b>CREDIT POINTS</b>	5 CP
<b>CONTACT HOURS</b>	4 CH per week
<b>WORKLOAD</b>	150 h
<b>SIGNIFICANCE OF MARK</b>	2.9 %
<b>STUDY SEMESTER</b>	1 <sup>st</sup> Semester
<b>OFFER</b>	Winter Term
<b>LANGUAGE</b>	English
<b>CLASSIFICATION</b>	Required Course
<b>PREREQUISITES</b>	None
<b>RECOMMENDED PREREQUISITES</b>	None
<b>REQUIREMENTS FOR THE AWARDING OF CREDIT POINTS</b>	Examination
<b>POSSIBLE EXAMINATION</b>	Written Exam
<b>LEARNING OUTCOMES</b>	<p>At the end of the course students will have an overview of the most important methodological approaches and concepts of business administration and social sciences. In such the module serves as a basis for further studies in the relevant fields.</p> <p>After completing the module students will be able to describe the core aspects of business administration and social sciences and will be able to illustrate, contrast, and apply the main concepts and theories from the fields of business administration and sociology. Through the successful participation in this module students are able to recognise the basics of doing business inside a company. They are also able to discuss critically the role of an entrepreneur and the process of business planning.</p>

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**IR\_3.1 BASICS OF BUSINESS ADMINISTRATION**

<b>EQUIVALENT</b>	GD_4.1, IB_1.1, TL_1.1
<b>TYPE</b>	Lecture
<b>SIZE OF GROUP</b>	Up to 240
<b>CREDIT POINTS</b>	3 CP
<b>CONTACT HOURS</b>	2 CH per week
<b>WORKLOAD</b>	90 h

<b>BIBLIOGRAPHY</b>	<p>Dias, L. and A. J. Shah (2009) <i>Introduction to Business</i>, Columbus Ohio: McGraw Hill Higher Education.</p> <p>Nickels, W., J. McHugh, and S. McHugh (2010) <i>Understanding Business</i>, 9<sup>th</sup> ed., Columbus Ohio: McGraw Hill Higher Education.</p> <p>Nickels, W. G., J. McHugh, and S. McHugh (2012) <i>Business: Connecting Principles to Practice</i>, Columbus Ohio: McGraw Hill Higher Education.</p>
<b>CONTENT</b>	<p>The main topics to be covered are:</p> <ul style="list-style-type: none"> <li>• business planning and entrepreneurship</li> <li>• business models, target systems and strategies (meaning of a business model, target system of an business, strategy development, products and services)</li> <li>• analysis of market, customer and competitor (analysis of the market and the framework, competitor analysis, portfolio techniques, SWOT-analysis, marketing)</li> <li>• design of the net product (net product and value chain, application of the value chain concept, lean production, franchising)</li> <li>• corporation structures (basics and connections, legal form, organisational structure, corporate governance, human resource management, corporate development)</li> <li>• accounting (basics and connections, external accounting, internal accounting, planning calculations)</li> <li>• financing and shareholder value (basics and connections, financing, due diligence, shareholder value approach)</li> <li>• summary: business plan</li> </ul>

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### IR\_3.2 BASICS OF SOCIAL SCIENCES

<b>EQUIVALENT</b>	IB_1.2
<b>TYPE</b>	Lecture
<b>SIZE OF GROUP</b>	Up to 120
<b>CREDIT POINTS</b>	2 CP
<b>CONTACT HOURS</b>	2 CH per week
<b>WORKLOAD</b>	60 h
<b>BIBLIOGRAPHY</b>	<p>Giddens, A. (2009) <i>Sociology</i>, 6<sup>th</sup> ed., Cambridge: Cambridge University Press.</p> <p>Hunt, E.F. and D.C. Colander (2010) <i>Social Science: An Introduction to the Study of Society</i>, 14<sup>th</sup> international ed., Boston, MA: Pearson.</p> <p>Newton, K. and J.W. van Deth (2009) <i>Foundations of Comparative Politics</i>, 2<sup>nd</sup> ed., Cambridge: Cambridge University Press.</p>
<b>CONTENT</b>	<p>Social sciences, in general, comprise all academic disciplines concerned with the theory and analysis of human society as well as social relationships. Following a holistic approach the various relevant disciplines, such as anthropology, economics, history, political sciences, psychology, or sociology, will be introduced and their interdependencies as well as their major conceptual differences will be addressed. The role of the various disciplines in explaining human society and social relationships will be discussed.</p>

	<p>Having gained an overview of the central themes and disciplines core issues, questions and challenges in the field of social sciences will be introduced and analysed in particular from a sociology and a political sciences-perspective. Main topics to be covered include:</p> <p>Social sciences, in general, comprise all academic disciplines concerned with the theory and analysis of human society as well as social relationships. Following a holistic approach the various relevant disciplines, such as anthropology, economics, history, political sciences, psychology, or sociology, will be introduced and their interdependencies as well as their major conceptual differences will be addressed. The role of the various disciplines in explaining human society and social relationships will be discussed.</p> <p>Having gained an overview of the central themes and disciplines core issues, questions and challenges in the field of social sciences will be introduced and analyzed in particular from a sociology- and a political sciences-perspective. Main topics to be covered include:</p> <ul style="list-style-type: none"><li>• social Identity</li><li>• social Structure</li><li>• conflict and Consensus</li><li>• social Inequality</li><li>• governmental Forms and Functions</li><li>• social and Political Change</li><li>• social and Political Integration</li><li>• government and the Economy</li><li>• institution-building</li></ul> <p>Necessary concepts, methods and tools are presented and explained throughout the course.</p>
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**IR\_4 DESCRIPTIVE STATISTICS**


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<b>MODULE-NO.</b>	IR_4
<b>EQUIVALENT</b>	IB_4, TL_3
<b>RESPONSIBLE PROFESSOR</b>	Prof. Dr Gernot Müller
<b>TYPE</b>	Lecture and accompanying Exercise
<b>SIZE OF GROUP</b>	Up to 180
<b>CREDIT POINTS</b>	5 CP
<b>CONTACT HOURS</b>	4 CH per week
<b>WORKLOAD</b>	150 h
<b>SIGNIFICANCE OF MARK</b>	2.9 %
<b>STUDY SEMESTER</b>	1 <sup>st</sup> Semester
<b>OFFER</b>	Winter Term
<b>LANGUAGE</b>	English
<b>CLASSIFICATION</b>	Required Course
<b>PREREQUISITES</b>	None
<b>RECOMMENDED PREREQUISITES</b>	None
<b>REQUIREMENTS FOR THE AWARDING OF CREDIT POINTS</b>	Examination
<b>POSSIBLE EXAMINATION</b>	Written Exam
<b>LEARNING OUTCOMES</b>	The course aims to provide students with basic statistics applied by management and administration. By the end of the course, they will know the main concepts and can assess the relevance and shortcomings of these techniques. Furthermore, students will be able to use the statistical methods in order to solve realistic decision problems and learn to draw conclusions from available data.
<b>BIBLIOGRAPHY</b>	Levin, R. I., and D. S. Rubin (2011) <i>Statistics for Management</i> , 7 <sup>th</sup> ed., Dorling Kindersley. Sullivan III, M. (2013) <i>Fundamentals of Statistics: Informed Decisions Using Data</i> , 4 <sup>th</sup> ed., Boston: Pearson Education.
<b>CONTENT</b>	The main focus is on descriptive statistics and probability theory with practical case studies and exercises from economics, business management, and political and social sciences. Main topics to be covered include: <ul style="list-style-type: none"> <li>• data collection and presenting techniques;</li> <li>• measures of location, position, dispersion, and concentration;</li> <li>• probability theory and distributions;</li> <li>• sampling theory and distributions;</li> <li>• introduction to estimation, formulation of hypotheses, tests of significance, and confidence intervals;</li> <li>• analysis of variance;</li> <li>• fundamentals of time series analysis.</li> </ul>

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**IR\_5                    DOMESTIC POLICY**


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<b>MODULE-NO.</b>	IR_5
<b>EQUIVALENT</b>	-
<b>RESPONSIBLE PROFESSOR</b>	Prof. Dr Jakob Lempp
<b>TYPE</b>	Lecture and accompanying Exercise
<b>SIZE OF GROUP</b>	Up to 60
<b>CREDIT POINTS</b>	5 CP
<b>CONTACT HOURS</b>	4 CH per week
<b>WORKLOAD</b>	150 h
<b>SIGNIFICANCE OF MARK</b>	2.9 %
<b>STUDY SEMESTER</b>	1 <sup>st</sup> Semester
<b>OFFER</b>	Winter Term
<b>LANGUAGE</b>	English
<b>CLASSIFICATION</b>	Required Course
<b>PREREQUISITES</b>	None
<b>RECOMMENDED PREREQUISITES</b>	None
<b>REQUIREMENTS FOR THE AWARDING OF CREDIT POINTS</b>	Examination
<b>POSSIBLE EXAMINATION</b>	Written Exam, Assignment
<b>LEARNING OUTCOMES</b>	<p>The students will be able to identify the most important fields of domestic politics and the key-players in the political system of the Federal Republic of Germany. They will be in the position to reflect decision-making processes and institutions within a political system.</p> <p>At the end of the lecture, students will be familiar with the different levels of the domestic policy, with policy analysis as well as some selected policy areas.</p>
<b>BIBLIOGRAPHY</b>	<p>Newton, Kenneth et al (2012) <i>Foundations of Comparative Politics</i>, Cambridge: CUP.</p> <p>Padgett, S., W. Paterson, and G. Smith, eds. (2003) <i>Developments in German Politics 3</i>, Basingstoke: Palgrave Macmillan.</p> <p>Powell, G. et al (2012) <i>Comparative Politics Today</i>, Boston: Pearson.</p> <p>Roskin, M.G. et al (2008) <i>Political science – an introduction</i>, Upper Saddle River: Pearson Prentice Hall.</p>
<b>CONTENT</b>	<p>The course gives a general overview of the domestic institutions, policy-making processes and policies. Using the example of the Federal Republic of Germany, the course illustrates how governments, parliaments and interest groups influence the decision-making processes within the political system of the Federal Republic of Germany. The course also covers policy-making on different political levels, the role of mass media in the policy cycle, the division of powers and selected policy areas.</p>

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**IR\_6 CONSTITUTION OF STATES**


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<b>MODULE-NO.</b>	IR_6
<b>COURSES</b>	IR_6.1 Constitutional and Administrative Law IR_6.2 Competing Political and Economic Systems
<b>EQUIVALENT</b>	-
<b>RESPONSIBLE PROFESSOR</b>	Prof. Dr Jakob Lempp
<b>CREDIT POINTS</b>	5 CP
<b>CONTACT HOURS</b>	4 CH per week
<b>WORKLOAD</b>	150 h
<b>SIGNIFICANCE OF MARK</b>	2.9 %
<b>STUDY SEMESTER</b>	1 <sup>st</sup> Semester
<b>OFFER</b>	Winter Term
<b>LANGUAGE</b>	English
<b>CLASSIFICATION</b>	Required Course
<b>PREREQUISITES</b>	None
<b>RECOMMENDED PREREQUISITES</b>	None
<b>REQUIREMENTS FOR THE AWARDING OF CREDIT POINTS</b>	Examination
<b>POSSIBLE EXAMINATION</b>	Written Exam, Assignment, or any combination
<b>LEARNING OUTCOMES</b>	<p>At the end of the course, students will be able to analyse different types of political systems, such as parliamentary, presidential, semi-presidential or proportional political systems. Students will be familiar with the most important state institutions, their responsibilities and functions. Furthermore, students acquire basic knowledge about the interrelation between political and economic systems.</p> <p>Students will be able to classify problems in public law and solve simple cases relating to public law; to draw comparisons between different legal systems; and to describe ways of legal protection with regard to state actions. Further, students will be able to explain the importance of fundamental rights in law and politics, and to interpret recent cases of constitutional matters.</p>

## IR\_6.1 CONSTITUTIONAL AND ADMINISTRATIVE LAW

<b>EQUIVALENT</b>	-
<b>TYPE</b>	Lecture
<b>SIZE OF GROUP</b>	Up to 60
<b>CREDIT POINTS</b>	2 CP
<b>CONTACT HOURS</b>	2 CH per week
<b>WORKLOAD</b>	60 h
<b>BIBLIOGRAPHY</b>	<p>Foster, N. and S. Sule (2010) <i>German Legal System and Laws</i>, 4<sup>th</sup> ed., Oxford: Oxford University Press.</p> <p>Heringa, A.W. and P. Kiiver (2006) <i>Constitutions Compared: An Introduction to Comparative Constitutional Law</i>, 2<sup>nd</sup> ed., Antwerpen: Intersentia.</p> <p>Künnecke, M. (2010) <i>Tradition and Change in Administrative Law: An Anglo-German Comparison</i>, Berlin, Heidelberg: Springer.</p> <p>Rose-Ackermann, S. and P.L. Lindseth, eds. (2010) <i>Comparative Administrative Law</i>, Cheltenham: Edward Elgar.</p>
<b>CONTENT</b>	<p>The course introduces fundamental principles of public, constitutional and administrative law. It provides a comparison of the legal approaches in different European countries.</p> <p>The module covers the core aspects of constitutional law (state organisation law and fundamental rights), administrative law and public economic law. The different legal roles of government, executive organs and courts of law are presented in various occasions. Fundamental legal principles, such as the rule of law or legitimate expectations, are an important focus. The course covers constitutional basic rights and fundamental freedoms, such as human dignity, freedom of action, as well as personality, equality and property rights. Further, the impact of public law on important issues of society and economy is discussed.</p>

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 IR\_6.2 COMPETING POLITICAL AND ECONOMIC SYSTEMS

<b>EQUIVALENT</b>	-
<b>TYPE</b>	Lecture
<b>SIZE OF GROUP</b>	Up to 60
<b>CREDIT POINTS</b>	3 CP
<b>CONTACT HOURS</b>	2 CH per week
<b>WORKLOAD</b>	90 h
<b>BIBLIOGRAPHY</b>	<p>Almond, G. (2011) <i>Comparative politics today: A World View</i>, Boston: Longman.</p> <p>Hawkesworth, Mary; Kogan, Maurice, 2004: <i>Encyclopedia of Government and Politics</i>, London.</p> <p>Newton, Kenneth; van Deth, Jan, 2005: <i>Comparative Politics</i>, Cambridge.</p> <p>Powell, G. Bingham Jr.; Dalton, Russel J.; Strom, Kaare, 2012: <i>Comparative Politics Today</i>, Longman.</p>
<b>CONTENT</b>	<p>The course provides a comprehensive overview of comparative politics. It introduces the concept of the political system and focuses on different types of political systems. Authoritarian and totalitarian dictatorships will be analysed as well as the different types of liberal, democratic, constitutional states, such as presidentialism, parliamentary systems, semi-presidential and proportional systems. By taking into consideration their different functionalities, both formal-legal structures and the real political decision-making processes will be contemplated, respectively. Finally, the interrelations between different political and economic systems (market economy/centrally administrated economy) as well as the political systems of international organisations will be treated exemplarily.</p>

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**IR\_7 BASIC METHODS**


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<b>MODULE-NO.</b>	IR_7
<b>COURSES</b>	IR_7.1 Project and Campaign Management IR_7.2 Scientific and Presentation Skills
<b>EQUIVALENT</b>	-
<b>RESPONSIBLE PROFESSOR</b>	N.N.
<b>CREDIT POINTS</b>	5 CP
<b>CONTACT HOURS</b>	4 CH per week
<b>WORKLOAD</b>	150 h
<b>SIGNIFICANCE OF MARK</b>	1.7 %
<b>STUDY SEMESTER</b>	2 <sup>nd</sup> Semester
<b>OFFER</b>	Summer Term
<b>LANGUAGE</b>	English
<b>CLASSIFICATION</b>	Required Course
<b>PREREQUISITES</b>	None
<b>RECOMMENDED PREREQUISITES</b>	None
<b>REQUIREMENTS FOR THE AWARDING OF CREDIT POINTS</b>	Examination and Certificate
<b>POSSIBLE EXAMINATION</b>	Written Exam, Assignment, or any combination
<b>LEARNING OUTCOMES</b>	<p>Having successfully completed the module students will have a critical understanding and knowledge of methods and concepts necessary for planning, organising, and conducting projects and campaigns and will be able to demonstrate and apply basic research methods to topics from the fields of economics and politics. Graduates will be able to make an informed choice between different presentation techniques and styles and to demonstrate sound academic writing skills.</p> <p>Campaign Management uses basic methods and tools from project management. In this course both topics are covered and compared. Students will have the ability to apply the tool project management on political campaigns and manage them.</p>

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 IR\_7.1 PROJECT AND CAMPAIGN MANAGEMENT

<b>EQUIVALENT</b>	-
<b>TYPE</b>	Lecture and accompanying Exercise
<b>SIZE OF GROUP</b>	Up to 60
<b>CREDIT POINTS</b>	3 CP
<b>CONTACT HOURS</b>	2 CH per week
<b>WORKLOAD</b>	90 h
<b>BIBLIOGRAPHY</b>	<p>Burton, J. and D. Shea (2010) <i>Campaign Craft: The Strategies, Tactics and Art of Political Campaign Management</i>, 4<sup>th</sup> ed., Westport: Praeger.</p> <p>Gray, C., and E. Larson (2011) <i>Project Management: The Managerial Process (International Editions)</i>, McGraw-Hill.</p> <p>Jeffrey, P. (2009) <i>Project Management: Achieving Competitive Advantage and MS Project</i>, Prentice Hall.</p> <p>Lock, D. (2007) <i>Project Management</i>, 9<sup>th</sup> ed., Gower Publishing Co Ltd.</p>
<b>CONTENT</b>	<p>Project management is one of the essential ways of achieving an organisation's strategy. This course addresses the basic nature of managing general projects and campaigns. Contents of this module will cover the whole process of project management, including project initiation, project planning, project implementation and project termination.</p> <p>Major topics will include basic concepts of project and project management, project planning methods and techniques, introduction to PERT/CPM, project management life cycle, project controlling</p> <p>Project Management with relevance to Campaign Management includes the following topics: differences of project and campaign management, defining messages, impact of new media (social media etc.), governmental campaigns, importance of political campaign management, finance management.</p>

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 IR\_7.2 SCIENTIFIC AND PRESENTATION SKILLS (CERTIFICATE)

<b>EQUIVALENT</b>	IB_11.2, TL_12.2
<b>TYPE</b>	Lecture and accompanying Practical Training
<b>SIZE OF GROUP</b>	Up to 180
<b>CREDIT POINTS</b>	2 CP
<b>CONTACT HOURS</b>	2 CH per week
<b>WORKLOAD</b>	60 h
<b>BIBLIOGRAPHY</b>	<p>Ethridge, D.E. (2004) <i>Research Methodology and Applied Economics</i>, 2<sup>nd</sup> ed., Ames, IO: Blackwell.</p> <p>Fakultät Gesellschaft und Ökonomie der Hochschule Rhein-Waal (2011) <i>Academic Writing Manual</i>, mimeo.</p> <p>Weissman, J. (2008) <i>Presenting to Win: The Art of Telling Your Story</i>, 2<sup>nd</sup> ed., Upper Saddle River, NJ: Prentice Hall.</p>
<b>CONTENT</b>	<p>During the course the relevant steps in conducting and presenting own academic work is discussed. These include:</p> <ul style="list-style-type: none"> <li>• approaching different tasks</li> <li>• planning and organisation of academic work</li> <li>• self-management</li> <li>• basic research methods</li> <li>• literature review</li> <li>• writing an academic paper</li> <li>• referencing and citation rules</li> <li>• presentation techniques</li> </ul> <p>Throughout the course students will apply the acquired knowledge and skills to topics from the fields of economics and finance.</p>

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**IR\_8 INTERNATIONAL AFFAIRS**


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<b>MODULE-NO.</b>	IR_8
<b>EQUIVALENT</b>	-
<b>RESPONSIBLE PROFESSOR</b>	Prof. Dr Jakob Lempp
<b>TYPE</b>	Lecture and accompanying Exercise
<b>SIZE OF GROUP</b>	Up to 60
<b>CREDIT POINTS</b>	5 CP
<b>CONTACT HOURS</b>	4 CH per week
<b>WORKLOAD</b>	150 h
<b>SIGNIFICANCE OF MARK</b>	2.9 %
<b>STUDY SEMESTER</b>	2 <sup>nd</sup> Semester
<b>OFFER</b>	Summer Term
<b>LANGUAGE</b>	English
<b>CLASSIFICATION</b>	Required Course
<b>PREREQUISITES</b>	None
<b>RECOMMENDED PREREQUISITES</b>	None
<b>REQUIREMENTS FOR THE AWARDING OF CREDIT POINTS</b>	Examination
<b>POSSIBLE EXAMINATION</b>	Written Exam, Assignment, or any combination
<b>LEARNING OUTCOMES</b>	Having successfully completed the module students will be able to identify the various dimensions of international politics, foreign policy, and transnational policy and will be able to build on this knowledge when analysing topics from international relations in more detail. They will be able to discuss current global events, processes, trends and issues, using appropriate analytical categories.
<b>BIBLIOGRAPHY</b>	<p>Baylis, J., Smith, S., Owens, P. (2011): <i>The Globalization of World Politics</i>, Oxford: Oxford University Press.</p> <p>Heywood, A. (2011) <i>Global Politics</i>, Basingstoke: Palgrave.</p> <p>Kegley, C., Blanton, S. (2012): <i>World Politics</i>, Boston: Cengage.</p>
<b>CONTENT</b>	<p>The course gives a detailed overview of the academic field of International Relations. It introduces the key concepts and important current issues in international politics and foreign policy. The course includes a brief overview of the modern history of international relations and an introduction to the most important actors in international relations (the state, international organizations, NGOs, and TNCs). It also covers the functioning and organization of foreign policy and diplomacy.</p> <p>Current issues will be discussed and analysed. Besides political aspects, economic and ethical aspects will be looked at.</p>

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**IR\_9 EUROPEAN INTEGRATION**


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<b>MODULE-NO.</b>	IR_9
<b>COURSES</b>	IR_9.1 European Institutions and Policy IR_9.2 Economics of European Enlargement
<b>EQUIVALENT</b>	-
<b>RESPONSIBLE PROFESSOR</b>	Prof. Dr Jakob Lempp
<b>CREDIT POINTS</b>	5 CP
<b>CONTACT HOURS</b>	6 CH per week
<b>WORKLOAD</b>	150 h
<b>SIGNIFICANCE OF MARK</b>	2.9 %
<b>STUDY SEMESTER</b>	2 <sup>nd</sup> Semester
<b>OFFER</b>	Summer Term
<b>LANGUAGE</b>	English
<b>CLASSIFICATION</b>	Required Course
<b>PREREQUISITES</b>	None
<b>RECOMMENDED PREREQUISITES</b>	None
<b>REQUIREMENTS FOR THE AWARDING OF CREDIT POINTS</b>	Examination
<b>POSSIBLE EXAMINATION</b>	Written Exam, Assignment, or any combination
<b>LEARNING OUTCOMES</b>	<p>Upon successful completion of the module students will have a critical understanding of the political system of the European Union. They will be able to describe the historical development of the EU and its institutions and bodies and will be able to illustrate the institutional set-up as well as its operating principles. Students will be able to examine content as well as the roles and functions of the EU institutions and bodies in selected policy areas.</p> <p>Graduates will be able to apply theoretical concepts and methods to analyse regional integration and discuss their impact on the EU. They will be able to interpret economic measures and its applications to the different rounds of enlargement in the EU especially from a structural and political perspective. Students will be able to assess rounds of enlargement depending on their size, potential and impacts on the economic absorption capacity of the EU using real country examples.</p>

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 IR\_9.1 EUROPEAN INSTITUTIONS AND POLICY

<b>EQUIVALENT</b>	-
<b>TYPE</b>	Lecture and accompanying Exercise
<b>SIZE OF GROUP</b>	Up to 60
<b>CREDIT POINTS</b>	3 CP
<b>CONTACT HOURS</b>	4 CH per week
<b>WORKLOAD</b>	90 h
<b>BIBLIOGRAPHY</b>	<p>Bache, I., S. George, and S. Bulmer (2011) <i>Politics in the European Union</i>, Oxford: Oxford University Press.</p> <p>Nugent, N. (2010) <i>The Government and Politics of the European Union</i>, Houndmills, Basingstoke: Palgrave Macmillan.</p> <p>Peterson, J. and M. Shackleton, eds. (2012) <i>The Institutions of the European Union</i>, 3<sup>rd</sup> revised ed., Oxford: Oxford University Press.</p>
<b>CONTENT</b>	<p>The course examines the structure, functions, and powers of EU institutions and bodies and analyses their policy and decision making processes. The main topics to be covered are the following: history and development of the EU, functions and roles of EU institutions and bodies, development of decision making processes within the EU, introduction to various policy areas (e.g. common agricultural policy, common foreign and security policy), theories of European integration.</p>

## IR\_9.2 ECONOMICS OF EUROPEAN ENLARGEMENT

<b>EQUIVALENT</b>	-
<b>TYPE</b>	Lecture
<b>SIZE OF GROUP</b>	Up to 60
<b>CREDIT POINTS</b>	2 CP
<b>CONTACT HOURS</b>	2 CH per week
<b>WORKLOAD</b>	60 h
<b>BIBLIOGRAPHY</b>	<p>El-Agraa, A.M. (2011) <i>The European Union: Economics and Policies</i>, 9<sup>th</sup> ed., Cambridge: Cambridge University Press.</p> <p>European Commission Directorate General for Enlargement (2011), <i>Understanding Enlargement: The European Union's Enlargement Policy</i>, Brussels.</p> <p>Hitiris, T. (2003) <i>European Union Economics</i>, 3<sup>rd</sup> ed., Harlow: FT Prentice Hall.</p> <p>O'Neill, M. (1996) <i>The Politics of European Integration: A Reader</i>, London: Routledge.</p>
<b>CONTENT</b>	<p>Empirical evidence on economic enlargements and integrations as well as the lessons learned will be presented and analysed to classify different kinds of economic and political co-operations and their societal impacts. Special attention will be attributed to the future role the EU in a global context and regional competition. Main topics to be covered include: models of enlargement and integration, enlargement strategy of the EU, challenges of enlargement, enlargement conditions and processes, structural and financial indicators, fiscal and economic policies, impact of enlargement on regional competitiveness and social inclusion.</p> <p>The relevant economic concepts will be presented and explained throughout the course. Different aspects of enlargements to increase the competitiveness of the EU will be assessed also from an international perspective.</p>

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**IR\_10 EUROPEAN UNION LAW**


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<b>MODULE-NO.</b>	IR_10
<b>EQUIVALENT</b>	TL_10
<b>RESPONSIBLE PROFESSOR</b>	N.N.
<b>TYPE</b>	Lecture and accompanying Exercise
<b>SIZE OF GROUP</b>	Up to 120
<b>CREDIT POINTS</b>	5 CP
<b>CONTACT HOURS</b>	4 CH per week
<b>WORKLOAD</b>	150 h
<b>SIGNIFICANCE OF MARK</b>	2.9 %
<b>STUDY SEMESTER</b>	2 <sup>nd</sup> Semester
<b>OFFER</b>	Summer Term
<b>LANGUAGE</b>	English
<b>CLASSIFICATION</b>	Required Course
<b>PREREQUISITES</b>	None
<b>RECOMMENDED PREREQUISITES</b>	IR_6
<b>REQUIREMENTS FOR THE AWARDING OF CREDIT POINTS</b>	Examination
<b>POSSIBLE EXAMINATION</b>	Written Exam, Oral Exam, Assignment, or any combination
<b>LEARNING OUTCOMES</b>	<p>The aim of the module is to equip students with a deep understanding of the institutional and procedural law of the European Union and the impact of Union law on the national legal orders of the Member States.</p> <p>At the end of the course, students will be able to describe the role of the institutions and the interaction of the political institutions in the law making process. They will be able to choose the appropriate legal remedies available to institutions, member states and individuals. They further can illustrate the relationship between EU and national law in selected policy areas, and examine the application of EU law to certain situations.</p>
<b>BIBLIOGRAPHY</b>	<p>Davis, K. (2010) <i>Understanding European Union Law</i>, 4<sup>th</sup> revised ed., London: Routledge Chapman &amp; Hall.</p> <p>Horspool, M. and M. Humphreys (2010) <i>European Union Law</i>, 6<sup>th</sup> ed., Oxford: Oxford University Press.</p> <p>Reid, A. (2010) <i>European Union (Law Basics)</i>, 4<sup>th</sup> ed., Edinburgh: W. Green.</p>
<b>CONTENT</b>	<p>EU law has evolved over time and will develop further in the future to serve the objectives and needs of the EU. The main focus will be on:</p> <ul style="list-style-type: none"> <li>• EU legal order</li> <li>• sources of EU law</li> <li>• principles of EU law</li> <li>• fundamental rights in EU law</li> </ul>

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**IR\_11 PUBLIC CHOICE THEORY**


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<b>MODULE-NO.</b>	IR_11
<b>EQUIVALENT</b>	-
<b>RESPONSIBLE PROFESSOR</b>	N.N.
<b>TYPE</b>	Lecture and accompanying Exercise
<b>SIZE OF GROUP</b>	Up to 60
<b>CREDIT POINTS</b>	5 CP
<b>CONTACT HOURS</b>	4 CH per week
<b>WORKLOAD</b>	150 h
<b>SIGNIFICANCE OF MARK</b>	2.9 %
<b>STUDY SEMESTER</b>	2 <sup>nd</sup> Semester
<b>OFFER</b>	Summer Term
<b>LANGUAGE</b>	English
<b>CLASSIFICATION</b>	Required Course
<b>PREREQUISITES</b>	None
<b>RECOMMENDED PREREQUISITES</b>	None
<b>REQUIREMENTS FOR THE AWARDING OF CREDIT POINTS</b>	Examination
<b>POSSIBLE EXAMINATION</b>	Written Exam, Assignment, or any combination
<b>LEARNING OUTCOMES</b>	Upon successful completion of the module students will be able to sketch and employ the core principles of public choice theory. They will be able to critically discuss the rational choice and individual utility maximization assumptions. Having completed the course they will have learned how to apply concepts and tools underlying public choice theory to the analysis of various political processes and to political decision making in order to predict the behaviour of relevant agents.
<b>BIBLIOGRAPHY</b>	Cullis, J. and P. Jones (2009) <i>Public Finance and Public Choice: Analytical Perspectives</i> , 3 <sup>rd</sup> ed. Oxford: Oxford University Press.  Mueller, D.C. (2003) <i>Public Choice III</i> , Cambridge: Cambridge University Press.
<b>CONTENT</b>	Public Choice Theory operates at the boundary between economics and political sciences. It is concerned with the application of economic reasoning to non-market situations and the problem of collective decision making. Topics to be covered are in particular: <ul style="list-style-type: none"> <li>• definition of public choice theory</li> <li>• rational choice and individual utility maximisation</li> <li>• market and government failure</li> <li>• individualism and collective decision making</li> <li>• collective action</li> <li>• direct vs. indirect democracy</li> <li>• voting rules</li> <li>• bureaucracy</li> <li>• dictatorship</li> </ul>

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**IR\_12 REGIONAL INTEGRATION**


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<b>MODULE-NO.</b>	IR_12
<b>EQUIVALENT</b>	–
<b>RESPONSIBLE PROFESSOR</b>	Prof. Dr Gernot Müller
<b>TYPE</b>	Lecture and accompanying Exercise
<b>SIZE OF GROUP</b>	Up to 60
<b>CREDIT POINTS</b>	5 CP
<b>CONTACT HOURS</b>	4 CH per week
<b>WORKLOAD</b>	150 h
<b>SIGNIFICANCE OF MARK</b>	2.9 %
<b>STUDY SEMESTER</b>	2 <sup>nd</sup> Semester
<b>OFFER</b>	Summer Term
<b>LANGUAGE</b>	English
<b>CLASSIFICATION</b>	Required Course
<b>PREREQUISITES</b>	None
<b>RECOMMENDED PREREQUISITES</b>	IR_1.2 IR_2.2
<b>REQUIREMENTS FOR THE AWARDING OF CREDIT POINTS</b>	Examination
<b>POSSIBLE EXAMINATION</b>	Written Exam, Assignment, or any combination
<b>LEARNING OUTCOMES</b>	Upon successful completion of the module students will be able to identify the nature, diversity, and scope of regional integration taking into account the dynamic nature of such. They will be able to discuss regional integration processes in a historical and global context, and to contrast various experiences. Students will be enabled to conduct respective analyzes with regard to the different dimensions, such as aims, orientation, organisation and design, of existing regional agreements.
<b>BIBLIOGRAPHY</b>	Baldwin, R. E., and C. Wyplosz (2012) <i>The Economics of European Integration</i> , 4 <sup>th</sup> ed., McGraw-Hill.  Lombaerde, P., ed. (2006) <i>Assessment and Measurement of Regional Integration</i> , London et al: Routledge.  Mattli, W. (1999) <i>The Logic of Regional Integration: Europe and Beyond</i> , Cambridge: Cambridge University Press.  Volz, U., ed. (2011) <i>Regional Integration, Economic Development and Global Governance</i> , German Development Institute, Edward Elgar Publishing.
<b>CONTENT</b>	The module illustrates and analyses the evolution of regional integration processes across the world. In a first step, the relevant concepts and theoretical models are discussed. The current situation is described from a political and economic point of view, and is put into a historical and global perspective. To that end, the following aspects are dealt with:

	<ul style="list-style-type: none"><li>• Definitions, delimitation, forms and characteristics;</li><li>• Facts and figures on regionalisation and regional agreements concerning scope and trends;</li><li>• Political-economic analysis of regional agreements;</li><li>• Welfare analysis of regional agreements.</li></ul> <p>Having laid the theoretical foundations the attained knowledge will be applied to various regional agreements in particular with respect to historical aspects, backgrounds, organization, objectives, orientation, importance, and relationship to the WTO. Amongst others, the following agreements will be analysed and contrasted to the EU experience:</p> <ul style="list-style-type: none"><li>• EFTA (Europe)</li><li>• NAFTA (North America)</li><li>• MERCOSUR (Latin America)</li><li>• ECOWAS (Africa)</li><li>• ASEAN (Asia)</li></ul>
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**IR\_13 ECONOMIC POLICY IN AN INTERNATIONAL ENVIRONMENT**


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<b>MODULE-NO.</b>	IR_13
<b>COURSES</b>	IR_13.1 Trade Theory and Policy IR_13.2 Public Finance
<b>EQUIVALENT</b>	IB_24
<b>RESPONSIBLE PROFESSOR</b>	Prof. Dr habil. Gregor van der Beek
<b>CREDIT POINTS</b>	6 CP
<b>CONTACT HOURS</b>	6 CH per week
<b>WORKLOAD</b>	180 h
<b>SIGNIFICANCE OF MARK</b>	3.5 %
<b>STUDY SEMESTER</b>	3 <sup>rd</sup> Semester
<b>OFFER</b>	Winter Term
<b>LANGUAGE</b>	English
<b>CLASSIFICATION</b>	Required Course
<b>PREREQUISITES</b>	None
<b>RECOMMENDED PREREQUISITES</b>	IR_2 IR_6
<b>REQUIREMENTS FOR THE AWARDING OF CREDIT POINTS</b>	Examination
<b>POSSIBLE EXAMINATION</b>	Written Exam, Assignment, or any combination
<b>LEARNING OUTCOMES</b>	The module enables students to apply and transfer concepts from the fields of public finance and trade theory to various policy issues taking into account that governments are operating in an international environment. Students will be able to explain reasons for government intervention and will be able to compose examples of public goods and externalities thereby pointing out the link to market failure. Upon successful completion of the module they will be able to examine government expenditure and tax policies and to estimate their incentive effects. At the same time students will be enabled to apply trade theory concepts to real-world trade policy issues in order to interpret effects from a theoretical point of view and to deduce policy recommendations from their findings.

## IR\_13.1 TRADE THEORY AND POLICY

<b>EQUIVALENT</b>	IB_24.1
<b>TYPE</b>	Lecture and accompanying Exercise
<b>SIZE OF GROUP</b>	Up to 120
<b>CREDIT POINTS</b>	4 CP
<b>CONTACT HOURS</b>	4 CH per week
<b>WORKLOAD</b>	120 h
<b>BIBLIOGRAPHY</b>	<p>Eibner, W. (2006) <i>Understanding International Trade: Theory &amp; Policy</i>, München/Wien: Oldenbourg.</p> <p>Gerber, J. (2010) <i>International Economics</i>, 4<sup>th</sup> ed., Boston: Pearson International.</p> <p>Krugman, P.R. and M. Obstfeld (2009) <i>International Economics – Theory and Policy</i>, 8<sup>th</sup> international ed., Boston: Pearson International.</p>
<b>CONTENT</b>	<p>Trade theory and policy is concerned with the concepts governing the exchange of capital, goods, and services across national borders. Foreign trade is an important economic, social, and political issue. This course provides students with a profound knowledge concerning trade theory and policy issues and covers the recent developments in international economics. In particular, the following topics are addressed:</p> <ul style="list-style-type: none"> <li>• international interdependence and gains from trade</li> <li>• instruments of trade policy and their welfare effects</li> <li>• political economy of protectionism</li> <li>• international negotiations and trade policy</li> <li>• regionalism: preferential trade agreements and regional integration</li> <li>• international monetary system</li> <li>• global capital markets</li> <li>• globalisation and policy implications</li> <li>• poverty reduction and aspects of development economics</li> </ul>

IR_13.2 PUBLIC FINANCE	
<b>EQUIVALENT</b>	IB_24.2
<b>TYPE</b>	Lecture
<b>SIZE OF GROUP</b>	Up to 120
<b>CREDIT POINTS</b>	2 CP
<b>CONTACT HOURS</b>	2 CH per week
<b>WORKLOAD</b>	60 h
<b>BIBLIOGRAPHY</b>	<p>Gruber, Jonathan (2011) <i>Public Finance and Public Policy</i>, 3<sup>rd</sup> ed., New York, NY: Worth Publishers.</p> <p>Rosen, H.S. and T. Gayer (2010) <i>Public Finance</i>, 9<sup>th</sup> international ed., New York, NY: McGraw Hill.</p> <p>Stiglitz, J.E. (2000) <i>Economics of the Public Sector</i>, New York, NY: W.W. Norton.</p>
<b>CONTENT</b>	<p>Public finance is the economic approach to government expenditure and revenues, especially taxes and public debt. The role, rationale, objectives, and consequences of government intervention in the economy are discussed. The course provides students with a feasible and applicable framework for thinking about policy issues. In particular the following topics are covered:</p> <ul style="list-style-type: none"> <li>• introduction to the economics of the public sector</li> <li>• market failure and the public expenditure</li> <li>• fiscal decision making and the public budgets</li> <li>• tax and debt incidence</li> <li>• design of the tax system</li> <li>• public distribution policy</li> <li>• fiscal policy and stabilisation</li> <li>• public health policy</li> <li>• fiscal federalism</li> </ul>

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**IR\_14 INTERNATIONAL ORGANISATIONS**


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<b>MODULE-NO.</b>	IR_14
<b>EQUIVALENT</b>	IB_16
<b>RESPONSIBLE PROFESSOR</b>	N.N.
<b>TYPE</b>	Lecture and accompanying Exercise
<b>SIZE OF GROUP</b>	Up to 120
<b>CREDIT POINTS</b>	5 CP
<b>CONTACT HOURS</b>	4 CH per week
<b>WORKLOAD</b>	150 h
<b>SIGNIFICANCE OF MARK</b>	2.9 %
<b>STUDY SEMESTER</b>	3 <sup>rd</sup> Semester
<b>OFFER</b>	Winter Term
<b>LANGUAGE</b>	English
<b>CLASSIFICATION</b>	Required Course
<b>PREREQUISITES</b>	None
<b>RECOMMENDED PREREQUISITES</b>	None
<b>REQUIREMENTS FOR THE AWARDING OF CREDIT POINTS</b>	Examination
<b>POSSIBLE EXAMINATION</b>	Written Exam, Assignment, or any combination
<b>LEARNING OUTCOMES</b>	Upon completion of the module students will be able to name the most important international organisations, sketch their competencies, strengths, and weaknesses and analyse their influences in a global and historical perspective.
<b>BIBLIOGRAPHY</b>	<p>Karns, M. and K.A. Mingst (2009) <i>International Organizations: The Politics and Processes of Global Governance</i>, Boulder: Lynne Rienner.</p> <p>Rittberger V. and B. Zangl (2006) <i>International Organizations: Polity, Politics and Policies</i>, Basingstoke: Palgrave Macmillan.</p>
<b>CONTENT</b>	<p>International organisations are important players in the global political landscape. Their interests and impacts range from topics such as foreign trade to human rights to environmental protection. After having developed a theoretical working foundation – thereby introducing concepts and tools from game theory and public choice theory – possible characteristics of international organisations are explained and discussed. Based on these fundamentals selected international organisations are discussed in detail, namely</p> <ul style="list-style-type: none"> <li>• UN</li> <li>• NATO</li> <li>• OSCE</li> <li>• OECD</li> <li>• IMF</li> <li>• WTO</li> <li>• World Bank</li> </ul> <p>A main focus will be on issues such as historical background, competencies, strengths and weaknesses of these organisations.</p>

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**IR\_15 PEACE STUDIES AND SECURITY POLICY**


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<b>MODULE-NO.</b>	IR_15
<b>COURSES</b>	IR_15.1 International Security Policy IR_15.2 Peace and Conflict Studies
<b>EQUIVALENT</b>	-
<b>RESPONSIBLE PROFESSOR</b>	Prof. Dr Jakob Lempp
<b>CREDIT POINTS</b>	5 CP
<b>CONTACT HOURS</b>	4 CH per week
<b>WORKLOAD</b>	150 h
<b>SIGNIFICANCE OF MARK</b>	2.9 %
<b>STUDY SEMESTER</b>	3 <sup>rd</sup> Semester
<b>OFFER</b>	Winter Term
<b>LANGUAGE</b>	English
<b>CLASSIFICATION</b>	Required Course
<b>PREREQUISITES</b>	None
<b>RECOMMENDED PREREQUISITES</b>	IR_8
<b>REQUIREMENTS FOR THE AWARDING OF CREDIT POINTS</b>	Examination
<b>POSSIBLE EXAMINATION</b>	Written Exam, Assignment, or any combination
<b>LEARNING OUTCOMES</b>	<p>Upon successful completion of the module students will be able to describe classical and new approaches to international security, explain mandate, structure, and decision-making of international security organisations, connect approaches to distinct problems of international security and assess them appropriately. In particular, they will be able to assess how efficiently distinct international organizations cope with security threats and risks.</p> <p>Additionally, students will be enabled to compare different approaches in Peace and Conflict Studies, to apply them independently, and to systematically analyse concrete conflicts.</p>

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 IR\_15.1 INTERNATIONAL SECURITY POLICY

<b>EQUIVALENT</b>	-
<b>TYPE</b>	Lecture
<b>SIZE OF GROUP</b>	Up to 60
<b>CREDIT POINTS</b>	2 CP
<b>CONTACT HOURS</b>	2 CH per week
<b>WORKLOAD</b>	60 h
<b>BIBLIOGRAPHY</b>	<p>Pairs, R. (2001) <i>Human security: paradigm shift or hot air?</i> <i>International Security</i>, 26(2), pp. 87-102.</p> <p>Williams, P., ed. (2008) <i>Security Studies: An Introduction</i>, London: Routledge.</p>
<b>CONTENT</b>	<p>International security policy refers to lasting, as well as newly emerging threats and risk perceptions, concepts of interest, relationships between states and non-state actors, and organizing principles of international organizations. The focus of this course is on international security rather than national security conceptions. The lecture course reviews the evolution of rival conceptual perspectives on international security (neo-realism, institutionalism, constructivism, liberalism, Copenhagen school). It addresses classic and new threats and approaches (such as human and climate security), compares competing theories and applies them to distinct policy fields. We will assess which approach explains best a given problem or policy choice. The role of non-state actors will be addressed as well (terrorism, privatized security, corporations, non-government armed groups).</p>

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 IR\_15.2 PEACE AND CONFLICT STUDIES

<b>EQUIVALENT</b>	-
<b>TYPE</b>	Lecture
<b>SIZE OF GROUP</b>	Up to 60
<b>CREDIT POINTS</b>	3 CP
<b>CONTACT HOURS</b>	2 CH per week
<b>WORKLOAD</b>	90 h
<b>BIBLIOGRAPHY</b>	<p>Ramsbotham, O., T. Woodhouse, and H. Miall (2007) <i>Contemporary Conflict Resolution</i>, Cambridge: Polity Press.</p> <p>Webel, S. and J. Galtung, eds. (2007) <i>Handbook of Peace and Conflict Studies</i>, London: Routledge.</p> <p>Young, N., ed. (2010) <i>The Oxford international Encyclopedia of Peace</i>, Oxford: Oxford University Press.</p>
<b>CONTENT</b>	<p>This course provides an overview of concepts and issues in Peace and Conflict Studies. The course deepens the understanding of key terms of Peace and Conflict Studies such as war, peace, conflict, and cooperation. In addition to that, the following topics will be covered: theories and theoretical approaches to war and peace, including approaches from the social sciences and from international relations; causes, development and dynamics of different types of war and violence, including global conflicts, transnational terrorism, conflicts about resources, and regional conflicts; specific case studies of conflict and conflict resolution; strategies for the prevention of violent conflict, for conflict management and peace promotion; exploration of peace building, reconciliation, development cooperation, and peace education.</p>

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**IR\_16 DEVELOPMENT AND HUMAN RIGHTS**


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<b>MODULE-NO.</b>	IR_16
<b>COURSES</b>	IR_16.1 International Human Rights IR_16.2 International Development Policy
<b>EQUIVALENT</b>	-
<b>RESPONSIBLE PROFESSOR</b>	Prof. Dr Diana Marquardt
<b>CREDIT POINTS</b>	6 CP
<b>CONTACT HOURS</b>	6 CH per week
<b>WORKLOAD</b>	180 h
<b>SIGNIFICANCE OF MARK</b>	3.5 %
<b>STUDY SEMESTER</b>	3 <sup>rd</sup> Semester
<b>OFFER</b>	Winter Term
<b>LANGUAGE</b>	English
<b>CLASSIFICATION</b>	Required Course
<b>PREREQUISITES</b>	None
<b>RECOMMENDED PREREQUISITES</b>	None
<b>REQUIREMENTS FOR THE AWARDING OF CREDIT POINTS</b>	Examination
<b>POSSIBLE EXAMINATION</b>	Written Exam, Assignment, or any combination
<b>LEARNING OUTCOMES</b>	<p>On completion of this module, students will be able to critically evaluate the fundamental concepts, principles and theories underlying international human rights and law and analyse and determine the current scope of selected substantive human rights. Students will be able to understand the universality of human rights and cultural relativism, international human rights conventions, human rights and international morality, the possibility of cross-cultural foundation of international human rights and legalism and structural limitations. They will also be able to critically discuss and debate international and regional human rights enforcement mechanisms and evaluate the strengths and weaknesses of the contemporary international human rights regime.</p> <p>Furthermore students will have a critical understanding of policy analysis and policy design in general and of development policy in particular. Students will be able to contrast developing, transition, and developed economies and to illustrate various aspects effecting economic and social development and growth. Using this knowledge they will be able to compare different development policy options and to question means of development cooperation.</p>

## IR\_16.1 INTERNATIONAL HUMAN RIGHTS

<b>EQUIVALENT</b>	AT_27.15
<b>TYPE</b>	Lecture
<b>SIZE OF GROUP</b>	Up to 90
<b>CREDIT POINTS</b>	2 CP
<b>CONTACT HOURS</b>	2 CH per week
<b>WORKLOAD</b>	60 h
<b>BIBLIOGRAPHY</b>	<p>Alston, P. (2012) <i>The United Nations and Human Rights: A Critical Appraisal</i>, Oxford: Oxford University Press.</p> <p>Donnelly, J. (2006) <i>International Human Rights</i>, 3<sup>rd</sup> ed., Westview Press.</p> <p>Ghandi, S. (2010) <i>International human rights documents (Blackstone's Statutes)</i>, 7<sup>th</sup> ed., Oxford University Press.</p> <p>Rehman, J (2002) <i>International human rights: a practical approach</i>, 2<sup>nd</sup> ed., Pearson Longman.</p> <p>Steiner, H., P. Alston, and R. Goodman (2007) <i>International human rights in context: law, politics, morals</i>, 3<sup>rd</sup> ed., Oxford: Oxford University Press.</p>
<b>CONTENT</b>	<p>The course will contain a contemporary perspective of international human rights and laws. Major topics will include:</p> <ul style="list-style-type: none"> <li>• introduction to human rights</li> <li>• major issues in human rights</li> <li>• overview of the philosophy of human rights</li> <li>• human rights in international context</li> <li>• international human rights framework and UN conventions</li> <li>• theoretical and historical foundations of international human rights</li> <li>• international Law of Human Rights</li> <li>• cultural relativism: Islam and human rights</li> <li>• economic rights, development, globalization</li> <li>• international business and human rights</li> <li>• social movement for human rights</li> <li>• gender discrimination and human rights</li> </ul>

## IR\_16.2 INTERNATIONAL DEVELOPMENT POLICY

<b>EQUIVALENT</b>	-
<b>TYPE</b>	Lecture and accompanying Exercise
<b>SIZE OF GROUP</b>	Up to 60
<b>CREDIT POINTS</b>	4 CP
<b>CONTACT HOURS</b>	4 CH per week
<b>WORKLOAD</b>	120 h
<b>BIBLIOGRAPHY</b>	<p>Cypher, J.M. and J.L. Dietz (2008) <i>The Process of Economic Development</i>, 3<sup>rd</sup> ed., London: Routledge.</p> <p>Ray, D. (1999) <i>Development Economics</i>, Princeton, NJ: Princeton University Press.</p> <p>Todaro, M.P. and S.C. Smith (2008) <i>Economic Development</i>, 10<sup>th</sup> ed., Harlow: Addison Wesley Pearson.</p>
<b>CONTENT</b>	<p>The course is concerned with the nature, scope, and effects of policies designed to promote economic growth and development in poor and emerging countries.</p> <p>After an introduction into the debate on human development, indicators for the level of development are identified and characteristics of developing, transition, and developed countries are discussed. The course proceeds by analysing historical and current development issues and covering development and growth theory. Problems regarding the improvement of the economic and social situation in developing countries are identified and discussed. Aspects covered include:</p> <ul style="list-style-type: none"> <li>• poverty and vulnerability</li> <li>• lack of human capital and capital in kind</li> <li>• technology</li> <li>• population growth, migration</li> <li>• world trade system. foreign economic restrictions</li> <li>• global environmental change</li> <li>• bad governance</li> </ul> <p>The course then introduces various development strategies, including</p> <ul style="list-style-type: none"> <li>• growth policy</li> <li>• structural policy</li> <li>• trade policy measures</li> <li>• foreign direct investments</li> <li>• sustainable development</li> </ul> <p>and discusses their limitations, merits, and caveats.</p> <p>It follows a critical description and categorisation of different forms of development cooperation.</p>

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**IR\_17 PUBLIC INTERNATIONAL LAW**


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<b>MODULE-NO.</b>	IR_17
<b>EQUIVALENT</b>	-
<b>RESPONSIBLE PROFESSOR</b>	N.N.
<b>TYPE</b>	Lecture and accompanying Practical Training
<b>SIZE OF GROUP</b>	Up to 60
<b>CREDIT POINTS</b>	5 CP
<b>CONTACT HOURS</b>	4 CH per week
<b>WORKLOAD</b>	150 h
<b>SIGNIFICANCE OF MARK</b>	2.9 %
<b>STUDY SEMESTER</b>	3 <sup>rd</sup> Semester
<b>OFFER</b>	Winter Term
<b>LANGUAGE</b>	English
<b>CLASSIFICATION</b>	Required Course
<b>PREREQUISITES</b>	None
<b>RECOMMENDED PREREQUISITES</b>	None
<b>REQUIREMENTS FOR THE AWARDING OF CREDIT POINTS</b>	Examination
<b>POSSIBLE EXAMINATION</b>	Written Exam, Assignment, or any combination
<b>LEARNING OUTCOMES</b>	The course aims at providing students with the basic knowledge of the principles and concepts of public international law, its characteristics and elements, sources and historical development. It will develop student's ability to explain the importance of world peace and international cooperation both of which are prominent goals for the international community. Further, students will be able to illustrate the work of international organisations and show its practical meaning. They can investigate current international conflicts and formulate possible solutions.
<b>BIBLIOGRAPHY</b>	Brownlie, I. (2008) <i>Principles of Public International Law</i> , Oxford: Oxford University Press. Harris, D.J. (2010) <i>Cases and Materials on International Law</i> , 7 <sup>th</sup> revised ed., London: Sweet & Maxwell. Kaczorowska, A. (2010) <i>Public International Law</i> , 4 <sup>th</sup> ed., Abingdon: Routledge. Shaw, M.N. (2008) <i>International Law</i> , 6 <sup>th</sup> ed., Cambridge: Cambridge University Press.
<b>CONTENT</b>	The module introduces to contemporary international public law, its nature, sources, and development. It covers important organisations of public international law, such as the United Nations, and defines their rights and obligations vis-à-vis the states of the world. This includes the issues of diplomacy, international treaties, international and regional organizations, the means for resolving international conflicts, and the legal principles governing situations of land, sea and air wars, as well as the principles of international neutrality.

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**IR\_18 PROJECT**


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<b>MODULE-NO.</b>	IR_18
<b>EQUIVALENT</b>	-
<b>RESPONSIBLE PROFESSOR</b>	Prof. Dr Jakob Lempp
<b>TYPE</b>	Project
<b>SIZE OF GROUP</b>	Up to 30
<b>CREDIT POINTS</b>	5 CP
<b>CONTACT HOURS</b>	2 CH per week
<b>WORKLOAD</b>	150 h
<b>SIGNIFICANCE OF MARK</b>	2.9 %
<b>STUDY SEMESTER</b>	3 <sup>rd</sup> Semester
<b>OFFER</b>	Winter Term
<b>LANGUAGE</b>	English
<b>CLASSIFICATION</b>	Required Course
<b>PREREQUISITES</b>	None
<b>RECOMMENDED PREREQUISITES</b>	IR_7
<b>REQUIREMENTS FOR THE AWARDING OF CREDIT POINTS</b>	Examination
<b>POSSIBLE EXAMINATION</b>	Assignment
<b>LEARNING OUTCOMES</b>	The students are expected to develop and make use of academic skills necessary to fulfil the task of understanding, analysing and treating an academic issue independently.
<b>BIBLIOGRAPHY</b>	<p>Gray, C., and E. Larson (2011) <i>Project Management: The Managerial Process (International Editions)</i>, McGraw-Hill.</p> <p>Fakultät Gesellschaft und Ökonomie der Hochschule Rhein-Waal (2011) <i>Academic Writing Manual</i>, mimeo.</p> <p>Weissman, J. (2008) <i>Presenting to Win: The Art of Telling Your Story</i>, 2<sup>nd</sup> ed., Upper Saddle River, NJ: Prentice Hall.</p> <p>Further reading: topic dependent.</p>
<b>CONTENT</b>	<p>Students get a list of topics related to one special field of studies or related to interdisciplinary work. Topics might be more practical or more literately orientated. 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.</p> <p>At the end of the Project the major findings have to be presented to all participants.</p>

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**IR\_19 COMPETITION AND REGULATION**


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<b>MODULE-NO.</b>	IR_19
<b>EQUIVALENT</b>	IB_19
<b>RESPONSIBLE PROFESSOR</b>	Prof. Dr Jörn Sickmann
<b>TYPE</b>	Lecture and accompanying Exercise
<b>SIZE OF GROUP</b>	Up to 120
<b>CREDIT POINTS</b>	5 CP
<b>CONTACT HOURS</b>	4 CH per week
<b>WORKLOAD</b>	150 h
<b>SIGNIFICANCE OF MARK</b>	2.9 %
<b>STUDY SEMESTER</b>	4 <sup>th</sup> Semester
<b>OFFER</b>	Summer Term
<b>LANGUAGE</b>	English
<b>CLASSIFICATION</b>	Required Course
<b>PREREQUISITES</b>	None
<b>RECOMMENDED PREREQUISITES</b>	IR_2
<b>REQUIREMENTS FOR THE AWARDING OF CREDIT POINTS</b>	Examination
<b>POSSIBLE EXAMINATION</b>	Written Exam, Assignment, or any combination
<b>LEARNING OUTCOMES</b>	<p>This course covers the most important economic theories of both competition policy and regulation. Economic theories will be introduced and applied to real world industries, taking into account the significant changes in economic thinking, policy making and case law of the recent decades. A particular focus will be on network industries such as telecoms, energy and transport, in which a wave of liberalisation and privatisation took place in the 1980ies and 1990ies. These industries are still today characterised by sector-specific industry regulation, with the focus shifting just recently from opening up these markets for competition towards incentivizing private investments in new network infrastructure.</p> <p>At the end of this course, students will have a thorough understanding of the economic rationale for competition policy and regulation, its main instruments and its impact on the economy. Students will also be able to develop some first views about limitations of the economic concepts discussed in this course. They will furthermore be able to evaluate policy decisions of national regulators, competition authorities and other policy makers against the background of economic efficiency. Students will be prepared to analyse and compare regulatory regimes across different countries and world regions.</p>
<b>BIBLIOGRAPHY</b>	<p>Main Textbooks:</p> <p>Motta, M. (2004) <i>Competition Policy, Theory and Practice</i>, 1<sup>st</sup> ed., Cambridge.</p> <p>Sherman, R. (2008) <i>Market Regulation</i>, 1<sup>st</sup> ed., Boston.</p> <p>Viscusi, W. K., Harrington, J.E., Vernon, J.M. (2005) <i>Economics of Regulation and Antitrust</i>, 4th ed., Cambridge.</p>

	<p>Industrial Organization Literature:</p> <p>Carlton, D. W., Perloff, J. M. (2008) <i>Modern industrial organization</i>, 4<sup>th</sup> ed.</p> <p>Lipczynski, J., Wilson, J., Goddard, J. (2011) <i>Industrial Organization: Competition, Strategy, Policy</i>, 3<sup>rd</sup> ed.</p> <p>Waldman, D.E., Jensen, E. J. (2007) <i>Industrial organisation: theory and practice</i>, 3<sup>rd</sup> ed.</p> <p>Further reading will be recommended as the course progresses.</p>
<p><b>CONTENT</b></p>	<p>The following topics will be covered:</p> <ul style="list-style-type: none"> <li>• Market failure as justification for government intervention</li> <li>• The four Pillars of Competition Policy</li> <li>• Merger Control</li> <li>• Abuse of dominance</li> <li>• Cartels</li> <li>• State Aid</li> <li>• Competition Policy vs. Regulation</li> <li>• Natural Monopoly and Regulation</li> <li>• Different theories of regulation</li> <li>• Contestable Markets and the disaggregated regulatory approach</li> <li>• Regulatory Instruments: structural vs. behavioural regulation</li> <li>• Price regulation: first &amp; second best, access pricing</li> <li>• Rate of Return regulation, Incentive Regulation</li> <li>• Regulation of telecoms &amp; Energy</li> <li>• Institutions of Regulation</li> </ul>

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**IR\_20 SOCIOCULTURAL FACTORS**


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<b>MODULE-NO.</b>	IR_20
<b>COURSES</b>	IR_20.1 Sociology of International Relations IR_20.2 Intercultural Management
<b>EQUIVALENT</b>	-
<b>RESPONSIBLE PROFESSOR</b>	N.N.
<b>CREDIT POINTS</b>	5 CP
<b>CONTACT HOURS</b>	4 CH per week
<b>WORKLOAD</b>	150 h
<b>SIGNIFICANCE OF MARK</b>	2.9 %
<b>STUDY SEMESTER</b>	4 <sup>th</sup> Semester
<b>OFFER</b>	Summer Term
<b>LANGUAGE</b>	English
<b>CLASSIFICATION</b>	Required Course
<b>PREREQUISITES</b>	None
<b>RECOMMENDED PREREQUISITES</b>	IR_3.2
<b>REQUIREMENTS FOR THE AWARDING OF CREDIT POINTS</b>	Examination
<b>POSSIBLE EXAMINATION</b>	Written Exam, Assignment, or any combination
<b>LEARNING OUTCOMES</b>	<p>The aim of this module is to equip students with a thorough understanding of the sociological foundations and opportunities and challenges of international and supranational social activity finding itself in the micro level application of intercultural management.</p> <p>Graduates will be able to compose examples of international and supranational social activity and identify potential problem areas. They will be equipped to use core theoretical sociological concepts and methods to interpret and analyse various aspects of these areas and to contrast their approaches and findings with those from the disciplines of economics and political sciences.</p> <p>Students will be able to discuss the concept of culture and how it applies to international cultural issue. Hence the students will be able to identify some of the main factors that influence how decisions are made in cross-cultural management contexts. They are able to assess critically some of the ethical issues inherent in cross-cultural and international management decision-making against a background of globalisation and “culture shift.”</p>

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 IR\_20.1 SOCIOLOGY OF INTERNATIONAL RELATIONS

<b>EQUIVALENT</b>	-
<b>TYPE</b>	Lecture
<b>SIZE OF GROUP</b>	Up to 60
<b>CREDIT POINTS</b>	3 CP
<b>CONTACT HOURS</b>	2 CH per week
<b>WORKLOAD</b>	90 h
<b>BIBLIOGRAPHY</b>	<p>Bloom, W. (1993) <i>Personal identity, national identity, and international relations</i>, Cambridge: Cambridge University Press.</p> <p>Giddens, A. (2009) <i>Sociology</i>, 6<sup>th</sup> ed., Cambridge: Cambridge University Press.</p> <p>Hobden, S. and J.M. Hobson, eds. (2002) <i>Historical sociology of international relations</i>, Cambridge: Cambridge University Press.</p> <p>McSweeney, B. (1999) <i>Security, identity, and interest:s a sociology of international relations</i>, Cambridge: Cambridge University Press.</p>
<b>CONTENT</b>	<p>Customarily the discipline of sociology has focused mainly on intranational social activity. In the last two decades there has been an increasing attention towards international and supranational, and concomitant intersocietal social activity. With the help of concepts from (historical) sociology and empirical methods issues from international relations are discussed from a sociological perspective and contrasted to the economic and political science approach. Issues to be discussed include among others state and society, national pride, and nationalism.</p>

## IR\_20.2 INTERCULTURAL MANAGEMENT

<b>EQUIVALENT</b>	IB_9.1, TL_27.3
<b>TYPE</b>	Lecture
<b>SIZE OF GROUP</b>	Up to 150
<b>CREDIT POINTS</b>	2 CP
<b>CONTACT HOURS</b>	2 CH per Week
<b>WORKLOAD</b>	60 h
<b>BIBLIOGRAPHY</b>	<p>Gesteland, R. (2002) <i>Cross-cultural Business Behaviour: Marketing, Negotiating and Managing Across Cultures</i>, 3<sup>rd</sup> ed., Copenhagen Business School Press.</p> <p>Hodgetts, R., Luthans, F., and Doh, J. (2005) <i>International Management: Culture, Strategy and Behavior</i>, 6<sup>th</sup> ed., McGraw-Hill/Irwin.</p> <p>Mead, R. and Andrews, T. G. (2009) <i>International Management: Culture and Beyond</i>, 4<sup>th</sup> ed., Wiley-Blackwell.</p> <p>Trompenaars, F. and Woolliams, P. (2004) <i>Marketing Across Culture</i>, 1<sup>st</sup> ed., Capston.</p> <p>Trompenaars, F. and C. Hampden-Turner. (2012) <i>Riding the Waves of Culture: Understanding Cultural Diversity in Business</i>, Mcgraw Hill Book.</p>
<b>CONTENT</b>	<p>Intercultural differences have a great influence on management decisions and outcomes. For managers, intercultural competence is one of the most important requirements for working successfully in a global environment. The course is aimed to understand the key concepts of intercultural management and to apply these concepts through a variety of practical examples. Therefore the course deals with the cross-cultural comparisons of management and communications processes.</p> <p>Main topics to be covered include:</p> <ul style="list-style-type: none"> <li>• introduction to international management and culture</li> <li>• relevance of intercultural management</li> <li>• concepts and functions of culture</li> <li>• comparing cultures</li> <li>• movement in the culture</li> <li>• culture and management: organisation, motivation and leadership in different cultures</li> <li>• intercultural competence</li> <li>• intercultural communication and negotiations</li> <li>• international business behaviour</li> </ul>

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**IR\_21 INTERNATIONAL LAW**


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<b>MODULE-NO.</b>	IR_21
<b>COURSES</b>	IR_21.1 International Taxation IR_21.2 International Business Law
<b>EQUIVALENT</b>	IB_10
<b>RESPONSIBLE PROFESSOR</b>	N.N.
<b>CREDIT POINTS</b>	5 CP
<b>CONTACT HOURS</b>	4 CH per week
<b>WORKLOAD</b>	150 h
<b>SIGNIFICANCE OF MARK</b>	2.9 %
<b>STUDY SEMESTER</b>	4 <sup>th</sup> Semester
<b>OFFER</b>	Summer Term
<b>LANGUAGE</b>	English
<b>CLASSIFICATION</b>	Required Course
<b>PREREQUISITES</b>	None
<b>RECOMMENDED PREREQUISITES</b>	None
<b>REQUIREMENTS FOR THE AWARDING OF CREDIT POINTS</b>	Examination
<b>POSSIBLE EXAMINATION</b>	Written Exam
<b>LEARNING OUTCOMES</b>	<p>Through the successful participation in this module the students are able to describe the basic principles of national taxation and discuss the principles of international taxation. They are able to compare the impact of the different methods to eliminate double taxation and solve easy cases of international taxation using Double Taxation Agreements. Furthermore the module covers business law on European as well as international level and provides some comparative analysis of different jurisdictions. The students shall be enabled to convey the systematic knowledge and the techniques of working with legal texts necessary for a graduate in business to solve legal problems in international business relationships. By the end of the module students will be able to explain the basics of International Taxation and the principles of international business law, including the law governing contracts, tort, consumer protection, and trade in international relations. They can distinguish the meaning of different contractual terms and are able to propose adequate stipulations for international contracts. Further, students are able to compare critically the benefits of different legal forms of companies and their impact on ownership and responsibility of management.</p>

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 IR\_21.1 INTERNATIONAL TAXATION

<b>EQUIVALENT</b>	IB_10.1
<b>TYPE</b>	Lecture
<b>SIZE OF GROUP</b>	Up to 120
<b>CREDIT POINTS</b>	3 CP
<b>CONTACT HOURS</b>	2 CH per week
<b>WORKLOAD</b>	90 h
<b>BIBLIOGRAPHY</b>	<p>Djanani, C. G. Brähler, and C. Lösel, (2007) <i>German Income Tax</i>, Frankfurt am Main: Verlag Recht und Wirtschaft.</p> <p>Rasmussen, M. (2011) <i>International Double Taxation</i>, Alpen/Rhein: Kluwer Law International.</p> <p>Rohatgi, R. (2005) <i>Principles of International Taxation</i>, London: Richmond Law &amp; Tax Ltd.</p>
<b>CONTENT</b>	<p>Main topics to be covered include:</p> <ul style="list-style-type: none"> <li>• Taxation as an important example for the complexity of everyday events when happening in an international context; taxation as an example for a legal matter which is relevant in most cases and is very complicated in international cases, although the people acting mostly do not know about those complexities</li> <li>• Taxation as an important example how the coexistence of different national legal rules in a cross-border case may gravely influence the behavior of all persons involved and/or distort the normal behavior of people</li> <li>• basics in taxation: fundamental terms, tax liability, tax base and tax tariff</li> <li>• basic principles of international taxation: principles of international tax law, double taxation and minor taxation, methods for elimination of double taxation</li> <li>• double tax agreements: OECD model convention, taxation of income (Art. 6-21) and elimination of double taxation (Art. 23)</li> </ul>

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 IR\_21.2 INTERNATIONAL BUSINESS LAW

<b>EQUIVALENT</b>	IB_10.2, TL_27.7
<b>TYPE</b>	Lecture
<b>SIZE OF GROUP</b>	Up to 150
<b>CREDIT POINTS</b>	2 CP
<b>CONTACT HOURS</b>	2 CH per week
<b>WORKLOAD</b>	60 h
<b>BIBLIOGRAPHY</b>	<p>Cahn, A. and D. Donald (2010) <i>Comparative Company Law</i>, Cambridge: Cambridge University Press.</p> <p>Schaffer, R., B. Earle, and F. Agusti (2011) <i>International Business Law and Its Environment</i>, 8<sup>th</sup> ed., Mason, OH: South-Western.</p>
<b>CONTENT</b>	<p>The course compares company laws of different legal systems. Variances in establishment and control of companies, shareholder rights, and management responsibilities are highlighted, and contrasted to the situation in Germany.</p>

	<p>Further on, this course deals with the fundamental principles of international trade law; in particular, the CISG (convention on contracts for the international sale of goods) is covered, which is applicable to most international sales contracts. Emphasis will be placed on contract law in view of legal problems facing typical contracts in the field of international commerce. The course covers elementary issues like risk and liability in international transport. The work of international organisations such as the UN and the WTO in the field of international contracts is examined. EU business law and the impact of EU law on trade within the internal market complete the picture.</p>
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## IR\_22 ENERGY AND ENVIRONMENTAL POLICY

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<b>MODULE-NO.</b>	IR_22
<b>EQUIVALENT</b>	-
<b>RESPONSIBLE PROFESSOR</b>	Prof. Dr Gernot Müller
<b>TYPE</b>	Lecture and accompanying Exercise
<b>SIZE OF GROUP</b>	Up to 60
<b>CREDIT POINTS</b>	5 CP
<b>CONTACT HOURS</b>	4 CH per week
<b>WORKLOAD</b>	150 h
<b>SIGNIFICANCE OF MARK</b>	2.9 %
<b>STUDY SEMESTER</b>	4 <sup>th</sup> Semester
<b>OFFER</b>	Summer Term
<b>LANGUAGE</b>	English
<b>CLASSIFICATION</b>	Required Course
<b>PREREQUISITES</b>	None
<b>RECOMMENDED PREREQUISITES</b>	None
<b>REQUIREMENTS FOR THE AWARDING OF CREDIT POINTS</b>	Examination
<b>POSSIBLE EXAMINATION</b>	Written Exam, Oral Exam
<b>LEARNING OUTCOMES</b>	<p>At the end of the course students will comprehend energy and environmental policy measures and market evolution, and interpret and analyze them based on relevant methods from economics and political science. Specifically, they will be equipped with the basic and intermediate concepts used in energy and environmental economics that help to explain European, US and global policy development. Students will also apply these tools in order to discuss current policy issues and to elaborate future scenarios.</p>
<b>BIBLIOGRAPHY</b>	<p>Bhattacharyya, S. C. (2011) <i>Energy Economics: Concepts, Issues, Markets, and Governance</i>, London: Springer.</p> <p>Duffield, J. S., and V. L. Birchfield, ed. (2011) <i>Toward a Common European Union Energy Policy: Problems, Progress, and Prospects</i>, New York et al: Palgrave Macmillan.</p> <p>Jordan, A., and C. Adelle, ed. (2013) <i>Environmental Policy in the EU: Actors, Institutions and Processes</i>, 3<sup>rd</sup> ed., London – New York: Routledge.</p>

	<p>Tietenberg, T., and L. Lewis (2012) <i>Environmental &amp; Natural Resource Economics</i>, 9<sup>th</sup> intern. ed., Boston et al: Pearson.</p> <p>Vig, N. J., and M. E. Kraft, ed. (2013) <i>Environmental Policy – New Directions for the 21st Century</i>, 8<sup>th</sup> ed., Los Angeles et al: Sage/CQPress.</p>
<p><b>CONTENT</b></p>	<p>Special attention will be paid to current energy and environmental problems from a political, social and economic perspective. Main topics to be touched include the subsequent aspects:</p> <ul style="list-style-type: none"> <li>• recent trends, current issues, and future prospects and challenges of energy and environmental policymaking from a European, US, emerging/developing countries' and global perspective;</li> <li>• principles, strategies, goals and instruments of energy and environmental policy; institutional and legal setting;</li> <li>• change of energy markets (supply and demand, availability, costs and prices);</li> <li>• relevant methods and concepts of political science, and of energy and environmental economics;</li> <li>• specific topics of energy policy: use of oil, natural gas, and coal, nuclear power (and its consequences), and renewable and alternative resources; application of ICT; liberalization of electricity and gas supply; regulation of energy markets (e.g. price controls);</li> <li>• specific topics of natural resource and environmental policy: use of land, water, forests, and species; waste disposal and resource recycling; noise; pollution of air, water and soil; climate change and global warming; environmental policy instruments (standards, taxes and charges, emissions trading); population and sustainable development.</li> </ul> <p>The relevant concepts will be presented, explained, assessed, and applied to case studies throughout the course.</p>

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**IR\_23 INTERNATIONAL FINANCIAL MARKETS**


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<b>MODULE-NO.</b>	IR_23
<b>EQUIVALENT</b>	-
<b>RESPONSIBLE PROFESSOR</b>	Prof. Dr Ralf Bauer
<b>TYPE</b>	Lecture and accompanying exercise
<b>SIZE OF GROUP</b>	Up to 60
<b>CREDIT POINTS</b>	5 CP
<b>CONTACT HOURS</b>	4 CH per week
<b>WORKLOAD</b>	150 h
<b>SIGNIFICANCE OF MARK</b>	2.9 %
<b>STUDY SEMESTER</b>	5 <sup>th</sup> Semester
<b>OFFER</b>	Winter Term
<b>LANGUAGE</b>	English
<b>CLASSIFICATION</b>	Required Course
<b>PREREQUISITES</b>	None
<b>RECOMMENDED PREREQUISITES</b>	None
<b>REQUIREMENTS FOR THE AWARDING OF CREDIT POINTS</b>	Examination
<b>POSSIBLE EXAMINATION</b>	Written Exam
<b>LEARNING OUTCOMES</b>	After having attended the course students should have a good knowledge of financial markets and relevant asset classes. They should be able to determine the value of selected financial instruments by applying no arbitrage concept. They should understand the importance to measure and manage risks and the reason to regulate financial markets.
<b>BIBLIOGRAPHY</b>	<p>Barucci, E. (2002) <i>Financial Markets Theory: Equilibrium, Efficiency and Information</i>, 1<sup>st</sup> ed., Heidelberg: Springer.</p> <p>Belke, A., and T. Polleit (2009) <i>Monetary Economics in Globalised Financial Markets</i>, Heidelberg: Springer.</p> <p>Brealey, R., Myers, S. and Allen F. (2011): <i>Principles of Corporate Finance</i>, McGraw-Hill.</p> <p>Hillier, D., M. Grinblatt, and S. Titman (2008) <i>Financial Markets and Corporate Strategy: European edition</i>, McGraw-Hill Higher Education.</p> <p>Pilbeam, K. (2005) <i>Finance and Financial Markets</i>, 2<sup>nd</sup> ed., London: Palgrave Macmillan.</p> <p>Valdez, S., and P. Molyneux (2010) <i>An Introduction to Global Financial Markets</i>, 6<sup>th</sup> ed., London: Palgrave Macmillan.</p>
<b>CONTENT</b>	<p>The following chapters will be presented in class lectures:</p> <ul style="list-style-type: none"> <li>• financial markets (history and present)</li> <li>• institutions on financial markets</li> <li>• role of banks and their business</li> <li>• asset classes and financial products (equity, bonds, and derivatives)</li> </ul>

	<ul style="list-style-type: none"><li>• valuation of financial products (no-arbitrage concept, bond valuation, derivative pricing)</li><li>• FX markets</li><li>• risk measurement and management</li><li>• regulation of financial markets</li><li>• challenges of financial markets in future</li></ul> <p>There are exercises to value certain financial instruments.</p>
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**IR\_24 NEW TRENDS AND THREATS IN POLITICS**


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<b>MODULE-NO.</b>	IR_24
<b>COURSES</b>	IR_24.1 Globalisation IR_24.2 Terrorism and International Politics
<b>EQUIVALENT</b>	-
<b>RESPONSIBLE PROFESSOR</b>	Prof. Dr Jakob Lempp
<b>CREDIT POINTS</b>	6 CP
<b>CONTACT HOURS</b>	4 CH per week
<b>WORKLOAD</b>	180 h
<b>SIGNIFICANCE OF MARK</b>	3.5 %
<b>STUDY SEMESTER</b>	5 <sup>th</sup> Semester
<b>OFFER</b>	Winter Term
<b>LANGUAGE</b>	English
<b>CLASSIFICATION</b>	Required Course
<b>PREREQUISITES</b>	None
<b>RECOMMENDED PREREQUISITES</b>	IR_8
<b>REQUIREMENTS FOR THE AWARDING OF CREDIT POINTS</b>	Examination
<b>POSSIBLE EXAMINATION</b>	Written Exam, Assignment, or any combination
<b>LEARNING OUTCOMES</b>	<p>Upon successful completion of the module students will be able to contribute to the current debate on new trends and threats in politics, in particular concerning the topics of globalisation and terrorism.</p> <p>The course will enable the students to analyse and interpret globalisation trends in the context of international relations and politics. The students will discuss the effects of globalisation on international allocation of power and politics and the changing role of states and regional powers.</p> <p>Graduates will be able to identify nature, causes and consequences of terrorism and the resulting challenges for the international fold.</p>

## IR\_24.1 GLOBALISATION

<b>EQUIVALENT</b>	-
<b>TYPE</b>	Lecture
<b>SIZE OF GROUP</b>	Up to 60
<b>CREDIT POINTS</b>	4 CP
<b>CONTACT HOURS</b>	2 CH per week
<b>WORKLOAD</b>	120 h
<b>BIBLIOGRAPHY</b>	<p>Baylis, J., S. Smith, and P. Owens (2011) <i>The Globalization of World Politics</i>, Oxford: Oxford University Press.</p> <p>Beck, U. (2000) <i>What is Globalisation?</i>, Cambridge: Polity Press.</p>
<b>CONTENT</b>	<p>The course will provide the economic and political basis of globalisation and explain their impact on national and international institutions and develop an analytical and empirical framework for the understanding of challenges related to globalisation. Main topics to be covered include: globalisation theories, evolution of global systems, economic globalisation, globalisation and challenges, global governance, allocation of powers between national and international institutions, globalisation and pluralism, and globalisation and security.</p> <p>The relevant theories and comparative studies related globalisation and their effects on national sovereignty are presented and explained throughout the course.</p>

## IR\_24.2 TERRORISM AND INTERNATIONAL POLITICS

<b>EQUIVALENT</b>	-
<b>TYPE</b>	Lecture
<b>SIZE OF GROUP</b>	Up to 60
<b>CREDIT POINTS</b>	2 CP
<b>CONTACT HOURS</b>	2 CH per week
<b>WORKLOAD</b>	60 h
<b>BIBLIOGRAPHY</b>	<p>Ganor, B. (2007) <i>The Counter-Terrorism Puzzle: A Guide for Decision Makers</i>, Piscataway, NJ: Transaction Publishers.</p> <p>Hoffman, B. (2006) <i>Inside Terrorism</i>, New York: Columbia University Press.</p> <p>Pillar, P. (2008) Counterterrorism, in: Williams, P., ed. (2008) <i>Security Studies: An Introduction</i>, London: Routledge, pp. 376-388.</p> <p>Siegel, D.A. and J. K. Young (2009) Simulating Terrorism: Credible Commitment, Costly Signaling, and Strategic Behavior, <i>Political Science and Politics</i>, 42(4), pp. 765-771.</p>
<b>CONTENT</b>	<p>The course will discuss the nature, causes and consequences of terrorism and the resulting challenges for the international fold. In particular, the following aspects are covered: definition (missing legitimation, use of violence, etc.) and cause of the phenomenon (political, ethnical, religious); historical overview of terroristic acts; change of characteristics over time (from transnational to global; influences of globalisation on terrorism-information-exchange, new technologies, coordination and mobility); prevention of terrorism as challenge for the international fold (boundaries of nation-state-activities, international efforts and initiatives, danger of free-rider-problems, etc.).</p>

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**IR\_25 DIPLOMATIC SKILLS**


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<b>MODULE-NO.</b>	IR_25
<b>COURSES</b>	IR_25.1 Political Leadership IR_25.2 Decisions and Game Theory
<b>EQUIVALENT</b>	-
<b>RESPONSIBLE PROFESSOR</b>	Prof. Dr Thomas Pitz
<b>CREDIT POINTS</b>	6 CP
<b>CONTACT HOURS</b>	4 CH per week
<b>WORKLOAD</b>	180 h
<b>SIGNIFICANCE OF MARK</b>	3.5 %
<b>STUDY SEMESTER</b>	5 <sup>th</sup> Semester
<b>OFFER</b>	Winter Term
<b>LANGUAGE</b>	English
<b>CLASSIFICATION</b>	Required Course
<b>PREREQUISITES</b>	None
<b>RECOMMENDED PREREQUISITES</b>	None
<b>POSSIBLE EXAMINATION</b>	Written Exam, Oral Exam, or any combination
<b>LEARNING OUTCOMES</b>	<p><i>Political Leadership:</i> The students will be able to characterize the significant elements of leadership in complex political and institutional environments, and in various cultural settings; the mechanism of leadership choices in crisis and non-crisis settings. They will know about possible patterns of negotiations and can differentiate between various leadership styles. The students will be in the position to describe processes of majority formation and to reflect the role of internal sub-grouping. They will be able to reproduce and to analyse the essential features of political communication by means of practical examples; they will become familiar with different instruments of political communication.</p> <p><i>Decision and Game Theory:</i> By the end of the module students will be familiarized with theoretical concepts of decision and game theory. The students are able to classify different situations of individual decision making in terms of certainty, risk and uncertainty. They learn how to characterize mathematically risk neutral, risk averse or risk seeking decision maker.</p> <p>With game theoretical tools the students learn to model and analyse strategic behaviour in situations of interactive decision making. The students learn how to determine pure and mixed Nash equilibria in non-cooperative games and how to apply a backward induction in an extensive form game.</p>

## IR\_25.1 POLITICAL LEADERSHIP

<b>EQUIVALENT</b>	-
<b>TYPE</b>	Lecture
<b>SIZE OF GROUP</b>	Up to 60
<b>CREDIT POINTS</b>	4 CP
<b>CONTACT HOURS</b>	2 CH per week
<b>WORKLOAD</b>	120 h
<b>BIBLIOGRAPHY</b>	<p>Blondel J. (1987) <i>Political Leadership, Towards a General Analysis</i>, London: Sage</p> <p>Elcock, H.J. (2001) <i>Political Leadership</i>, Cheltenham: Edward Elgar.</p> <p>Machiavelli, N. (~1513) <i>The Prince</i>.</p> <p>Elgie R. (1995) <i>Political Leadership in Liberal Democracies</i>, London: Macmillan.</p> <p>Schofield, N. (2011) <i>Leadership or Chaos: The Heart and Soul of Politics</i>, Heidelberg: Springer.</p>
<b>CONTENT</b>	<p>Political Leadership is essential in all forms of government: democracy, authoritarianism, totalitarianism, even terrorist networks. Certain general qualities of leadership can be named for example ambition; but some are particular to a given type of politics. This course will give an overview of several kinds of leadership but the problems of leadership in democratic political structures are most important here. The main focus of this course will be on the political nature, mechanism, and concrete outcomes of leadership in pluralistic political systems with a particular emphasis on modern and contemporary European politics. There will be also an interdisciplinary discussion of related topics from political science, sociology, cultural anthropology, and international relation studies.</p> <p>Particular themes are:</p> <ul style="list-style-type: none"> <li>• Theory of leadership</li> <li>• Dimensions and characteristics of political leadership</li> <li>• Leadership in democratic and non-democratic settings</li> <li>• Leadership in critical and crisis situations</li> </ul>

## IR\_25.2 DECISIONS AND GAME THEORY

<b>EQUIVALENT</b>	GD_27.12, TL_27.10
<b>TYPE</b>	Lecture
<b>SIZE OF GROUP</b>	Up to 120
<b>CREDIT POINTS</b>	2 CP
<b>CONTACT HOURS</b>	2 CH per Week
<b>WORKLOAD</b>	60 h
<b>BIBLIOGRAPHY</b>	<p>Binmore, K. (2007) <i>Playing for Real: A Text on Game Theory</i>, Oxford University Press.</p> <p>Dixit, A., S. Skeath and D. Reiley (2009) <i>Games of Strategy</i>, 3<sup>rd</sup> ed., Norton.</p> <p>Gibbons, R. (1992) <i>Game Theory for Applied Economists - A Primer in Game Theory</i>. Princeton University Press.</p> <p>Gilboa, I. (2009) <i>Theory of Decision under Uncertainty</i>, Cambridge University Press.</p> <p>Peterson, M. (2009) <i>An Introduction to Decision Theory</i>, Cambridge University Press.</p> <p>Webb, J. N. (2006) <i>Game Theory: Decisions, Interaction and Evolution</i>, London: Springer.</p>
<b>CONTENT</b>	<p>The aim of the course is to familiarize the students with theoretical and practical aspects of decision and game theory. Both theories are strongly related to mathematical concepts of strategic reasoning. The basic concepts of the theory of individual decision-making under certainty, uncertainty and risk will be explained. Further, the course covers mathematical techniques and tools of the theory of non-cooperative games. The normal and in extensive form of games will be discussed. 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.</p> <p>Main topics to be covered include:</p> <ul style="list-style-type: none"> <li>• Mathematical preliminaries: logic, probability theory, calculus</li> <li>• Decision under certainty</li> <li>• Decision under uncertainty</li> <li>• Decision under risk</li> <li>• Normal form games</li> <li>• Dominance and Nash Equilibrium</li> <li>• Mixed strategies</li> <li>• Bayes Games</li> <li>• Selected Topics to the course of studies: Arrow paradox, Voting Games, Auctions, Mechanism Design</li> </ul>

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**IR\_26 PROJECT**


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<b>MODULE-NO.</b>	IR_26
<b>EQUIVALENT</b>	-
<b>RESPONSIBLE PROFESSOR</b>	Prof. Dr Jakob Lempp
<b>TYPE</b>	Project
<b>SIZE OF GROUP</b>	Up to 30
<b>CREDIT POINTS</b>	5 CP
<b>CONTACT HOURS</b>	2 CH per week
<b>WORKLOAD</b>	150 h
<b>SIGNIFICANCE OF MARK</b>	2.9 %
<b>STUDY SEMESTER</b>	5 <sup>th</sup> Semester
<b>OFFER</b>	Winter Term
<b>LANGUAGE</b>	English
<b>CLASSIFICATION</b>	Required Course
<b>PREREQUISITES</b>	None
<b>RECOMMENDED PREREQUISITES</b>	IR_7
<b>REQUIREMENTS FOR THE AWARDING OF CREDIT POINTS</b>	Examination
<b>POSSIBLE EXAMINATION</b>	Assignment
<b>LEARNING OUTCOMES</b>	The students are expected to develop and make use of academic skills necessary to fulfil the task of understanding, analysing and treating an academic issue independently.
<b>BIBLIOGRAPHY</b>	<p>Gray, C., and E. Larson (2011) <i>Project Management: The Managerial Process (International Editions)</i>, McGraw-Hill.</p> <p>Fakultät Gesellschaft und Ökonomie der Hochschule Rhein-Waal (2011) <i>Academic Writing Manual</i>, mimeo.</p> <p>Weissman, J. (2008) <i>Presenting to Win: The Art of Telling Your Story</i>, 2<sup>nd</sup> ed., Upper Saddle River, NJ: Prentice Hall.</p> <p>Further reading: topic dependent.</p>
<b>CONTENT</b>	<p>Students get a list of topics related to one special field of studies or related to interdisciplinary work. Topics might be more practical or more literately orientated. 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.</p> <p>At the end of the Project the major findings have to be presented to all participants.</p>

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**IR\_27 ELECTIVE SUBJECTS**


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<b>MODULE-NO.</b>	IR_27
<b>COURSES</b>	IR_27.1 Analysis of Political Crises IR_27.2 International Responses to Civil Wars IR_27.3 Public Governance IR_27.4 Conflict Management IR_27.5 International Commerce IR_27.6 Analysis of Economic Crises IR_27.7 International Market Research IR_27.8 Behavioural Economics IR_27.9 Industrial Policy IR_27.10 Growth Policy and Technological Change IR_27.11 Demographic Developments IR_27.12 International Gender Studies IR_27.13 Social Theory and Policy IR_27.14 Negotiation Strategies IR_27.15 Religion and International Relations IR_27.16 Corporate Social Responsibility
<b>CREDIT POINTS</b>	16 CP (out of 32 CP offered)
<b>CONTACT HOURS</b>	16 CH per Week
<b>WORKLOAD</b>	480 h
<b>SIGNIFICANCE OF MARK</b>	9.2 %
<b>STUDY SEMESTER</b>	4 <sup>th</sup> and 5 <sup>th</sup> Semester
<b>OFFER</b>	Summer and Winter Term
<b>CLASSIFICATION</b>	Elective Subjects
<b>REQUIREMENTS FOR THE AWARDING OF CREDIT POINTS</b>	Examination

## IR\_27.1 ANALYSIS OF POLITICAL CRISES

<b>EQUIVALENT</b>	-
<b>RESPONSIBLE PROFESSOR</b>	Prof. Dr Jakob Lempp
<b>TYPE</b>	Lecture
<b>SIZE OF GROUP</b>	Up to 30
<b>CREDIT POINTS</b>	2 CP
<b>CONTACT HOURS</b>	2 CH per Week
<b>STUDY SEMESTER</b>	4 <sup>th</sup> Semester
<b>OFFER</b>	Summer Term
<b>LANGUAGE</b>	English
<b>WORKLOAD</b>	60 h
<b>PREREQUISITES</b>	None
<b>RECOMMENDED PREREQUISITES</b>	IR_8 IR_15
<b>POSSIBLE EXAMINATION</b>	Assignment
<b>LEARNING OUTCOMES</b>	At the end of the course, students will be able to describe the components of a political crisis, define related terminology, and contrast different types of crises. They will be in the position to identify how and when low-stress situations escalate into a full-scale international crisis. In addition, they can identify processes and resources of crisis management and develop core elements of a crisis response plan. Moreover, during the lectures opportunities and benefits provided by a political crisis will be examined. The students will be taught how to extract and present the essence out of complex political science literature.
<b>BIBLIOGRAPHY</b>	Brecher, M. and P. James (1988) Patterns of Crisis Management, <i>Journal of Conflict Resolution</i> , 32(3) pp. 426-456.  Brecher, M. (1996) Crisis Escalation: Model and Findings, <i>International Political Science Review</i> , 17(2), pp. 215-230.  Dayton, B.W. (2004) Managing Crises in the Twenty-First Century, <i>International Studies Review</i> , 6, pp. 165-194.  Gourevitch, P.A. (1986) <i>Politics in Hard Times: Comparative Responses to International Economic Crises</i> . Ithaca: Cornell University Press.  Trumbore, P.F. and M.A. Boyer (2000) International Crisis: Decision-making as a Two-Level Process, <i>Journal of Peace Research</i> , 37(6), pp. 679-697.
<b>CONTENT</b>	Crisis is a ubiquitous concept in politics. Low-stress situations rapidly transform into extraordinary, uncertain, unstable, and dangerous situations, often including the threat or use of violence. Natural disasters or technical crises may turn into political crises too. A crisis is conditioned by systemic and behavioural reasons; often the old system can no longer be maintained. Prominent crises in recent time were the Cuba missile crisis, "9/11", the financial crisis in 2008, "Fukushima", or the Euro crisis, deeply affecting EU's decision-making. The course offers theoretical, methodological, and practical knowledge of political crises in international relations; it identifies key actors, various strategies, patterns of escalation or successful diffusion, and basics of crisis management. The course combines theoretical insights, case studies, and simulations.

## IR\_27.2 INTERNATIONAL RESPONSES TO CIVIL WARS

<b>EQUIVALENT</b>	-
<b>RESPONSIBLE PROFESSOR</b>	N.N.
<b>TYPE</b>	Lecture
<b>SIZE OF GROUP</b>	Up to 30
<b>CREDIT POINTS</b>	2 CP
<b>CONTACT HOURS</b>	2 CH per Week
<b>STUDY SEMESTER</b>	4 <sup>th</sup> Semester
<b>OFFER</b>	Summer Term
<b>LANGUAGE</b>	English
<b>WORKLOAD</b>	60 h
<b>PREREQUISITES</b>	None
<b>RECOMMENDED PREREQUISITES</b>	IR_8 IR_15
<b>POSSIBLE EXAMINATION</b>	Assignment
<b>LEARNING OUTCOMES</b>	Upon successful completion of this module students will be able to differentiate in the context of international relations between inter- and intranational conflicts and will be able to illustrate the dilemma of humanitarian actions. They will be able to apply their theoretical knowledge on civil wars and humanitarian actions to the analysis of concrete examples.
<b>BIBLIOGRAPHY</b>	<p>Hehir, A. (2009) <i>Humanitarian Interventions: An Introduction</i>, Basingstoke: Palgrave Macmillan.</p> <p>Newman, E. (2009) <i>Failed States and International Order: Constructing a Post-Westphalian World</i>, in: <i>Contemporary Security Policy</i>, 30(3), pp. 421-443.</p> <p>Weiss, T. G. (2007) <i>Humanitarian Interventions: Ideas in Action</i>, Cambridge: Polity Press.</p> <p>World Bank (2003) <i>Breaking the Conflict Trap: Civil War and Development Policy</i>, Washington, DC: Oxford University Press.</p>
<b>CONTENT</b>	<p>Main topics to be covered in this course:</p> <ul style="list-style-type: none"> <li>• definition and conceptual delimitation (what are civil wars, what are humanitarian actions, etc.)</li> <li>• development of humanitarian actions (rising number of international interventions, establishments, successes and failures)</li> <li>• humanitarian interventions as dilemma situation (international principles of the sovereignty and no-international versus international moral liabilities)</li> <li>• possibilities and limitations of acting in the framework of the United Nations (peace keeping missions of the NATO, veto power, lengthiness)</li> <li>• humanitarian interventions without UN mandate (justification versus criticism)</li> <li>• discussion of concrete examples: Afghanistan, Darfur, Kosovo, Somalia etc.</li> </ul>

## IR\_27.3 PUBLIC GOVERNANCE

<b>EQUIVALENT</b>	-
<b>RESPONSIBLE PROFESSOR</b>	Prof. Dr habil. Gregor van der Beek
<b>TYPE</b>	Lecture
<b>SIZE OF GROUP</b>	Up to 30
<b>CREDIT POINTS</b>	2 CP
<b>CONTACT HOURS</b>	2 CH per Week
<b>STUDY SEMESTER</b>	4 <sup>th</sup> Semester
<b>OFFER</b>	Summer Term
<b>LANGUAGE</b>	English
<b>WORKLOAD</b>	60 h
<b>PREREQUISITES</b>	None
<b>RECOMMENDED PREREQUISITES</b>	None
<b>POSSIBLE EXAMINATION</b>	Assignment
<b>LEARNING OUTCOMES</b>	Upon successful completion of this course students will be able to describe and apply key governance concepts and modes in a national, regional and global perspective. They will be able to discuss the shift from hierarchic government practices to cooperative and collaborative government procedures and will be able to critically analyse recent changes of conditions for public administration.
<b>BIBLIOGRAPHY</b>	Bovaird, T. and E. Löffler (2003) <i>Public Management and Governance</i> , New York, NY: Routledge.  McAuley, J. (2003) <i>An Introduction to Politics, State and Society</i> , London: Sage.  Osborne, S. (2010) <i>The New Public Governance</i> , New York, NY: Routledge.
<b>CONTENT</b>	At the end of the lecture students have learned about how to apply the theoretical knowledge gained in order to further analyse and conduct public governance processes. This result will be reached through case studies from different countries, governance levels and policy fields that have been presented at each session in order to confront the meaning of governance to reality and herewith to evaluate the strength and weaknesses of the governance approach.

## IR\_27.4 CONFLICT MANAGEMENT

<b>EQUIVALENT</b>	GD_27.8, IB_20.1
<b>RESPONSIBLE PROFESSOR</b>	N.N.
<b>TYPE</b>	Lecture
<b>SIZE OF GROUP</b>	Up to 120
<b>CREDIT POINTS</b>	2 CP
<b>CONTACT HOURS</b>	2 CH per Week
<b>STUDY SEMESTER</b>	4 <sup>th</sup> Semester
<b>OFFER</b>	Summer Term
<b>LANGUAGE</b>	English
<b>WORKLOAD</b>	60 h
<b>PREREQUISITES</b>	None
<b>RECOMMENDED PREREQUISITES</b>	IR_8 IR_15
<b>POSSIBLE EXAMINATION</b>	Assignment
<b>LEARNING OUTCOMES</b>	At the end of the course students are able to define different types of conflicts and to perceive conflicts and apply solutions. Graduates will be able to illustrate and interpret real conflicts theoretically.
<b>BIBLIOGRAPHY</b>	Bannink, F. (2010) <i>Handbook of Solution-Focused Conflict Management</i> , 2 <sup>nd</sup> ed., Cambridge: Hogrefe.  Jost, P.-J. and U. Weitzel (2010) <i>Strategic Conflict Management: A Game-Theoretical Introduction</i> , Cheltenham: Edward Elgar.
<b>CONTENT</b>	<p>First there will be an introduction to conflict management, including complexity of conflicts. Methods and approaches are provided to analyse conflicts, which is followed by explaining types of conflicts. The course will then deal with organisational conflicts in detail. Main topics to be covered include:</p> <ul style="list-style-type: none"> <li>• organisational conflicts and the importance of game theory</li> <li>• strategic conflict management</li> <li>• incentive systems and conflict management in an game theoretical approach</li> </ul> <p>Role Playing and best-practice examples are being used to demonstrate different phases to intervene conflicts.</p>

## IR\_27.5 INTERNATIONAL COMMERCE

<b>EQUIVALENT</b>	-
<b>RESPONSIBLE PROFESSOR</b>	N.N.
<b>TYPE</b>	Lecture
<b>SIZE OF GROUP</b>	Up to 30
<b>CREDIT POINTS</b>	2 CP
<b>CONTACT HOURS</b>	2 CH per Week
<b>STUDY SEMESTER</b>	4 <sup>th</sup> Semester
<b>OFFER</b>	Summer Term
<b>LANGUAGE</b>	English
<b>WORKLOAD</b>	60 h
<b>PREREQUISITES</b>	None
<b>RECOMMENDED PREREQUISITES</b>	None
<b>POSSIBLE EXAMINATION</b>	Assignment
<b>LEARNING OUTCOMES</b>	Upon successful completion of this module students will be able to illustrate the international dimension of commerce and will be able to compose examples for various aspects of the field.
<b>BIBLIOGRAPHY</b>	Ball, D.A. <i>et al.</i> (2010) <i>International Business: The Challenge of Global Competition</i> . New York, NY: McGraw-Hill/ Irwin.  Maidment, F.H. (2011) <i>International Business</i> , New York, NY: McGraw-Hill.
<b>CONTENT</b>	The management of international trade transactions is introduced, with emphasis on agency, distributorship, franchising agreements, import/export, and licensing. Students learn the theory and practice of conducting international negotiations and how to apply the self-regulatory standards used in international trade. The use of the internet and business-to-business e-commerce websites to transact international business is also examined. Introduces international trade as it is practiced today. Students learn how various industries have developed different international trade patterns and how the internet is rapidly changing this field. Import and export regulations are presented, including country of origin, customer screening, export licensing, quota/visa, required import/export documentation, and valuation. Students develop an import or export international business plan. An introduction to the research techniques and implementation strategies practiced in global marketing will be given. Students examine the major trends revolutionising international marketing, the evolution of international companies into global firms, and the expanding role of e-commerce.

## IR\_27.6 ANALYSIS OF ECONOMIC CRISES

<b>EQUIVALENT</b>	-
<b>RESPONSIBLE PROFESSOR</b>	Prof. Dr Thomas Pitz
<b>TYPE</b>	Lecture
<b>SIZE OF GROUP</b>	Up to 30
<b>CREDIT POINTS</b>	2 CP
<b>CONTACT HOURS</b>	2 CH per Week
<b>STUDY SEMESTER</b>	4 <sup>th</sup> Semester
<b>OFFER</b>	Winter Term
<b>LANGUAGE</b>	English
<b>WORKLOAD</b>	60 h
<b>PREREQUISITES</b>	None
<b>RECOMMENDED PREREQUISITES</b>	None
<b>POSSIBLE EXAMINATION</b>	Written Exam, Oral Exam, Assignment, or any combination
<b>LEARNING OUTCOMES</b>	After successful completion of this course the students are familiarized with mechanisms which caused financial crises. The students are able to analyze and assess the structure and dynamics of historical examples. Furthermore they are able to create scenario models to analyze actual economic crises and discuss their impact on the society.
<b>BIBLIOGRAPHY</b>	<p>Foster, J. B., Magdoff, F. (2009) <i>The Great Financial Crisis: Causes and Consequences</i>, Monthly Review Press.</p> <p>Galbraith, J.K. (1988) <i>The Great Crash: 1929</i>, Boston: Houghton Mifflin.</p> <p>Kehoe, T., Prescott, P. C. (2007) <i>Great Depressions of the Twentieth Century</i>, Federal Reserve Bank of Minneapolis.</p> <p>Kindleberger P., Aliber, R. (2005) <i>Manias, Panics, and Crashes: A History of Financial Crises</i>, Wiley.</p> <p>Krugman, P. R. (2009) <i>International economics: theory and policy</i>, Prentice Hall.</p>
<b>CONTENT</b>	<p>Over the past few decades economies had been hit by several severe financial crises. This course reflects the causes and consequences of economic and financial crises in general, the effects of such crises into other countries, and the possible methods to prevent similar crises in the future. The students become familiar with theoretical foundations, the macroeconomic concepts and historical examples of financial crises. There will be an optional introduction to a game theory related, semiformal method to analyse conflicts and crises.</p> <p>Main topics to be covered include:</p> <ul style="list-style-type: none"> <li>• history of economic crises</li> <li>• structural and financial indicators of crises</li> <li>• typology of crises and their causes</li> <li>• asset Prices and Interest Rates</li> <li>• bubbles and crashes</li> <li>• impact of recession on society</li> </ul>

## IR\_27.7 INTERNATIONAL MARKET RESEARCH

<b>EQUIVALENT</b>	-
<b>RESPONSIBLE PROFESSOR</b>	Prof. Dr Marion Halfmann
<b>TYPE</b>	Lecture
<b>SIZE OF GROUP</b>	Up to 30
<b>CREDIT POINTS</b>	2 CP
<b>CONTACT HOURS</b>	2 CH per Week
<b>STUDY SEMESTER</b>	4 <sup>th</sup> Semester
<b>OFFER</b>	Summer Term
<b>LANGUAGE</b>	English
<b>WORKLOAD</b>	60 h
<b>PREREQUISITES</b>	None
<b>RECOMMENDED PREREQUISITES</b>	None
<b>POSSIBLE EXAMINATION</b>	Written Exam, Assignment, or any combination
<b>LEARNING OUTCOMES</b>	<p>The course introduces measurement and research techniques applied in international market research and marketing. After successful completion of the course students will be able to comprehensively analyse and evaluate an international market situation and recommend future strategies (for managerial action). Also 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. Furthermore the students are able to analyse the results of a market research critically.</p> <p>At the end of the course students will be able to:</p> <ul style="list-style-type: none"> <li>• understand the major difference between market research and international market research</li> <li>• carry out elementary desk (secondary) and field (primary) research</li> <li>• understand the advantages / disadvantages of researching the markets</li> <li>• analysis of opportunities, distinctive characteristics, and emerging trends in foreign markets including exploration of alternative methods and strategies for entering foreign markets</li> <li>• apply their knowledge of analytical tools and techniques for understanding global markets</li> </ul>
<b>BIBLIOGRAPHY</b>	<p>Aaker, D. A., Kumar, V., Day, G. S., Leone, R. P.: <i>Marketing Research. International Student Version</i>, 10<sup>th</sup> ed., Wiley &amp; Sons.</p> <p>Craig, C. S., Douglas, S. P. (2005) <i>International Market Research</i>, 3<sup>rd</sup> ed., Wiley &amp; Sons.</p> <p>Zikmund, W. G., Babin, B. J.: <i>Essentials of Marketing Research</i>, 5<sup>th</sup> ed., Cengage Learning.</p>
<b>CONTENT</b>	<p>It is important to understand the current market when deciding whether a business idea is profitable and realistic. This course explains how to analyse the market and make the necessary changes to a business idea to make it profitable.</p> <p>The course is designed to develop an understanding of the special requirements for successfully conducting international market researches 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:</p>

	<ul style="list-style-type: none"><li>• introduction and background to market research</li><li>• research methods – qualitative and quantitative, traditional and new methods</li><li>• consumer research</li><li>• technical issues – sampling, data collection, data analysis, report writing</li><li>• market research case studies</li><li>• sources of data collection: Primary and secondary Data Sources</li><li>• qualitative &amp; quantitative methods</li><li>• sampling: Theory, design and issues</li><li>• data analysis: frequencies, testing for significant differences (T-Tests, F-Tests), regression and correlation</li><li>• report preparation and presentation</li></ul>
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## IR\_27.8 BEHAVIOURAL ECONOMICS

<b>EQUIVALENT</b>	AT_27.5, GD_27.1, IB_27.3
<b>RESPONSIBLE PROFESSOR</b>	Prof. Dr Thomas Pitz
<b>TYPE</b>	Lecture
<b>SIZE OF GROUP</b>	Up to 120
<b>CREDIT POINTS</b>	2 CP
<b>CONTACT HOURS</b>	2 CH per Week
<b>STUDY SEMESTER</b>	4 <sup>th</sup> Semester
<b>OFFER</b>	Summer Term
<b>LANGUAGE</b>	English
<b>WORKLOAD</b>	60 h
<b>PREREQUISITES</b>	None
<b>RECOMMENDED PREREQUISITES</b>	IR_4
<b>POSSIBLE EXAMINATION</b>	Written Exam, Oral Exam, Assignment, or any combination
<b>LEARNING OUTCOMES</b>	At the end of the course students will be familiar with the main methods and results in the field of behavioural and experimental economics. They will get the theoretical background to interpret experimental research results in context of the differences between empirical and axiomatic economic theory. Furthermore, the students are able to design, run and analyse an experiment in the computerized laboratory.
<b>BIBLIOGRAPHY</b>	<p>Kahneman, D. and A. Tversky (1979) <i>Prospect Theory: An Analysis of Decision under Risk</i>, <i>Econometrica</i>, 47(2), pp. 263-291.</p> <p>Plott, C. R., Smith, V. L. (2008), <i>Handbook of Experimental Economics Results</i>, Volume 1, North Holland.</p> <p>Roth, A.E., J. H. Kagel (1997), <i>The Handbook of Experimental Economics</i>, Princeton University Press.</p> <p>Siegel, S. (1988), <i>Non Parametric Statistics</i>, McGraw-Hill.</p> <p>Wilkinson, N. (2007) <i>An Introduction to Behavioral Economics: A Guide for Students</i>, New York, NY: Palgrave MacMillan.</p>
<b>CONTENT</b>	<p>Empirical and experimental evidence on decision making and behaviour will be discussed. There will be an introduction to the methodological concepts of bounded rationality and the difference to standard economic theories.</p> <p>Besides the theoretical part of this class, the students also learn how to design, run and evaluate an experiment at a computerized laboratory. Therefore, it is necessary to work out how to use suitable software to implement these interactive experiments. The focus in this class will be on the software environment zTree, which provides a convenient and user-friendly software environment to develop client server application for laboratory experiments.</p> <p>Finely, the students will learn how to handle the specific theoretical statistic background, which is mostly used for analysing laboratory experiments. For this, there will be a short introduction to non-parametric statistics the statistic software "R".</p>

## IR\_27.9 INDUSTRIAL POLICY

<b>EQUIVALENT</b>	-
<b>RESPONSIBLE PROFESSOR</b>	Prof. Dr Hasan Alkaş
<b>TYPE</b>	Lecture
<b>SIZE OF GROUP</b>	Up to 30
<b>CREDIT POINTS</b>	2 CP
<b>CONTACT HOURS</b>	2 CH per Week
<b>STUDY SEMESTER</b>	5 <sup>th</sup> Semester
<b>OFFER</b>	Summer Term
<b>LANGUAGE</b>	English
<b>WORKLOAD</b>	60 h
<b>PREREQUISITES</b>	None
<b>RECOMMENDED PREREQUISITES</b>	IR_2 IR_13.1
<b>POSSIBLE EXAMINATION</b>	Written Exam, Assignment, or any combination
<b>LEARNING OUTCOMES</b>	This course offers insights on governmental industrial policies, from an economic point of view. It aims at understanding the characteristics of different industries and their development as basis for differing structures of economies. . The students are enabled to describe and critically analyze different industrial policy concepts. They are familiar with traditional and new industrial policy paradigms. On completion of this course, students are able to analyze and discuss the economic effects of market power concentration and different policy approaches.
<b>BIBLIOGRAPHY</b>	Bianchi, P., and S. Labory (2006) <i>International handbook on industrial policy</i> . Cheltenham, Glos, UK Northampton, MA: Edward Elgar.  Cimoli, M., G. Dosi, and J. E. Stiglitz (2009) <i>Industrial policy and development: the political economy of capabilities accumulation</i> . Oxford Toronto: Oxford University Press.  Lipczynski, J. (2009) <i>Industrial organization: competition, strategy, policy</i> , 3 <sup>rd</sup> ed., Harlow, England New York: Prentice Hall.  OECD Science, Technology and Industry Policy Papers, several issues, Paris: OECD Publishing. URL: <a href="http://dx.doi.org/10.1787/23074957">http://dx.doi.org/10.1787/23074957</a> .
<b>CONTENT</b>	Industrial policy comprises the design and implementation of a competitive framework as well as discretionary measures to create favourable conditions for specific industries and sectors. The main topics covered by this course include: <ul style="list-style-type: none"> <li>• introduction to the economics of industrial policy</li> <li>• description of aims, policy-makers, and instruments of industrial policy</li> <li>• implementation of industrial policy</li> <li>• industrial policy in a global perspective</li> <li>• analysis of welfare effects from different market power concentrate on design and implementation of competition policy</li> <li>• industrial policies in developing countries</li> <li>• research, technology and innovation policies</li> <li>• design and effectiveness of environmental policies</li> </ul>

## IR\_27.10 GROWTH POLICY AND TECHNOLOGICAL CHANGE

<b>EQUIVALENT</b>	-
<b>RESPONSIBLE PROFESSOR</b>	N.N.
<b>TYPE</b>	Lecture
<b>SIZE OF GROUP</b>	Up to 30
<b>CREDIT POINTS</b>	2 CP
<b>CONTACT HOURS</b>	2 CH per Week
<b>STUDY SEMESTER</b>	5 <sup>th</sup> Semester
<b>OFFER</b>	Summer Term
<b>LANGUAGE</b>	English
<b>WORKLOAD</b>	60 h
<b>PREREQUISITES</b>	None
<b>RECOMMENDED PREREQUISITES</b>	IR_2.2
<b>POSSIBLE EXAMINATION</b>	Written Exam, Assignment, or any combination
<b>LEARNING OUTCOMES</b>	At the end of the course students will be familiar with economic theories of economic growth, innovations and technological change, and its interdependencies. Students know methods to measure and analyse economic growth of nations and regions and its determinants. They are enabled to critically review related policy measures and its outcomes. The students will be able to assess the contribution of governmental efforts in Science, Research, and Technology Policy, Universities and Higher Education Policies, to foster innovation and economic growth by using real country examples.
<b>BIBLIOGRAPHY</b>	<p>Acemoglu, D. (2008) <i>Introduction to Modern Economic Growth</i>, Princeton University Press.</p> <p>Hall, B. H. (2010) <i>Handbook of the Economics of Innovation</i>, Volumes 1 and 2, (Handbooks in Economics), North Holland.</p> <p>Jones, C. I. (2002) <i>Introduction to Economic Growth</i>, 2<sup>nd</sup> ed., W. W. Norton &amp; Company.</p> <p>OECD Science, Technology and Industry Working Papers, several issues, Paris: OECD Publishing. URL: <a href="http://dx.doi.org/10.1787/18151965">http://dx.doi.org/10.1787/18151965</a>.</p> <p>Stoneman, P. (Ed.) (1995) <i>Handbook of the Economics of Innovation and Technological Change</i>, Oxford and Cambridge: Blackwell.</p> <p>Weil, D. N. (2008) <i>Economic Growth</i>, 2<sup>nd</sup> ed., Prentice Hall.</p>
<b>CONTENT</b>	<p>Technological Change is seen as one of the key factors in fuelling growth and development of economies. According to the initial estimates of Nobel-price Laureate Robert M. Solow, more than 7/8 of economic growth in the US during the first half of the 20th century originates from advances in productivity and technology. Technological Change can have many facets: innovation, invention, imitation, and adoption with direct influence on productivity and efficiency of industries, regions and whole economies. In a competitive international environment, the ability of a society to invent and adapt new technologies has become the main determinant of society's wealth. In order to be enabled to design policies that foster growth, the relationship between innovation processes, productivity improvements and output growth and their correlation and causality has to be well understood.</p> <p>Throughout this course, selected theories of economic growth, innovation and technological change will be taught and their empirical evidence will be reviewed. The Students will explore different episodes of growth miracles and disasters in the younger economic world</p>

	<p>history and analyse its specific causes. Policy concepts, strategies and programs as well as their specific implementation will be reviewed in order to evaluate their actual or potential growth impetus. The main topics covered in this course include:</p> <ul style="list-style-type: none"><li>• stylized facts of economic growth</li><li>• types of productivity and measurement concepts</li><li>• growth models with exogenous and endogenous technological change</li><li>• speed and nature of technology diffusion and the role of human capital</li><li>• policies and strategies to induce economic growth</li><li>• national innovation systems</li><li>▪ the role of R&amp;D expenditures and the university system in innovation</li></ul>
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## IR\_27.11 DEMOGRAPHIC DEVELOPMENTS

<b>EQUIVALENT</b>	IB_27.10
<b>RESPONSIBLE PROFESSOR</b>	N.N.
<b>TYPE</b>	Lecture
<b>SIZE OF GROUP</b>	Up to 60
<b>CREDIT POINTS</b>	2 CP
<b>CONTACT HOURS</b>	2 CH per Week
<b>STUDY SEMESTER</b>	5 <sup>th</sup> Semester
<b>OFFER</b>	Winter Term
<b>LANGUAGE</b>	English
<b>WORKLOAD</b>	60 h
<b>PREREQUISITES</b>	None
<b>RECOMMENDED PREREQUISITES</b>	None
<b>POSSIBLE EXAMINATION</b>	Written Exam, Assignment, or any combination
<b>LEARNING OUTCOMES</b>	The course is designed to introduce students to basic concepts of demographic measurement and modelling used to study changes in population size and composition. The course covers basic measures of mortality, fertility and migration; life table construction; multiple decrement life tables; stable populations; population projections; and age patterns of vital events. Students will learn to apply demographic methods through a series of weekly problem sets. They become familiar with major demographic trends and their implications for development and public policy.
<b>BIBLIOGRAPHY</b>	<p>Bonin, H. (2010) <i>Generational Accounting: Theory and Application (Population Economics)</i>, Berlin: Springer.</p> <p>Dunne, T. M. Kurki, and S. Smith, eds. (2010) <i>International Relations Theories: Discipline and Diversity</i>, Oxford: Oxford University Press.</p> <p>Dyson, T. (2010) <i>Population and Development: The Demographic Transition</i>, Zed Books Ltd.</p> <p>Hamm, I., H. Seitz, and M. Werding, eds. (2010) <i>Demographic Change in Germany: The Economic and Fiscal Consequences</i>, Berlin: Springer.</p> <p>Malmberg, B. et al. (2012) <i>Global Population Ageing and Migration in Europe</i>, London: Routledge.</p> <p>Preston, S., P. Heuveline, and M. Guillot (2001) <i>Demography: Measuring and Modeling Population Processes</i>, Oxford: Blackwell.</p> <p>Shyrock S, Siegel JS, Stockwell EG. (1976) <i>The Methods and Materials of Demography</i>. Academic Press.</p> <p>Weeks, J. R.(2002). <i>Population: An Introduction to Concepts &amp; Issues</i>. Australia: Wadsworth.</p> <p>Wenig, A. and K. F. Zimmermann (1989) <i>Demographic Change and Economic Development</i>, Springer Berlin Heidelberg.</p>
<b>CONTENT</b>	Demography-related policies are situated within a structural tension: Firstly, the political room of manoeuvre for democratic governments as well as the measurable effects are limited. Secondly, but related to the first point, the general question still is under debate whether demographic changes and developments can or should legitimately be within the scope of public steering in liberal states and societies. Thirdly, however, demographic developments have to be taken into account and reflected in different policy fields in order to provide

	<p>legitimate and efficient public policy and governance results. The lecture provides both an overview of and insights into the complex and dynamic field of demographic developments and analyses their impacts on political, social and economic changes. In theorising demographic developments, the lecture follows a broad perspective, ranging from governance approaches to biopolitical assessments and gender-focused discussions. As demographic developments play an important role in both domestic and international politics the lecture will present domestic as well as international case examples.</p> <p>In a first step the basic aims, core concepts and methods of demographic research and policies will be introduced and discussed. The relationship between demographic investigation and population policies will be examined from different empirical, conceptual and theoretic angles.</p> <p>In a second step challenges and chances induced by demographic developments in different fields of public policy will be examined. The impact of demographic developments on the welfare and health system, on education policies and on economic dynamics will be discussed. Also, the role of migration as well as discursive and cultural representation of demographic developments will be reflected. The empirical focus of this session will be on domestic developments within democratic societies, while the empirical examples are drawn mainly from Germany and Europe. Finally, the course turns to the international dimension of demographic developments. The possibilities, the need and the limits of global population policies will be described. Selected international case examples, including demographic developments in the P.R. China, in Singapore, in Russia, the Maghreb and the Middle East are introduced. While giving a broad international overview, these cases basically are selected as systematic examples and stand for different international demographic trends.</p>
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## IR\_27.12 INTERNATIONAL GENDER STUDIES

<b>EQUIVALENT</b>	IB_27.16
<b>RESPONSIBLE PROFESSOR</b>	N.N.
<b>TYPE</b>	Lecture
<b>SIZE OF GROUP</b>	Up to 60
<b>CREDIT POINTS</b>	2 CP
<b>CONTACT HOURS</b>	2 CH per Week
<b>STUDY SEMESTER</b>	5 <sup>th</sup> Semester
<b>OFFER</b>	Winter Term
<b>LANGUAGE</b>	English
<b>WORKLOAD</b>	60 h
<b>PREREQUISITES</b>	None
<b>RECOMMENDED PREREQUISITES</b>	None
<b>POSSIBLE EXAMINATION</b>	Written Exam, Assignment, or any combination
<b>LEARNING OUTCOMES</b>	Upon successful completion of the course students will be able to discuss the key concepts from the field of gender studies. They will be able to apply this knowledge to issues of global and international relevance; hence they will be able to discuss the main approaches used by the creation of political, economic and social theories in global context with focus on gender related themes. Additionally, graduates will be able to transfer the concepts, arguments, and results to the wider field of diversity.
<b>BIBLIOGRAPHY</b>	<p>Gatrell, C. and Swan, E. (2008) <i>Gender and Diversity in Management: A Concise Introduction</i>, London: Sage.</p> <p>Klarsfeld, A. (2010) <i>International Handbook on Diversity Management at Work: Country Perspectives on Diversity and Equal Treatment</i>, Cheltenham: Edward Elgar.</p> <p>Peterson, V.S. and A.S. Runyan (1993) <i>Global Gender Issues: Dilemmas in World Politics</i>, Boulder, CO: Westview.</p> <p>Pilcher, J. (2004) <i>Fifty key Concepts in Gender Studies</i>. London: Sage Publications.</p>
<b>CONTENT</b>	The module will provide students with an introduction to the key concepts and issues from gender and diversity studies and will apply these to topics of international and global relevance. Examination of the implicit incorporation of gender differentiation in foundational concepts of political and international relations theories will be performed focusing on rights, law, governance, labour etc. Finally, current problems and discussions in relation to both masculine and feminine roles in the international context will be represented. It will become clear that men and women play consequently different roles and are observed in systematically different ways by world politics.

## IR\_27.13 SOCIAL THEORY AND POLICY

<b>EQUIVALENT</b>	IB_27.15
<b>RESPONSIBLE PROFESSOR</b>	N.N.
<b>TYPE</b>	Lecture
<b>SIZE OF GROUP</b>	Up to 60
<b>CREDIT POINTS</b>	2 CP
<b>CONTACT HOURS</b>	2 CH per Week
<b>STUDY SEMESTER</b>	5 <sup>th</sup> Semester
<b>OFFER</b>	Winter Term
<b>LANGUAGE</b>	English
<b>WORKLOAD</b>	60 h
<b>PREREQUISITES</b>	None
<b>RECOMMENDED PREREQUISITES</b>	IR_2; IR_6, IR_13
<b>POSSIBLE EXAMINATION</b>	Written Exam, Assignment, or any combination
<b>LEARNING OUTCOMES</b>	On completion of this subject successful students will be able to discuss various theories seeking to explain social phenomena and to use these in order to evaluate social phenomenon. They will be able to distinguish these theories from economic and political science approaches and will be able to identify key political, social, and economic conflicts. In addition several fields of social policy will be discussed on the basis of social theory concepts.
<b>BIBLIOGRAPHY</b>	<p>Barr, N. (2012) <i>The economics of the welfare state</i>, Oxford: Oxford University Press.</p> <p>Dean, H. (2006) <i>Social Policy</i>, Cambridge: Polity.</p> <p>Harrington, A. (2005) <i>Modern Social Theory</i>, Oxford: Oxford University Press.</p> <p>Hill, M. (2006) <i>Social Policy in the Modern World</i>, Malden, MA, Blackwell Publishers.</p> <p>Lemert, C. (2013) <i>Social Theory: The Multicultural, Global, and Classic Readings</i>, Bolder, Co, Westview Press.</p>
<b>CONTENT</b>	<p>Social theory is the theoretical oriented analysis of social core phenomena. First, the core issues and various schools of thought are introduced. The different approaches are contrasted and their implications for analysis and predictions are discussed. Second, the fields of social policy are reviewed and its various sub-areas are illustrated with contemporary examples. Issues include:</p> <ul style="list-style-type: none"> <li>• poverty</li> <li>• inequality</li> <li>• equality of opportunity</li> <li>• social insurances</li> <li>• unemployment</li> <li>• health</li> <li>• health policy</li> <li>• old age pensions</li> <li>• education</li> <li>• religion/ethics</li> <li>• welfare states</li> <li>• global social problems</li> </ul>

	Taking social theory as basis and contrasting these with the political and economic perspectives the above mentioned issues are analysed.
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**IR\_27.14 NEGOTIATION STRATEGIES**

<b>EQUIVALENT</b>	-
<b>RESPONSIBLE PROFESSOR</b>	Prof. Dr Thomas Pitz
<b>TYPE</b>	Lecture
<b>SIZE OF GROUP</b>	Up to 30
<b>CREDIT POINTS</b>	2 CP
<b>CONTACT HOURS</b>	2 CH per Week
<b>STUDY SEMESTER</b>	5 <sup>th</sup> Semester
<b>OFFER</b>	Winter Term
<b>LANGUAGE</b>	English
<b>WORKLOAD</b>	60 h
<b>PREREQUISITES</b>	None
<b>RECOMMENDED PREREQUISITES</b>	None
<b>POSSIBLE EXAMINATION</b>	Written Exam, Oral Exam, Assignment, or any combination
<b>LEARNING OUTCOMES</b>	Students will understand and interpret negotiation and bargaining strategies and understand why self-interest, trust and fairness are essential motives behind human behaviour. They will be able to apply basic concepts of cooperative game theory in negotiation situations. With concepts of epistemology, formal logic and philosophy of language students learn to characterize rational and bounded rational negotiation behaviour.
<b>BIBLIOGRAPHY</b>	<p>Axelrod, R. (2006) <i>The Evolution of Cooperation</i>, Revised ed., Perseus Books Group.</p> <p>Berridge, G.R: (2002) <i>Diplomacy: Theory and Practice</i>, 2<sup>nd</sup> ed., New York.</p> <p>Fisher, R. <i>et al.</i> (1994) <i>Beyond Machiavelli: Tools for Coping with Conflict</i>, New York.</p> <p>Osborne, M., Rubinstein, A. (1995) <i>A Course in Game Theory</i>. MIT Press.</p>
<b>CONTENT</b>	<p>The course provides the methodology to formalize and analyze negotiation situations. For this the students will be introduced to cooperative game theory. In contrast to non-cooperative game theory the cooperative game theory is used to study strategic decision-making when the actors are allowed to make binding agreements to take certain actions. Besides the formal game theoretical aspects of negotiation selected topics of philosophy of language and epistemology will be discussed.</p> <p>Depending on the interests of the students it is possible to analyze negotiation situation in the laboratory.</p> <p>Main topics to be covered include:</p> <ul style="list-style-type: none"> <li>• Introduction to cooperative game theory</li> <li>• Stable sets, core, kernel, nucleolus</li> <li>• Shapley value, Banzhaf power index</li> <li>• Trust</li> <li>• Fairness</li> <li>• Social Choice theory: Arrow theorem, Gibbard–Satterthwaite theorem</li> <li>• Selected topics of formal logic, epistemology and philosophy of language</li> </ul>

## IR\_27.15 RELIGION AND INTERNATIONAL RELATIONS

<b>EQUIVALENT</b>	-
<b>RESPONSIBLE PROFESSOR</b>	N.N.
<b>TYPE</b>	Lecture
<b>SIZE OF GROUP</b>	Up to 30
<b>CREDIT POINTS</b>	2 CP
<b>CONTACT HOURS</b>	2 CH per Week
<b>STUDY SEMESTER</b>	5 <sup>th</sup> Semester
<b>OFFER</b>	Summer Term
<b>LANGUAGE</b>	English
<b>WORKLOAD</b>	60 h
<b>PREREQUISITES</b>	None
<b>RECOMMENDED PREREQUISITES</b>	IR_8
<b>POSSIBLE EXAMINATION</b>	Assignment
<b>LEARNING OUTCOMES</b>	The course will enable students to interpret models that integrate religion and beliefs into the study of international relations and politics and connect religion to a rising form of politics especially in developing countries. The students will discuss the effects of religion and beliefs on international negotiations and politics.
<b>BIBLIOGRAPHY</b>	<p>Beckford, James A. (2003) <i>Social Theory and Religion</i>, Cambridge: Cambridge University Press.</p> <p>Bruce, Steve (1996) <i>Religion in the Modern World: From Cathedrals to Cults</i>, Oxford: Oxford University Press.</p> <p>Fitzgerald, T. (2011) <i>Religion and Politics in International Relations: The Modern Myth</i>, London: Continuum.</p> <p>Snyder, J. (2011) <i>Religion and International Relations Theory</i>, New York: Columbia University Press.</p> <p>Weber, M. (2002) <i>The Protestant Ethic and the "Spirit" of Capitalism and Other Writings</i>, New York: Penguin Books.</p>
<b>CONTENT</b>	<p>The course will provide a sociological understanding of religion and explain its relations to national and international institutions and develop an analytical and empirical framework for the understanding of religious forms in international relations. Main topics to be covered include:</p> <ul style="list-style-type: none"> <li>• secularism and religion</li> <li>• state, religion and social change</li> <li>• individualism and diversity</li> <li>• religion and modernity</li> <li>• religion and international relations</li> <li>• religion, fundamentalism and violence</li> <li>• beliefs and negotiations</li> </ul> <p>The relevant theories and comparative studies from religion and their effects on institutions and international relations are presented and explained throughout the course.</p>

## IR\_27.16 CORPORATE SOCIAL RESPONSIBILITY

<b>EQUIVALENT</b>	GD_27.11, IB_25.2, TL_27.13
<b>RESPONSIBLE PROFESSOR</b>	Prof. Dr Hasan Alkaş
<b>TYPE</b>	Lecture
<b>SIZE OF GROUP</b>	Up to 150
<b>CREDIT POINTS</b>	2 CP
<b>CONTACT HOURS</b>	2 CH per Week
<b>STUDY SEMESTER</b>	5 <sup>th</sup> Semester
<b>OFFER</b>	Winter Term
<b>LANGUAGE</b>	English
<b>WORKLOAD</b>	60 h
<b>PREREQUISITES</b>	None
<b>RECOMMENDED PREREQUISITES</b>	None
<b>POSSIBLE EXAMINATION</b>	Assignment
<b>LEARNING OUTCOMES</b>	This module offers an overview of theories, practices and communication of the concept of corporate social responsibility (CRS) embedded within international contexts. The students are able to grasp the relevance of CSR given the challenges the world is facing today. Furthermore they understand the main theoretical and conceptual approaches to CSR and are able to apply their knowledge. The students are able to evaluate the different concepts critically.
<b>BIBLIOGRAPHY</b>	<p>Blowfield, M. and A. Murray (2008) <i>Corporate Responsibility: A Critical Introduction</i>, Oxford: Oxford University Press.</p> <p>Moon, J. and D. Vogel (2008) <i>Corporate Social Responsibility, Government and Civil Society</i>, In: A. Crane et al. <i>The Oxford Handbook of Corporate Social Responsibility</i>. Oxford: Oxford University Press.</p> <p>Werther, W.B. and D.B. Chandler (2010) <i>Strategic Corporate Social Responsibility: Stakeholders in a Global Environment</i>, 2<sup>nd</sup> ed., Thousand Oaks: Sage Publications.</p> <p>Optional:</p> <p>Herchen, O. (2007) <i>Corporate Social Responsibility: Wie Unternehmen mit ihrer ethischen Verantwortung umgehen</i>, 1<sup>st</sup> ed., Books on Demand.</p>
<b>CONTENT</b>	<p>The course offers an overview of classical and current theories, practices and communication of corporate social responsibility developed primarily in an international context. Furthermore the course explores key debates, critiques, and multiple perspectives of corporate social responsibility.</p> <p>Further topics to be covered include:</p> <ul style="list-style-type: none"> <li>• the various aspects of corporate social responsibility</li> <li>• to what extent should corporations be concerned with CSR?</li> <li>• applying corporate social responsibility</li> <li>• CSR and sustainability policies or strategies</li> <li>• CSR as an organizational learning process</li> <li>• the institutional environment of CSR</li> </ul>

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**IR\_28 INTERNSHIP OR SEMESTER ABROAD**


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<b>MODULE-NO.</b>	IR_28
<b>RESPONSIBLE PROFESSOR</b>	Supervisor
<b>TYPE</b>	Internship or Semester Abroad
<b>CREDIT POINTS</b>	30 CP
<b>CONTACT HOURS</b>	<b>INTERNSHIP:</b> 20 weeks, full-time <b>SEMESTER ABROAD:</b> Depending on host university
<b>SIGNIFICANCE OF MARK</b>	unmarked
<b>STUDY SEMESTER</b>	6 <sup>th</sup> Semester
<b>OFFER</b>	Summer Term
<b>CLASSIFICATION</b>	Required Course
<b>PREREQUISITES</b>	90 CP
<b>RECOMMENDED PREREQUISITES</b>	None
<b>REQUIREMENTS FOR THE AWARDING OF CREDIT POINTS</b>	<p><b>INTERNSHIP</b></p> <ul style="list-style-type: none"> <li>• Recognition of internship</li> <li>• Internship Report</li> </ul> <p><b>SEMESTER ABROAD</b></p> <ul style="list-style-type: none"> <li>• Recognition of host university and courses</li> <li>• 15 CP from host university</li> <li>• Report on Semester Abroad</li> </ul>
<b>LEARNING OUTCOMES</b>	Students are able to apply their knowledge gained during studies. Students are able to improve key competences, such as intercultural competences, presentation skills and social competence. Furthermore they are able to improve and apply their acquired knowledge.
<b>BIBLIOGRAPHY</b>	Topic dependent
<b>CONTENT</b>	Topic dependent

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**IR\_29 WORKSHOP: ACADEMIC WRITING (CERTIFICATE)**


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<b>MODULE-NO.</b>	IR_29
<b>EQUIVALENT</b>	GD_29, IB_29, TL_29
<b>RESPONSIBLE PROFESSOR</b>	N.N.
<b>TYPE</b>	Workshop
<b>SIZE OF GROUP</b>	Up to 30
<b>CREDIT POINTS</b>	5 CP
<b>CONTACT HOURS</b>	4 CH per week
<b>WORKLOAD</b>	150 h
<b>SIGNIFICANCE OF MARK</b>	unmarked
<b>STUDY SEMESTER</b>	7 <sup>th</sup> Semester
<b>OFFER</b>	Winter Term
<b>LANGUAGE</b>	English
<b>CLASSIFICATION</b>	Required Course
<b>PREREQUISITES</b>	None
<b>RECOMMENDED PREREQUISITES</b>	None
<b>REQUIREMENTS FOR THE AWARDING OF CREDIT POINTS</b>	Certificate
<b>POSSIBLE EXAMINATION</b>	n/a
<b>LEARNING OUTCOMES</b>	Students are able to apply gained knowledge for the process of academic writing. They know how to use important tools for writing a Thesis and are able to present their chosen topic appropriately.
<b>BIBLIOGRAPHY</b>	Fakultät Gesellschaft und Ökonomie der Hochschule Rhein-Waal (2011) <i>Academic Writing Manual</i> , mimeo.  Topic dependent.
<b>CONTENT</b>	Main Topics to be covered: <ul style="list-style-type: none"> <li>• reviewing most important aspects for the academic writing process using examples</li> <li>• software application for academic writing (e.g. LaTeX, MS Word)</li> <li>• how to write an essay plan</li> <li>• appropriate presentation of thesis, e.g. abstract, poster and multimedia presentation</li> </ul>

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**IR\_30 APPLIED PROJECT**


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<b>MODULE-NO.</b>	IR_30
<b>EQUIVALENT</b>	GD_30
<b>RESPONSIBLE PROFESSOR</b>	N.N.
<b>TYPE</b>	Project
<b>SIZE OF GROUP</b>	Up to 30
<b>CREDIT POINTS</b>	5 CP
<b>CONTACT HOURS</b>	2 CH per week
<b>WORKLOAD</b>	150 h
<b>SIGNIFICANCE OF MARK</b>	2.9 %
<b>STUDY SEMESTER</b>	7 <sup>th</sup> Semester
<b>OFFER</b>	Winter Term
<b>LANGUAGE</b>	English
<b>CLASSIFICATION</b>	Required Course
<b>PREREQUISITES</b>	None
<b>RECOMMENDED PREREQUISITES</b>	IR_7 Basic Methods IR_18 Project IR_26 Project
<b>REQUIREMENTS FOR THE AWARDING OF CREDIT POINTS</b>	Examination
<b>POSSIBLE EXAMINATION</b>	Assignment
<b>LEARNING OUTCOMES</b>	Students will learn to manage and design a research project under the supervision of a professor and demonstrate that they are able to organize, structure and write down 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.
<b>BIBLIOGRAPHY</b>	Gray, C. and E. Larson (2003) <i>Project Management: The Managerial Process</i> , McGraw-Hill International.  Fakultät Gesellschaft und Ökonomie der Hochschule Rhein-Waal (2011) <i>Academic Writing Manual</i> , mimeo.
<b>CONTENT</b>	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.

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**IR\_31 PROJECT**


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<b>MODULE-NO.</b>	IR_31
<b>EQUIVALENT</b>	-
<b>RESPONSIBLE PROFESSOR</b>	N.N.
<b>TYPE</b>	Project
<b>SIZE OF GROUP</b>	Up to 30
<b>CREDIT POINTS</b>	5 CP
<b>CONTACT HOURS</b>	2 CH per week
<b>WORKLOAD</b>	150 h
<b>SIGNIFICANCE OF MARK</b>	2.9 %
<b>STUDY SEMESTER</b>	7 <sup>th</sup> Semester
<b>OFFER</b>	Winter Term
<b>LANGUAGE</b>	English
<b>CLASSIFICATION</b>	Required Course
<b>PREREQUISITES</b>	None
<b>RECOMMENDED PREREQUISITES</b>	IR_18 Project IR_26 Project
<b>REQUIREMENTS FOR THE AWARDING OF CREDIT POINTS</b>	Examination
<b>POSSIBLE EXAMINATION</b>	Assignment
<b>LEARNING OUTCOMES</b>	The students are expected to develop and make use of academic skills, necessary to fulfil the task of understanding, analysing and treating an academic issue independently.
<b>BIBLIOGRAPHY</b>	Gray, C. and E. Larson (2003) <i>Project Management: The Managerial Process</i> , McGraw-Hill International.  Fakultät Gesellschaft und Ökonomie der Hochschule Rhein-Waal (2011) <i>Academic Writing Manual</i> , mimeo.  Weissman, J. (2008) <i>Presenting to Win: The Art of Telling Your Story</i> , 2 <sup>nd</sup> ed., Upper Saddle River, NJ: Prentice Hall.  Further reading: topic dependent.
<b>CONTENT</b>	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.

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**IR\_32 BACHELOR THESIS**


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<b>MODULE-NO.</b>	IR_32
<b>RESPONSIBLE PROFESSOR</b>	Supervisor
<b>TYPE</b>	Thesis
<b>CREDIT POINTS</b>	12 CP
<b>WORKLOAD</b>	360 h
<b>SIGNIFICANCE OF MARK</b>	6.9 %
<b>STUDY SEMESTER</b>	7 <sup>th</sup> Semester
<b>OFFER</b>	Winter and Summer Term
<b>LANGUAGE</b>	English
<b>CLASSIFICATION</b>	Required Course
<b>PREREQUISITES</b>	175 CP
<b>RECOMMENDED PREREQUISITES</b>	None
<b>REQUIREMENTS FOR THE AWARDING OF CREDIT POINTS</b>	Examination
<b>POSSIBLE EXAMINATION</b>	Thesis
<b>LEARNING OUTCOMES</b>	<p>Students are able to:</p> <ul style="list-style-type: none"> <li>• analyse a given task academically while using scientific methods.</li> <li>• acquire possible solutions</li> <li>• outline solutions reasonably</li> </ul>
<b>BIBLIOGRAPHY</b>	<p>Fakultät Gesellschaft und Ökonomie der Hochschule Rhein-Waal (2011) <i>Academic Writing Manual</i>, mimeo.</p> <p>Topic Dependent.</p>
<b>CONTENT</b>	<p>Students are working on applied research topics in order to write a thesis on it. Topic and given Task will be specified by the responsible professor, respectively Supervisor.</p>

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**IR\_33 COLLOQUIUM**


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<b>MODULE-NO.</b>	IR_33
<b>RESPONSIBLE PROFESSOR</b>	Supervisor
<b>TYPE</b>	Colloquium
<b>CREDIT POINTS</b>	3 CP
<b>CONTACT HOURS</b>	8 CH
<b>WORKLOAD</b>	90 h
<b>SIGNIFICANCE OF MARK</b>	1.7 %
<b>STUDY SEMESTER</b>	7 <sup>th</sup> Semester
<b>OFFER</b>	Winter and Summer Term
<b>LANGUAGE</b>	English
<b>CLASSIFICATION</b>	Required Course
<b>PREREQUISITES</b>	207 CP
<b>RECOMMENDED PREREQUISITES</b>	None
<b>REQUIREMENTS FOR THE AWARDING OF CREDIT POINTS</b>	Examination
<b>POSSIBLE EXAMINATION</b>	Oral Examination
<b>LEARNING OUTCOMES</b>	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.
<b>BIBLIOGRAPHY</b>	Fakultät Gesellschaft und Ökonomie der Hochschule Rhein-Waal (2011) <i>Academic Writing Manual</i> , mimeo.  Topic Dependent.
<b>CONTENT</b>	The Bachelor-Thesis is being presented and discussed.