

Universität Witten/Herdecke

Module Manual

**Philosophy, Politics and Economics**

MASTER OF ARTS

Faculty of Management, Economics and Society

Valid from winter semester 2019/20

V02

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## **LIST OF ABBREVIATIONS**

CP	credit points
ECTS	European Credit Transfer

## Introduction

This module manual serves as an orientation for students and applicants concerning structure and contents of the courses Philosophy, Politics and Economics (M.A.).

This course was introduced in Winter Semester 2014/15 at the Faculty of Management, Economics and Society. It underwent the reaccreditation process in 2018.

The revised module manual refers to the valid study and exam regulations of Winter Semester 2019/20 which binding for all students who take up their studies in Winter Semester 2019/20 or thereafter.

Language of tuition is English.

Additional classes which are not offered as part of the core curriculum on a temporary basis can be found in the list of classes in the campus management system UWE.

March 2021

Univ.-Prof. Dr. Jens Harbecke

Vice Dean for Student Affairs

## Exemplary Study Plan

Reccomended Term	Module Identifier	Title	ECTS-Points
<b>1. Term</b>	<b>MP-CMe-1801</b>	Philosophy of Science	5
	<b>MP-CMe-1802</b>	Quantitative Methods (focus Applied Econometrics)	5
	<b>MP-CBa-1801</b>	Basics in Philosophy I – Ethics and Political Philosophy	5
	<b>MP-CBa-1803</b>	Basics in Politics I – Introductory Political Economy	5
	<b>MP-CBa-1805</b>	Basics in Economics I – Microeconomics and institutional economics	5
	<b>MP-ESf-1801</b>	Studium fundamentale	5
	<b>ECTS per Term</b>		
<b>2. Term</b>	<b>MP-CMe-1803</b>	Advanced Qualitative Methods	5
	<b>MP-CBa-1802</b>	Basics in Philosophy II – Philosophy of the Social Sciences	5
	<b>MP-CBa-1804</b>	Basics in Politics II – Introductory International Relations	5
	<b>MP-CBa-1806</b>	Basics in Economics II – Macroeconomics	5
		Free-Elective Module or Major at the student's choice	5
	<b>MP-ESf-1801</b>	Studium fundamentale	5
	<b>ECTS per Term</b>		
<b>3. Term</b>		Free-Elective Module or Major at the student's choice	5
		Free-Elective Module or Major at the student's choice	5
		Free-Elective Module or Major at the student's choice	5
		Free-Elective Module or Major at the student's choice	5
		Free-Elective Module or Major at the student's choice	5
	<b>MP-ESf-1801</b>	Studium fundamentale	5
	<b>ECTS per Term</b>		
<b>4. Term</b>		Free-Elective Module or Major at the student's choice	5
		Free-Elective Module or Major at the student's choice	5
	<b>MP-OTh-1801</b>	Master Thesis	20
<b>1.-4. Term</b>	<b>TOTAL ECTS-POINTS</b>		<b>120</b>

# **Compulsory Modules**

**Module Group “Advanced Methods”  
(Compulsory)**





Systemic Competences	Students demonstrate how a practical problem can be solved by applying general scientific methods. They predict how their offered solution will affect the studied systems and they explain why the predicted changes occur in those systems.
Communicative Competences	Students work in a team when organizing a discussion in class. Moreover, they work in a team when analyzing and solving the case studies from evidence-based management. They communicate their results to the audience with a prepared presentation and defend their solutions. They assess each other's performance as well as their respective results in light of the discussion in class.
<b>Exam assessments and forms</b>	
Written exam (120 minutes)	
<b>Precondition for award of credits</b>	
Submission of two discussion sheets.	
<b>Weight of grade for final grade</b>	
In proportion to ECTS-Points and according to the study regulation.	
<b>Teaching language</b>	
<input type="checkbox"/> German <input checked="" type="checkbox"/> English	
<b>Module applicability</b>	
Compulsory elective module in the Master courses Strategy & Organization (M.Sc.) and General Management (M.A.)	
<b>Learning material, literature</b>	
<p>Pfeffer, J. and Sutton, R. (2006a), Evidence-based management, Harvard Business Review.</p> <p>Pfeffer, J. and Sutton, R. (2006b), Hard Facts, Dangerous Half-Truths and Total Nonsense - Profiting from Evidence-Based Management, Harvard Business School Press.</p> <p>Staley, Kent W. (2014), And Introduction to Philosophy of Science. Cambridge University Press.</p> <p>Godfrey-Smith, P.: Theory and Reality: An introduction to the Philosophy of Science. Chicago: University of Chicago Press 2003.</p> <p>Psillos, S. and M. Curd (eds): The Routledge Companion to Philosophy of Science. New York: Routledge 2008.</p> <p>Papineau, D.: The Philosophy of Science. Oxford: Oxford University Press 1996.</p>	



<b>Precondition for award of credits</b>
None
<b>Weight of grade for final grade</b>
In proportion to ECTS-Points and according to the study regulation.
<b>Teaching language</b>
<input type="checkbox"/> German <input checked="" type="checkbox"/> English
<b>Module applicability</b>
Compulsory elective module in the Master courses Strategy & Organization (M.Sc.) and General Management (M.A.)
<b>Learning material, literature</b>
Imai, K.: Quantitative Social Science: An Introduction, Princeton University Press 2017. Wooldridge, J. M.: Introductory Econometrics, South-Western, 2016

<b>MP-CMe-1803</b>	<b>Advanced Qualitative Methods</b>
Module Supervisor/s:	Prof. Dr. Marcel Hülsbeck
ECTS/Credits, Worklad:	5 contact hours: 30 h      self study: 120 h
In Term:	2 <sup>nd</sup> semester
Frequency/Duration:	<input checked="" type="checkbox"/> Sommersemester/summer term <input type="checkbox"/> Wintersemester/winter term
<b>Short description</b>	
<p>Do live crocodiles affect a person's willingness to gamble? What are the perceived personalities of rocks from a sales and marketing perspective? Are ladies who own cats actually more likely to be crazy? Each year, Harvard University selects the most fascinating and outrageous questions researched in a variety of domains to award the Ig-Nobel prize. All these questions have in common that they are relevant, investigated through rigorous research methods, and found to be highly entertaining. If you sometimes also catch yourself thinking “I wonder if it is actually true that...” then you have come to the right course – welcome to Qualitative Methods. This course will challenge you to use the Knowledge you might already have of qualitative methods and use it as a tool to create new Knowledge.</p> <p>In this course, students have the opportunity to be an independent researcher, finding an interesting question to research, using qualitative methods to answer that question and sharing the findings through a presentation and a research paper. The course will guide students through different qualitative research methods and in developing their own research study.</p>	
<b>Courses (module elements)</b>	
Interactive lecture	
<b>Methodic implementation</b>	
Interactive seminar with discussions; lectures, group work and presentations by students	
<b>Admission requirements</b>	
None	
<b>Learning objectives, Competences</b>	
Extending and Consolidating Knowledge	Students are able to define theories to build up a qualitative research question. Students gain Knowledge on qualitative research design and ways of collecting data, as well as sampling. Students learn about the different approaches and analyzing methods. They are able to select a fitting approach and data-analysis methods to answer their own research question.
Instrumental Competences	Students use the acquired theoretical Knowledge on qualitative research to develop a study design. Students are able to collect data in order to answer their research question. Students demonstrate analytical skills through analyzing their data and derive conclusions from their research. Students are able to identify existing limitations in their research study and are able to formulate implications based on their results.

Systemic Competences	Students are able to build up a valid argumentation for the choices and decisions made based on theory and their research question. In addition, students also demonstrate an in-depth understanding of their chosen qualitative approach. They are also able to identify the added value of their research study.
Communicative Competences	Students can report on their data analysis results and present their research in front of researchers and practitioners alike. Students can present their research study and persuade others of the validity of the research question, chosen qualitative research approach and presented findings.
<b>Exam assessments and forms</b>	
Assessment is based on a written paper (ca. 20 pages)	
<b>Precondition for award of credits</b>	
Positive evaluation of the paper	
<b>Weight of grade for final grade</b>	
In proportion to ECTS-Points and according to the study regulation.	
<b>Teaching language</b>	
<input type="checkbox"/> German <input checked="" type="checkbox"/> English	
<b>Module applicability</b>	
Compulsory elective module in the Master courses Strategy & Organization (M.Sc.) and General Management (M.A.)	
<b>Learning material, literature</b>	
<p>Savin-Baden, M. &amp; Howell Major, C. (2013). Qualitative Research. The essential guide to theory and practice. Routledge</p> <p>Charmaz, K. (2014) Grounded theory in global perspective: Reviews by international researchers. Qualitative Inquiry, 20 (9), 1074-1084.</p> <p>DeCuir-Gunby, J.T., Marshall, P.L., &amp; McCulloch, A.W. (2012). Developing and using a codebook for the analysis of interview data: an example from a professional development research project. Field Methods, 23(2), 136-155.</p> <p>Gladstone, B.M., McKeever, P., Seeman, M., &amp; Boydell, K.M. (2014). Analysis of a support group for children of parents with mental illnesses: Managing stressful situations. Qualitative Health Research, 24(9), 1171-1182.</p> <p>Fleming, J., Beresford, P., Bewley, C., Croft, S., Branfield, F. Postle, K., &amp; Turner, M. (2014). Working together – innovative collaboration in social care research. Qualitative Social Work, 13(5), 706-722.</p> <p>Flyvbjerg, B. (2006), Five misunderstandings about case-study research. Qualitative Inquiry 12 (2), 219-245.</p> <p>Kearns, K. (2014). Working reflexively with ethical complexity in narrative research with disadvantaged young people. Qualitative Social Work, 13(4), 502-521.</p> <p>Koenig, T.L., Lee, J.H., Macmillan, K.R., Fields, N.L., &amp; Spano, R. (2014). Older adult and family member perspectives of the decision-making process involved in moving to assisted living. Qualitative Social Work, 13(3), 335-350.</p> <p>Krummacker, S. &amp; Vogel, B. (2013). An in-depth view of the facets, antecedents, and effects of leaders' change competency: Lessons from a case study. The Journal of Applied Behavioral Science, 49(3), 279-307.</p>	

- St. Pierre, E.A. & Jackson, A.Y. (2014). Qualitative data analysis after coding. *Qualitative Inquiry*, 20(6), 715–719.
- Thomas, D. R. (2006). A general inductive approach for analyzing qualitative evaluation data. *American Journal of Evaluation*, 27(2), 237-246.
- Tracy, S. J. (2010). Qualitative quality: Eight “big-tent” criteria for excellent qualitative research. *Qualitative inquiry*, 16(10), 837-851.
- Van de Wiel, M. W. J., Van den Bossche, P., Janssen, S., & Jossberger, H. (2011). Exploring deliberate practice in medicine: how do physicians learn in the workplace? *Advances in Health Sciences Education: Theory and Practice*, 16(1), 81–95.

**Module Group “Basics in PPE”  
(Compulsory)**





Instrumental Competences	Students learn how to develop their own questions and example related to the studied topics. Moreover, they apply and evaluate the studied methods through the application to practical challenges in policy making and institutional design.
Systemic Competences	Students show how the studied concepts and norms have implications for the design of political systems, policies, and institutions. They explain how existing institutions would have to be modified under the presupposition of the studied positions.
Communicative Competences	Students work in teams when organizing a discussion in class. Moreover, they work in teams when analyzing and solving the case studies in political design and policy making. They communicate their results to the audience with a prepared presentation and defend their solutions. They assess each other's performance as well as their respective results in light of the discussion in class.
<b>Exam assessments and forms</b>	
Written exam (60 minutes).	
<b>Precondition for award of credits</b>	
Submission of two discussion sheets	
<b>Weight of grade for final grade</b>	
In proportion to ECTS-Points and according to the study regulation.	
<b>Teaching language</b>	
<input type="checkbox"/> German <input checked="" type="checkbox"/> English	
<b>Module applicability</b>	
None	
<b>Learning material, literature</b>	
<p>Bird, C. (2006). An introduction to political philosophy. Cambridge University Press</p> <p>Estlund, David, ed. (2012). The Oxford handbook of political philosophy. Oxford: Oxford University Press. ("OHPP")</p> <p>Goodin, R. E., &amp; Pettit, P. (2006). Contemporary political philosophy: an anthology. Oxford: Blackwell. ("CPP")</p> <p>Hobbes, T. (1651). Leviathan – or the Matter, Forme, &amp; Power of a Common-wealth Ecclesiasticall and Civill. London. (Prepared for the McMaster University Archive of the History of Economic Thought, by Rod Hay.)</p> <p>Knowles, D. (2001). Political philosophy (Vol. 6). London: Routledge.</p> <p>Lane, M. (2014). Ancient Political Philosophy. The Stanford Encyclopedia of Philosophy (Winter 2014 Edition), Edward N. Zalta (ed.), URL = &lt;<a href="https://plato.stanford.edu/archives/win2014/entries/ancient-political/">https://plato.stanford.edu/archives/win2014/entries/ancient-political/</a>&gt;.</p> <p>Locke, J. (1689/1823). Two Treatise of Government; from The Works of John Lock (10 Vols.). London (Prepared by Rod Hay for the McMaster University Archive of the History of Economic Thought).</p> <p>Miller, D. (2003). Political philosophy: A very short introduction. Oxford University Press.</p> <p>Pettit, P., Goodin, R. E. (1997). Contemporary Political Philosophy: An Anthology. Oxford: Wiley-Blackwell.</p> <p>Risse, M. (2012). Global Political Philosophy. New York: Palgrave Macmillan.</p>	

Stevens, R.G. (2011): Political Philosophy. Cambridge: Cambridge University Press 2011.  
Swift, Adam (2014). Political Philosophy, 3rd edition. Cambridge: Polity Press.  
Wolff, J. (2006). An introduction to political philosophy. Oxford University Press.

<b>MP-CBa-1802</b>	<b>Basics in Philosophy II: Philosophy of the Social Sciences</b>
Module Supervisor/s:	Prof. Dr. Jens Harbecke
ECTS/Credits, Workload:	5 contact hours: 30 h      self study: 120 h
In Term:	2 <sup>nd</sup> semester
Frequency/Duration:	<input checked="" type="checkbox"/> summer term <input type="checkbox"/> winter term
<b>Short description</b>	
<p>The module provides an introduction to the main problems and themes in the philosophy of the social sciences. Its first part focuses on parts of the introductory book by Martin Hollis. The book touches the rationalist vs. empiricist approaches and distinguishes an individualistic from a holistic methodology. It goes on to discuss rationality concepts in the social sciences, the notion of social action, and the distinction of self and role. Finally, it provides an overview of the understanding vs. explanation debate and the debate on the possibility of a value free social science.</p> <p>The module mainly covers the following topics:</p> <ul style="list-style-type: none"> <li>• Definitions and concepts in the social sciences</li> <li>• Relation between the social sciences and the natural sciences</li> <li>• Social science research and technological intervention</li> <li>• Explanations and prognoses</li> <li>• Individualism vs. collectivism</li> <li>• The problem of objectivity and value judgement</li> <li>• Complexity</li> <li>• Text interpretation</li> </ul>	
<b>Courses (module elements)</b>	
The module contains a seminar unit and a tutorial unit.	
<b>Methodic implementation</b>	
The course will first cover the main themes of the subject. The sessions begin with a brief introduction of the topics by the course instructor. Subsequently, one or two students will lead a discussion on the basis of questions they have prepared. The tutorial unit will focus on selected readings in the form of interactive discussions.	
<b>Admission requirements</b>	
None	
<b>Learning objectives, Competences</b>	
Extending and Consolidating Knowledge	The course conveys the ability to handle contents and positions from the philosophy of the social sciences with competence. Students acquire familiarity with major authors in the field through the study of original literature and learn how to relate this Knowledge to scientific findings.
Instrumental Competences	Students learn how to develop their own questions and examples related to the studied topics. Moreover, they apply and evaluate the studied concepts and methods to actual cases of research in the social sciences.

Systemic Competences	Students show how the studied concepts and norms have implications for the design of research in the social sciences. In particular, they learn to understand the system of scientific research, and to clarify the potential to integrate different research results into an overall model.
Communicative Competences	Students work in teams when organizing a discussion in class. Moreover, they work in teams when analyzing actual cases of research in the social sciences. They communicate their results to the audience with a prepared presentation and defend their solutions. They assess each other's performance as well as their respective results in light of the discussion in class.
<b>Exam assessments and forms</b>	
Written exam (60 minutes).	
<b>Precondition forward of credits</b>	
Submission discussion sheets	
<b>Weight of grade for final grade</b>	
In proportion to ECTS-Points and according to the study regulation.	
<b>Teaching language</b>	
<input type="checkbox"/> German <input checked="" type="checkbox"/> English	
<b>Module applicability</b>	
None	
<b>Learning material, literature</b>	
<p>Hollis, Martin. (2006). The Philosophy of Social Science – an Introduction. Cambridge University Press.</p> <p>Mäki, Uskali. (2001) (ed.): The Economic World View. Studies in the Ontology of Economics, Cambridge. Cambridge University Press.</p> <p>Mantzavinos, C. (2009) (ed.): Philosophy of the Social Sciences. Philosophical Theory and Scientific Practice. Cambridge: Cambridge University Press.</p>	



Systemic Competences	Students develop the competence to engage in the interdisciplinary analysis of politics and economics, that is, they learn to use tools from the toolboxes of political science and of economics and to combine these tools in a competent way. This way, they increase their ability to analyze problems from more than one discipline.
Communicative Competences	Students learn to understand both: the language of economics and of political science when it comes to problems at the interface of both disciplines. This improves their ability to communicate at the interface of the disciplines and to express themselves in a way that is understandable both to economists and to political scientists.
<b>Exam assessments and forms</b>	
Written exam (60 minutes)	
<b>Precondition for award of credits</b>	
Submission of two discussion sheets.	
<b>Weight of grade for final grade</b>	
In proportion to ECTS-Points and according to the study regulation.	
<b>Teaching language</b>	
<input type="checkbox"/> German <input checked="" type="checkbox"/> English	
<b>Module applicability</b>	
None	
<b>Learning material, literature</b>	
Weingast, B.R., Wittman, D.A. (eds): The Oxford Handbook of Political Economy, Oxford: Oxford University Press 2006. Barma, N.H., Vogel, S.K. (eds): The Political Economy Reader. Markets as Institutions, New York, London: Routledge 2008.	



Instrumental Competences	Students learn to relate important current events to generalizable patterns and abstract concepts. After mastering concepts, students are exposed to competing theories and required to diagnose when theories' predictions apply and when hypotheses are falsified.
Systemic Competences	Demonstrating the ability to master abstract concepts and critically questioning these concepts enables students to relate to other fields of scientific inquiry with different concepts but similar methods of abstractions. It also prepares students for producing their own analyses.
Communicative Competences	Students learn to speak the disciplinary language of international relations in particular and political science in general. Moreover, they acquire the ability to articulate their critique of scholarly debates and argue for or against alternative theoretical concepts.
<b>Exam assessments and forms</b>	
Literature Review Paper (about 4000 words).	
<b>Precondition for award of credits</b>	
None	
<b>Weight of grade for final grade</b>	
In proportion to ECTS-Points and according to the study regulation.	
<b>Teaching language</b>	
<input type="checkbox"/> German <input checked="" type="checkbox"/> English	
<b>Module applicability</b>	
None	
<b>Learning material, literature</b>	
<p>Waltz, Kenneth (1959). Man, the State, and War. Columbia University Press: New York, NY.</p> <p>Keohane, Robert &amp; Joseph Nye (2011 (1974)). Power and Interdependence. Longman Classics in Political Science: London, UK.</p> <p>Mann, Michael (1986). The Sources of Social Power Volume 1 – A History of Power from the Beginning to AD 1760.</p>	





Communicative Competences	Having completed this course successfully, students will be able to present an economic analysis of market activities and public policies. basic ideas of BE and to develop examples for BE-applications in business and economic policy.
<b>Exam assessments and forms</b>	
Written exam (60 minutes).	
<b>Precondition for award of credits</b>	
None	
<b>Weight of grade for final grade</b>	
In proportion to ECTS-Points and according to the study regulation.	
<b>Teaching language</b>	
<input type="checkbox"/> German <input checked="" type="checkbox"/> English	
<b>Module applicability</b>	
None	
<b>Learning material, literature</b>	
The CORE Team (2019), Economy, Society, and Public Policy (ESPP) <a href="https://www.core-econ.org">Economy, Society, and Public Policy: Contents (core-econ.org)</a>	

<b>MP-CBa-1806</b>	<b>Basics in Economics II: Macroeconomics</b>
Module Supervisor/s:	Prof. Dr. André Schmidt
ECTS/Credits, Workload:	5 contact hours: 30 h      self study: 120 h
In Term:	2 <sup>nd</sup> semester
Frequency/Duration:	<input checked="" type="checkbox"/> summer term <input type="checkbox"/> winter term
<b>Short description</b>	
<p>The module deals with the basic elements of a macroeconomic analysis. Students learn how the different sectors within an economy (households, firms, government and foreign countries) interacts with each other and learn how the behaviour of these sectors influences the macroeconomic data with respect to employment, price level and economic growth. Students analyses the activities on goods markets, money markets and labor markets and should develop a better understanding of aggregate macroeconomic behavior. The module mainly covers the following topics:</p> <ul style="list-style-type: none"> <li>• Basics in national accounts</li> <li>• Equilibrium on goods markets</li> <li>• Equilibrium on money markets</li> <li>• The specific conditions of an open economy</li> <li>• Short run and long run equilibrium</li> <li>• Labor markets and inflation</li> </ul>	
<b>Courses (module elements)</b>	
The module contains a seminar unit and a tutorial unit.	
<b>Methodic implementation</b>	
The course is organized as a presentation and discussion seminar. After the presentation of the core elements students discuss about the consequences and implications of the theoretical insights for the economic reality.	
<b>Admission requirements</b>	
None	
<b>Learning objectives, Competences</b>	
Extending and Consolidating Knowledge	Students acquire basic Knowledge of macroeconomic data and the relevant relationships. They acquire skills for the analysis of policy measures, especially in the fields of fiscal and monetary policy.
Instrumental Competences	Students learn how to develop their own questions and example related to the studied topics. Moreover, they apply and evaluate the studied methods through the application to practical challenges in policy making and institutional design.
Systemic Competences	Students show how the studied concepts and norms have implications for the design of economic systems, policies, and institutions. They learn to develop stable predictions about economic policy measures and the relating consequences.

Communicative Competences	Students work in a team when organizing a discussion in class. Moreover, they work in a team when analysing and solving the case studies in political design and policy making. They communicate their results to the audience with a prepared presentation and defend their solutions. They assess each other's performance as well as their respective results in light of the discussion in class.
<b>Exam assessments and forms</b>	
Paper (about 20 pages)	
<b>Precondition for award of credits</b>	
None	
<b>Weight of grade for final grade</b>	
In proportion to ECTS-Points and according to the study regulation.	
<b>Teaching language</b>	
<input type="checkbox"/> German <input checked="" type="checkbox"/> English	
<b>Module applicability</b>	
None	
<b>Learning material, literature</b>	
Blanchard, O. (2017). Macroeconomics. Pearson, Boston et al. Mankiw, G. (2015). Macroeconomics. Macmillan, Cambridge, Mass. Williamson, St. (2011), Macroerconomics. Addison-Wesley, Boston et al.	

<b>P-CTh-1801</b>	<b>Master Thesis</b>
Module supervisor/s:	Vice Dean for Student Affairs
ECTS/credits, Worklad:	20 contact hours: 0 h      self study: 600 h
In Term:	4 <sup>th</sup> semester
Turnus/Dauer Frequency/Duration:	<input checked="" type="checkbox"/> summer term <input type="checkbox"/> winter term
<b>Short description</b>	
<p>The Master thesis is evidence that students are able to tackle a research related project within limited time on their own. Students choose a research question within the realm of international economics, international politics, philosophy and society, or a related research area at the interface of philosophy, politics and economics. Students use their previously acquired Knowledge to design the project, conceptualise their own empiric research and carry out the research. They use adequate methods to acquire and analyze data. Students are able to reflect and scrutinize their results and to derive implications for research and practice. They are able to explore and develop topics formerly unknown to them and to make an independent contribution to the field.</p>	
<b>Courses (module elements)</b>	
None	
<b>Methodic implementation</b>	
Individual supervision and mentoring	
<b>Admission requirements</b>	
Required level of ECTS points acquired (according to study regulations)	
<b>Learning objectives, Competences</b>	
Extending and consolidating Knowledge	Students have acquired in-depth Knowledge of the state of the art of research within the chosen topic. They know how to relate this research Knowledge to the specific research question at hand.
Instrumental Competences	Students are able to derive a fitting research strategy and empirical method in relation to the research question and the state of current research within the specific field. They are able to gather research data through adequate means. They are able to analyze and derive meaning from data.
Systemic Competences	Students have developed an advanced understanding of the scientific and societal relevance of their own research and research in general. They are able to evaluate and judge the reliability and validity of practical and theoretical research in their field. They are able to apply the principles of research to problems within their professional practice.
Communicative Competences	Students are able to explain and defend their research results to practitioners and researchers alike. They have developed the skills to present complex and novel Knowledge according to the principles of good research practices.

<b>Exam assessments and forms</b>
Master thesis (about 60 pages)
<b>Precondition for award of credits</b>
None
<b>Weight of grade for final grade</b>
In proportion to ECTS-Points and according to the study regulation.
<b>Teaching language</b>
<input type="checkbox"/> German <input checked="" type="checkbox"/> English
<b>Module applicability</b>
None
<b>Learning material, literature</b>

# **Compulsory Elective Modules**







<b>Exam assessments and forms</b>
All exam formats stipulated in examination regulations.
<b>Precondition for award of credits</b>
Evidence of graded examination, see "Stufu-information sheet" of the Faculty of Humanities and Arts.
<b>Weight of grade for final grade</b>
In proportion to ECTS and according to study regulations.
<b>Teaching language</b>
<input checked="" type="checkbox"/> Deutsch <input checked="" type="checkbox"/> English Veranstaltungsabhängig / depending on course
<b>Module applicability</b>
All study programmes at the University of Witten/Herdecke
<b>Learning material, literature</b>
Depending on course
<b>Other information</b>
A total amount of 15 CPs must be aquired in this module. In each seminar, 1, 2, 3 to a maximum of 4 ECTS credits can be acquired, depending on the examination. All examinations must be graded.

# **Elective Modules**

**Major “International Economics”  
(Elective)**

<b>MP-EIE-1801</b>	<b>International Economics</b>
Module Supervisor/s:	Prof. Dr. André Schmidt
ECTS/Credits, Workload:	5 contact hours: 30 h      self study: 120 h
In Term:	2 <sup>nd</sup> or 4 <sup>th</sup> semester
Frequency/Duration:	<input checked="" type="checkbox"/> summer term <input type="checkbox"/> winter term
<b>Short description</b>	
<p>The module deals with the basic elements of international economics. Students learn the effects of trade and the theory of comparative advantages. Moreover, students will be confronted with the redistributive effects of globalization under the application of imperfections of international trade. In the module we discuss the different kinds of strategic trade policy and different approaches to influence the pattern of trade</p> <p>The module mainly covers the following topics:</p> <ul style="list-style-type: none"> <li>• Basics of international trade</li> <li>• Factor price equalization by Heckscher/Ohlin</li> <li>• Imperfect competition and trade</li> <li>• Trade policy measures</li> <li>• Strategic trade policy</li> <li>• Globalization and international institutions</li> </ul>	
<b>Courses (module elements)</b>	
The module contains a seminar unit and a tutorial unit.	
<b>Methodic implementation</b>	
The course is organized as a presentation and discussion seminar. After the presentation of the core elements students discuss about the consequences and implications of the theoretical insights for the economic reality.	
<b>Admission requirements</b>	
None	
<b>Learning objectives, Competences</b>	
Extending and Consolidating Knowledge	Students acquire Knowledge about the basics international trade and the relevant relationships. They acquire skills for the analysis of trade policy measures, especially in the fields of development economics and regional integration.
Instrumental Competences	Students learn how to develop their own questions and example related to the studied topics. Moreover, they apply and evaluate the studied methods through the application to practical challenges in policy making and institutional design.

Systemic Competences	Students show how the studied concepts and norms have implications for the design of trade policies and institutions. They learn to develop valid predictions about trade policy measures and the relating consequences.
Communicative Competences	Students work in a team when organizing a discussion in class. Moreover, they work in a team when analyzing and solving the case studies in political design and policy making. They communicate their results to the audience with a prepared presentation and defend their solutions. They assess each other's performance as well as their respective results in light of the discussion in class.
<b>Exam assessments and forms</b>	
Paper (about 20 pages)	
<b>Precondition for award of credits</b>	
None	
<b>Weight of grade for final grade</b>	
In proportion to ECTS-Points and according to the study regulation.	
<b>Teaching language</b>	
<input type="checkbox"/> German <input checked="" type="checkbox"/> English	
<b>Module applicability</b>	
Free elective module in Master course Strategy & Organization (M.Sc.)	
<b>Learning material, literature</b>	
Gerber, J. (2014). International Economics, 6 th. Edition. Pearson. Krugman, P./Obstfeld, M./Melitz, M. (2015). International Trade: Theory and Policy, 10thEdition, Pearson.	
<b>Other information</b>	
This module is an elective module or, if attended as a part of the major <i>International Economics</i> , a compulsory elective module within that major.	



<b>Exam assessments and forms</b>
Paper (about 20 pages)
<b>Precondition for award of credits</b>
In class presentation of assigned topic
<b>Weight of grade for final grade</b>
In proportion to ECTS-Points and according to the study regulation.
<b>Teaching language</b>
<input type="checkbox"/> German <input checked="" type="checkbox"/> English
<b>Module applicability</b>
Free elective module in Master course Strategy & Organization (M.Sc.)
<b>Learning material, literature</b>
<p>Angner, Erik (2016): A Course in Behavioral Economics, 2nd ed., Palgrave Macmillan.                      Thaler, Richard H. (2015): Misbehaving: The Making of Behavioral Economics, W.W. Norton &amp; Company.                      Camerer, Colin F. and George Loewenstein (2003): Behavioral Economics: Past, Present, Future, in: Camerer, Colin F., George Loewenstein &amp; Matthew Rabin (Ed.): Advances in Behavioral Economics, Princeton University Press, pp. 3-51.</p> <p>An additional reading list will be provided with the course outline via UWE.</p>
<b>Other information</b>
This module is an elective module or, if attended as a part of the major <i>International Economics</i> , a compulsory elective module within that major.





	Furthermore, this course specifically contributes to intercultural Competences, as students typically look at a large array of countries, which naturally leads to an exchange over the specific characteristics of these societies.
<b>Exam assessments and forms</b>	
Paper (about 20 pages)	
<b>Precondition for award of credits</b>	
None	
<b>Weight of grade for final grade</b>	
In proportion to ECTS-Points and according to the study regulation.	
<b>Teaching language</b>	
<input type="checkbox"/> German <input checked="" type="checkbox"/> English	
<b>Module applicability</b>	
None	
<b>Learning material, literature</b>	
<p>Todaro, M.P. and Smith, S.C.: Economic Development, Prentice Hall 2015  Perkins, D.H. and Radelet, S.: Economics of Development, Norton &amp; Company 2012  Thirlwall, A.P. and Pacheco-López, P.: Economics of Development, Palgrave 2017</p>	
<b>Other information</b>	
This module is an elective module or, if attended as a part of the major <i>International Economics</i> , a compulsory elective module within that major.	

<b>MP-EIE-1804</b>	<b>Institutional Economics</b>
Module Supervisor/s:	Prof. Dr. Joachim Zweynert
ECTS/Credits, Workload:	5 contact hours: 30 h      self study: 120 h
In Term:	2 <sup>nd</sup> semester
Frequency/Duration:	<input checked="" type="checkbox"/> summer term <input type="checkbox"/> winter term
<b>Short description</b>	
<p>Why are some societies rich while others are not? This is one of the central questions economists have been trying to answer over the last 250 years. In the social sciences, there is now a consensus that institutions, the "humanly devised constraints that structure political, economic, and social interaction"(D.C. North), have a major impact on the prosperity and poverty of nations. The course seeks to identify the channels via which institutions influence growth, development, and political stability. In accordance with the interdisciplinary nature of the PPE program, a special focus is on the possible synergies between institutionalist approaches in economics and the other social sciences.</p> <ul style="list-style-type: none"> <li>• Significance of the institutional approach for economic performance of societies,</li> <li>• Interdependence of economic, political and legal institutions,</li> <li>• Correlation between formal and informal institutions,</li> <li>• Problems with the diffusion and transfer of institutions in the global economy.</li> </ul>	
<b>Courses (module elements)</b>	
The module contains a seminar unit and a tutorial unit.	
<b>Methodic implementation</b>	
First, the course covers the main themes of the subject. The sessions begin with a brief introduction of the topics by the course instructor. Subsequently, one or two students will lead a discussion on the basis of questions they have prepared. The tutorial unit focuses on selected readings in the form of interactive discussions.	
<b>Admission requirements</b>	
Completion of the modules Basics in Economics I and II (MP-CBa-1805; MP-CBa-1806)	
<b>Learning objectives, Competences</b>	
Extending and Consolidating Knowledge	Participants develop an understanding of the relevance of institutions - including political and legal regulations - to economic processes of growth and development, and the ability to autonomously analyse the complex interplay between political, legal, and economic constraints as well as between formal and informal institutions.
Instrumental Competences	Students learn to apply the institutionalist framework to a wide array of problems related to growth, development and transformation of societies. They learn to categorize these problems, collect relevant data and on this basis they discuss possible solutions.

Systemic Competences	By applying theories to specific countries or regions (often the ones students come from) and discussing the problems that occur in the course of application, students learn how to adapt theories to specific contexts.
Communicative Competences	This course specifically contributes to intercultural Competences, as students typically apply institutionalist theories to their native countries, which naturally leads to an exchange over the specific cultural traits of these societies and how they affect the economic and political order but also social interaction. This way, students also learn to more systematically describe cultural differences and to compare societies.
<b>Exam assessments and forms</b>	
Paper (about 20 pages)	
<b>Precondition for award of credits</b>	
None	
<b>Weight of grade for final grade</b>	
In proportion to ECTS-Points and according to the study regulation.	
<b>Teaching language</b>	
<input type="checkbox"/> German <input checked="" type="checkbox"/> English	
<b>Module applicability</b>	
Free elective module in the Master course Strategy & Organization (M.Sc.)	
<b>Learning material, literature</b>	
<p>Greif, A.: Institutions and the Path to the Modern Economy. Lessons from Medieval Trade, Cambridge, Mass.: Cambridge University Press 2005.</p> <p>Rodrik, D.: One Economics, Many Recipes. Globalization, Institutions, and Economic Growth, Princeton, NJ: Princeton University Press 2007.</p> <p>Acemoglu, D., Robinson, J.A.: Why Nations Fail: The Origins of Power, Prosperity, and Poverty, New York: Crown Publishers 2012.</p>	
<b>Other information</b>	
This module is an elective module or, if attended as a part of the major <i>International Economics</i> , a compulsory elective module within that major.	

<b>MP-EIE-1805</b>	<b>The International Financial System</b>
Module Supervisor/s:	Prof. Dr. André Schmidt
ECTS/Credits, Workload:	5 contact hours: 30 h      self study: 120 h
In Term:	2 <sup>nd</sup> semester
Frequency/Duration:	<input checked="" type="checkbox"/> summer term <input type="checkbox"/> winter term
<b>Short description</b>	
<p>Students learn about money as a social instrument, the function of banks, and the role of finance in society. The module compares different monetary orders and takes a critical look at the credit money order for the business cycle and the sustainability of the euro.</p> <p>Competences: Having completed the module, students are expected to understand the vulnerabilities of the present global monetary and financial system and will learn to think about alternatives.</p> <p>The module mainly covers the following topics:</p> <ul style="list-style-type: none"> <li>• The order of money and the order of society</li> <li>• The function of banks and the nature of interest</li> <li>• The role of credit money for the business cycle.</li> <li>• Alternative money systems (including crypto money)</li> <li>• The sustainability of the euro</li> </ul>	
<b>Courses (module elements)</b>	
The module contains a seminar unit and self-study.	
<b>Methodic implementation</b>	
The course is organized as a teaching and discussion seminar. At its center are the consequences and implications of the theoretical insights for the economic and social reality.	
<b>Admission requirements</b>	
None	
<b>Learning objectives, Competences</b>	
Extending and Consolidating Knowledge	Students acquire knowledge about the basics of the international financial system and the relevant relationships. They acquire skills for the analysis of policy measures, especially in the fields of banking and the business cycle.
Instrumental Competences	Students learn how to develop their own questions and example related to the studied topics. Moreover, they apply and evaluate the studied methods through the application to practical challenges in policy making and institutional design.
Systemic Competences	Students learn how the studied concepts and norms have implications for the design of social orders and institutions. They learn to take a critical look at the existing order and think about alternatives.
Communicative Competences	Students are encouraged to raise their own questions on the issues and develop an informed opinion of their own in discussions in class.

<b>Exam assessments and forms</b>
Written Exam
<b>Precondition for award of credits</b>
None
<b>Weight of grade for final grade</b>
In proportion to ECTS-Points and according to the study regulation.
<b>Teaching language</b>
<input type="checkbox"/> German <input checked="" type="checkbox"/> English
<b>Module applicability</b>
None
<b>Learning material, literature</b>
Mayer, Thomas: Austrian Economics, Money and Finance, New York: Routledge 2018.
<b>Other information</b>
This module is an elective module or, if attended as a part of the major <i>International Economics</i> , a compulsory elective module within that major.



<b>Teaching language</b>
<input type="checkbox"/> German <input checked="" type="checkbox"/> English
<b>Module applicability</b>
None
<b>Learning material, literature</b>
Depending on the course taught within the module
<b>Other information</b>
This module is an elective module or, if attended as a part of the major <i>International Economics</i> , a compulsory elective module within that major.



<b>MP-EIE-1807</b>	<b>Independent Studies/Independent Projects: International Economics</b>	
Module Supervisor/s:	Vice Dean for Student Affairs	
ECTS/Credits, Workload:	5 or 10 contact hours: 0 h	self study: 150 h /300 h
In Term:	3 <sup>rd</sup> or 4 <sup>th</sup> semester	
Frequency/Duration:	<input checked="" type="checkbox"/> summer term	<input checked="" type="checkbox"/> winter term
<b>Short description</b>		
Independent Projects and Independent Studies offer students the opportunity to pursue their own research projects or explore issues of their own choice. Independent Studies permit candidates to locate sub-modules from different modules in an overriding context.		
<b>Courses (module elements)</b>		
The module is individually designed according to the student's study/project.		
<b>Methodic implementation</b>		
The methodic implementation will be at the discretion of the instructor.		
<b>Admission requirements</b>		
Completion of the modules Basics in Economics I and II (MP-CBa-1805; MP-CBa-1806)		
<b>Learning objectives, Competences</b>		
Extending and Consolidating Knowledge	Students have acquired profound Knowledge of the topics studied in their Independent Study.	
Instrumental Competences	Students learn how to develop their own questions and examples related to the studied topics.	
Systemic Competences	Students apply the concepts studied in the module to real-life examples.	
Communicative Competences	Students present their own thoughts and defend them against objections.	
<b>Exam assessments and forms</b>		
Paper (about 20 pages)		
<b>Precondition for award of credits</b>		
None		
<b>Weight of grade for final grade</b>		
In proportion to ECTS-Points and according to the study regulation.		

<b>Teaching language</b>
<input type="checkbox"/> German <input checked="" type="checkbox"/> English
<b>Module applicability</b>
None
<b>Learning material, literature</b>
Depending on the topics studied.
<b>Other information</b>
<p>This module is an elective module or, if attended as a part of the major <i>International Economics</i>, a compulsory elective module within that major.</p> <p>Depending on the workload and application: 5 or 10 CP</p> <p><u>Important Notice:</u>          Students may only acquire credits and take examinations in this module after successful application with the Vice Dean for Student Affairs. The application comprises a schedule and a project plan, an agreement concerning assessment criteria and the approval by the supervisor. Applications must be submitted before commencement of the study or the project. Accepted applications must be submitted to the examination office.</p>

**Major “International Politics”  
(Elective)**

<b>MP-EIP-1801</b>	<b>Foreign Policy</b>
Module Supervisor/s:	Prof. Dr. Nils-Christian Bormann
ECTS/Credits, Workload:	5 contact hours: 30 h      self study: 120 h
In Term:	2 <sup>nd</sup> semester
Frequency/Duration:	<input checked="" type="checkbox"/> summer term <input type="checkbox"/> winter term
<b>Short description</b>	
<p>This course acquaints students with the main theories and history of foreign policy and diplomacy. It introduces students to the concept of state interests and discusses how governments attempt to pursue their interests in the short and long run and against the interests of other states. The course also asks as to whether and how interests change over time as a result of changing domestic or international conditions. Students should understand the constraints put on governments by other states and institutions and be able to illustrate multiple competing interests in the international systems. To theoretically capture these interactions, students get to know simple models of game theory of interstate interactions including the prisoner's dilemma, the stag hunt, and the chicken game. Equipped with this Knowledge, students should be able to write a strategy paper for a selected international challenge.</p> <ul style="list-style-type: none"> <li>• State interests in the short and long term</li> <li>• Tools of statecraft: diplomacy and war</li> <li>• Strategic and counterfactual analysis of multiple competing interests</li> </ul>	
<b>Courses (module elements)</b>	
<p>Students will have to read case studies about international interactions and prepare answers to questions prepared by the instructor before class. These questions will then be discussed in class and prepare the basis for discussing different state strategies and contrasting these strategies with important constraints such as international treaties, powerful international rivals, domestic veto players etc. After several historical sessions, the instructor will slowly introduce basic game theoretic approaches to understand foreign policy. Tutorials will employ the application of these tools to examples from and beyond class.</p>	
<b>Methodic implementation</b>	
<p>The course will take the form of an interactive discussion with prepared questions by the instructor. The tutorial will provide practice exercises of simple game theoretic riddles.</p>	
<b>Admission requirements</b>	
None	
<b>Learning objectives, Competences</b>	
Extending and Consolidating Knowledge	<p>The first major learning objective of this course is to enable students to recognize and interpret the complex constraints politicians face when interacting with other governments and non-state actors in the international arena through historical cases of foreign policy. The second learning objective is to allow students to identify abstract game theoretic interactions that describe foreign policy interactions.</p>

Instrumental Competences	Students can diagnose strategic interactions in real-world examples and take on multiple perspectives from which to analyze foreign policy interactions.
Systemic Competences	Solving simple game theoretic models such as the prisoner's dilemma, students discover the strategic interactions inherent in conflictual and cooperative interactions in the international system. These Competences also travel to other applications of strategic interactions inside and outside of politics. Students are encouraged to relate additional examples to the underlying games and use their acquired historical Knowledge to learn about the limits of game theoretic analysis.
Communicative Competences	Students evaluate complex strategic interactions and illustrate how multiple actors' interests can result in unforeseen or counter-intuitive outcomes.
<b>Exam assessments and forms</b>	
White paper that outlines a foreign policy strategy towards a given problem (e.g., Germany's approach to international climate negotiations or the UK's approach to EU exit negotiations).	
<b>Precondition for award of credits</b>	
Two tests on models of game theory	
<b>Weight of grade for final grade</b>	
In proportion to ECTS-Points and according to the study regulation.	
<b>Teaching language</b>	
<input type="checkbox"/> German <input checked="" type="checkbox"/> English	
<b>Module applicability</b>	
None	
<b>Learning material, literature</b>	
Axelrod, Robert (1983). <i>The Evolution of Cooperation</i> . Basic Books: New York, NY. Kissinger, Henry (1994). <i>Diplomacy</i> . Simon & Schuster: New York, NY. Humphreys, Macartan (2017). <i>Political Games</i> . W.W. Norton: New York, NY.	
<b>Other information</b>	
This module is an elective module or, if attended as a part of the major <i>International Politics</i> , a compulsory elective module within that major.	



Communicative Competences	Students work in teams when organizing a discussion in class. Moreover, they work in teams when applying the concepts to concrete cases. They have to communicate and to defend their solutions in the classroom.
<b>Exam assessments and forms</b>	
The examination is based on a paper produced by groups of 3-5 students which analyses a real case of a global governance problems and proposes a suggestion.	
<b>Precondition for award of credits</b>	
In class presentation of assigned topic	
<b>Weight of grade for final grade</b>	
In proportion to ECTS-Points and according to the study regulation.	
<b>Teaching language</b>	
<input type="checkbox"/> German <input checked="" type="checkbox"/> English	
<b>Module applicability</b>	
None	
<b>Learning material, literature</b>	
Sinclair, Timothy J.: Global Governance: Cambridge: Polity Press 2012.	
<b>Other information</b>	
This module is an elective module or, if attended as a part of the major <i>International Politics</i> , a compulsory elective module within that major.	





Communicative Competences	Students will illustrate their critical ideas in short and concise response papers. They will particularly practise concise, organized and elegant written responses to major intellectual debates in the security field.
<b>Exam assessments and forms</b>	
Paper (about 20 pages)	
<b>Precondition for award of credits</b>	
Six passing critical response essays need to be submitted.	
<b>Weight of grade for final grade</b>	
In proportion to ECTS-Points and according to the study regulation.	
<b>Teaching language</b>	
<input type="checkbox"/> German <input checked="" type="checkbox"/> English	
<b>Module applicability</b>	
None	
<b>Learning material, literature</b>	
<p>Jervis, Robert (1976). Perception and Misperception in International Politics. Princeton University Press: Princeton, NJ.</p> <p>Kalyvas, Stathis (2006). The Logic of Violence in Civil War. Cambridge University Press: New York, NY.</p> <p>Cederman, Lars-Erik/Gleditsch, Kristian Skrede/ Buhaug, Halvard (2013). Inequality, Grievances, and Civil War. Cambridge University Press: New York, NY.</p> <p>Shapiro, Jacob N. (2013). The Terrorist's Dilemma: Managing Violent Covert Organizations. Princeton University Press, Princeton, NJ.</p> <p>Straus, Scott (2015). Making and Unmaking Nations: War, Leadership, and Genocide in Modern Africa. Cornell University Press, Ithaca, NY.</p>	
<b>Other information</b>	
This module is an elective module or, if attended as a part of the major <i>International Politics</i> , a compulsory elective module within that major.	

<b>MP-EIP-1804</b>	<b>International Political Economy</b>
Module Supervisor/s:	Prof. Dr. Joachim Zweynert
ECTS/Credits, Workload:	5 contact hours: 30 h      self study: 120 h
In Term:	2 <sup>nd</sup> semester
Frequency/Duration:	<input checked="" type="checkbox"/> summer term <input type="checkbox"/> winter term
<b>Short description</b>	
<p>The course gives students a broad overview over the state of the art of modern IPE. Central issues are the relationship between political power (hierarchy) and markets (horizontal exchange) in the global economy: Is a national economic policy still possible in a globalized world? Does the globalization of production benefit the less developed countries, or does it make them more dependent of multi-national corporations? How does globalization affect income distribution within societies?</p> <ul style="list-style-type: none"> <li>• Power relations and economic relations in the global arena</li> <li>• Globalisation and the divergence between economic and political space</li> <li>• Economic and political integration and new regionalism</li> </ul>	
<b>Courses (module elements)</b>	
The module contains a seminar unit and a tutorial unit.	
<b>Methodic implementation</b>	
The course will first cover the main themes of the subject. The sessions begin with a brief introduction of the topics by the course instructor. Subsequently, one or two students will lead a discussion on the basis of questions they have prepared. The tutorial unit will focus on selected readings in the form of interactive discussions.	
<b>Admission requirements</b>	
Completion of the modules Basic in Politics I+II (MP-CBa-1803; MP-CBa-1804)	
<b>Learning objectives, Competences</b>	
Extending and Consolidating Knowledge	Students acquire Knowledge on the interplay between power relations and exchange relations in the global economy. They systematically learn to apply the insights of economics and of political science to selected problems of globalization and thus improve their understanding of questions like global migration, the governance of global trade relations, the power of multi-national corporations in less developed countries and so on.
Instrumental Competences	Students systematically learn to apply the insights of political science and economics to issues related to the global economy and thus acquire transdisciplinary methodological-theoretical Competences at the intersection of the two disciplines.

Systemic Competences	Students learn to apply their transdisciplinary methodological-theoretical Competences to concrete problems and cases, to classify problems and to develop solutions that take into account the complex interplay between political and economic factors.
Communicative Competences	Students learn to combine not only the methods but also the language of political science and economics and thus further improve their ability to communicate at the intersection of the two disciplines.
<b>Exam assessments and forms</b>	
Paper (about 20 pages)	
<b>Precondition for award of credits</b>	
The precondition for the award of credits is the submission of the course paper.	
<b>Weight of grade for final grade</b>	
In proportion to ECTS-Points and according to the study regulation.	
<b>Teaching language</b>	
<input type="checkbox"/> German <input checked="" type="checkbox"/> English	
<b>Module applicability</b>	
None	
<b>Learning material, literature</b>	
Ravenhill, J. (ed.): Global Political Economy, 5 <sup>th</sup> ed., Oxford: Oxford University Press 2017. Frieden, J.A./Lake, D.A.: International Political Economy. Perspectives on Global Power and Wealth, 6 <sup>th</sup> ed., New York: W.W. Norton & Company 2017.	
<b>Other information</b>	
This module is an elective module or, if attended as a part of the major <i>International Politics</i> , a compulsory elective module within that major.	

<b>MP-EIP-1805</b>	<b>International Organizations</b>
Module Supervisor/s:	Prof. Dr. Joachim Zweynert
ECTS/Credits, Workload:	5 contact hours: in 60 h self study: in 90 h
In Term:	3 <sup>rd</sup> semester
Frequency/Duration:	<input type="checkbox"/> summer term <input checked="" type="checkbox"/> winter term
<b>Short description</b>	
<p>This course analyses the role of international organizations for governing global politics and the global economy. What are International Organizations (IOs) and what role do they play in world politics? This course sets out to answer these questions by introducing students to the history and functioning of contemporary IOs including the UN, the WTO, the IMF and a number of regional organizations. Moreover, the course develops different theoretical perspectives on international organizations (e.g. realism, rational choice, constructivism) and shows how these theories can be used to understand the way in which International Organizations shape interaction between nations states.</p>	
<b>Courses (module elements)</b>	
The module contains a seminar unit and a tutorial unit.	
<b>Methodic implementation</b>	
<p>The course will first cover the main themes of the subject. The sessions begin with a brief introduction of the topics by the course instructor. Subsequently, one or two students will lead a discussion on the basis of questions they have prepared. The tutorial unit will focus on selected readings in the form of interactive discussions.</p>	
<b>Admission requirements</b>	
Completion of the modules Basic in Politics I+II (MP-CBa-1803; MP-CBa-1804)	
<b>Learning objectives, Competences</b>	
Extending and Consolidating Knowledge	Students acquire factual and theoretical Knowledge about the functioning of international organizations and the role they play in structuring the complex interaction among nation-states.
Instrumental Competences	Students learn to cope with the multitude of theoretical and normative perspectives on international organizations and to relate these theories each to another. This competence, together with their acquired factual Knowledge on international organizations, enables them to classify and analyze typical problems related to international organizations.
Systemic Competences	Students learn to apply their Knowledge to typical real problems related to the governance of global co-operation by international organizations and develop solutions that reflect insights from different theoretical and normative perspectives.

Communicative Competences	Students work in groups when organizing discussions in class. They communicate their results to the participants of the seminar and have to defend their standpoint in classroom discussion. They assess each other's performance as well as their respective results in light of classroom discussions.
<b>Exam assessments and forms</b>	
Paper (about 20 pages)	
<b>Precondition for award of credits</b>	
None	
<b>Weight of grade for final grade</b>	
In proportion to ECTS-Points and according to the study regulation.	
<b>Teaching language</b>	
<input type="checkbox"/> German <input checked="" type="checkbox"/> English	
<b>Module applicability</b>	
None	
<b>Learning material, literature</b>	
Hurd, I.: International Organizations. Politics, Law, Practice, Cambridge: Cambridge University Press 2015. Katz, J./Hurd, I./Johnstone, I. (eds): The Oxford Handbook of International Organizations, Oxford: Oxford University Press 2016.	
<b>Other information</b>	
This module is an elective module or, if attended as a part of the major <i>International Politics</i> , a compulsory elective module within that major.	



<b>Teaching language</b>
<input type="checkbox"/> German <input checked="" type="checkbox"/> English
<b>Module applicability</b>
None
<b>Learning material, literature</b>
Depending on the course taught within the module.
<b>Other information</b>
This module is an elective module or, if attended as a part of the major <i>International Politics</i> , a compulsory elective module within that major.





<b>Teaching language</b>
<input type="checkbox"/> German <input checked="" type="checkbox"/> English
<b>Module applicability</b>
None
<b>Learning material, literature</b>
Depending on the topics studied.
<b>Other information</b>
<p>This module is an elective module or, if attended as a part of the major <i>International Economics</i>, a compulsory elective module within that major.</p> <p>Depending on the workload and application: 5 or 10 CP</p> <p><u>Important Notice:</u>          Students may only acquire credits and take examinations in this module after successful application with the Vice Dean for Student Affairs. The application comprises a schedule and a project plan, an agreement concerning assessment criteria and the approval by the supervisor. Applications must be submitted before commencement of the study or the project. Accepted applications must be submitted to the examination office.</p>

**Major “Philosophy and Society”  
(Elective)**



Instrumental Competences	Students learn how to develop their own questions and examples related to the studied topics. Moreover, they experience cooperation and defection in an experiment involving cooperative games. They apply and evaluate the studied concepts and methods to actual cases of the construction of social institutions.
Systemic Competences	Students apply the concepts studied in the game-theoretic analysis of cooperation to actual cases of social system construction. They illustrate how the concepts allow understanding social and political dynamics, and they verify their relevance for the understanding of the functioning small communities as well as whole societies.
Communicative Competences	Students work in teams when organizing a discussion in class. Moreover, they work in a team when apply the concepts to the analysis of actual social systems. They communicate their results to the audience with a prepared presentation and defend their solutions. They assess each other's performance as well as their respective results in light of the discussion in class.
<b>Exam assessments and forms</b>	
Paper (about 20 pages)	
<b>Precondition for award of credits</b>	
The precondition for the award of credits is the submission of the course paper.	
<b>Weight of grade for final grade</b>	
In proportion to ECTS-Points and according to the study regulation.	
<b>Teaching language</b>	
<input type="checkbox"/> German <input checked="" type="checkbox"/> English	
<b>Module applicability</b>	
None	
<b>Learning material, literature</b>	
Osborne, M., Rubinstein, A.: A Course in Game Theory. Boston: MIT Press 1994. Fudenberg, D., Tirole, J.: Game theory. Boston: MIT Press 1991. Skyrms, B.: The Evolution of the Social Contract. Cambridge: Cambridge University Press 1996. Axelrod, R.: The Evolution of Cooperation – Revised Edition. New York: Basic Books 2006. Binmore, K.: Animal Behaviour: An Evolutionary Approach. Sunderland, MA: Sinauer Associates 2006. Binmore, K. (2005). Natural justice. Oxford: Oxford University Press	
<b>Other information</b>	
This module is an elective module or, if attended as a part of the major <i>Philosophy and Society</i> , a compulsory elective module within that major.	

<b>MP-EPS-1802</b>	<b>Advanced Philosophy of Economics</b>
Module Supervisor/s:	Prof. Dr. Jens Harbecke
ECTS/Credits, Workload:	5 contact hours: 30 h      self study: 120 h
In Term:	2 <sup>nd</sup> semester
Frequency/Duration:	<input checked="" type="checkbox"/> summer term <input type="checkbox"/> winter term
<b>Short description</b>	
<p>This module provides an introduction to the philosophy of economics. The main objective is to give to the students the tools to better understand the methods and research strategies commonly used in economics, making them aware of the philosophical underpinnings of the subject. At the end of the course the students will have a deeper understanding of the philosophical and methodological issues underlying economic reasoning.</p> <p>The module mainly covers the following topics:</p> <ul style="list-style-type: none"> <li>• the fact-value dichotomy,</li> <li>• the testability of scientific hypotheses,</li> <li>• the status of the rationality postulate,</li> <li>• the problem of irrationalism of economic assumptions,</li> <li>• the nature of the market,</li> <li>• causation in economics,</li> <li>• mechanisms in economics.</li> </ul>	
<b>Courses (module elements)</b>	
The module contains a seminar unit and a tutorial unit.	
<b>Methodic implementation</b>	
The course will first cover the main themes of the subject. The sessions begin with a brief introduction of the topics by the course instructor. Subsequently, one or two students will lead a discussion on the basis of questions they have prepared. The tutorial unit will focus on selected readings in the form of interactive discussions.	
<b>Admission requirements</b>	
Completion of the modules Basics in Philosophy I and II (MP-CBa-1801; MP-CBa-1802)	
<b>Learning objectives, Competences</b>	
Extending and Consolidating Knowledge	Students have acquired profound Knowledge of the main problems and positions in the philosophy of economics. They can identify the philosophical assumptions underpinning economic research, and they can interpret research results in economics in a critical way.
Instrumental Competences	Students learn how to develop their own questions and example related to the studied topics. Moreover, evaluate research results and causal claims in economics in a competent way, categorize kinds of models, and can state the conditions for a falsification of economic hypotheses

Systemic Competences	Students apply the concepts studied in the module to examples of economic research. They can illustrate the philosophical assumptions and explain their relevance for economic models.
Communicative Competences	Students work in teams when organizing a discussion in class. Moreover, they work in teams when applying the concepts to the analysis of actual research in economics. They communicate their results to the audience with a prepared presentation and defend their solutions. They assess each other's performance as well as their respective results in light of the discussion in class.
<b>Exam assessments and forms</b>	
Paper (about 20 pages)	
<b>Precondition for award of credits</b>	
Documentation of exam performance	
<b>Weight of grade for final grade</b>	
In proportion to ECTS-Points and according to the study regulation.	
<b>Teaching language</b>	
<input type="checkbox"/> German <input checked="" type="checkbox"/> English	
<b>Module applicability</b>	
None	
<b>Learning material, literature</b>	
<p>Buchanan, J. (1979): What Should Economists Do?, Chapter 1: What Should Economists Do?, Indianapolis, pp. 17-37.</p> <p>Hausman, Daniel M. (ed.) (2008): The Philosophy of Economics. An Anthology, 3rd edition, Cambridge: Cambridge University Press.</p> <p>Hayek, Friedrich A. von (1960): The Constitution of Liberty. Chapter 2: The Creative Powers of a Free Civilization, London: Routledge and Kegan Paul, pp. 22-38.</p> <p>Lawson, T.: Economics and Reality. London: Routledge 1997.</p> <p>Mantzavinos, C. (2005): Naturalistic Hermeneutics, Cambridge: Cambridge University Press,.</p> <p>Reiss, Julian (2013). Philosophy of economics: a contemporary introduction. Routledge.</p> <p>Latsis, Spiros J. (1972): Situational Determinism in Economics, in: British Journal for the Philosophy of Science, vol. 23, pp. 207-245.</p> <p>Weissman, D. (2000): A Social Ontology, Yale University Press.</p>	
<b>Other information</b>	
This module is an elective module or, if attended as a part of the major <i>Philosophy and Society</i> , a compulsory elective module within that major.	

<b>MP-EPS-1803</b>	<b>Ethics and Society</b>
Module Supervisor/s:	Prof. Dr. Jens Harbecke
ECTS/Credits, Workload:	5 contact hours: 30 h      self study: 120 h
In Term:	4 <sup>th</sup> semester
Frequency/Duration:	<input checked="" type="checkbox"/> summer term <input type="checkbox"/> winter term
<b>Short description</b>	
<p>This module provides an introduction to the connection of ethics, human rights, and social systems. Human rights are defined as a collection of recognized principles that comprise international law (such as the ban on genocide) as well as certain more general values governing social co-existence. There is an on-going debate on the principles involved in human rights, and on their implications and consequences. The Universal Declaration of Human Rights states inter alia that everybody has the right to participate freely in the social and cultural life of the community. However, conflicts frequently erupted in the past over differences between specific local cultural traditions and general human rights. The module addresses the ethical presuppositions of human rights and attempts a critical appraisal of the wording of human rights in the Declaration of 1948.</p>	
<b>Courses (module elements)</b>	
The module contains a seminar unit and a tutorial unit.	
<b>Methodic implementation</b>	
The course will first cover the main themes of the course on the basis of informed small-group discussions. Subsequently, the course will study the different assessments of human rights in different contexts and countries.	
<b>Admission requirements</b>	
Completion of the modules Basics in Philosophy I and II (MP-CBa-1801; MP-CBa-1802)	
<b>Learning objectives, Competences</b>	
Extending and Consolidating Knowledge	Students have acquired profound Knowledge of ethics and the normative foundations of human rights. They can reconstruct the main positions and point out the interconnections of these.
Instrumental Competences	Students learn how to develop their own questions and examples related to the studied topics. Moreover, they evaluate ethical claims in the context of human rights debates in a competent way, categorize problems, and organize discussions into a system of classical positions.
Systemic Competences	Students apply the concepts studied in the module to examples of discussions and policy initiatives related to human rights. They can illustrate the philosophical underpinnings and explain their relevance for ethical reasoning.

Communicative Competences	Students work in teams when organizing a discussion in class. Moreover, they work in teams when applying the concepts to the analysis of actual debates on ethics and human rights. They communicate their results to the audience with a prepared presentation and defend their solutions. They assess each other's performance as well as their respective results in light of the discussion in class.
<b>Exam assessments and forms</b>	
Paper (about 20 pages)	
<b>Precondition for award of credits</b>	
None	
<b>Weight of grade for final grade</b>	
In proportion to ECTS-Points and according to the study regulation.	
<b>Teaching language</b>	
<input type="checkbox"/> German <input checked="" type="checkbox"/> English	
<b>Module applicability</b>	
None	
<b>Learning material, literature</b>	
<p>Pettry, M.: The Idea of Human Rights. Oxford: Oxford University Press 1998.  Griffin, J.: On Human Rights, Oxford: Oxford University Press 2008.  Hayden, P. (ed.): The Philosophy of Human Rights, St. Paul, MN: Paragon Press 2001.  Talbot, W.: Which Rights Should be Universal?, Oxford: Oxford University Press 2005.</p>	
<b>Other information</b>	
This module is an elective module or, if attended as a part of the major <i>Philosophy and Society</i> , a compulsory elective module within that major.	





<b>Exam assessments and forms</b>
Paper (about 20 pages)
<b>Precondition for award of credits</b>
None
<b>Weight of grade for final grade</b>
In proportion to ECTS-Points and according to the study regulation.
<b>Teaching language</b>
<input type="checkbox"/> German <input checked="" type="checkbox"/> English
<b>Module applicability</b>
None
<b>Learning material, literature</b>
A reader of selected papers will be supplied via Moodle.
<b>Other information</b>
This module is an elective module or, if attended as a part of the major <i>Philosophy and Society</i> , a compulsory elective module within that major.



<b>Teaching language</b>
<input type="checkbox"/> German <input checked="" type="checkbox"/> English
<b>Module applicability</b>
None
<b>Learning material, literature</b>
Depending on the course taught within the module.
<b>Other information</b>
This module is an elective module or, if attended as a part of the major <i>Philosophy and Society</i> , a compulsory elective module within that major.

<b>MP-EPS-1806</b>	<b>Independent Studies/Independent Projects: Philosophy and Society</b>	
Module Supervisor/s:	Vice Dean for Student Affairs	
ECTS/Credits, Workload:	5 or 10 contact hours: 0 h	self study: 150 h / 300 h
In Term:	3 <sup>rd</sup> or 4 <sup>th</sup> semester	
Frequency/Duration:	<input checked="" type="checkbox"/> summer term	<input checked="" type="checkbox"/> winter term
<b>Short description</b>		
Independent Projects and Independent Studies offer students the opportunity to pursue their own research projects or explore issues of their own choice. Independent Studies permit candidates to locate sub-modules from different modules in an overriding context.		
<b>Courses (module elements)</b>		
The module is individually designed according to the student's study/project.		
<b>Methodic implementation</b>		
The methodic implementation will be at the discretion of the instructor.		
<b>Admission requirements</b>		
Completion of the modules Basics in Philosophy I and II (MP-CBa-1801; MP-CBa-1802)		
<b>Learning objectives, Competences</b>		
Extending and Consolidating Knowledge	Students have acquired profound Knowledge of topics studied in their Independent Study.	
Instrumental Competences	Students learn how to develop their own questions and example related to the studied topics.	
Systemic Competences	Students apply the concepts studied in the module to real-life examples.	
Communicative Competences	Students present their own thoughts and defend them against objections.	
<b>Exam assessments and forms</b>		
Paper (about 20 pages)		
<b>Precondition for award of credits</b>		
Documentation of examination performance.		
<b>Weight of grade for final grade</b>		
In proportion to ECTS-Points and according to the study regulation.		

<b>Teaching language</b>
<input type="checkbox"/> German <input checked="" type="checkbox"/> English
<b>Module applicability</b>
None
<b>Learning material, literature</b>
Depending on the topics studied.
<b>Other information</b>
<p>This module is an elective module or, if attended as a part of the major <i>Philosophy and Society</i>, a compulsory elective module within that major.</p> <p>Depending on the workload and application: 5 or 10 CP</p> <p><u>Important Notice:</u>          Students may only acquire credits and take examinations in this module after successful application with the Vice Dean for Student Affairs. The application comprises a schedule and a project plan, an agreement concerning assessment criteria and the approval by the supervisor. Applications must be submitted before commencement of the study or the project. Accepted applications must be submitted to the examination office.</p>

## **Free Elective Modules**





<b>Precondition for award of credits</b>
Documentation of exam performance
<b>Weight of grade for final grade</b>
In proportion to ECTS-Points and according to the study regulation.
<b>Teaching language</b>
<input type="checkbox"/> German <input checked="" type="checkbox"/> English
<b>Module applicability</b>
None
<b>Learning material, literature</b>
Depending on the course taught within the module.



<b>Precondition for award of credits</b>
None
<b>Weight of grade for final grade</b>
In proportion to ECTS-Points and according to the study regulation.
<b>Teaching language</b>
<input type="checkbox"/> German <input checked="" type="checkbox"/> English
<b>Module applicability</b>
None
<b>Learning material, literature</b>
Depending on the course taught within the module.
<b>Other information</b>
The module is fulfilled when 5 or 2 times 5 credits have been achieved.

<b>MP-EFE-1803</b>	<b>International Strategy</b>
Module supervisor/s:	Prof. Dr. Hendrik Wilhelm
ECTS/credits, Worklad:	5 Contact hours: 30 h    Self study: 120 h
In Term:	2 <sup>nd</sup> semester
Frequency/duration:	<input checked="" type="checkbox"/> Summer term <input type="checkbox"/> Winter term
<b>Short description</b>	
<p>International Strategy concerns the specific opportunities and challenges arising from doing business across borders and within a globalized economy. This module examines core strategic topics and the conceptual and theoretical foundations of International Strategy, key aspects of the international environment, coordination issues in multinationals and the main options for organizing and managing international operations. A special emphasis is placed on the idea that International Strategy often implies managing a network of subsidiaries and business partners. Students deepen and apply their Knowledge by discussing many case studies in class.</p>	
<b>Courses (module elements)</b>	
<p>Seminar „Main Topics in International Strategy“ (3 ECTS; Kontaktzeit 20 h; Selbststudium 70 h)  Practical Application „Case Studies in Strategic International Management“ (2 ECTS; Kontaktzeit 10 h; Selbststudium 50 h)</p>	
<b>Methodic implementation</b>	
Seminar (Readings, Discussion), Case Study Presentations	
<b>Admission requirements</b>	
None	
<b>Learning objectives, Competences</b>	
Extending and Consolidating Knowledge	Having completed this module, students will be able to describe key concepts, drivers and implications of international strategy, explain which opportunities and threats international business entails, and distinguish among a range of forms and modes in international strategy.
Instrumental Competences	Having completed this module, students will be able to, assess which management approaches are suitable for different conditions, draw on appropriate analytical tools for handling strategic challenges, and anticipate areas of potential conflict in international operations.
Systemic Competences	Having completed this module, students will be able to, appreciate the embedded and networked nature of international strategy, understand their own role as managers in the globalized economy, and take a critical stance on multinational firms' activities around the world.

Communicative Competences	Having completed this module, students will be able to, discuss clearly and competently with experts on international strategy, communicate international issues to colleagues and business partners, demonstrate cross-cultural awareness in interaction with others.
<b>Exam assessments and forms</b>	
Written exam (60 minutes)	
<b>Precondition for award of credits</b>	
In class case study presentation.	
<b>Weight of grade for final grade</b>	
In proportion to ECTS-Points and according to the study regulation.	
<b>Unterrichtssprache / teaching language</b>	
<input type="checkbox"/> German <input checked="" type="checkbox"/> English	
<b>Module applicability</b>	
The module is open also for students from the Master programmes Strategy & Organization (M.Sc.) and General Management (M.A.).	
<b>Learning material, literature</b>	
Morschett, D., Schramm-Klein, H., Zentes, J. (2015) Strategic International Management: Text and Cases, 3rd ed., Springer Gabler [ISBN: 978-3-658-07883-6]	

<b>MP-EFE-1804</b>	<b>Strategizing Corporate Social Responsibility</b>
Module supervisor/s:	Prof. Dr. Guido Möllering
ECTS/credits, Worklad:	5 Contact hours: 30 h    Self study: 120 h
In Term:	3 <sup>rd</sup> semester
Frequency/duration:	<input type="checkbox"/> Summer term <input checked="" type="checkbox"/> Winter term
<b>Short description</b>	
<p>Corporate Social Responsibility (CSR) has become a broad subject encompassing a range of topics from ownership, profit, stakeholder relationships and accountability, to sustainability and the general role of business in society. The seminar reviews the origins of the CSR debate, its theoretical underpinnings, driving forces, implicit tensions, various practical manifestations and, in particular, its strategic implications. Students work on case studies that illustrate and expand the CSR-shaped approach to strategic management as a matter of sustainable value creation within organizations and organizational networks and fields.</p>	
<b>Courses (module elements)</b>	
<p>Seminar „Main Topics in Strategic Corporate Social Responsibility“ (3 ECTS; contact hours 20 h; self study 70 h)  Practical Application „Case Studies in Strategic Corporate Social Responsibility“ (2 ECTS; contact hours 10 h; self study 50 h)</p>	
<b>Methodic implementation</b>	
Seminar (Readings, Discussion), Case Study Presentations, Guest Lectures	
<b>Admission requirements</b>	
None	
<b>Learning objectives, Competences</b>	
Extending and Consolidating Knowledge	Having completed this module, students will be able to describe key concepts, drivers and implications of CSR, explain the link between CSR and sustainable strategic management, distinguish among a range of forms and modes implementing CSR.
Instrumental Competences	Having completed this module, students will be able to assess which CSR approaches are suited for different conditions, draw on appropriate analytical tools for handling CSR, and anticipate areas of potential conflict around CSR and sustainability.
Systemic Competences	Having completed this module, students will be able to assess the societal embeddedness of strategic management, act upon their own social responsibility as managers, and take a critical stance on firms' current CSR policies.

Communicative Competences	Having completed this module, students will be able to - discuss clearly and competently with CSR experts - communicate CSR issues to colleagues and business partners - demonstrate CSR awareness in interaction with others.
<b>Exam assessments and forms</b>	
Written exam (60 minutes)	
<b>Precondition for award of credits</b>	
Pass grade in exam and presentation combined.	
<b>Weight of grade for final grade</b>	
In proportion to ECTS-Points and according to the study regulation.	
<b>Teaching language</b>	
<input type="checkbox"/> German <input checked="" type="checkbox"/> English	
<b>Module applicability</b>	
The elective module is open also for students from the Master programmes Strategy & Organization (M.Sc.) and General Management (M.A.).	
<b>Learning material, literature</b>	
Chandler, D. (2016) Strategic Corporate Social Responsibility: Sustainable Value Creation, 4th Edition. London: Sage	

<b>MP-EFE-1805</b>	<b>Ethical Issues in Organizations</b>
Module supervisor/s:	Prof. Dr. Guido Möllering
ECTS/credits, Worklad:	5 Contact hours: 30 h    Self study: 120 h
In Term:	2 <sup>nd</sup> semester
Frequency/duration:	<input checked="" type="checkbox"/> Summer term <input type="checkbox"/> Winter term
<b>Short description</b>	
Complementing the study of business ethics and corporate responsibility at large, this module focuses on ethical issues occurring within organizations and emphasizes the students' own ethical awareness and personal development. We cover ethical foundations in philosophy, ethical decision making, communication, leadership, diversity and organizational implications. Students learn how to identify and deal with the many ethical dilemmas occurring in organizations. They work on a project tracing a real-life ethical issue in an organization and develop their moral standpoint as well as ethical management skills.	
<b>Courses (module elements)</b>	
Seminar „Organizational Ethics“ (3 ECTS; contact hours 20 h; self study 70 h) Project „Identifying and Managing Ethical Issues in Organizations“ (2 ECTS; contact hours 10 h; self study 50 h)	
<b>Methodic implementation</b>	
Seminar (readings, discussion), student project, guest lectures	
<b>Admission requirements</b>	
None	
<b>Learning objectives, Competences</b>	
Extending and Consolidating Knowledge	Having completed this module, students will be able to describe the foundations of key ethical issues in organizations, explain why ethics is about dealing with dilemmas, and distinguish among a range of forms and modes of evaluating ethics in organizational contexts.
Instrumental Competences	Having completed this module, students will be able to assess which approaches are suited for addressing different ethical issues in organizations, draw on appropriate analytical tools for describing and evaluating ethical issues in organizations, and anticipate and handle areas of potential conflict in organization which stem from ethical dilemmas.
Systemic Competences	Having completed this module, students will be able to assess ethics within organizations in the light of larger societal ethics as well as personal development of the individual, act upon their own responsibility as promoters of ethical behavior in organizations, and take a critical stance on firms' current practices relating to organizational ethics.



Communicative Competences	Having completed this module, students will be able to discuss clearly and competently with experts on organizational ethics, communicate issues around organizational ethics to colleagues and business partners, facilitate processes of dealing with ethical issues occurring in organizations, and express their own moral standpoint.
<b>Exam assessments and forms</b>	
Project report (about 20 pages)	
<b>Precondition for award of credits</b>	
None	
<b>Weight of grade for final grade</b>	
In proportion to ECTS-Points and according to the study regulation.	
<b>Teaching language</b>	
<input type="checkbox"/> German <input checked="" type="checkbox"/> English	
<b>Module applicability</b>	
The module is open also for students from the Master programmes Strategy & Organization (M.Sc.) and General Management (M.A.).	
<b>Learning material, literature</b>	
Johnson, C.E. (2015): Organizational Ethics: A Practical Approach (3 <sup>rd</sup> ed.) London: Sage.	

<b>MP-WSa-1801</b>	<b>Study abroad I</b>
Module supervisor/s:	Vice Dean for Student Affairs
ECTS/credits, Workload:	Depending on Learning Agreement 1 ECTS equals 30 h workload
In Term:	Every Semester
Frequency/Duration:	<input checked="" type="checkbox"/> Summer term <input checked="" type="checkbox"/> Winter term
<b>Short description</b>	
This module allows the recognition of courses from foreign exchange universities that do not have a direct equivalent at UW/H but fall under the broad umbrella of a management or economics study programme. As long as these courses are taught on a master level and convey competencies according to the respective qualification framework.	
<b>Courses (module elements)</b>	
According to the exchange university's course syllabus / module description	
<b>Methodic implementation</b>	
According to the exchange university's course syllabus / module description	
<b>Admission requirements</b>	
See module description of the foreign university. The module may not already have been completed at UW/H and must be proven to be a module in the framework of a Master's program at the foreign university. The assignment of this module must be approved in advance by the Vice Dean for Student Affairs of the Faculty of Management, Economics and Society within the framework of a Learning Agreement.	
<b>Learning objectives, Competences</b>	
Extending and Consolidating Knowledge	According to the exchange university's course syllabus / module description
Instrumental Competences	According to the exchange university's course syllabus / module description
Systemic Competences	According to the exchange university's course syllabus / module description
Communicative Competences	According to the exchange university's course syllabus / module description
<b>Exam assessments and forms</b>	
According to the exchange university's course syllabus / module description	

<b>Precondition for award of credits</b>
Successful participation in the course according to exchange university's study regulations
<b>Weight of grade for final grade</b>
In proportion to ECTS-Points and according to the study regulation.
<b>Teaching language</b>
According to exchange university's teaching languages
<b>Module applicability</b>
None
<b>Learning material, literature</b>
According to the exchange university's course syllabus / module description
<b>Other information</b>
<p>The use of this module must be agreed upon as part of the learning agreement prior to enrollment into the respective classes at the exchange university.</p> <p>The conversion of foreign grades into the UW/H grading system is based on the so-called „Modified Bavarian Formula“ (modifizierte bayerische Formel).</p> <p>The International Office of the UW/H assists students in planning exchange stays at foreign universities and will provide further information upon request</p>

<b>MP-WSa-1802</b>	<b>Study abroad II</b>
Module supervisor/s:	Vice Dean for Student Affairs
ECTS/credits, Workload:	Depending on Learning Agreement 1 ECTS equals 30 h workload
In Term:	Every Semester
Frequency/Duration:	<input checked="" type="checkbox"/> Sommersemester/summer term <input checked="" type="checkbox"/> Wintersemester/winter term
<b>Short description</b>	
This module allows the recognition of courses from foreign exchange universities that do not have a direct equivalent at UW/H but fall under the broad umbrella of a management or economics study programme. As long as these courses are taught on a master level and convey competencies according to the respective qualification framework.	
<b>Courses (module elements)</b>	
According to the exchange university's course syllabus / module description	
<b>Methodic implementation</b>	
According to the exchange university's course syllabus / module description	
<b>Admission requirements</b>	
See module description of the foreign university. The module may not already have been completed at UW/H and must be proven to be a module in the framework of a Master's program at the foreign university. The assignment of this module must be approved in advance by the Vice Dean for Student Affairs of the Faculty of Management, Economics and Society within the framework of a Learning Agreement.	
<b>Learning objectives, Competences</b>	
Extending and Consolidating Knowledge	According to the exchange university's course syllabus / module description
Instrumental Competences	According to the exchange university's course syllabus / module description
Systemic Competences	According to the exchange university's course syllabus / module description
Communicative Competences	According to the exchange university's course syllabus / module description
<b>Exam assessments and forms</b>	
According to the exchange university's course syllabus / module description	

<b>Precondition for award of credits</b>
Successful participation in the course according to exchange university's study regulations
<b>Weight of grade for final grade</b>
In proportion to ECTS-Points and according to the study regulation.
<b>Teaching language</b>
According to exchange university's teaching languages
<b>Module applicability</b>
None
<b>Learning material, literature</b>
According to the exchange university's course syllabus / module description
<b>Other information</b>
<p>The use of this module must be agreed upon as part of the learning agreement prior to enrollment into the respective classes at the exchange university.</p> <p>The conversion of foreign grades into the UW/H grading system is based on the so-called „Modified Bavarian Formula“ (modifizierte bayerische Formel).</p> <p>The International Office of the UW/H assists students in planning exchange stays at foreign universities and will provide further information upon request</p>