

# Bachelor Program International Relations

**Module Descriptions**

Stand: 16.08.2021

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## Objectives

The educational objective of the study program "International Relations" is the acquisition of the competence, on the basis of a broad and critical interdisciplinary knowledge and understanding in the overlapping area of political, economic and social sciences and a focus on the specifics of international relations, to penetrate, analyze issues in the international context with the help of scientific theories, principles and methods, to evaluate and interpret issues in the international context with the help of scientific theories, principles and methods and, based on this, to act competently, appropriately and effectively as well as sustainably and ethically reflected in international contexts and in institutions, organizations or companies that are internationally active or deal with international issues, analyses, consulting or support, to tap into resources for action, to shape relationships, to develop potential for change, to perform leadership tasks and to take on actively shaping roles and responsibilities in teams.

This competence is supplemented by the language competence in two foreign languages required in international relations and the ability to put this into practice, which is practiced in practical projects and the internship.

An integral part of the objective is a distinctive personality development oriented towards ethical-normative questions and social implications and consequences of one's own actions.

## Curriculum Overview

Module Code	Title	M/CE*	Semester						Total				Assessment type	Weight
			1	2	3	4	5	6	ECTS	H/W	Cont.	Self		
SCIE	Introduction to Scientific Research Methods	M							8	6	84	156	Learner's Portfolio	4,0%
GECO	Global Economy	M							4	3	42	78	Exam 120	2,0%
CISO	Civil Society: Ethics, Culture, Society	M							4	3	42	78	-	2,0%
CUST	Cultural Studies	M							4	3	42	78	Exam 120	2,0%
INOR	International Organizations	M							5	4	56	94	Essay	2,5%
INIR	Introduction to International Relations	M							5	4	56	94	Presentation	2,5%
EFL 1	English as a Foreign Language 1	CE							4	4	56	64	Exam 90 + Test 15	2,0%
GER 1	German as a Foreign Language 1	CE							4	4	56	64	Exam 90 + Test 15	2,0%
STRA	Introduction in Strategic Practice	M							6	3	42	138	Presentation	3,0%
SUDE	Sustainable Development	M							4	3	42	78	Presentation	2,0%
POLP	Introduction into Political Philosophy	M							6	3	42	138	Presentation	3,0%
FPAN	Foreign Policy Analysis	M							6	4	56	124	Written Assignment	3,0%
EFL 2	English as a Foreign Language 2	CE							4	4	56	64	Exam 90 + Test 15	2,0%
GER 2	German as a Foreign Language 2	CE							4	4	56	64	Exam 90 + Test 15	2,0%
ARST	Area Studies	M							6	3	42	138	Presentation	3,0%
ANTH	Anthropology	M							6	3	42	138	Essay	3,0%
CORE	Conflict Resolution	M							6	4	56	124	Presentation	3,0%
CPRO	Community Project	M							6	6	84	66	Learner's Portfolio	3,0%
FL 1	Foreign Language 1	M							6	4	56	124	Exam 90 + Test 15	3,0%
ICOL	International Collaboration	M							6	3	42	138	Seminar Paper	3,0%
CSOC	Contemporary Society	M							6	3	42	138	Exam 90	3,0%
ELEC	Elective	M							6	3	42	138	Exam 90	3,0%
INTR	International Community Project	M							6	1	14	166	Learner's Portfolio	3,0%
FL 2	Foreign Language 2	M							6	4	56	124	Exam 90 + Test 15	3,0%
ECIN	Economic Institutionalism	M							6	3	42	138	Written Assignment	3,0%
JHCR	Justice, Human and Constitutional Rights	M							6	3	42	138	Seminar Paper	3,0%
ETGL	Ethics and Globalization	CE							6	3	42	138	Presentation	3,0%
ETSU	Ethics and Sustainability	CE							6	3	42	138	Presentation	3,0%
ETPR	Ethics in Practice	CE							6	3	42	138	Seminar Paper	3,0%
SIEM	Social Impact and Empowerment	M							6	3	42	138	Learner's Portfolio	3,0%
FL 3	Foreign Language 3	M							6	4	56	124	Exam 90 + Test 15	3,0%
INTS	Internship	M							18	4	60	480	Internship Analysis	9,0%
BACH	Bachelor Thesis including its Defense	M							12			360	Bachelor Thesis & Defense (4:1)	16,0%

M/CE = Mandatory/Compulsory Elective

FL 1, FL 2, FL 3: Arabic, Chinese, French, Italian, Russian, or Spanish

## Introduction to Scientific Research Methods

Status: July 2021

Modul-Nr./ Code	SCIE
Module title	Introduction to Scientific Research Methods
Semester or trimester	1st and 2nd Semester
Duration of module	Two Semesters
Course type (Mandatory, elective, etc.)	Mandatory
If relevant, course units within the module	-
Frequency of module	Every Year
Entry requirements	There are no formal requirements for participation in this module. For preparation, please refer to the required and recommended literature in this module description and to the university's internal learning platform.
Applicability of the module to other programs	The module is applicable to all bachelor programs at Karlshochschule. It provides the methodological preparation to all modules.
Person responsible for the module	Prof. Dr. Dr. Björn Bohnenkamp
Name(s) of the instructor(s)	Prof. Dr. Dr. Björn Bohnenkamp Prof. Dr. Robert Lepenies
Teaching language	English
Number of ECTS credits	8
Total workload and its composition (e.g. self-study + contact time)	Total workload = 240 Hours (Contact Hours per Semester = 42 Hours, Self-Study per Semester = 78 Hours)  (Total contact hours = 84 Hours, Total Self-Study = 156 Hours)
Hours per week (SWS)	3 SWS per Semester
Assessment type / requirement for the award of credits	The Assessment type is a Learners Portfolio according to § 14 (7)

	Course and Examination Regulation (CER); see appendix.
Grading & weighting of the grade within the total grade	4 % Grading according to §§ 19 & 20 Course and Examination Regulation (CER); see appendix.
Qualification objectives of the module	Students who have successfully completed this module are able: <ul style="list-style-type: none"> <li>- to understand different approaches of science and epistemology</li> <li>- to explain the connection between science theory and standards of scientific work in social sciences</li> <li>- to apply working techniques of scientific work</li> <li>- to carry out procedures of qualitative and quantitative data collection and analysis</li> <li>- to communicate scientifically appropriate and effective</li> <li>- to present results effectively</li> <li>- to facilitate critical thinking, project management and conflict-solving in small teams</li> </ul>
Content of the module	<ul style="list-style-type: none"> <li>- The nature of science <ul style="list-style-type: none"> <li>o Epistemological perspectives</li> <li>o History of science</li> <li>o Intertextual discourse</li> <li>o Referencing</li> </ul> </li> <li>- Qualitative data collection <ul style="list-style-type: none"> <li>o Observation</li> <li>o Interviews</li> <li>o Discourse analysis</li> <li>o Audiovisual Analysis</li> </ul> </li> <li>- Qualitative data analysis <ul style="list-style-type: none"> <li>o Coding procedures</li> <li>o Theory-building</li> </ul> </li> <li>- Quantitative data collection <ul style="list-style-type: none"> <li>o Theoretical models and hypotheses</li> <li>o Operationalisation and measurement</li> <li>o Sampling and data collection</li> </ul> </li> <li>- Quantitative data analysis <ul style="list-style-type: none"> <li>o Descriptive analysis</li> <li>o Inferential analysis (ANOVA, regression)</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>– Presenting scientific work (posters, presentations, papers)</li> <li>–</li> <li>–</li> </ul>
	<p>Content will be presented video-based on an online learning platform, sessions used for Q&amp;A, practicing methods, group work and mentoring</p>
<p>Specials (e.g. online part, practice visits, guest lectures, etc.)</p>	
<p>Literature (Required reading/supplementary recommended reading)</p>	<p><u>Required reading (provided via Moodle):</u></p> <p><b>Jäger, Siegrid &amp; Maier, Florentine</b> (2016). Analysing Discourses and Dispositives. A Foucauldian Approach to Theory and Methodology. In: Wodak, Ruth &amp; Michael Meyer . Methods of Critical Discourse. SAGE: London, 109-136.</p> <p><b>Kozinets, Robert V.</b> (2002). The Field behind the Screen: Using Netnography for Marketing Research in Online Communities, Journal of Marketing Research, 39 (1), 61-72.</p> <p><u>Recommended reading:</u></p> <p><b>Creswell, John W. &amp; Poth, Cheryl, N.</b> (2018). Qualitative Inquiry and Research Design: Choosing Among Five Approaches. Sage Publications Inc: California.</p> <p><b>Crotty, Micheal</b> (2015). The Foundations of Social Research. Sage Publications: London.</p> <p><b>Donovan, Todd &amp; Hoover, Kenneth R.</b> (2015). The Elements of Social Scientific Thinking. Wadsworth Cenage Learning: USA</p> <p><b>Evergreen, Stephanie (2018).</b> Presenting Data Effectively. Sage Publications Inc.: California.</p>

	<p>Flick, Uwe (2017). The SAGE Qualitative Research Kit. SAGE: London. (special focus on Doing Interview, Doing Ethnography, Analyzing Qualitative Data, Doing Grounded Theory)Klotz, A. and Prakash, D. (eds.) (2008) <i>Qualitative Methods in International Relations: A Pluralist Guide</i>. Hampshire: Palgrave Macmillan</p> <p><b>Koepsell, David</b> (2017). Scientific Integrity and Research Ethics: An Approach from the Ethos of Science (SpringerBriefs in Ethics). Springer: Switzerland</p> <p><b>Patten, Mildred L. &amp; Newhart, Michelle</b> (2018). Understanding Research methods, Routledge: New York.</p> <p><b>Yin, Robert.</b> (2016) Qualitative Research from Start to Finish. The Guilford Press: New York.</p> <p><b>Saldana, Johnny.</b> (2016). The Coding Manuel for Qualitative Researchers. Sage Publications Ltd: London.</p>
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## **Global Economy**

**Status: August 2021**

Module-Nr./ Code	GECO
Module title	Global Economy
Semester or trimester	1 <sup>st</sup> semester
Duration of module	One Semester
Course type (Mandatory, elective, etc.)	Mandatory
If relevant, course units within the module	-
Frequency of module	Once a year
Entry requirements	There are no formal requirements for participation in this module. For preparation, please refer to the required and recommended literature in this module description and to the university's internal learning platform.
Applicability of the module	The module is applicable to the study programs "International Business", "International Relations", "Politics, Philosophy and Economics", "Citizenship and Civic Engagement" and "Globalization, Governance and Law". It has interconnections to most other modules in these study programs, especially the modules Sustainable Development (SUDE), Area Studies (ARST), International Collaboration (ICOL) as well as to Cultural Studies (CUST), INIR, INOR, Ethics, FPAN, ECIN, JHCR, SIEM.

Person responsible for the module	Prof. Dr. Robert Lepenies
Name(s) of the instructor(s)	Prof. Dr. Robert Lepenies Dr. Hubert Hieke
Teaching language	English
Number of ECTS credits	4
Total workload and its breakdown (e.g. self-study and contact hours)	Total workload = 120 hours (contact hours = 42, self-study = 78 hours)
Hours per week	3
Assessment type / requirement for the award of credits	The Assessment type of this module is a Written Examination of 120 minutes according to § 14 (2) Course and Examination Regulation (CER); see appendix
Grading & weighting of the grade within the total grade	2 % Grading according to §§ 19 & 20 Course and Examination Regulation (CER); see appendix.
Qualification objectives of the module	Students who have successfully participated in this module will be able to: <ul style="list-style-type: none"> <li>– outline the history of globalization from a critical perspective</li> <li>– differentiate orthodox and heterodox economic approaches and outline their epistemological and ideational foundations</li> <li>– apply orthodox and heterodox theories and models that facilitate the analysis of international economic activity and policy</li> <li>– identify their respective challenges, obstacles and limitations</li> <li>– denominate and present the processes of globalization from an interdisciplinary perspective, and the implications for business, politics and civil society</li> </ul>
Content of the module	The course content includes: <ul style="list-style-type: none"> <li>- Globalisation: What is it all about?</li> </ul>

	<p>Noneconomic versus Economic Perspective. Indicators of Globalisation.</p> <ul style="list-style-type: none"> <li>- Models of International Trade. Absolute and Comparative Advantage. Gains from Trade.</li> <li>- Trade Regulation: Tariffs, Permits, Externalities. Non-Economic Regulations.</li> <li>- The origins of money and debt</li> <li>- International finance</li> <li>- Strategies of economic development</li> <li>- Balance of Payments. Regional and Global Trade Imbalances. Issues and Implications of International (Non-) Competitiveness.</li> <li>- Environmental Issues such as Climate Change. Social Welfare - Race to the Bottom? Poverty and Equity. International Migration.</li> <li>- Winners and Losers of Globalisation? Local-National-International-Global? Post-Growth? Limits to Growth? Has Economics gone too far?</li> <li>- Economic policy I: fiscal and monetary</li> <li>- Economic policy II: trade and income</li> <li>- Beyond Globalization?</li> </ul>
Teaching and learning methods of the module	Theoretical components will interact with case studies and exercises (group and individual).
Special features (e.g. online activities, event/company visits, guest speakers, etc.)	-
Literature (Required reading/supplementary recommended reading)	<p><u>Required reading:</u></p> <p><b>Mitchell, W., Wray, R. &amp; Watts, M. (2005).</b> Macroeconomics. London: Red Globe Press.</p>

**Osterhammel, J., & Petersson, N. P. (2005).** *Globalization: A Short History*. Princeton: Princeton University Press.

**Krugman, Paul; Obstfeld, Maurice; Melitz, Marc J. (2011):** *International Economics: Theory & Policy*. 9. ed., Boston (u.a.): Pearson.

Optional Reading:

Collier Paul 2018) *The Future of Capitalism: Facing the New Anxieties*. Allan Lane 2018, [ISBN 978-0241333884](https://www.allanlane.com/9780241333884).

**Keynes, J. M. (1933).** National Self-Sufficiency. *The Yale Review*, 22(4), 755–769.

**Kishore, V. (2014).** *Ricardo's Gauntlet: Economic Fiction and the Flawed Case for Free Trade*, New York: Anthem Press

**Maddison, A. (2007).** *Contours of the World Economy 1-2030 AD: Essays in Macro-Economic History*. Oxford University Press.

**Minsky, Hyman P. (1983),** "Monetary Policies and the International Financial Environment" Hyman P. Minsky Archive. 377. [https://digitalcommons.bard.edu/hm\\_archive/377](https://digitalcommons.bard.edu/hm_archive/377)

**Priewe, J. (2015).** Eight strategies for economic development in comparison, IPE working paper 53/2015, <https://www.econstor.eu/bitstream/10419/113286/1/832554553.pdf>

**Samuelson, P. A. (2004).** Where Ricardo and Mill rebut and confirm arguments of mainstream economists supporting globalization. *The Journal of Economic Perspectives*, 18(3), 135–146H.

**Sharma, Ruchir (2012):** *Breakout Nations: in Pursuit of the Next Economic Miracles*. New York (u.a.): Norton.

**Sitkin, Alan; Bowen, Nick (2013):** *International business: Challenges &*

	<p>Choices. 2. ed., Oxford: Oxford Univ. Press.</p> <p><b>Stutz, Frederick P. (2007):</b> The world economy: resources, location, trade and development. 5. ed., Boston (u.a.): Pearson.</p> <p><b>Tomlinson, J. (1994).</b> A Phenomenology of Globalization? Giddens on Global Modernity. <i>European Journal of Communication</i>, 9(2), 149–172.  <a href="http://doi.org/10.1177/0267323194009002003">http://doi.org/10.1177/0267323194009002003</a></p> <p><b>Wray, R. (2010).</b> Money. Levy Economics Institute working paper 647,  <a href="http://www.levyinstitute.org/pubs/wp_647.pdf">http://www.levyinstitute.org/pubs/wp_647.pdf</a></p>
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## Civil Society: Ethics, Culture, Society

**Status: July 2021**

Modul-Nr./ Code	CISO
Module title	Civil Society: Ethics, Culture, Society
Semester or trimester	1st Semester
Duration of module	Single Semester
Course type (Mandatory, elective, etc.)	Mandatory
If relevant, course units within the module	-
Frequency of module	Once a year
Entry requirements	There are no formal requirements for participation in this module. For preparation, please refer to the required and recommended literature in this module description and to the university's internal learning platform.
Applicability of the module to other programs	This module forms the general foundation for the Social Science Bachelor Programs ("International Relations", "Politics, Philosophy, Economics", "Globalization, Governance and Law" and "Citizenship and Civic Engagement"). At the same time, it prepares students for the main areas of study and explains the integrative context of the course of study.
Person responsible for the module	Prof. Dr. Michael Zerr
Name(s) of the instructor(s)	Prof. Dr. Michael Zerr Dr. Bernadette Loacker
Teaching language	English
Number of ECTS credits	4
Total workload and its composition (e.g. self-study + contact time)	Total workload = 120 Hours (Contact hours = 42 hours, Self-study = 78 hours)
Hours per week (SWS)	3

Art der Prüfung/ Voraussetzung für die Vergabe von Leistungspunkten	Prerequisite for passing the module (passed / failed) and the awarding of credit points is the regular participation and processing of the accompanying reflection tasks. § 18a Course and Examination Regulation (CER); see appendix
Grading & weighting of the grade within the total grade	2 % (Fail/Pass) Grading according to §§ 19 & 20 Course and Examination Regulation (CER); see appendix.
Qualification objectives of the module	<p>Students who have successfully completed this module are able:</p> <ul style="list-style-type: none"> <li>- To understand the connection between knowledge and interest and to reflect their own conceptual frameworks of understanding</li> <li>- to interpret the theoretical and practical contingency of academic knowledge and their historical and cultural conditionality</li> <li>- to analyze processes of normalization, alienation, deprivation and their own social position between privilege and oppression</li> <li>- to critically reflect on the ethnocentric nature of academic knowledge, processes of decolonization and alternative epistemologies</li> <li>- to classify social sciences in a discourse context of instrumental rationality, feasibility, technocratic-bureaucratic formalization and quantification, alienation as well as power and control, exploitation and dominance.</li> <li>- to make the "Cultural Turns" conceptually and methodologically fruitful for analysis and understanding of practices in IR, PPE, GGL and CCE</li> <li>- to distinguish different positions, approaches, concepts, discourses and ethical schools from philosophical, political, economic and practical points of view and to present their statements and significance to the relationship between ethics and societal subsystems (e.g.: politics, economy)</li> </ul>

	<ul style="list-style-type: none"> <li>- to critically question the "autonomy" and determinacy of economic action and the "normativity of societal subsystems" with regard to ethical claims and to reflect on the possibilities of a reintegration of Prâxis, Practices, Phrônêsis for enacting Transformative Sustainable Action</li> <li>- to critically engage with their contemporary social world, recognizing that the existing state of affairs does not exhaust all possibilities, and offering positive implications for social action.</li> <li>- to reflect on their own study goals and personal motivations for a professional activity in their respective areas of studying, to identify the cultural and social conditionality of their own thinking, learning and acting and to reflect on the connection between "group, topic, ego and globe" within the framework of a moderated topic-centered interaction.</li> <li>- to experience and interpret different modes of "sensing" and "sense-making" in oneself and in "others" and to integrate them in the sense of holistic personality development</li> <li>- to reflect, understand and interpret the integrative context of the programme with regard to its importance for their own professional development and lifelong learning</li> </ul>
Content of the module	<ul style="list-style-type: none"> <li>– Historical development and contingency of the societal sub systems (Politics, Economy, Law etc.) and organizations</li> <li>– Individual, sociality, (inter-)relation and institution <ul style="list-style-type: none"> <li>○ Methodological individualism</li> <li>○ Methodological holism</li> <li>○ Mediating approaches (e.g. Bourdieu, Elias, Beck, Giddens)</li> <li>○ Relational approaches, network theories</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>○ Institutions (institutional theories, logics, practices)</li> <li>– Definition and historical genesis of the social sciences</li> <li>– Relationship between an ethnocentric Western concept of modernity and political, governmental and economic practices</li> <li>– Professionalization Theory: reflection about student’s academic socialization and mechanisms of contestation, resistance and withdrawal</li> <li>– Critical theory: perspectives, approaches, concepts, reflexivity, perspectives</li> <li>– Cultural Turns, in particular <ul style="list-style-type: none"> <li>○ Interpretive Turn</li> <li>○ Performative turn</li> <li>○ Practice Turn</li> <li>○ Spatial turn</li> <li>○ Feminist Turn</li> <li>○ Postcolonial Turn</li> <li>○ Translational turn</li> <li>○ Narrative turn</li> <li>○ Iconic Turn</li> <li>○ Relational Turn</li> <li>○ Integral Turn</li> </ul> </li> <li>– Interpretation, hermeneutics, phenomenology</li> <li>– Introduction to ethics <ul style="list-style-type: none"> <li>○ Virtue ethics</li> <li>○ Deontological approaches</li> <li>○ consequentialism</li> <li>○ Ethics of discourse</li> </ul> </li> <li>– Relationship between ethics and politics/economy <ul style="list-style-type: none"> <li>○ Levels of responsibility</li> <li>○ System levels</li> <li>○ Levels of integration</li> </ul> </li> <li>– Importance and application of ethics in organization, leadership and management roles</li> <li>– Corporate Social Responsibility</li> <li>– Possibilities of reintegrating Prâxis, Practices, Phrônêsis for enacting Transformative Sustainable Action</li> <li>– Integrative context of the programme</li> <li>– Moderated reflection</li> </ul>
Teaching and learning methods of the module	Interactive lectures, text reading and discussion

<p>Specials (e.g. online part, practice visits, guest lectures, etc.)</p>	
<p>Literature (Required reading/supplementary recommended reading)</p>	<p>Required reading:</p> <p>Ladkin, D. (2015). <i>Managing Ethical Dimensions in Organisations. A Self-Reflective Guide to Developing Ethical Astuteness</i>, London: Elgar</p> <p>Selected Readings from:</p> <p>Calhoun, C. (1995) <i>Critical social theory: culture, history, and the challenge of difference. Twentieth-century social theory</i>. Wiley-Blackwell, Cambridge, MA,</p> <p>Küpers, W., Sonnenburg, S., &amp; Zierold, M. (2017). <i>ReThinking Management</i>. In <i>ReThinking Management</i> (pp. 11-30). Springer VS, Wiesbaden.</p> <p>Bachmann-Medick, D. (2016). <i>Cultural turns: New orientations in the study of culture</i>. Walter de Gruyter GmbH &amp; Co KG.</p> <p>Additional recommended literature: Selected readings from:</p> <p>Alvesson, M., Willmot, H. (1992): <i>Critical Management Studies</i>, Sage: London</p> <p>Ascione, G. (2016). <i>Science and the Decolonization of Social Theory. Unthinking Modernity</i>. Palgrave Macmillan, Basingstoke</p> <p>Bachmann, C., Loza Adauí, C.R. Habisch, A. (2014): <i>Why the question of practical wisdom should be asked in business schools: Towards a holistic approach to a renewal of management education</i>. Humanistic Management Network, Research Paper No. 2460665.</p> <p>Foucault, M. (2020): <i>The Foucault Reader</i> Ed. By Paul Rabinow, Penguin Classics, New York</p> <p>Giddens, A. (1982): <i>Reason Without Revolution? Habermas's « Theorie des</i></p>

Kommunikativen Handelns ». Praxis International, 2/1982, 318-338

Habermas, Jürgen (1987). Knowledge and Human Interests. Boston: Polity Press.

Küpers, W. (2011). Integral Responsibilities for a Responsive and Sustainable Practice in Organizations and Management”, In: Corporate Social Responsibility and Environmental Management Journal 18, 3, 137-150.

Küpers, W. (2013): The art of practical wisdom. Phenomenology of an embodied, wise ‘inter-practice’ in organisation and leadership, in W. Küpers & D. Pauleen, A Handbook of Practical Wisdom. Leadership, Organization and Integral Business Practice. London: Gower

Ladkin, D. (2008). Leading beautifully: How mastery, congruence and purpose create the aesthetic of embodied leadership practice. The Leadership Quarterly 19(1), 31-41

Lotila, P. (2010). Corporate Responsiveness to Social Pressure: An Interaction-Based Model. Journal of Business Ethics, 94(3), 395-409.

Painter-Morland, M. & ten Bos, R. (2011). Introduction: Critical Crossings. In: Business Ethics and Continental Philosophy, M. Painter-Morland and R. Ten Bos (Eds.), (15-36). Cambridge: Cambridge University Press.

Spivak, G. (2010). “Can the Subaltern Speak?": Revised edition, from the “History” chapter of Critique of Postcolonial Reason. In MORRIS R. (Ed.), Can the Subaltern Speak?: Reflections on the History of an Idea (pp. 21-78). Columbia University Press: New York

Woons, M., Weier, S. (2017). Critical Epistemologies of Global Politics. E-IR Edited Collections: Bristol

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## Cultural Studies

**Status: July 2021**

Module-Nr./ Code	CUST
Module title	Cultural Studies
Semester or trimester	1 <sup>st</sup> Semester
Duration of module	One Semester
Course type (Mandatory, elective, etc.)	Mandatory
If relevant, course units within the module	-
Frequency of module	Once a Year
Entry requirements	There are no formal requirements for participation in this module. For preparation, please refer to the required and recommended literature in this module description and to the university's internal learning platform.
Applicability of the module	The module serves as an introduction to cultural studies for the Bachelor Programs "International Relations", "Politics, Philosophy, Economics", "Globalization, Governance and Law", "Citizenship and Civic Engagement" and "International Business – Intercultural Management". Due to the cultural studies orientation of these programs, it has interconnections to all other modules in these programs.
Person responsible for the module	Prof. Dr. Ella Roininen
Name(s) of the instructor(s)	Prof. Dr. Ella Roininen
Teaching language	English
Number of ECTS credits	4
Total workload and its breakdown (e.g. self-study and contact hours)	Total workload = 120 hours (Contact time = 42 hours, self-study = 78 hours)
Hours per week	3
Assessment type / requirement for the award of credits	The Assessment type is a Written examination of 120 minutes according to

	§ 14 (2) Course and Examination Regulation (CER); see appendix
Grading & weighting of the grade within the total grade	2 % Grading according to §§ 19 & 20 Course and Examination Regulation (CER); see appendix.
Qualification objectives of the module	Students who have successfully participated in this module will be able to <ul style="list-style-type: none"> <li>– identify the cultural fundament of political, social and economic practice.</li> <li>– recognize the polysemy of the term culture, and its various definitions according to their respective viewpoint (narrow, extended closed, open) and discipline (e.g. cultural anthropology, economy, sociology).</li> <li>– apply postmodern theory (identity, critical theory) to describe culture as a social construct.</li> <li>– identify and place in historical and societal context the key tenets of the main feminist schools of thought</li> <li>– identify and apply the key tenets of postcolonial study; reflect on the effects of imperialism and colonialism on cultures and identities</li> <li>– use discourse theory to examine power relations globally and situationally</li> </ul>
Content of the module	<ul style="list-style-type: none"> <li>– Variants of the concept of culture and central concepts related to culture</li> <li>– Cultural theory: models and disciplines</li> <li>– Critical reflection on own cultural history</li> <li>– Theory and application of socio-cultural discourses</li> <li>– Liberal, radical, postcolonial, Marxist/socialist, postmodern/structural, intersectional and queer feminism and their applications</li> <li>– Introduction to postcolonial study of culture</li> </ul>
Teaching and learning methods of the module	Interactive lectures and exercises. Case studies.
Special features (e.g. online activities, event/company visits, guest speakers, etc.)	Guest speakers

Literature

(Required reading/supplementary recommended reading)

Compulsory (selected readings):

**Bachmann-Medick, Doris** (2016). *Cultural turns. New orientations in the study of culture*. Berlin: De Gruyter

**Breidenbach, Joana and Nyíri, Pál** (2009). *Seeing Culture Everywhere: From Genocide to Consumer Habits*. Seattle and London: University of Chicago Press.

**Calás, Marta B. and Smircich, Linda** (2000). "From the 'woman's' point of view: Feminist approaches to organisation studies". In S. Clegg and C. Hardy (eds.) *Studying Organisations. Theory and Method*. Pp. 212-251.

**García Canclini, Néstor** (2005). *Hybrid Cultures in Globalized Times*. Minneapolis, MN: The University of Minnesota Press.

**Cillia, Rudolf de, Reisigl, Martin and Wodak, Ruth** (1999): "The discursive construction of national identities". *Discourse & Society*, 10 (2), 149-173.

**Crenshaw, Kimberle** (1989)  
"Demarginalizing the Intersection of Race and Sex: A Black Feminist Critique of Antidiscrimination Doctrine, Feminist Theory and Antiracist Politics", *University of Chicago Legal Forum*, 1, 139-167.

**Gilroy, P. and Gilmore R.W.** (eds.) (2021) *Selected Writings on Race and Difference. Stuart Hall*. Durham: Duke University Press.

Recommended:

**Burr, Vivien** (2015) *Social Constructionism*. London: Routledge.

	<p><b>Vaid-Menon, Alok</b> (2020). <i>Beyond the Gender Binary</i>. New York: Penquin Random House.</p> <p><b>Weedon, Chris</b> (1987). "Principles of poststructuralism". In Chris Weedon, <i>Feminist Practice and Poststructuralist Theory</i>. Oxford and Cambridge, MA: Blackwell Publishers.</p> <p><b>Mohanty, Chandra Talpade</b> (1984). "Under Western Eyes: Feminist Scholarship and Colonial Discourses". <i>Humanism and the University I: The Discourse of Humanism</i>. (Spring – Autumn: 333-358</p>
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## International Organizations

Status: May 2021

Module-Nr./ Code	INOR
Module title	International Organizations
If relevant, course units within the module	-
Learning outcomes of the module	<p>Students who have successfully participated in this module will be able to:</p> <ul style="list-style-type: none"><li>– Describe historical trends in the development of the existing global institutional framework</li><li>– Identify the key features, roles and responsibilities of different International Organisations</li><li>– Illustrate the role of state and non-state actors</li><li>– Explain the internal and external dynamics of international organisations in a changing global environment</li><li>– Distinguish major global challenges related to institutional integration</li></ul>
Content of the module	<ul style="list-style-type: none"><li>• Theory and History of International Organizations</li><li>• Policy-Making in International Organizations</li><li>• Activities of International Organizations</li><li>• United Nations I: Goals, Charter, Organs, Organization</li><li>• United Nations II: Security Council</li><li>• European Union, Council of Europe</li><li>• ASEAN</li><li>• Arab League</li><li>• WTO, IMF &amp; World Bank</li><li>• ILO, WHO, WIPO, WFP, UNESCO, UNICEF, IOM etc.</li><li>• OECD, OPEC</li><li>• NATO, OSCE</li><li>• International Court of Justice &amp; International Criminal Court</li></ul>

	<ul style="list-style-type: none"> <li>• International Non-Governmental Organizations</li> </ul>
Study Semester (or Trimester)	1 <sup>st</sup> semester
Duration of module	Single semester
Frequency of module	Once a year
Number of allocated ECTS credits	5
Total workload and its breakdown (e.g. self-study and contact hours)	Total workload = 150 hours (contact hours = 56, self-study = 94 hours)
Hours per week	4
Course type (mandatory, elective, etc.)	Mandatory
Applicability 24ft he module	The module is applicable to the bachelor programs “International Relations” and “Globalization, Governance and Law”. It has interconnections with all specific IR and GGL modules, as well as ECIN, GECO, CUST, FPAN, CORE, ICOL, ETGL, ETPR, JHCR
Entry requirements	There are no formal requirements for participation in this module. For preparation, please refer to the required and recommended literature in this module description and to the university’s internal learning platform.
Person responsible for the module	Prof. Dr. Anthony Teitler
Name(s) of the instructor(s)	Dr. Lars Thomann Prof. Dr. Anthony Teitler
Teaching language	English
Assessment type / requirement for the award of credits	The Assessment type is an Essay according to § 14 (6) Course and Examination Regulation (CER); see appendix.
Grading & weighting of the grade within the total grade	2,5 %
Teaching and learning methods of the module	Lectures, exercises, case studies, self-study
Special features (e.g. online activities, event/company visits, guest speakers, etc.)	

<p>Literature (Required reading/supplementary recommended reading)</p>	<p>Required reading:</p> <p><b>Hurd, Ian</b> (2011): International Organizations: Politics, Law, Practice. Cambridge: Cambridge University Press.</p> <p><b>Rittberger, Volker, Bernard Zangl and Andreas Kruck</b> (2012): International Organization, 2<sup>nd</sup> ed. Basingstoke: Palgrave.</p> <p>Supplementary recommended reading:</p> <p><b>Abbot, Kenneth and Duncan Snidal</b> (1998): Why States Act Through Formal International Organizations, in: Journal of Conflict Resolution, Vol. 42, No. 1, pp. 3 – 32.</p> <p><b>Barnett, Michael and Martha Finnemore</b> (1999): The Politics, Powers, and Pathologies of International Organizations, in: International Organization, Vol. 53, No. 4, pp. 699 – 732</p> <p><b>Koremenos, Barbara, Charles Lipson, and Duncan Snidal</b> (2001): The Rational Design of International Institutions, in: International Organization 55(4):513-53.</p> <p><b>Weiss, T. G., Wilinson, R.</b> (2013): International Organization and Global Governance. Milton Park, New York: Routledge</p>
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## Introduction to International Relations

**Status: July 2021**

Module-Nr./ Code	INIR
Module title	Introduction to International Relations
If relevant, course units within the module	-
Learning outcomes of the module	<p>Students who have successfully participated in this module will be able to:</p> <ul style="list-style-type: none"> <li>– Describe the evolution of the modern states system and the transition from international to global society as context for the discipline IR</li> <li>– Explain and discuss the development of International Relations</li> <li>– Demonstrate an understanding of the major theories, concepts and debates in the discipline of International Relations and appreciate the strengths and weaknesses of the different approaches</li> <li>– Ability to think critically about International Relations and its relevance to the experience and interests of actors in the Americas, Europe, Asia, Australasia, Africa and the Middle East</li> <li>– Basic understanding of the major international and regional institutions in world politics as well as significant developments in world politics</li> <li>– Demonstrate critical understanding of both the philosophical and practical issues, which have underpinned the study, and practice of International Relations</li> <li>– Apply IR theory in a sophisticated way to a number of issue areas</li> </ul>
Content of the module	<ul style="list-style-type: none"> <li>• Theory and the Study of International Relations</li> <li>• Classical Realism – War, Human Nature and the use of Force</li> <li>• Neorealism – Explaining Superpower Dominance</li> <li>• Liberalism and liberal institutionalism</li> </ul>

	<ul style="list-style-type: none"> <li>• Constructivism – conventional and critical approaches</li> <li>• The English School and International Society</li> <li>• Structural Marxism</li> <li>• Critical Theory</li> <li>• Feminist approaches</li> <li>• Poststructuralism and Postmodernism</li> <li>• Postcolonial and decolonial approaches</li> <li>• International Ethics</li> <li>• Cosmopolitanism</li> </ul> <p>Case Studies (Theories in Practice)</p> <ul style="list-style-type: none"> <li>• Global Justice and the State</li> <li>• Foreign Policy, Diplomacy and War</li> <li>• International Political Economy</li> <li>• Terrorism</li> <li>• Human Rights</li> <li>• Regionalism</li> <li>• Environment and Sustainability</li> <li>• International Law and Humanitarian Intervention</li> <li>• Institutions and Regimes</li> </ul>
Study Semester (or Trimester)	1 <sup>st</sup> semester
Duration of module	Single semester
Frequency of module	Once a year
Number of allocated ECTS credits	5
Total workload and its breakdown (e.g. self-study and contact hours)	Total workload = 150 hours (contact hours = 56, self-study = 94 hours)
Hours per week	4
Course type (mandatory, elective, etc.)	Mandatory
Applicability of the module	This module is applicable for the bachelor program “International Relations”. It has interconnections with all specific IR modules, as well as GECO and SUDE, ARST, ICOL, CORE, ECIN, ETSU and JHCR.
Entry requirements	There are no formal requirements for participation in this module. For preparation, please refer to the required and recommended literature in this module description and to the university’s internal learning platform.
Person responsible for the module	Prof. Dr. Anthony Teitler
Name(s) of the instructor(s)	Prof. Dr. Anthony Teitler
Teaching language	English
Assessment type / requirement for the award of credits	The Assessment type is a Presentation according to § 14 (9) Course and Examination Regulation (CER); see appendix.

Grading & weighting of the grade within the total grade	2,5 % Grading according to §§ 19 & 20 Course and Examination Regulation (CER); see appendix.
Teaching and learning methods of the module	Lectures, exercises, case studies, self-study
Special features (e.g. online activities, event/company visits, guest speakers, etc.)	
Literature (Required reading/supplementary recommended reading)	<p>Required reading:</p> <p><b>Baylis, J., Smith, S. and Owens, P. (eds.)</b> (2020) <i>The Globalization of World Politics: An Introduction to International Relations</i>, eighth edition. Oxford: Oxford University Press.</p> <p>Supplementary recommended reading:</p> <p><b>Burchill, S. and Linklater, A. (eds.)</b> (2009): <i>Theories of International Relations</i>, fourth edition. Basingstoke: Palgrave Macmillan.</p> <p><b>Dunne, T., Kurki M. and Smith, S.</b> (2016): <i>International Relations Theory</i>. Oxford: Oxford University Press.</p> <p><b>Griffiths, M. (ed.)</b> (2007): <i>International Relations Theory for the Twenty First Century</i>. New York, NY: Routledge.</p> <p><b>Heywood, A.</b> (2011): <i>Global Politics</i>. Basingstoke: Palgrave Macmillan.</p> <p><b>Jorgensen, J.K.</b> (2010): <i>International Relations Theory</i>. Basingstoke: Palgrave Macmillan.</p>

## English as a Foreign Language 1

**Status: June 2021**

Module-Nr./ Code	EFL1
Module title	English as a foreign language (Business English) 1
Semester or trimester	1 <sup>st</sup> Semester
Duration of module	Single Semester
Course type (Mandatory, elective, etc.)	Mandatory Elective
If relevant, course units within the module	
Frequency of module	Once a year
Entry requirements	Placement test. For preparation, please refer to the required and recommended literature in this module description and to the university's internal learning platform.
Applicability of the module	This module is applicable to all Bachelor's programs. Interconnections with EFL2.
Person responsible for the module	Prof. Dr. Anthony Teitler
Name(s) of the instructor(s)	Cindy Heckfuss Alaa Khalil Dr. Mila Koretnikov Larissa Vilhena
Teaching language	English
Number of ECTS credits	4
Total workload and its breakdown (e.g. self-study and contact hours)	Total workload = 120 hours (contact hours = 56, self-study = 64 hours)
Hours per week	4
Assessment type / requirement for the award of credits	80 % written examination (90'), 20 % test (15' oral form: listening comprehension)

	and oral expression) according to § 14 (2) and (3) Course and Examination Regulation (CER); see appendix.
Grading & weighting of the grade within the total grade	2 % Grading according to §§ 19 & 20 Course and Examination Regulation (CER); see appendix.
Qualification objectives of the module	<p>Students who have successfully participated in this module will be able to:</p> <ul style="list-style-type: none"> <li>– communicate in a broad variety of business situations in the English language,</li> <li>– know advanced terminology used in business as well as parts of the language for specific purposes and apply the terminology in practical business situations,</li> <li>– write complex texts,</li> <li>– use important rhetorical skills in English business communication environments,</li> <li>– participate actively in practical situations, initiating both subject-oriented discussions as well as interpersonal talk.</li> </ul> <p>English level C1.1 (according to the Common European Framework of Reference for Languages)</p>
Content of the module	Introduction to general business English terminology and vocabulary for specific purposes, introduction to business communication skills (written and oral), application of knowledge and skills in basic role plays and case studies, practice listening skills using audio-visual media, systematic grammar revision, etc.
Teaching and learning methods of the module	Interactive lectures, case studies, role plays: exercises focussing on listening comprehension and oral production, reading comprehension and writing production.
Special features (e.g. online activities, event/company visits, guest speakers, etc.)	Special features are specified at the beginning of the semester.

<p>Literature (Required reading/supplementary recommended reading)</p>	<p>Recommendations to purchase books are made before the beginning of the semester.</p> <p><b>Trappe, Tonya, Tullis, Graham (2012):</b> Intelligent business: Coursebook: intermediate business English. Harlow (u.a.): Pearson Longman.</p> <p><b>Cotton, David, Falvey, David, Kent, Simon (2010):</b> Market Leader: intermediate business English: Course book. Harlow (u.a.): Pearson Longman.</p> <p><b>Flinders, Steven, Sweeney, Simon (1996):</b> Business English pair work 1. London: Penguin Books.</p> <p><b>Crowther-Alwyn, John (2013):</b> Business roles: 12 simulations for business English. Cambridge: Cambridge University Press.</p> <p><b>Allison, John, Powell, Mark (2009):</b> In company: case studies. 2. ed., Oxford: Macmillan.</p> <p><b>Emmerson, Paul (2010):</b> Business grammar builder. 2. ed., Oxford: Macmillan.</p> <p><u>Periodicals:</u></p> <ul style="list-style-type: none"> <li>• The Economist: London, New York</li> <li>• Newsweek: the international newsmagazine. New York</li> <li>• New York Times</li> <li>• Financial Times</li> <li>• BBC News</li> </ul>
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## German as a Foreign Language 1

**Status: June 2021**

Module-Nr./ Code	GER1
Module title	German as a Foreign Language 1
Semester or trimester	1 <sup>st</sup> Semester
Duration of module	Single semester
Course type (Mandatory, elective, etc.)	Mandatory elective
If relevant, course units within the module	
Frequency of module	Once a year
Entry requirements	Placement test. For preparation, please refer to the required and recommended literature in this module description and to the university's internal learning platform.
Applicability of the module	This module is applicable to all Bachelor's programs. Interconnections with GER2.
Person responsible for the module	Prof. Dr. Anthony Teitler
Name(s) of the instructor(s)	Astrid Jannke Winfried Kern Susanne Schmidt-Lossau Anna Travlou
Teaching language	German. (English if the students do not meet language requirements)
Number of ECTS credits	4
Total workload and its breakdown (e.g. self-study and contact hours)	Total workload = 120 hours (contact hours = 56, self-study = 64 hours)

Hours per week	4
Assessment type / requirement for the award of credits	80 % written examination (90'), 20 % test (15' oral form: listening comprehension and oral expression) according to § 14 (2) and (3) Course and Examination Regulation (CER); see appendix.
Grading & weighting of the grade within the total grade	2 % Grading according to §§ 19 & 20 Course and Examination Regulation (CER); see appendix.
Qualification objectives of the module	<p>Students who have successfully participated in this module will be able to: either</p> <ul style="list-style-type: none"> <li>– deal with simple everyday situations in the spoken language,</li> <li>– understand and deal with basic standard situations (e.g. filling in forms) using their knowledge of the written language (target level A1-A2, with no previous knowledge of the language),</li> </ul> <p>or</p> <ul style="list-style-type: none"> <li>– use their spoken language to take part in a suitable range of advanced business communication situations,</li> <li>– draw up accompanying written documents (target level B1-B2, with previous knowledge of the language with approx. three years of German at school).</li> </ul>
Content of the module	<p>The contents in general:</p> <ul style="list-style-type: none"> <li>– Communication skills in everyday situations</li> <li>– Pronunciation and intonation</li> <li>– General vocabulary</li> <li>– Basic grammar</li> <li>– Business vocabulary</li> <li>– Simple application of the language in professional situations</li> <li>– Production of simple texts</li> <li>– Initial contact with the civilisation and culture of the German-speaking world</li> </ul>

	<p>Target level A1-A2, specifically:</p> <ul style="list-style-type: none"> <li>– The basics of the phonetic and written form of the foreign language</li> <li>– Basic grammatical structures</li> <li>– Basic lexis</li> <li>– Learning aids</li> </ul> <p>Target level B1-B2, specifically:</p> <ul style="list-style-type: none"> <li>– Consolidation of knowledge of the language in oral and grammatical exercises</li> <li>– Extension of the general vocabulary and the basics of business vocabulary</li> <li>– Specialised texts</li> <li>– Learning aids</li> </ul>
Teaching and learning methods of the module	Exercises focussing on listening comprehension and oral production, reading comprehension and writing production.
Special features (e.g. online activities, event/company visits, guest speakers, etc.)	Special features are specified at the beginning of the semester.
Literature (Required reading/supplementary recommended reading)	<p><u>Recommendations to purchase books are made before the beginning of the semester.</u></p> <p><u>Language textbook:</u></p> <p><b>Aufderstraße, Hartmut, Müller, Jutta, Storz, Thomas</b> (2007): Delfin Lehrbuch + Arbeitsbuch, Teil 1, Lektion 1-7. Niveau A1. Ismaning: Hueber.</p> <p><b>Aufderstraße, Hartmut, Müller, Jutta, Storz, Thomas</b> (2008): Delfin Lehrbuch + Arbeitsbuch, Teil 2, Lektion 8-14. Niveau A2. Ismaning: Hueber.</p> <p><b>Aufderstraße, Hartmut, Müller, Jutta, Storz, Thomas</b> (2007): Delfin Lehrbuch + Arbeitsbuch, Teil 3, Lektion 15-20. Niveau B1. Ismaning: Hueber.</p> <p><b>Koithan, Ute, Lösche, Ralf-Peter</b> (2013):</p>

	Aspekte: Mittelstufe Deutsch: 2, Lehrbuch + Arbeitsbuch. Niveau B2. München: Klett-Langenscheidt.
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## Introduction in Strategic Practice

**Status: June 2021**

Module-Nr./ Code	STRA
Module title	Introduction in Strategic Practice
Semester or trimester	2 <sup>nd</sup> semester
Duration of module	Single semester
Course type (Mandatory, elective, etc.)	Mandatory
If relevant, course units within the module	
Frequency of module	Once a year
Entry requirements	There are no formal requirements for participation in this module. However, successful completion of the preceding modules according to the curriculum overview is recommended. For preparation, please refer to the required and recommended literature in this module description and to the university's internal learning platform.
Applicability of the module	The module is applicable to the bachelor programs "International Relations", "Politics, Philosophy, Economics", "Globalization, Governance and Law" and "Citizenship and Civic Engagement". It has interconnections to FPAN, CORE, ARST, ETSU, ETPR, ETGL, IPOS, JHCR and SIEM.
Person responsible for the module	Prof. Dr. Wendelin Küpers
Name(s) of the instructor(s)	Prof. Dr. Wendelin Küpers Prof. Dr. Michael Zerr
Teaching language	English

Number of ECTS credits	6
Total workload and its breakdown (e.g. self-study and contact hours)	Total workload = 180 hours (contact hours = 42, self-study = 138 hours)
Hours per week	3 %
Assessment type / requirement for the award of credits	The assessment type of the module is a Presentation according to § 14 (9) Course and Examination Regulation (CER); see appendix
Grading & weighting of the grade within the total grade	3 % Grading according to §§ 19 & 20 Course and Examination Regulation (CER); see appendix.
Qualification objectives of the module	Students who have successfully participated in this module will be able to <ul style="list-style-type: none"> <li>– explain the significance and the steps of strategic decision-making processes in a global context</li> <li>– illustrate key approaches of strategy</li> <li>– identify concrete strategies for the construction and interaction of institutions with(in) its socio-cultural environment</li> <li>– explain strategic dynamics and analyze the relative strength of different strategic positions as a basis for decisions &amp; actions and examining possible conflicts</li> <li>– develop own strategies, taking into account their practices, processing and effects</li> <li>– apply methods to implement a strategy</li> </ul>
Content of the module	<ul style="list-style-type: none"> <li>– Strategic mindsets and strategic concepts</li> <li>– The process of strategizing</li> <li>– Strategic methods and frameworks</li> <li>– Strategic management and business development</li> <li>– Critical reflection on strategy and society</li> </ul>

Teaching and learning methods of the module	Interactive lectures, groupwork, working with documentary material, case studies, media
Special features (e.g. online activities, event/company visits, guest speakers, etc.)	Guest lectures by industry practitioners and academics
Literature (Required reading/supplementary recommended reading)	<p><u>Required reading:</u></p> <p><u>Supplementary list of recommended reading:</u></p> <p><b>Faulkner, D.O. and Campbell, A.</b> (2006): Introduction. In: Faulkner, D.O. and Campbell, A.: The Oxford Handbook of Strategy. A Strategy Overview and Competitive Strategy. Oxford: Oxford University Press (pages 1-26).</p> <p><b>Clegg, S., Carter, C., Kornberger, M. and J. Schweitzer.</b> (2011). Strategy: Theory and Practice, London: Sage (introduction: The Context and Emergence of Strategic Thinking, &amp; chapter 4)</p> <p>Further Literature will be presented resp. distributed in class (Internet Sources, Media, Reader and/or Handouts).</p> <p><u>Supplementary reading:</u></p> <p><b>Paroutis, S., Heracleous, L. and Angwin, D.</b> (2013). Practicing strategy: Text and cases, London: Sage (Introduction, chapter 1).</p> <p><b>Golsorkhi, D. Rouleau, L. Seidl, D. &amp; Vaara, E.</b> (2010). (Eds.), Cambridge Handbook of Strategy as Practice, Cambridge: Cambridge University Press</p>

## **Sustainable Development**

**Status: June 2021**

Module-Nr./ Code	SUDE
Module title	Sustainable Development
Semester or trimester	2 <sup>nd</sup> Semester
Duration of module	Single semester
Course type (Mandatory, elective, etc.)	Mandatory module
If relevant, course units within the module	-
Frequency of module	Once a year
Entry requirements	There are no formal requirements for participation in this module. However, successful completion of the preceding modules according to the curriculum overview is recommended. For preparation, please refer to the required and recommended literature in this module description and to the university's internal learning platform.
Applicability 39ort h module	<p>The module is applicable to the bachelor programs "International Business", "International Relations – Responsible Business", "Politics, Philosophy and Economics", „Citizenship and Civic Engagement“ and "Globalization, Governance and Law".</p> <p>This module has interconnections to most other modules, especially the modules Global Economy (GECO), Area Studies (ARST), International Collaboration (ICOL) as well as to Cultural Studies (CUST), Ethics:</p>

	Sustainability (ETSU), IPOS, FPAN, ECIN & SIEM.
Person responsible for the module	Prof. Dr. Robert Lepenies
Name(s) of the instructor(s)	Prof. Dr. Robert Lepenies Maren Kropfeld Dr. Kaidi Tamm
Teaching language	English
Number of ECTS credits	4
Total workload and its breakdown (e.g. self-study and contact hours)	Total workload = 120 hours (contact hours = 42, self-study = 78 hours)
Hours per week	3
Assessment type / requirement for the award of credits	The assessment type of the module is a Presentation according to § 14 (9) Course and Examination Regulation (CER); see appendix
Grading & weighting of the grade within the total grade	2 % Grading according to §§ 19 & 20 Course and Examination Regulation (CER); see appendix.
Qualification objectives of the module	Students who have successfully participated in this module will be able to: <ul style="list-style-type: none"> <li>– identify the various constituent dimensions of sustainable development: environmental, economic, social, cultural, and political manifestations of sustainability, explain the evolving global sustainability discourse and identify its main actors and stakeholders</li> <li>– select appropriate responses from business, politics and civil society for dealing with social, political, environmental, technological, and global issues and stakeholders</li> <li>– evaluate potential opportunities for 'going green'</li> </ul>

	<ul style="list-style-type: none"> <li>– apply different models for managing and transforming non-sustainable conditions and results to more sustainable solutions</li> <li>– critically analyse controversies, solutions and recommendations in the sustainability debate and reflect respectfully on different individual perspectives and cultural concepts deriving from assumptions about humans, nature, development, technology and economy</li> </ul>
Content of the module	<p>The course content includes:</p> <ul style="list-style-type: none"> <li>– Raising of environmental awareness in the West</li> <li>– Environmental politics and the birth of the sustainable development concept</li> <li>– 1992-2015: road to Agenda 2030 and Sustainable Development Goals.</li> <li>– Different models &amp; key concepts of sustainable development.</li> <li>– Key problems: ethics of Anthropocene, waste(fullness) and pollution: toxic civilization, crossing planetary boundaries &amp; limits to growth.</li> <li>– Ecological dimension of sustainable development:</li> <li>– Social dimension of sustainable development:</li> <li>– Economic dimension of sustainable development, alternative economic models such as degrowth, circular economy or Doughnut Economics</li> <li>– Sustainable business models and sustainability strategies for businesses along efficiency, consistency and sufficiency</li> <li>– Responsible production and consumption, social entrepreneurship, Supply Chain Act, Labels, Greenwashing</li> <li>– Transition Theories and the Multi-Level-Perspective</li> <li>– Cultural dimensions of sustainable development: multi-stakeholder perspectives, cooperation &amp; post-colonial issues.</li> <li>– Personal sustainability: connecting macroscale SDGs with individual level: what can each of us do to make a difference? Personal takeaways.</li> </ul>

	– Evaluation of the Agenda 2030 and the achievement of the Sustainable Development Goals.
Teaching and learning methods of the module	The course is organized around lectures and case studies aimed at illustrating important concepts and then debating them in class. The course also supports students in learning cooperation and critical literature review and analytic skills, as they are required to work together and conduct background research for their exam presentations at the end of the course.
Special features (e.g. online activities, event/company visits, guest speakers, etc.)	Online events, guest speakers, case studies, workshops
Literature (Required reading/supplementary recommended reading)	<p><u>Required reading:</u></p> <p><b>Blewitt, J. (2018).</b> Understanding Sustainable Development. Oxon: Routledge.</p> <p><b>Randers, J., et al. (2019).</b> Achieving the 17 Sustainable Development Goals within 9 planetary boundaries. <i>Global Sustainability</i> 2, e24, 1–11.</p> <p><u>Supplementary recommended readings:</u></p> <p><b>Bocken, N. M. P., et al. (2014).</b> A literature and practice review to develop sustainable business model archetypes. <i>Journal of Cleaner Production</i>, 65, 42-56.</p> <p><b>Carson, R. (1962).</b> <i>Silent Spring</i>. Boston: Houghton Mifflin.</p> <p><b>Geels, F. W., Schot, J. (2007).</b> Typology of sociotechnical transition pathways. <i>Research Policy</i>, 36, 399-417.</p> <p><b>Hardin, G. (1968).</b> Tragedy of the Commons. <i>Science</i> 162 (3859), 1243-1248.</p> <p><b>Jacobus, A. (2006).</b> Sustainable development – historical roots of the concept. <i>Environmental Sciences</i>, 3(2), 83-96.</p> <p><b>Meadows, D. H., et al. (1972).</b> <i>Limits to Growth</i>. New York: Universe Books.</p>

	<p><b>Parodi, O., Tamm, K. (2018).</b> Personal Sustainability: Exploring the Far Side of Sustainable Development.</p> <p><b>Raworth, K. (2018).</b> Doughnut Economics: Seven Ways to Think Like a 21st-Century Economist. Random House Business.</p> <p><b>Rockström, J., et al. (2009).</b> A safe operating space for humanity. <i>nature</i>, 461(24), 472-475.</p> <p><b>UN (1987).</b> Our Common Future.</p> <p><b>UN (2015).</b> Transforming our world: The 2030 Agenda for Sustainable Development.</p> <p><b>UN (2017).</b> Towards a pollution-free planet.</p> <p><b>Vita, G., et al. (2019).</b> The Environmental Impact of Green Consumption and Sufficiency Lifestyle Scenarios in Europe. <i>Ecological Economics</i>, 164, 106322.</p> <p><b>White, L. (1967).</b> The Historical Roots of Our Ecological Crisis. <i>Science</i> 155: 1203-1207.</p> <p><b>Zalasiewicz, J. Williams, M. (2008):</b> Are we now living in the Anthropocene? <i>GSA Today</i>: v. 18, no. 2, doi: 10.1130/GSAT01802A.1</p>
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## Introduction into Political Philosophy

**Status: July 2021**

Module-Nr./ Code	POLP
Module title	Introduction into Political Philosophy
Semester or trimester	2 <sup>nd</sup> semester
Duration of module	Single semester
Course type (Mandatory, elective, etc.)	Mandatory
If relevant, course units within the module	
Frequency of module	Once a year
Entry requirement	There are no formal requirements for participation in this module. However, successful completion of the preceding modules according to the curriculum overview is recommended. For preparation, please refer to the required and recommended literature in this module description and to the university's internal learning platform.
Applicability of the module	This module is applicable to the bachelor programs "Politics, Philosophy, Economics", "International Relations", "Citizenship and Civic Engagement" and "Globalization, Governance and Law". It has interconnections most notably with CITI, CUST, IPOS, PHIL, ANTH, STRA, ETGL, ETPR, ETSU and JHCR.
Person responsible for the module	Prof. Dr. Wendelin Küpers
Name(s) of the instructor(s)	Prof. Dr. Wendelin Küpers Prof. Dr. Nadja Meisterhans
Teaching language	English
Number of ECTS credits	6

Total workload and its breakdown (e.g. self-study and contact hours)	Total workload = 180 hours (contact hours = 42, self-study = 138 hours)
Hours per week	3
Assessment type / requirement for the award of credits	The assessment type is a Presentation according to § 14 (9) Course and Examination Regulation (CER); see appendix
Grading & weighting of the grade within the total grade	3 % Grading according to §§ 19 & 20 Course and Examination Regulation (CER); see appendix.
Teaching and learning methods of the module	self-study, lectures/seminars, class debate
<b>Learning outcomes</b> of the module	<p>Students who have successfully participated in this module will be able to</p> <ul style="list-style-type: none"> <li>• describe and assess a range of key ideas and positions of political philosophers, the intertextual discourse between them and the main debates in political theory and philosophy</li> <li>• contrast, critically reflect and interpret political theories against the historical and contextual background of their origin</li> <li>• understand the normative function of political theory and the effect it has on political debates</li> <li>• evaluate different interpretations used in political argument and in the analysis of political phenomena</li> <li>• conceptualize a theoretical framework for the empirical study of political issues</li> <li>• critically reflect on their own interpretation, its limitations and the categories in which we think and act politically</li> <li>• have a good understanding about the normative debates concerning the nature, moral status and limits of democratic authority.</li> <li>• be able to evaluate the strengths and weaknesses of various (political) theories and arguments</li> <li>• have a good comprehension about the problem of legitimate political authority, different competing grounds of political obligations and the circumstances under which political authority may be challenged.</li> <li>• be able to critically examine texts in political philosophy/theory</li> </ul>

	<ul style="list-style-type: none"> <li>• have developed their ability to form philosophical arguments and communicate those arguments both orally and in writing</li> </ul>
<p><b>Contents</b> of the module</p>	<p><b>1: Ancient Greek Political Philosophy</b> Socrates, Plato, Aristotle</p> <p><b>2: The Ruler and his practice</b> Machiavelli: “The Prince” / Machiavellism</p> <p><b>3: The State of Nature and the Social Contract</b> Hobbes, Locke and Rousseau</p> <p><b>4: Political Dialectics/Equality</b> Hegel(ianism) and Marx(ism)</p> <p><b>5: Kant, Bentham/Mill, Rawls, Habermas, <u>Arendt</u></b> <b>Political Philosophy &amp; Liberalism</b> Focus Justice</p> <p><b>6: 20 Century Continental Political Philosophy</b> (e.g. Arendt, Habermas, Foucault, Agamben)</p> <p><b>Final Sessions (with A. Amato):</b></p> <p><b>Thematic Patterns</b></p> <ul style="list-style-type: none"> <li>• State of Nature</li> <li>• Power, Legitimacy, Government</li> <li>• Status of Democracy, Citizenship, Recognition,</li> <li>• Freedom/Liberty, Individuality, (Human) Rights</li> <li>• Common Good &amp; Social Contract</li> <li>• Liberalism/Equality, Solidarity</li> <li>• (Global) (Global) Justice</li> <li>• <u>Critical Theories Feminist Theory, Queer Theory, Postmodernism, Post-Colonialism</u></li> <li>• <u>Anthropocentrism and Eco-Political Thought</u></li> </ul>
<p><b>Literature</b> (Required reading/supplementary recommended reading)</p>	<p><b>Required reading (for selections see reading list):</b></p> <p><b>Rosen, M. and Wolff, J. (1999).</b> Political Thought. Oxford: Oxford University Press</p> <p><b>Wolff, J. (2016).</b> An Introduction to Political Philosophy. Oxford: Oxford University Press</p>

**Other** important academic textbooks to supplement your reading on political philosophy and these subject areas:

**Bird, C. (2006).** An Introduction to Political Philosophy. Cambridge: Cambridge University Press

**Hoffman, J. and Graham, P. (2009).** An Introduction to Political Theory. London: Pearson

**Ryan, A. (2012).** On Politics: A History of Political Thought from Herodotus to the Present. Oxford: Oxford University Press

**Supplementary recommended reading:**

**Dryzek, J. et al. (eds.) (2008).** The Oxford Handbook of Political Theory, Oxford: Oxford University Press.

**Hoffman, J. and Graham, P. (2009).** An Introduction to Political Theory. London: Pearson Longman.

**Schumaker, P. (2010).** The Political Theory Reader. Malden, Oxford: Blackwell

**Additional sources**

**Boucher, D. and Kelly, P. (2009):** Political Thinkers: From Socrates to the Present. Oxford: Oxford University Press. (available in library and infopool)

**Gaus, G. F., Kukathas, C. eds. (2004)**  
Handbook of Political Theory. London: Sage

**Goodin, R., Pettit, P. (eds.) (2005):** Contemporary Political Philosophy: An Anthology. Oxford: Blackwell

**Hampsher-Monk, I. (1992):** A History of Modern Political Thought: Major Political Thinkers from Hobbes to Marx , Oxford: Blackwell

**Kymlicka, W. (2002):** Contemporary Political Philosophy: An Introduction. Oxford: Oxford University Press

**Swift, A. (2006):** Political Philosophy: A Beginners' Guide for Students and Politicians. Cambridge: Polity

**Wolff, J. (2002):** An Introduction to Political Philosophy. Oxford: Oxford University Press

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## Foreign Policy Analysis

**Status: June 2021**

Module-Nr. / Code	FPAN
Module title	Foreign Policy Analysis
Semester or trimester	2nd semester
Duration of module	Single semester
Course type (Mandatory, elective, etc.)	Mandatory
If relevant, course units within the module	-
Frequency of module	Once a year
Entry requirements	There are no formal requirements for participation in this module. However, successful completion of the preceding modules according to the curriculum overview is recommended. For preparation, please refer to the required and recommended literature in this module description and to the university's internal learning platform.
Applicability of the module to other programs	This module is applicable to the bachelor programs "International Relations", "Politics, Philosophy, Economics" and "Citizenship and Civic Engagement". It has interconnections with all specific IR, PPE and CCE modules, especially INOR as well as CITI, CORE, SCIE, ARST, GECO, SUDE, CUST, ANTH, STRA
Person responsible for the module	Prof. Dr. Anthony Teitler
Name(s) of the instructor(s)	Prof. Dr. Anthony Teitler
Teaching language	English
Number of ECTS credits	6

Total workload and its breakdown (e.g. self-study and contact hours)	Total workload = 180 hours (contact hours = 42, self-study = 138 hours)
Hours per week	4
Assessment type / requirement for the award of credits	The Assessment type is a Written Assignment according to §14 (4) Course and Examination Regulation (CER); see appendix
Grading & weighting of the grade within the total grade	3 % Grading according to §§ 19 & 20 Course and Examination Regulation (CER); see appendix.
Qualification objectives of the module	<p>Students who have successfully participated in this module will be able to:</p> <ul style="list-style-type: none"> <li>– Define the realm of foreign policy as a mechanism of the international structure and locate FPA within the discipline of international relations.</li> <li>– Distinguish various theoretical approaches to and debates about the analysis of foreign policy, critically reflect upon their respective limitations, implications and underlying assumptions and apply them to case studies.</li> <li>– Differentiate (state and non-state) actors, agendas and arenas in foreign policy</li> <li>– Analyse the impact of the concepts of power and influence in foreign policy making and reflect the significance of foreign policy in an age of globalization.</li> <li>– Critically assess the different aspects, factors and (cultural, economic, geographical, historical, and political) dimensions of foreign policy decision-making and the process and means of foreign policy implementation (e.g. diplomacy, military force, sanctions, aid, propaganda etc.)</li> <li>– Reflect on the impact of culture, interests and identity as well as the</li> </ul>

	influence of ethics, values, norms and human rights.
Content of the module	<p>The course content includes:</p> <ul style="list-style-type: none"> <li>– History and evolution of Foreign Policy</li> <li>– Levels and Models of Foreign Policy Analysis: Actors, Structures, Processes, Sources (domestic and external)</li> <li>– Foreign Policy and IR theory: Approaches and Concepts</li> <li>– State and non-state actors: Personality, Rationality, Interests and Psychology</li> <li>– Processes: Foreign Policy analysis and Decision-Making</li> <li>– Pubic Diplomacy</li> <li>– Implementing Foreign Policy: Power and Persuasion (Military Power, Diplomacy, Sanctions, Aid)</li> <li>– Geopolitical, economic and cultural dimensions of FP</li> <li>– The impact of Cultures, Identities, Interests</li> <li>– Foreign policy doctrines and ethical dimensions: values, beliefs, norms and human rights</li> <li>– The media, foreign policy and public opinion</li> <li>– Case studies: German and EU foreign policy</li> <li>– Case studies: US foreign policy</li> <li>– Case studies: East Asia and Middle East foreign policy</li> <li>– Case Studies: Latin American foreign policy</li> <li>– National Security and Foreign Policy</li> <li>– Simulation Summit Exercise</li> </ul>
Teaching and learning methods of the module	Lectures, exercises, case studies, self-study and a United Nations Security Council role play and reflection
Special features (e.g. online activities, event/company visits, guest speakers, etc.)	

<p>Literature (Required reading/supplementary recommended reading)</p>	<p><b><u>Required reading:</u></b></p> <p><b>Smith S., Hadfield A. &amp; Dunne T. (eds.)</b> (2016): <i>Foreign Policy: Theories, Actors, Cases</i>, Second edition. Oxford University Press (selected chapters)</p> <p><b><u>Recommended reading:</u></b></p> <p>Alden, C. and Aran, A. (2017) <i>Foreign Policy Analysis: New Approaches</i>. Oxford: Routledge</p> <p>Cox, M. and Stokes, D. (2018) <i>US Foreign Policy</i>. Oxford: Oxford University Press</p> <p>Hill, C. (2015) <i>Foreign Policy in the Twenty-First Century</i>. Basingstoke: Palgrave Macmillan</p> <p>Hudson, V. M. and Day, B. S. (2020) <i>Foreign Policy Analysis: Classic and Contemporary Theory</i>. Lanham: Rowman &amp; Littlefield</p> <p>Mintz, A. and DeRouen, R. (2010): <i>Understanding Foreign Policy Decision Making</i>. Cambridge, New York: Cambridge University Press.</p> <p>Morin, J-F and Paquin, J. (2018) <i>Foreign Policy Analysis: A Toolbox</i>. Basingstoke: Palgrave Macmillan</p> <p>Neack, L. (2019) <i>Studying Foreign Policy Comparatively</i>. Lanham: Rowman &amp; Littlefield</p>
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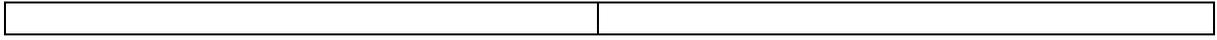
## **English as a Foreign Language 2**

**Status: June 2021**

Module-Nr./ Code	EFL2
Module title	English as a foreign language (Business English) 2
Semester or trimester	2 <sup>nd</sup> Semester
Duration of module	Single Semester
Course type (Mandatory, elective, etc.)	Mandatory Elective
If relevant, course units within the module	
Frequency of module	Once a year
Entry requirements	For participation in this module, the successful completion of the preceding language level is required. For preparation, please refer to the required and recommended literature in this module description and to the university's internal learning platform.
Applicability of the module	This module is applicable to all Bachelor's programs. Interconnections with EFL1.
Person responsible for the module	Prof. Dr. Anthony Teitler
Name(s) of the instructor(s)	Cindy Heckfuss Alaa Khalil Dr. Mila Koretnikov Larissa Vilhena
Teaching language	English
Number of ECTS credits	4
Total workload and its breakdown (e.g. self-study and contact hours)	Total workload = 120 hours (contact hours = 56, self-study = 64 hours)
Hours per week	4

Assessment type / requirement for the award of credits	80 % written examination (90'), 20 % test (15' oral form: listening comprehension and oral expression) according to § 14 (2) and (3) Course and Examination Regulation (CER); see appendix.
Grading & weighting of the grade within the total grade	2 % Grading according to §§ 19 & 20 Course and Examination Regulation (CER); see appendix.
Qualification objectives of the module	<p>Students who have successfully participated in this module will be able to:</p> <ul style="list-style-type: none"> <li>– communicate with ease in a broad variety of business situations in the English language,</li> <li>– know the advanced terminology used in business as well as the language for specific purposes and apply it confidently in practical business situations,</li> <li>– write complex and coherent texts,</li> <li>– express themselves spontaneously and fluently in different situations,</li> <li>– differentiate shades of meaning in complex contexts.</li> </ul> <p>English Level C1.2 (according to the Common European Framework of Reference for Languages)</p>
Content of the module	Introduction to advanced business English terminology and vocabulary for specific purposes on an abstract and idiomatic level, advanced communication skills (written and oral), application of knowledge and skills in complex role plays and case studies, practice listening skills using audiovisual media, systematic grammar revision etc.
Teaching and learning methods of the module	Interactive lectures, case studies, role plays: exercises focussing on listening comprehension and oral production, reading comprehension and writing production
Special features (e.g. online activities, event/company visits, guest speakers, etc.)	Special features are specified at the beginning of the semester.

<p>Literature (Required reading/supplementary recommended reading)</p>	<p>Recommendations to purchase books are made before the beginning of the semester.</p> <p><b>Trappe, Tonya, Tullis, Graham</b> (2012): Intelligent business: Coursebook: intermediate business English. Harlow (u.a.): Pearson Longman.</p> <p><b>Trappe, Tonya, Tullis, Graham</b> (2012): Intelligent business: Coursebook: upper intermediate business English. Harlow (u.a.): Pearson Longman.</p> <p><b>Trappe, Tonya, Tullis, Graham</b> (2011): Intelligent Business: Advanced Coursebook/ CD Pack. Harlow (u.a.): Pearson Longman.</p> <p><b>Cotton, David, Falvey, David, Kent, Simon</b> (2010): Market Leader: intermediate business English: Course book. Harlow (u.a.): Pearson Longman.</p> <p><b>Flinders, Steven, Sweeney, Simon</b> (1996): Business English pair work 1. London: Penguin Books.</p> <p><b>Crowther-Alwyn, John</b> (2013): Business roles: 12 simulations for business English. Cambridge: Cambridge University Press.</p> <p><b>Allison, John, Powell, Mark</b> (2009): In company: case studies. 2. ed., Oxford: Macmillan.</p> <p><b>Emmerson, Paul</b> (2010): Business grammar builder. 2. ed., Oxford: Macmillan.</p> <p><u>Periodicals:</u></p> <ul style="list-style-type: none"> <li>• The Economist: London, New York</li> <li>• Newsweek: the international newsmagazine. New York</li> <li>• New York Times</li> <li>• Financial Times</li> <li>• BBC News</li> </ul>
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## German as a Foreign Language 2

**Status: June 2021**

Module-Nr./ Code	GER2
Module title	German as a Foreign Language 2
Semester or trimester	2 <sup>nd</sup> semester
Duration of module	Single semester
Course type (Mandatory, elective, etc.)	Mandatory elective
If relevant, course units within the module	
Frequency of module	Once a year
Entry requirements	For participation in this module, the successful completion of the preceding language level is required. For preparation, please refer to the required and recommended literature in this module description and to the university's internal learning platform.
Applicability of the module	This module is applicable to all Bachelor's programs. Interconnections with GER1.
Person responsible for the module	Prof. Dr. Anthony Teitler
Name(s) of the instructor(s)	Astrid Jannke Winfried Kern Susanne Schmidt-Lossau Anna Travlou
Teaching language	German (English if the students do not meet language requirements)
Number of ECTS credits	4

Total workload and its breakdown (e.g. self-study and contact hours)	Total workload = 120 hours (contact hours = 56, self-study = 64 hours)
Hours per week	4
Assessment type / requirement for the award of credits	80 % written examination (90'), 20 % test (15' oral form: listening comprehension and oral expression) according to § 14 (2) and (3) Course and Examination Regulation (CER) see appendix.
Grading & weighting of the grade within the total grade	2 % Grading according to §§ 19 & 20 Course and Examination Regulation (CER); see appendix.
Qualification objectives of the module	<p>Students who have successfully participated in this module will be able to:</p> <ul style="list-style-type: none"> <li>– deal with simple everyday situations in the spoken language,</li> <li>– understand and deal with basic standard situations (e.g. filling in forms) using their knowledge of the written language (target level A2, with little knowledge of the language),</li> </ul> <p>or</p> <ul style="list-style-type: none"> <li>– use their spoken language to take part in a suitable range of business communication situations,</li> <li>– draw up accompanying written documents (target level B1-B2, with previous knowledge of the language with approx. three years of German at school).</li> </ul> <p>or</p> <ul style="list-style-type: none"> <li>– follow complex business communication situations and take part in them using the spoken language,</li> <li>– write longer texts with analytical contents in German.</li> </ul>
Content of the module	The contents in general:

	<ul style="list-style-type: none"> <li>– Extension of lexical knowledge and consolidation of grammatical structures and contents as well as the progressive development of listening comprehension skills and written and spoken production skills.</li> <li>– Information on culture and civilisation is also included regularly in the course.</li> </ul> <p>Target level A2, specifically:</p> <ul style="list-style-type: none"> <li>– The basics of the phonetic and written form of the foreign language</li> <li>– Basic grammatical structures</li> <li>– Basic lexis</li> <li>– Learning aids</li> </ul> <p>Target level B1-B2, specifically:</p> <ul style="list-style-type: none"> <li>– Consolidation of knowledge of the language in oral and grammatical exercises</li> <li>– Extension of the general vocabulary and the basics of business vocabulary</li> <li>– Specialised texts</li> <li>– Learning aids</li> </ul> <p>Target level B2 and C1, specifically:</p> <ul style="list-style-type: none"> <li>– Consolidation of knowledge of the language in oral and grammatical exercises</li> <li>– Specialist business vocabulary</li> <li>– Different styles and degrees of formality</li> <li>– Advanced writing</li> <li>– Learning aids</li> </ul>
Teaching and learning methods of the module	Exercises focussing on listening comprehension and oral production, reading comprehension and writing production.

<p>Special features (e.g. online activities, event/company visits, guest speakers, etc.)</p>	<p>Special features are specified at the beginning of the semester.</p>
<p>Literature (Required reading/supplementary recommended reading)</p>	<p><u>Recommendations to purchase books are made before the beginning of the semester.</u></p> <p><u>Language textbooks:</u></p> <p><b>Aufderstraße, Hartmut, Müller, Jutta, Storz, Thomas</b> (2008): Delfin Lehrbuch + Arbeitsbuch, Teil 2, Lektion 8-14. Niveau A2. Ismaning: Hueber.</p> <p><b>Aufderstraße, Hartmut, Müller, Jutta, Storz, Thomas</b> (2007): Delfin Lehrbuch + Arbeitsbuch, Teil 3, Lektion 15-20. Niveau B1. Ismaning: Hueber.</p> <p><b>Koithan, Ute, Lösche, Ralf-Peter</b> (2010): Aspekte: Mittelstufe Deutsch: 2, Lehrbuch + Arbeitsbuch. Niveau B2. München: Klett-Langenscheidt.</p> <p><b>Koithan, Ute, Lösche, Ralf-Peter</b> (2010): Aspekte: Mittelstufe Deutsch: 3, Lehrbuch + Arbeitsbuch. Niveau C1. München: Klett-Langenscheidt.</p>

## Area Studies

**Status: August 2021**

Module-Nr./ Code	ARST
Module title	Area Studies
Semester or trimester	3rd semester
Duration of module	Single semester
Course type (Mandatory, elective, etc.)	Mandatory
If relevant, course units within the module	
Frequency of module	Once a year
Entry requirements	There are no formal requirements for participation in this module. However, successful completion of the preceding modules according to the curriculum overview is recommended. For preparation, please refer to the required and recommended literature in this module description and to the university's internal learning platform.
Applicability of the module to other programs	The module is applicable to "International Relations", "Politics, Philosophy, Economics", "Globalization, Governance and Law", "Citizenship and Civic Engagement".  It has interconnections especially to GECO, SUDE, ICOL, ECIN, FPON, GLOG and CORE.
Person responsible for the module	Prof. Dr. Robert Lepenies
Name(s) of the instructor(s)	Alaa Khalil Svenja Osmers Dr. habil. Patrick Ziegenhain
Teaching language	English
Number of ECTS credits	6
Total workload and its breakdown (e.g. self-study and contact hours)	Total workload = 180 hours

	(contact hours = 42, self-study = 138 hours)
Hours per week	3
Assessment type / requirement for the award of credits	The assessment type of the module is a Presentation according to §14 (9) Course and Examination Regulation (CER); see appendix
Grading & weighting of the grade within the total grade	3 % Grading according to §§ 19 & 20 Course and Examination Regulation (CER); see appendix.
Qualification objectives of the module	<p>Students who have successfully participated in this module will be able to:</p> <ul style="list-style-type: none"> <li>– Describe the social, economic, ecological, legal, cultural, technological and political factors relevant in a particular area</li> <li>– Discuss the mutual influence of global processes and local developments in a particular area</li> <li>– Explain typical business practices and economic dynamics in a particular area</li> <li>– Reflect patterns of injustice, inequality and conflict in different social fields (e.g., health, education, democracy, gender relationships) in a particular area</li> <li>– Question established discourses, narratives and images about a particular area</li> <li>– Assess the potential of political, cultural, social, educational and other forms of civic engagement and business activities in the particular area</li> </ul>
Content of the module	– Social, economic, ecological, legal, cultural, technological and political aspects of a particular area, e.g. poverty, inequality, market structures, population structure and growth

	<ul style="list-style-type: none"> <li>– Global dynamics and challenges (digitisation, sustainability etc.) and their crystallization in local processes</li> <li>– Postcolonial perspectives on regional conflicts, conflict lines and conflict zones</li> <li>– Global and regional imaginaries and stereotypes</li> </ul> <p>The culture specific part of the module will be offered in blocks for</p> <ul style="list-style-type: none"> <li>– Latin American studies</li> <li>– Anglo-American studies</li> <li>– Arabic studies</li> <li>– East /South-East Asian studies</li> <li>– Sub-Saharan African studies</li> </ul> <p>Further area studies can be provided depending on students' interest abroad.</p>
Teaching and learning methods of the module	Interactive lectures. Case studies.
Special features (e.g. online activities, event/company visits, guest speakers, etc.)	Area experts as co-lecturers
Literature (Required reading/supplementary recommended reading)	<p><u>Required reading:</u></p> <p><b>Schäfer, Wolf</b> (2010): Reconfiguring Area Studies for the Global Age. In: <i>Globality Studies Journal</i>, 22, 31.12.2010.</p> <p><b>Flemes, Daniel</b> (ed.) (2010): <i>Regional Leadership in the Global System: Ideas, Interests and Strategies of Regional Powers</i>. Farnham (u.a.): Ashgate.</p> <p><b>Diverse</b> (depend on the business and cultural area selected, recommendations will be given at the beginning of the course)</p> <p><u>Supplementary recommended readings:</u></p> <p><b>Diverse</b> (depend on the business and cultural area selected, recommendations will be given at the beginning of the course)</p>



## Anthropology

**Status: June 2021**

Module-Nr./ Code	ANTH
Module title	Anthropology
If relevant, course units within the module	-
Learning outcomes of the module	<p>Students who have successfully participated in this module will be able to</p> <ul style="list-style-type: none"> <li>– explain key anthropological theory and concepts on the basis of various ethnographic and case study materials</li> <li>– critically reflect about cultural assumptions and about key questions and problems in studying the worlds of other people and one's own</li> <li>– analyze the historical processes and colonial legacies that have shaped the discipline, interpret contemporary debates and issues in anthropological theory and ethnographic practice and value the practical and ethical implications of ethnographic fieldwork and social scientific research</li> <li>– apply ethnographic and qualitative research methodology to different phenomena (e.g. material artefacts, personhood, beliefs and religion, human rights, power, economy, language, media, art, sexuality, body, health, food, fashion, travelling etc.) and develop strategies for gathering, evaluating and presenting material and evidence</li> <li>– develop strategies for gathering, analysing, evaluating and presenting material and evidence</li> <li>– develop creative skills to imagine the social worlds of 'others' and one's own in original ways and to formulate a research question from a social/cultural anthropology perspective</li> </ul>
Content of the module	<ol style="list-style-type: none"> <li>1. The anthropological perspective – compared to other scientific disciplines' perspectives</li> <li>2. Historical development and colonial legacies of anthropology</li> <li>3. Contemporary anthropology and topical subjects</li> <li>4. Key anthropological theories and concepts and current debates in anthropology</li> <li>5. Discussion of about 8 selected topics -students can choose among the following suggestions:</li> </ol>

	personhood; individual-group relations; gender; beliefs and religion; human rights; power and conflict; economy and consumption; food; fashion; travelling and tourism; language and communication; media; art and artefacts; sexuality, body, health, age) and also introduce their own suggestions
Study Semester (or Trimester)	3 <sup>rd</sup> semester
Duration of module	Single semester
Frequency of module	Once a year
Number of allocated ECTS credits	6
Total workload and its breakdown (e.g. self-study and contact hours)	Total workload = 180 hours (contact hours = 42, self-study = 138 hours)
Hours per week	3
Course type (mandatory, elective, etc.)	Mandatory
Applicability of the module	The module is applicable to “Citizenship and Civic Engagement”, “Globalization, Governance and Law”, “Politics, Philosophy, Economics” and “International Relations”. It has interconnections with all specific modules of these programs, as well as CUST, ARST, CSOC, POLP, FPAN,
Entry requirements	There are no formal requirements for participation in this module. However, successful completion of the preceding modules according to the curriculum overview is recommended. For preparation, please refer to the required and recommended literature in this module description and to the university's internal learning platform.
Person responsible for the module	Prof. Dr. Ella Roininen
Name(s) of the instructor(s)	PD Mag. Dr. Karin Liebhart
Teaching language	English
Assessment type / requirement for the award of credits	The Assessment type of the module is an Essay according to § 14 (6) Course and Examination Regulation (CER); see appendix
Grading & weighting of the grade within the total grade	3 % Grading according to §§ 19 & 20 Course and Examination Regulation (CER); see appendix.
Teaching and learning methods of the module	Lectures, exercises, case studies, self-study
Special features (e.g. online activities, event/company visits, guest speakers, etc.)	
Literature (Required reading/supplementary recommended reading)	<b>Required reading:</b>  <b>Barnard, A. and J. Spencer (eds)</b> (2010): Encyclopedia of Social and Cultural Anthropology. London and New York: Routledge ( <i>selected headwords only</i> ).

**Eriksen, T.H.** (2017): What is Anthropology? London: Pluto Press.

**Hendry, J.** (2016): An Introduction to Social Anthropology: Sharing Our Worlds. London: Red Globe Press.

**Rapport, N.** (2014): Social and Cultural Anthropology: The Key Concepts. London: Routledge (*selected headwords only*)

**Supplementary recommended reading:**

**Astuti, R., J. Parry and C. Stafford** (eds) (2011): Questions of Anthropology. London: Routledge.

**Benda-Beckmann, K. von & F. Pirie** (eds) (2007): Order and Disorder: Anthropological Perspectives. Oxford and New York: Berghahn.

**Blom Hansen, T. and F. Stepputat** (eds) (2001): States of Imagination: Ethnographic Explorations of the Postcolonial State, Duke University Press.

**Eriksen, T.H.** (2015): Small Places, Large Issues. An Introduction to Social and Cultural Anthropology. London: Pluto Press.

**Gell, A.** (1998): Art and Agency in Anthropological Theory. Oxford: Clarendon Press.

**Feld, S. and K. Basso** (eds). (1997): Senses of Place. Santa Fe: School of American Research Press.

**Gupta, A. and J. Ferguson** (eds) (1997): Anthropological Locations: Boundaries and Grounds of a Field Science. Berkeley: University of California Press.

**Just, P and J. Monaghan** (2000): Social and Cultural Anthropology: A Very Short Introduction.

**Kuper, A.** (1996): Anthropology and Anthropologists: The Modern British School (3rd edition). London and New York: Routledge.

**MacClancy, J. (ed.)** (2002): Exotic No More: Anthropology on the Frontlines. Chicago: University of Chicago Press

**Miller, Daniel** (2010): Stuff. Cambridge: Polity Press



## Conflict Resolution

**Status: June 2021**

Module-Nr./ Code	CORE
Module title	Conflict Resolution
If relevant, course units within the module	-
Learning outcomes of the module	<p>Students who have successfully participated in this module will be able to</p> <ul style="list-style-type: none"> <li>• distinguish key concepts, approaches and developments in the field of conflict and conflict resolution from an interdisciplinary perspective</li> <li>• analyze and map foundations, sources and dynamics of various conflicts</li> <li>• investigate and evaluate different practices of conflict prevention, conflict resolution, conflict management, peace-keeping and peace-building processes and examine the role of states, individuals and humanitarian agencies</li> <li>• critically reflect mayor theories as well as the key challenges and debates around conflict and conflict resolution</li> <li>• appreciate conflicts as unavoidable, recognize the productive strength of conflicts, deal appropriately with various types of conflict and integrate ethical reasoning into their actions</li> <li>• apply negotiation techniques, moderation and dispute-solving methods and mediation tools to remedy conflicts and successfully guide negotiations in different settings</li> </ul>
Content of the module	<ol style="list-style-type: none"> <li>1. Theory of Conflict</li> <li>2. Theories of Conflict Resolution: Concepts, Frameworks and Definitions</li> <li>3. Origins, Foundations and Developments in the Discipline</li> <li>4. Character, Types and Causes of Conflict</li> <li>5. Approaches in Conflict Prevention</li> <li>6. Addressing and containing Violent Conflict</li> <li>7. Peacekeeping and Peacemaking</li> <li>8. Peace Agreements and Political Settlements</li> <li>9. Reconstruction, Reconciliation, Peacebuilding</li> <li>10. Tools, Skills and Bargaining in Negotiations</li> </ol>

	<p>11. Mediation, Negotiation, Arbitration, Collaborative Problem Solving, Peacekeeping Operations and Third Parties</p> <p>12. Culture, Religion, Ethics in Conflict Resolution</p> <p>13. Media, Communication, Language, Discourse</p> <p>14. Globalization, World Politics, Cosmopolitan Conflict Resolution and the Tragedy of the Commons (e.g. in Environmental Issues)</p>
Study Semester (or Trimester)	4 <sup>th</sup> semester
Duration of module	Single semester
Frequency of module	Once a year
Number of allocated ECTS credits	6
Total workload and its breakdown (e.g. self-study and contact hours)	Total workload = 180 hours (contact hours = 56, self-study = 124 hours)
Hours per week	4
Course type (mandatory, elective, etc.)	Mandatory
Applicability of the module	The module is applicable to the bachelor programs "Citizenship and Civic Engagement", "Globalization, Governance and Law", "Politics, Philosophy, Economics" and "International Relations". It has interconnections with all specific CCE, GGL, PPE and IR modules, as well as IPOS, FPAN, STRA, ICOL, ETSU, ETGL, ETPR and JHCR.
Entry requirements	There are no formal requirements for participation in this module. However, successful completion of the preceding modules according to the curriculum overview is recommended. For preparation, please refer to the required and recommended literature in this module description and to the university's internal learning platform.
Person responsible for the module	Prof. Dr. Anthony Teitler
Name(s) of the instructor(s)	Richard Gerstenberg Dr. Bernadette Loacker
Teaching language	English
Assessment type / requirement for the award of credits	The assessment type of this module is a Presentation according to § 14 (9) Course and Examination Regulation (CER); see appendix
Grading & weighting of the grade within the total grade	3 % Grading according to §§ 19 & 20 Course and Examination Regulation (CER); see appendix.
Teaching and learning methods of the module	Lectures, case studies, role playing exercises and other types of simulations, self-study
Special features (e.g. online activities, event/company visits, guest speakers, etc.)	
Literature (Required reading/supplementary recommended reading)	<p>Required reading:</p> <p><b>Bercovitsch, J. and Jackson, R.</b> (2009): Conflict Resolution in the 21st Century: Principles, Methods, and Approaches. Ann Arbor: University of Michigan Press.</p>

**Ramsbotham, O., Woodhouse, T., Miall, H. (2011):** Contemporary Conflict Resolution: The Prevention, Management and Transformation of Deadly Conflicts, 3rd edition. Cambridge: Polity Press.

Supplementary recommended reading:

**Galtung, J. (1968):** Violence, Peace and Peace Research

**Rosenberg, M.B. (2003):** Nonviolent Communication: A Language of Life 2<sup>nd</sup> Edition

**Bauer, J. (2011).** Schmerzgrenze. Vom Ursprung Alltäglicher und Globaler Gewalt

**Miall, H. (2004).** Conflict Transformation: A Multi-Dimensional Task, Berghof Foundation Handbook

**Malhotra, D. (2016).** Negotiating the Impossible. How to break deadlocks and resolve ugly conflicts, Harvard Business School

**Chang, J, Halliday, J. (2005).** Mao. The Unknown Story. Vintage Books

**Meyer, E. (2015).** The Culture Map. Decoding how people think, lead and get things done across cultures.

**Diamond, J. (1998).** Guns, Germs & Steel. A short history of everybody for the last 13.000 years. Vintage

**MacMillan, M. (2020).** War. How conflict shaped us. Profile Books

**Nisbett, R. E. (2003).** The Geography of Thought. How Asians and Westerners Think Differently...and Why

## Community Projects

Stand: August 2021

Module-Nr./ Code	CPRO
Module title	Community Projects
Semester or trimester	3. Semester
Duration of module	One Semester
Course type (Mandatory, elective, etc.)	Mandatory
If relevant, course units within the module	
Frequency of module	Once a year (Winter Term)
Entry requirements	There are no formal requirements for participation in this module. However, successful completion of the preceding modules according to the curriculum overview is recommended. For preparation, please refer to the required and recommended literature in this module description and to the university's internal learning platform.
Applicability of the module to other programs	The module is applicable to all bachelor programs. As a practice-oriented module, it has interconnections to all other modules.
Person responsible for the module	Prof. Dr. Nadja Meisterhans
Name(s) of the instructor(s)	Prof. Dr. Nadja Meisterhans
Teaching language	English
Number of ECTS credits	6
Total workload and its breakdown (e.g. self-study and contact hours)	Total workload = 180 hours (contact hours = 84, self-study = 66 hours)
Hours per week	6
Assessment type / requirement for the award of credits	The assessment type of the module is a Learners Portfolio according to § 14 (7)

	Course and Examination Regulation (CER); see appendix
Grading & weighting of the grade within the total grade	3 % Grading according to §§ 19 & 20 Course and Examination Regulation (CER); see appendix.
Qualification objectives of the module	<p>Students who have successfully participated in this module will be able to:</p> <ul style="list-style-type: none"> <li>– Describe the nature of purpose-based projects and their social, ecological cultural, political economic and/or other contexts</li> <li>– Interpret group structures and team dynamics, with a particular focus on power dynamics</li> <li>– Implement conflict-solving tools</li> <li>– Develop basic ideas for social, cultural, ecological or similar challenges</li> <li>– Identify ethical dilemmas and formulate an own standpoint</li> <li>– Execute basic techniques of project management</li> <li>– Reflect own skills and capabilities and identify potential for own personality development</li> </ul>
Content of the module	<ul style="list-style-type: none"> <li>– Input workshops <ul style="list-style-type: none"> <li>– Purposed-based organisations and projects</li> <li>– Project management</li> <li>– Creativity techniques</li> </ul> </li> <li>– Group reflections <ul style="list-style-type: none"> <li>– Power dynamics</li> <li>– Ethical dilemmas</li> <li>– Personality development</li> <li>– Gender relations</li> <li>– Intersectionality</li> </ul> </li> <li>– Project within the community</li> </ul>
Teaching and learning methods of the module	Community work, diaries

<p>Special features (e.g. online activities, event/company visits, guest speakers, etc.)</p>	
<p>Literature (Required reading/supplementary recommended reading)</p>	<p><u>Required reading:</u></p> <p><b>Handy, Femida; Russell, Allison R.</b> (2018): Ethics for Social Impact: Ethical Decision-Making in Nonprofit Organizations, Cham: Palgrave Macmillan. (excerpts presented on Moodle)</p> <p><b>Michalko, M.</b> (2006). Thinkertoys: A handbook of creative-thinking techniques. 2. Ed., Berkeley (u.a.): Ten Speed Press. (excerpts presented on Moodle)</p> <p><b>Verzuh, Eric</b> (2015): The fast forward MBA in Project Management. 5. Ed., Hoboken N.J.: John Wiley &amp; Sons. (excerpts presented on Moodle)</p> <p><u>Supplementary recommended readings:</u></p> <p><b>Diverse</b> (depending on projects)</p>

## Arabic 1

**Status: June 2021**

Module-Nr./ Code	ARA1
Module title	Arabic 1
Semester or trimester	3 <sup>rd</sup> semester
Duration of module	Single semester
Course type (Mandatory, elective, etc.)	Mandatory Elective
If relevant, course units within the module	
Frequency of module	Once a year
Entry requirements	Placement test. For preparation, please refer to the required and recommended literature in this module description and to the university's internal learning platform.
Applicability of the module	This module is applicable to all Bachelor's programs. Interconnections with ARA2 and ARA3.
Person responsible for the module	Prof. Dr. Anthony Teitler
Name(s) of the instructor(s)	Alaa Khalil
Teaching language	Arabic (English or German, according to the students' linguistic proficiencies)
Number of ECTS credits	6
Total workload and its breakdown (e.g. self-study and contact hours)	Total workload = 180 hours (contact hours = 56, self-study = 124 hours)
Hours per week	4
Assessment type / requirement for the award of credits	80 % written examination (90'), 20 % test (15' oral form: listening comprehension and oral expression) according to § 14 (2) and (3) Course and Examination Regulation (CER); see appendix.
Grading & weighting of the grade within the total grade	3 %

	Grading according to §§ 19 & 20 Course and Examination Regulation (CER); see appendix.
Qualification objectives of the module	<p>Students who have successfully participated in this module will be able to:</p> <ul style="list-style-type: none"> <li>– know the basics of the Arabic alphabet and, with guidance, structure simple sentences and classify individual elements,</li> <li>– know the basics of the phonetic system and name the most important differences between the Arabic language and their own language using examples,</li> <li>– produce simple sentences and carry out the most important ritual conversations (e.g. greeting someone).</li> </ul>
Content of the module	<ul style="list-style-type: none"> <li>– The alphabet (sounds and written), the article, gender, the nominal sentence, numbers, the adjective, radical, the broken plural, declination and conjugation, prepositions.</li> <li>– The house; the telephone conversation; in town; breakfast with the family; at the market; giving directions; receiving somebody; going out; the Arab League; Europe.</li> <li>– The phonetic and graphic code of the foreign language.</li> <li>– The type of basic grammatical structure (root languages, iconographic languages, spoken languages) and construction principles.</li> <li>– Basic vocabulary.</li> <li>– Learning aids.</li> </ul>
Teaching and learning methods of the module	Exercises focussing on listening comprehension and oral production, reading comprehension and writing production.
Special features (e.g. online activities, event/company visits, guest speakers, etc.)	Special features are specified at the beginning of the semester.
Literature (Required reading/supplementary recommended reading)	<p><u>Language textbook:</u></p> <p><b>Krahl, Günther, Reuschel, Wolfgang, Schulz, Eckehard</b> (2011): Lehrbuch des</p>

	modernen Arabisch. 1. Aufl., Leipzig: AKV Edition Hamouda.
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## Chinese 1

**Status: June 2021**

Module-Nr./ Code	CHI1
Module title	Chinese 1
Semester or trimester	3 <sup>rd</sup> semester
Duration of module	Single semester
Course type (Mandatory, elective, etc.)	Mandatory Elective
If relevant, course units within the module	
Frequency of module	Once a year
Entry requirements	Placement test. For preparation, please refer to the required and recommended literature in this module description and to the university's internal learning platform.
Applicability of the module	This module is applicable to all Bachelor's programs. Interconnections with ARA2 and ARA3.
Person responsible for the module	Prof. Dr. Anthony Teitler
Name(s) of the instructor(s)	Xiaojun Gundermann-Han
Teaching language	Chinese (English or German, according to the students' linguistic proficiencies)
Number of ECTS credits	6
Total workload and its breakdown (e.g. self-study and contact hours)	Total workload = 180 hours (contact hours = 56, self-study = 124 hours)
Hours per week	4
Assessment type / requirement for the award of credits	80 % written examination (90'), 20 % test (15' oral form: listening comprehension and oral expression) according to § 14 (2) and (3) Course and Examination Regulation (CER); see appendix.

Grading & weighting of the grade within the total grade	3 % Grading according to §§ 19 & 20 Course and Examination Regulation (CER); see appendix.
Qualification objectives of the module	Students who have successfully participated in this module will be able to: <ul style="list-style-type: none"> <li>– know the basics of the Chinese alphabet and, with guidance, structure simple sentences and classify individual elements,</li> <li>– know the basics of the phonetic system and name the most important differences between the Chinese language and their own language using examples,</li> <li>– produce simple sentences and carry out the most important ritual conversations (e.g. greeting someone).</li> </ul> .
Content of the module	<ul style="list-style-type: none"> <li>– The phonetic and graphic code of the foreign language.</li> <li>– The type of basic grammatical structure (root languages, iconographic languages, spoken languages) and construction principles.</li> <li>– Basic vocabulary.</li> <li>– Learning aids.</li> </ul>
Teaching and learning methods of the module	Exercises focussing on listening comprehension and oral production, reading comprehension and writing production.
Special features (e.g. online activities, event/company visits, guest speakers, etc.)	Special features are specified at the beginning of the semester.
Literature (Required reading/supplementary recommended reading)	Recommendations to purchase books are made before the beginning of the semester.  <u>Language textbooks:</u>  <b>Chen, Fu, Zhu, Zhiping, Cordes, Ruth (2005):</b> Wir lernen Chinesisch. Beijing: Verlag für Volksbildung. (Medienkombination)

	<p><b>Zhang, Hong, Zhu, Xiaoxing</b> (2007): Chinesisch erleben. Beijing: China Book Trading. (Medienkombination)</p> <p><b>Gu, Wen, Meinshausen, Frank</b> (2005): Umgangschinesisch effektiv: ein Crash- Kurs der chinesischen Umgangssprache. Stuttgart: Schmetterling.</p>
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## **French 1**

**Status: April 2021**

Module-Nr./ Code	FRA1
Module title	French 1
Semester or trimester	3 <sup>rd</sup> semester
Duration of module	Single semester
Course type (Mandatory, elective, etc.)	Mandatory Elective
If relevant, course units within the module	
Frequency of module	Once a year
Entry requirements	Placement test. For preparation, please refer to the required and recommended literature in this module description and to the university's internal learning platform.
Applicability of the module	This module is applicable to all Bachelor's programs. Interconnections with FRA2 and FRA3.
Person responsible for the module	Prof. Dr. Anthony Teitler
Name(s) of the instructor(s)	Ariane Fleuranceau Marine Roland-Hohenstein
Teaching language	French (English or German, according to the students' linguistic proficiencies)
Number of ECTS credits	6
Total workload and its breakdown (e.g. self-study and contact hours)	Total workload = 180 hours (contact hours = 56, self-study = 124 hours)
Hours per week	4
Assessment type / requirement for the award of credits	80 % written examination (90'), 20 % test (15' oral form: listening comprehension and oral expression) according to § 14 (2) and (3) Course and Examination Regulation (CER); see appendix.

Grading & weighting of the grade within the total grade	3 % Grading according to §§ 19 & 20 Course and Examination Regulation (CER); see appendix.
Qualification objectives of the module	<p>Students who have successfully participated in this module will be able to:</p> <p>Beginners:</p> <ul style="list-style-type: none"> <li>– deal with simple everyday situations in the spoken language,</li> <li>– understand and deal with basic standard situations (e.g. filling in forms) using their knowledge of the written language.</li> </ul> <p>Intermediate:</p> <ul style="list-style-type: none"> <li>– understand and deal with topics which are familiar (work, school, leisure, etc.) or of personal interest. Can describe experiences and events, briefly justify and explain opinions and plans.</li> </ul> <p>Advanced:</p> <ul style="list-style-type: none"> <li>– use their spoken language to take part in a suitable range of advanced business communication situations,</li> <li>– draw up accompanying written documents.</li> </ul>
Content of the module	<p>The contents in general:</p> <ul style="list-style-type: none"> <li>– Communication skills in everyday situations</li> <li>– Pronunciation and intonation</li> <li>– General vocabulary</li> <li>– Basic grammar</li> <li>– Business vocabulary</li> <li>– Simple application of the language in professional situations</li> <li>– Production of simple texts</li> <li>– Initial contact with the civilisation and culture of the French-speaking world</li> </ul> <p>Target level A1, specifically:</p> <ul style="list-style-type: none"> <li>– The basics of the phonetic and written form of the foreign language</li> <li>– Basic grammatical structures</li> <li>– Basic lexis</li> <li>– Learning aids</li> </ul> <p>Target level A2, specifically:</p>

	<ul style="list-style-type: none"> <li>– Consolidation of the phonetic knowledge of the foreign language and work on L1 phonetic interference</li> <li>– More complex grammar structures and varieties</li> <li>– Basic lexis</li> <li>– Learning aids</li> </ul> <p>Target level B1 and B2, specifically:</p> <ul style="list-style-type: none"> <li>– Consolidation of knowledge of the language in oral and grammatical exercises</li> <li>– Extension of the general vocabulary and the basics of business vocabulary</li> <li>– Specialised texts</li> <li>– Learning aids</li> </ul>
Teaching and learning methods of the module	Exercises focussing on listening comprehension and oral production, reading comprehension and writing production.
Special features (e.g. online activities, event/company visits, guest speakers, etc.)	Special features are specified at the beginning of the semester.
Literature (Required reading/supplementary recommended reading)	<p>Recommendations to purchase books are made before the beginning of the semester.</p> <p><u>Language textbooks :</u></p> <p><b>Girardet, Jacky, Pécheur, Jacques</b> (2010) : Écho A1 : méthode de français. Paris : CLE International.</p> <p><b>Girardet, Jacky, Pécheur, Jacques</b> (2010) : Écho A2 : méthode de français. Paris : CLE International.</p> <p><b>Girardet, Jacky, Pécheur, Jacques</b> (2010) : Écho B1.1 : méthode de français. Paris : CLE International.</p> <p><b>Carlo, Catherine, Causa, Mariella</b> (2010) : Civilisation Progressive du Français : Niveau Débutant. Paris : CLE International.</p>

	<p><b>Penfornis, Jean-Luc</b> (2004) : Vocabulaire Progressif du Français des Affaires. Paris : CLE International.</p> <p><b>Steele, Ross</b> (2004) : Civilisation Progressive du Français : Niveau Intermédiaire. Paris : CLE International.</p>
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## Italian 1

**Status: June 2021**

Module-Nr./ Code	ITA1
Module title	Italian 1
Semester or trimester	3 <sup>rd</sup> semester
Duration of module	Single semester
Course type (Mandatory, elective, etc.)	Mandatory Elective
If relevant, course units within the module	
Frequency of module	Once a year
Entry requirements	Placement test. For preparation, please refer to the required and recommended literature in this module description and to the university's internal learning platform.
Applicability of the module	This module is applicable to all Bachelor's programs. Interconnections with ITA2 and ITA3.
Person responsible for the module	Prof. Dr. Anthony Teitler
Name(s) of the instructor(s)	Jacqueline Lo Mascolo
Teaching language	Italian (English or German, according to the students' linguistic proficiencies)
Number of ECTS credits	6
Total workload and its breakdown (e.g. self-study and contact hours)	Total workload = 180 hours (contact hours = 56, self-study = 124 hours)
Hours per week	4
Assessment type / requirement for the award of credits	80 % written examination (90'), 20 % test (15' oral form: listening comprehension and oral expression) according to § 14 (2) and (3) Course and Examination Regulation (CER); see appendix.

Grading & weighting of the grade within the total grade	3 % Grading according to §§ 19 & 20 Course and Examination Regulation (CER); see appendix.
Qualification objectives of the module	<p>Students who have successfully participated in this module will be able to:</p> <p><b>Beginners:</b></p> <ul style="list-style-type: none"> <li>– deal with simple everyday situations in the spoken language,</li> <li>– understand and deal with basic standard situations (e.g. filling in forms) using their knowledge of the written language.</li> </ul> <p><b>Intermediate:</b></p> <ul style="list-style-type: none"> <li>– understand and deal with topics which are familiar (work, school, leisure, etc.) or of personal interest. Can describe experiences and events, briefly justify and explain opinions and plans.</li> </ul> <p><b>Advanced:</b></p> <ul style="list-style-type: none"> <li>– use their spoken language to take part in a suitable range of advanced business communication situations,</li> <li>– draw up accompanying written documents.</li> </ul>
Content of the module	<p>The contents in general:</p> <ul style="list-style-type: none"> <li>– Communication skills in everyday situations</li> <li>– Pronunciation and intonation</li> <li>– General vocabulary</li> <li>– Basic grammar</li> <li>– Business vocabulary</li> <li>– Simple application of the language in professional situations</li> <li>– Production of simple texts</li> <li>– Initial contact with the civilisation and culture of the Italian-speaking world</li> </ul> <p><b>Target level A1, specifically:</b></p> <ul style="list-style-type: none"> <li>– The basics of the phonetic and written form of the foreign language</li> <li>– Basic grammatical structures</li> <li>– Basic lexis</li> <li>– Learning aids</li> </ul> <p><b>Target level A2, specifically:</b></p> <ul style="list-style-type: none"> <li>– Consolidation of the phonetic knowledge of the foreign language and work on L1 phonetic interference</li> <li>– More complex grammar structures and varieties</li> <li>– Basic lexis</li> </ul>

	<ul style="list-style-type: none"> <li>– Learning aids</li> </ul> <p>Target level B1 and B2, specifically:</p> <ul style="list-style-type: none"> <li>– Consolidation of knowledge of the language in oral and grammatical exercises</li> <li>– Extension of the general vocabulary and the basics of business vocabulary</li> <li>– Specialised texts</li> <li>– Learning aids</li> </ul>
Teaching and learning methods of the module	<p>Task-based learning</p> <p>Exercises focussing on listening comprehension and oral production, reading comprehension and writing production.</p>
Special features (e.g. online activities, event/company visits, guest speakers, etc.)	<p>Special features are specified at the beginning of the semester.</p>
Literature (Required reading/supplementary recommended reading)	<p>Recommendations to purchase books are made before the beginning of the semester.</p> <p><u>Language textbooks:</u></p> <p><b>Zorzan, Lorenza</b> (2010): Con Piacere A1: Lehr- und Arbeitsbuch. Stuttgart: Klett.</p> <p><b>Rovere-Fenati, Beatrice</b> (2011): Con Piacere A1: Trainingsbuch. Stuttgart: Klett.</p> <p><b>Zorzan, Lorenza</b> (2011): Con Piacere A2 : Lehr- und Arbeitsbuch. Stuttgart: Klett.</p>

## Russian 1

**Status: June 2021**

Module-Nr./ Code	RUS1
Module title	Russian 1
Semester or trimester	3 <sup>rd</sup> semester
Duration of module	Single semester
Course type (Mandatory, elective, etc.)	Mandatory Elective
If relevant, course units within the module	
Frequency of module	Once a year
Entry requirements	Placement test. For preparation, please refer to the required and recommended literature in this module description and to the university's internal learning platform.
Applicability of the module	This module is applicable to all Bachelor's programs. Interconnections with RUS2 and RUS3.
Person responsible for the module	Prof. Dr. Anthony Teitler
Name(s) of the instructor(s)	Dr. Mila Koretnikov
Teaching language	Russian (English or German, according to the students' linguistic proficiencies)
Number of ECTS credits	6
Total workload and its breakdown (e.g. self-study and contact hours)	Total workload = 180 hours (contact hours = 56, self-study = 124 hours)
Hours per week	4
Assessment type / requirement for the award of credits	80 % written examination (90'), 20 % test (15' oral form: listening comprehension and oral expression) according to § 14 (2) and (3) Course and Examination Regulation (CER); see appendix.
Grading & weighting of the grade within the total grade	3 %

	Grading according to §§ 19 & 20 Course and Examination Regulation (CER); see appendix.
Qualification objectives of the module	<p>Students who have successfully participated in this module will be able to:</p> <ul style="list-style-type: none"> <li>– know the Cyrillic alphabet and read simple texts,</li> <li>– deal with simple everyday situations in the spoken language,</li> <li>– understand and deal with basic standard situations (e.g. filling in forms) using their knowledge of the written language.</li> </ul>
Content of the module	<p>The phonetic and graphic code of the Russian language.</p> <p>Basic grammatical structures Basic lexis Learning aids</p>
Teaching and learning methods of the module	Exercises focussing on listening comprehension and oral production, reading comprehension and writing production.
Special features (e.g. online activities, event/company visits, guest speakers, etc.)	Special features are specified at the beginning of the semester.
<p>Literature</p> <p>(Required reading/supplementary recommended reading)</p>	<p>Recommendations to purchase books are made before the beginning of the semester.</p> <p><u>Language textbooks:</u></p> <p><b>Loos, Harald, Berditschewski, Anatoli</b> (2008): Projekty: ein Russischlehrwerk für Beruf und Alltag. Ismaning: Hueber. (Medienkombination)</p> <p><b>Sokolowa, Ludmila, Zeller, Heiner</b> (2001): Kljuci 1: ein Russischlehrwerk für Erwachsene. Ismaning: Hueber. (Medienkombination)</p> <p><b>Sokolowa, Ludmila, Zeller, Heiner</b> (2004): Kljuci 2: ein Russischlehrwerk für Erwachsene. Ismaning: Hueber. (Medienkombination)</p>

## **Spanish 1**

**Status: June 2021**

Module-Nr./ Code	SPA1
Module title	Spanish 1
Semester or trimester	3 <sup>rd</sup> semester
Duration of module	Single semester
Course type (Mandatory, elective, etc.)	Mandatory (if Spanish has been selected as second foreign language)
If relevant, course units within the module	
Frequency of module	Once a year
Entry requirements	Placement test. For preparation, please refer to the required and recommended literature in this module description and to the university's internal learning platform.
Applicability of the module	Interconnections with SPA2 and SPA3. This module is part of all the undergraduate programs at Karlshochschule International University.
Person responsible for the module	Prof. Dr. Anthony Teitler
Name(s) of the instructor(s)	Maritza Bayona Pilar Cañeque Gabriela Farah de Günther
Teaching language	Spanish (English or German, according to the students' linguistic proficiencies)
Number of ECTS credits	6
Total workload and its breakdown (e.g. self-study and contact hours)	Total workload = 180 hours (contact hours = 56, self-study = 124 hours)
Hours per week	4
Assessment type / requirement for the award of credits	80 % written examination (90'), 20 % test (15' oral form: listening comprehension)

	and oral expression) according to § 14 (2) and (3) Course and Examination Regulation (CER); see appendix.
Grading & weighting of the grade within the total grade	3 % Grading according to §§ 19 & 20 Course and Examination Regulation (CER); see appendix.
Qualification objectives of the module	<p>Students who have successfully participated in this module will be able to:</p> <p>Beginners:</p> <ul style="list-style-type: none"> <li>– deal with simple everyday situations in the spoken language,</li> <li>– understand and deal with basic standard situations (e.g. filling in forms) using their knowledge of the written language.</li> </ul> <p>Intermediate:</p> <ul style="list-style-type: none"> <li>– understand and deal with topics which are familiar (work, school, leisure, etc.) or of personal interest. Can describe experiences and events, briefly justify and explain opinions and plans.</li> </ul> <p>Advanced:</p> <ul style="list-style-type: none"> <li>– use their spoken language to take part in a suitable range of advanced business communication situations,</li> <li>– draw up accompanying written documents.</li> </ul>
Content of the module	<p>The contents in general:</p> <ul style="list-style-type: none"> <li>– Communication skills in everyday situations</li> <li>– Pronunciation and intonation</li> <li>– General vocabulary</li> <li>– Basic grammar</li> <li>– Business vocabulary</li> <li>– Simple application of the language in professional situations</li> <li>– Production of simple texts</li> <li>– Initial contact with the civilisation and culture of the Spanish-speaking world</li> </ul> <p>Target level A1, specifically:</p> <ul style="list-style-type: none"> <li>– The basics of the phonetic and written form of the foreign language</li> <li>– Basic grammatical structures</li> <li>– Basic lexis</li> </ul>

	<ul style="list-style-type: none"> <li>- Learning aids</li> </ul> <p>Target level A2, specifically:</p> <ul style="list-style-type: none"> <li>- Consolidation of the phonetic knowledge of the foreign language and work on L1 phonetic interference</li> <li>- More complex grammar structures and varieties</li> <li>- Basic lexis</li> <li>- Learning aids</li> </ul> <p>Target level B1, B2, specifically:</p> <ul style="list-style-type: none"> <li>- Consolidation of knowledge of the language in oral and grammatical exercises</li> <li>- Extension of the general vocabulary and the basics of business vocabulary</li> <li>- Specialised texts</li> <li>- Learning aids</li> </ul>
Teaching and learning methods of the module	Exercises focussing on listening comprehension and oral production, reading comprehension and writing production.
Special features (e.g. online activities, event/company visits, guest speakers, etc.)	Special features are specified at the beginning of the semester.
Literature (Required reading/supplementary recommended reading)	<p>Recommendations to purchase books are made before the beginning of the semester.</p> <p><u>Language textbooks:</u></p> <p><b>González Salgado, C.</b> (2007): ene A1: der Spanischkurs; Medienkombination. Ismaning: Hueber.</p> <p><b>González Salgado, C., Sanz Oberberger, C.</b> (2010): ene A2: der Spanischkurs. Medienkombination. 2. Aufl., Ismaning: Hueber.</p> <p><b>González Salgado, C., Alcántara Alcántara, F., Sanz Oberberger, C., Douterelo Fernández, E.</b> (2010): ene B1.1: der Spanischkurs. Medienkombination. Ismaning: Hueber.</p>

	<p><b>González Salgado, C. et al.</b> (2012): ene B1.2: der Spanischkurs. Medienkombination. Ismaning: Hueber.</p> <p><b>Gelabert, Maria J.</b> (Hrsg.) (2007): Prisma avanza (B2): prisma del alumno. Madrid: Ed. Edinumen. Ismaning: Hueber.</p> <p><b>Pacheco, Azucena Encinas, González, Ana Hermoso, Espinosa, Alicia López</b> (2007): Prisma avanza (B2): prisma de ejercicios. Madrid: Ed. Edinumen. Ismaning: Hueber.</p>
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## International Collaboration

**Status: June 2021**

Module-Nr./ Code	12.4.1 ICOL
Module title	International Collaboration
Semester or trimester	4 <sup>th</sup> semester
Duration of module	Single semester
Course type (Mandatory, elective, etc.)	Mandatory
If relevant, course units within the module	
Frequency of module	Once a year
Entry requirements	There are no formal requirements for participation in this module. However, successful completion of the preceding modules according to the curriculum overview is recommended. For preparation, please refer to the required and recommended literature in this module description and to the university's internal learning platform.
Applicability of the module	The module is applicable to the bachelor programs "International Relations", "Politics, Philosophy, Economics", "Globalization, Governance and Law" and "Citizenship and Civic Engagement". It has interconnections with all specific IR, PPE, GGL and CCE modules, as well as GECO, SUDE, CUST, SIEM, CORE, ARST, ETSU, ETGL and ETPR.
Person responsible for the module	Prof. Dr. Anthony Teitler
Name(s) of the instructor(s)	Depends (mandatory semester abroad)
Teaching language	English
Number of ECTS credits	6
Total workload and its breakdown (e.g. self-study and contact hours)	Total workload = 180 hours (contact hours = 42, self-study = 138 hours)
Hours per week	3

Assessment type / requirement for the award of credits	The assessment type of this module is a Seminar Paper according to § 14 (5) Course and Examination Regulation (CER); see appendix
Grading & weighting of the grade within the total grade	3 % Grading according to §§ 19 & 20 Course and Examination Regulation (CER); see appendix.
Qualification objectives of the module	<p>The module deals with new forms of results-centred direct and media-based collaboration in international and cross-cultural teams.</p> <p>Students who have successfully participated in this module will be able to:</p> <ul style="list-style-type: none"> <li>– deeply understand the role of international collaborative work patterns and flows such as in international projects and distributed operations, institutional and cross-institutional environments,</li> <li>– execute research on real life issues based on management theories (assignment),</li> <li>– understand shared, distributed and intercultural leadership concepts,</li> <li>– apply selected collaboration tools and procedures for defined business purposes.</li> </ul>
Content of the module	<ul style="list-style-type: none"> <li>– Conceptual approach to international and intercultural collaboration in institutions, NGOs and cross-company operations, its basics and current relevance</li> <li>– The principles of adaptive organisations and the project-based organization</li> <li>– Inter-personal and media-based cooperation</li> <li>– Sharing information and knowledge</li> <li>– Allocation and sharing of resources in international/intercultural environments</li> <li>– The concept of shared leadership and distant leadership</li> <li>– Managing diverse teams</li> <li>– Managing global projects</li> <li>– Managing “global accounts”</li> </ul>

	<ul style="list-style-type: none"> <li>– Managing global roll outs and coordination of multi-national aid programs</li> <li>– Defining goals, measures and controls</li> <li>– Structured implementation and alignment of resources and procedures</li> <li>– The principles of collaborative tools and systems (e-mail, Telco, Web2.0, DMS, multi-project management, wikis)</li> <li>– Managing results-orientated collaboration</li> </ul>
Teaching and learning methods of the module	Seminar-type course, exercises (e.g. personal reviews), Case studies
Special features (e.g. online activities, event/company visits, guest speakers, etc.)	Guest speakers from business
Literature (Required reading/supplementary recommended reading)	<p><u>Required reading:</u></p> <p><b>Daft, Richard L.</b> (2013): New era of management. 11. ed., Belmont: Cengage Learning.</p> <p><u>Supplementary recommended reading:</u></p> <p><b>Armstrong, Michael, Stephens, Tina</b> (2009): Armstrongs handbook of management and leadership: a guide to managing for results. 2. ed., London: Kogan.</p> <p><b>Goldsmith, Marshall et al.</b> (2003): Global leadership: the next generation. Upper Saddle River: Prentice Hall.</p>

## Contemporary Society

**Status: June 2021**

Module-Nr./ Code	12.4.2. CSOC
Module title	Contemporary Society
Semester or trimester	4 <sup>th</sup> semester
Duration of module	Single semester
Course type (Mandatory, elective, etc.)	Mandatory
If relevant, course units within the module	
Frequency of module	Once a year
Entry requirements	There are no formal requirements for participation in this module. However, successful completion of the preceding modules according to the curriculum overview is recommended. For preparation, please refer to the required and recommended literature in this module description and to the university's internal learning platform.
Applicability of the module	The module is applicable to “International Relations”, “Politics, Philosophy, Economics”, “Globalization, Governance and Law” and “Citizenship and Civic Engagement Interconnections”. It has interconnections with all specific IR, PPE, CCE and GGL modules, especially IIPL and GLOG as well as ARST, CUST, ANTH, CHIN.
Person responsible for the module	Prof. Dr. Anthony Teitler
Name(s) of the instructor(s)	depends

Teaching language	English – however, the module will be taught in one of the languages spoken in the region if the students are sufficiently proficient in the language (level C1)
Number of ECTS credits	6
Total workload and its breakdown (e.g. self-study and contact hours)	Total workload = 180 hours (contact hours = 42, self-study = 138 hours)
Hours per week	3
Assessment type / requirement for the award of credits	The assessment type of the module is a Written Examination of 90 minutes according to § 14 (2) Course and Examination Regulation (CER); see appendix
Grading & weighting of the grade within the total grade	3 % Grading according to §§ 19 & 20 Course and Examination Regulation (CER); see appendix.
Qualification objectives of the module	Students who have successfully participated in this module will be able to: <ul style="list-style-type: none"> <li>– present the fundamentals of a selected area of social and political sciences (politics, sociology, communication studies etc.) and distinguish functions from management studies</li> <li>– formulate detailed links between aspects of intercultural management</li> <li>– synthesise statements on foreign cultures in an abstract manner</li> </ul>
Content of the module	Contents depend on international offers and on the learning agreement. Aforementioned outcomes will be guaranteed through selected course programmes in the partner institution.
Teaching and learning methods of the module	Discussion, group work, presentations etc.
Special features (e.g. online activities, event/company visits, guest speakers, etc.)	

<p><b>Literature</b> (Required reading/supplementary recommended reading)</p>	<p><u>Required reading:</u></p> <p>Reading requirements depend on international offers and on the learning agreement. Recommendations will be given at the latest in the opening session of the course.</p>

## Elective

**Status: June 2021**

Module-Nr./ Code	12.4.3 ELEC
Module title	Elective
Semester or trimester	4 <sup>th</sup> semester
Duration of module	Single semester
Course type (Mandatory, elective, etc.)	Elective
If relevant, course units within the module	
Frequency of module	Once a year
Entry requirements	There are no formal requirements for participation in this module. However, successful completion of the preceding modules according to the curriculum overview is recommended. For preparation, please refer to the required and recommended literature in this module description and to the university's internal learning platform.
Applicability of the module	The module is applicable to "International Relations", "Politics, Philosophy, Economics", "Globalization, Governance and Law" and "Citizenship and Civic Engagement".  The interconnection to other modules depends on the specific focus.
Person responsible for the module	Prof. Dr. Anthony Teitler
Name(s) of the instructor(s)	depends
Teaching language	English – however, the module will be taught in one of the languages spoken in the region

	if the students are sufficiently proficient in the language (level C1)
Number of ECTS credits	6
Total workload and its breakdown (e.g. self-study and contact hours)	Total workload = 180 hours (contact hours = 42, self-study = 138 hours)
Hours per week	3
Assessment type / requirement for the award of credits	The assessment type of the module is a Written Examination of 90 minutes according to § 14 (2) Course and Examination Regulation (CER); see appendix
Grading & weighting of the grade within the total grade	3 % Grading according to §§ 19 & 20 Course and Examination Regulation (CER); see appendix.
Qualification objectives of the module	Students who have successfully participated in this module will be able to: <ul style="list-style-type: none"> <li>– synthesize contents from different research/ scientific areas depending on their own professional and academic interest and their chosen specialization</li> <li>– further their knowledge according to the chosen focus area (e.g. law/governance)</li> </ul>
Content of the module	Contents depend on international offers and on the learning agreement. Aforementioned outcomes will be guaranteed through selected course programmes in the partner institution.
Teaching and learning methods of the module	
Special features (e.g. online activities, event/company visits, guest speakers, etc.)	
Literature (Required reading/supplementary recommended reading)	<u>Required reading:</u>  Reading requirements depend on international offers and on the learning

	agreement. Recommendations will be given at the latest in the opening session of the course.
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## International Community Project

**Stand: July 2021**

Modul-Nr./ Code	INTR
Module title	International Community Project
Semester	4. Semester
Duration of module	Single Semester
Course type (Mandatory, elective, etc.)	Elective
If relevant, course units within the module	-
Frequency of module	Once a year
Entry requirements	There are no formal requirements for participation in this module. However, successful completion of the preceding modules according to the curriculum overview is recommended. For preparation, please refer to the required and recommended literature in this module description and to the university's internal learning platform.
Applicability of the module to other programs	The module is applicable to the bachelor programs "International Relations", "Politics, Philosophy, Economics", "Globalization, Governance and Law", and "Citizenship and Civic Engagement". It has interconnections to most other modules, including CPRO, CITI, SIEM, POLP, CUST, CORE and ANTH.
Person responsible for the module	Prof. Dr. Nadja Meisterhans
Name(s) of the instructor(s)	Prof. Dr. Nadja Meisterhans
Teaching language	English
Number of ECTS credits	6
Total workload and its breakdown (e.g. self-study and contact hours)	Total work load = 180 hours (Contact hours = 14, self-study, including project and online module = 166 hours)
Hours per week	1

Assessment type / requirement for the award of credits	The assessment type of the module is a Learner's Portfolio according to § 14 (7) Course and Examination Regulation (CER); see appendix
Grading & weighting of the grade within the total grade	3 % Grade: Pass/Fail Grading according to §§ 19 & 20 Course and Examination Regulation (CER); see appendix.
Qualification objectives of the module	<p>Students having studied this module are able to:</p> <ul style="list-style-type: none"> <li>- analyze their own beliefs, values, assumptions and social position while learning and reflecting on the beliefs and values of others</li> <li>- put themselves in the shoes of other people, especially people suffering from other forms of oppression and marginalization</li> <li>- reflect how their actions impact someone else outside of their own community</li> <li>- reflect from the perspective of embodied ethicality how their bodily experiences and their SENSE-making influence their decisions</li> <li>- position themselves towards ideas such as cosmopolitanism, power &amp; privilege, and active citizenship</li> </ul>
Content of the module	<p>Students taking this module are:</p> <ul style="list-style-type: none"> <li>- trying to immerse and integrate themselves in a community (e.g. through volunteer work) which is affected differently by power dynamics, oppression and marginalization than their 'home community'</li> <li>- reflecting on how drivers of inequality (e.g. Climate Change, Imbalance in Trade, Extractivism, Neo-Colonialism etc.) are affecting their host community</li> <li>- experiencing the effects of drivers of inequality</li> <li>- reflecting about their experiences, feelings and emotional development throughout the project</li> <li>- actively taking part in accompanying online modules and group coaching</li> </ul>

	<p>sessions: identity and culture, working in teams, coping with uncertain situations within the new environment, conflict management, intercultural competencies, embodied ethicality</p>
<p>Teaching and learning methods of the module</p>	<p>Community-based-learning that includes experiential learning with a strong emphasis on reflection; with workshops and online modules for preparation, time abroad and re-entry, conducting a learning diary and final presentation of learnings</p>
<p>Specials (e.g. online part, practice visits, guest lectures, etc.)</p>	<p>The module “International Community Projects” is the second phase of the “learning by doing” aspect of the SENSE Project. This module is designed to engage students in community projects to be exposed to challenges around the world such as income inequality, environmental degradation, working conditions, ethnic minorities, cultural preservation and in turn reflect on the impact and consequences of our decisions on communities globally. It aims to create a sense of belonging, connectivity and togetherness that widens the range of concerns of students from a narrow group, class or nationalist perspective to a broader and more inclusive one. It incorporates a blended learning approach, including face to face learning elements as well as online learning.</p>
<p>Literature (Required reading/supplementary recommended reading)</p>	<p>Videos, Pictures, Articles, Podcasts etc. will be provided through Moodle</p>



## **French 2**

**Status: June 2021**

Module-Nr./ Code	FRA2
Module title	French 2
Semester or trimester	4 <sup>th</sup> semester
Duration of module	Single semester
Course type (Mandatory, elective, etc.)	Mandatory Elective
If relevant, course units within the module	
Frequency of module	Once a year
Entry requirements	For participation in this module, the successful completion of the preceding language level is required. For preparation, please refer to the required and recommended literature in this module description and to the university's internal learning platform.
Applicability of the module	This module is applicable to all Bachelor's programs. Interconnections with FRA1 and FRA3.
Person responsible for the module	Prof. Dr. Anthony Teitler
Name(s) of the instructor(s)	Ariane Fleuranceau Marine Roland-Hohenstein
Teaching language	French (English or German, according to the students' linguistic proficiencies)
Number of ECTS credits	6
Total workload and its breakdown (e.g. self-study and contact hours)	Total workload = 180 hours (contact hours = 56, self-study = 124 hours)
Hours per week	4
Assessment type / requirement for the award of credits	80 % written examination (90'), 20 % test (15' oral form: listening comprehension)

	and oral expression) according to § 14 (2) and (3) Course and Examination Regulation (CER); see appendix.
Grading & weighting of the grade within the total grade	3 % Grading according to §§ 19 & 20 Course and Examination Regulation (CER); see appendix.
Qualification objectives of the module	<p>Students who have successfully participated in this module will be able to:</p> <p>Beginners:</p> <ul style="list-style-type: none"> <li>– deal with simple to more complex everyday situations and simple business situations in the spoken language,</li> <li>– write standard texts (e.g. lists) autonomously in French</li> </ul> <p>Intermediate:</p> <ul style="list-style-type: none"> <li>– use their spoken language to take part in a suitable range of advanced business communication situations,</li> <li>– draw up accompanying written documents</li> </ul> <p>Advanced:</p> <ul style="list-style-type: none"> <li>– use the spoken language in a versatile manner to deal with a suitable range of business communication situations autonomously,</li> <li>– draw up accompanying simple written documents (handouts, short reports)</li> <li>– follow complex business communication situations and take part in them using the spoken language,</li> <li>– write longer texts with analytical contents in French</li> </ul>
Content of the module	<p>The contents in general:</p> <ul style="list-style-type: none"> <li>– Extension of lexical knowledge and consolidation of grammatical structures and contents as well as the progressive development of listening comprehension skills and written and spoken production skills.</li> <li>– Information on culture and civilisation is also included regularly in the course.</li> <li>– Extension of business terminology. Use of the terminology and the structures in business situations.</li> </ul>

	<p>Target level A2, specifically:</p> <ul style="list-style-type: none"> <li>– Consolidation of the phonetic knowledge of the foreign language and work on L1 phonetic interference</li> <li>– More complex grammar structures and varieties</li> <li>– Basic lexis</li> <li>– Learning aids</li> </ul> <p>Target level B1.2 and B2, specifically:</p> <ul style="list-style-type: none"> <li>– Consolidation of knowledge of the language in oral and grammatical exercises</li> <li>– Extension of the general vocabulary and the basics of business vocabulary</li> <li>– Specialised texts</li> <li>– Colloquial language</li> <li>– Learning aids</li> </ul> <p>Target C1, specifically:</p> <ul style="list-style-type: none"> <li>– Specialist business vocabulary</li> <li>– Different styles and degrees of formality</li> <li>– Advanced writing</li> <li>– Learning aids</li> </ul>
Teaching and learning methods of the module	Exercises focussing on listening comprehension and oral production, reading comprehension and writing production.
Special features (e.g. online activities, event/company visits, guest speakers, etc.)	Special features are specified at the beginning of the semester.
Literature (Required reading/supplementary recommended reading)	<p>Recommendations to purchase books are made before the beginning of the semester.</p> <p><u>Language textbooks:</u></p> <p><b>Girardet, Jacky, Pécheur, Jacques</b> (2010): Écho A1: méthode de français. Paris: CLE International.</p> <p><b>Girardet, Jacky, Pécheur, Jacques</b> (2010): Écho A2: méthode de français. Paris: CLE International.</p>

	<p><b>Girardet, Jacky, Pécheur, Jacques</b> (2010): Écho B1.1: méthode de français. Paris: CLE International.</p> <p><b>Carlo, Catherine, Causa, Mariella</b> (2010): Civilisation Progressive du Français: Niveau Débutant. Paris: CLE International.</p> <p><b>Penfornis, Jean-Luc</b> (2004): Vocabulaire Progressif du Français des Affaires. Paris: CLE International.</p> <p><b>Steele, Ross</b> (2004): Civilisation Progressive du Français: Niveau Intermédiaire. Paris: CLE International.</p> <p><b>Pécheur, J.</b> (2010): Civilisation Progressive du Français : Niveau avancé. Paris: CLE International.</p>
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## **Italian 2**

**Status: June 2021**

Module-Nr./ Code	ITA2
Module title	Italian 2
Semester or trimester	4 <sup>th</sup> semester
Duration of module	Single semester
Course type (Mandatory, elective, etc.)	Mandatory Elective
If relevant, course units within the module	
Frequency of module	Once a year
Entry requirements	For participation in this module, the successful completion of the preceding language level is required. For preparation, please refer to the required and recommended literature in this module description and to the university's internal learning platform.
Applicability of the module	This module is applicable to all Bachelor's programs. Interconnections with ITA1 and ITA3.
Person responsible for the module	Prof. Dr. Anthony Teitler
Name(s) of the instructor(s)	Jacqueline Lo Mascolo
Teaching language	Italian (English or German, according to the students' linguistic proficiencies)
Number of ECTS credits	6
Total workload and its breakdown (e.g. self-study and contact hours)	Total workload = 180 hours (contact hours = 56, self-study = 124 hours)
Hours per week	4
Assessment type / requirement for the award of credits	80 % written examination (90'), 20 % test (15' oral form: listening comprehension and oral expression) according to § 14 (2)

	and (3) Course and Examination Regulation (CER); see appendix.
Grading & weighting of the grade within the total grade	3 % Grading according to §§ 19 & 20 Course and Examination Regulation (CER); see appendix.
Qualification objectives of the module	<p>Students who have successfully participated in this module will be able to:</p> <p>Beginners:</p> <ul style="list-style-type: none"> <li>– deal with simple to more complex everyday situations and simple business situations in the spoken language,</li> <li>– write standard texts (e.g. lists) autonomously in Italian</li> </ul> <p>Intermediate:</p> <ul style="list-style-type: none"> <li>– use their spoken language to take part in a suitable range of advanced business communication situations,</li> <li>– draw up accompanying written documents</li> </ul> <p>Advanced:</p> <ul style="list-style-type: none"> <li>– use the spoken language in a versatile manner to deal with a suitable range of business communication situations autonomously,</li> <li>– draw up accompanying simple written documents (handouts, short reports)</li> </ul>
Content of the module	<p>The contents in general:</p> <ul style="list-style-type: none"> <li>– Extension of lexical knowledge and consolidation of grammatical structures and contents as well as the progressive development of listening comprehension skills and written and spoken production skills.</li> <li>– Information on culture and civilisation is also included regularly in the course.</li> <li>– Extension of business terminology. Use of the terminology and the structures in business situations.</li> </ul> <p>Target level A2, specifically:</p> <ul style="list-style-type: none"> <li>– Consolidation of the phonetic knowledge of the foreign language and work on L1 phonetic interference</li> </ul>

	<ul style="list-style-type: none"> <li>– More complex grammar structures and varieties</li> <li>– Basic lexis</li> <li>– Learning aids</li> </ul> <p>Target level B1.2 and B2, specifically:</p> <ul style="list-style-type: none"> <li>– Consolidation of knowledge of the language in oral and grammatical exercises</li> <li>– Extension of the general vocabulary and the basics of business vocabulary</li> <li>– Specialised texts</li> <li>– Colloquial language</li> <li>– Learning aids</li> </ul>
Teaching and learning methods of the module	Exercises focussing on listening comprehension and oral production, reading comprehension and writing production.
Special features (e.g. online activities, event/company visits, guest speakers, etc.)	Special features are specified at the beginning of the semester.
Literature (Required reading/supplementary recommended reading)	<p>Recommendations to purchase books are made before the beginning of the semester.</p> <p><u>Language textbooks:</u></p> <p><b>Errico-Reiter, Rosa, Esposito, Maria A., Grandi, N.</b> (2010): Campus Italia A1/A2: Lehr- und Arbeitsbuch, Stuttgart: Klett.</p>

## **Russian 2**

**Status: June 2021**

Module-Nr./ Code	RUS2
Module title	Russian 2
Semester or trimester	4 <sup>th</sup> semester
Duration of module	Single semester
Course type (Mandatory, elective, etc.)	Mandatory (if Russian has been selected as second foreign language)
If relevant, course units within the module	
Frequency of module	Once a year
Entry requirements	For participation in this module, the successful completion of the preceding language level is required. For preparation, please refer to the required and recommended literature in this module description and to the university's internal learning platform.
Applicability of the module	This module is applicable to all Bachelor's programs. Interconnections with RUS1 and RUS3.
Person responsible for the module	Prof. Dr. Anthony Teitler
Name(s) of the instructor(s)	Dr. Mila Koretnikov
Teaching language	Russian (English or German, according to the students' linguistic proficiencies)
Number of ECTS credits	6
Total workload and its breakdown (e.g. self-study and contact hours)	Total workload = 180 hours (contact hours = 56, self-study = 124 hours)
Hours per week	4
Assessment type / requirement for the award of credits	80 % written examination (90'), 20 % test (15' oral form: listening comprehension and oral expression) according to § 14 (2)

	and (3) Course and Examination Regulation (CER); see appendix.
Grading & weighting of the grade within the total grade	3 % Grading according to §§ 19 & 20 Course and Examination Regulation (CER); see appendix.
Qualification objectives of the module	Students who have successfully participated in this module will be able to: <ul style="list-style-type: none"> <li>– deal with simple to more complex everyday situations and simple business situations in the spoken language</li> <li>– write standard texts (e.g. lists) autonomously in Russian.</li> </ul>
Content of the module	<ul style="list-style-type: none"> <li>– Specific phonetic characteristics of Russian</li> <li>– More complex grammar structures</li> <li>– Extension of basic vocabulary</li> <li>– Learning aids</li> </ul>
Teaching and learning methods of the module	Exercises focussing on listening comprehension and oral production, reading comprehension and writing production.
Special features (e.g. online activities, event/company visits, guest speakers, etc.)	Special features are specified at the beginning of the semester.
Literature (Required reading/supplementary recommended reading)	<p>Recommendations to purchase books are made before the beginning of the semester.</p> <p><u>Language textbooks:</u></p> <p><b>Loos, Harald, Berditschewski, Anatoli</b> (2008): Projekty: ein Russischlehrwerk für Beruf und Alltag. Ismaning: Hueber. (Medienkombination)</p> <p><b>Sokolowa, Ludmila, Zeller, Heiner</b> (2001): Kljuci 1: ein Russischlehrwerk für Erwachsene. Ismaning: Hueber. (Medienkombination)</p> <p><b>Sokolowa, Ludmila, Zeller, Heiner</b> (2004): Kljuci 2: ein Russischlehrwerk für Erwachsene. Ismaning: Hueber. (Medienkombination)</p>

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## **Spanish 2**

**Status: June 2021**

Module-Nr./ Code	SPA2
Module title	Spanish 2
Semester or trimester	4 <sup>th</sup> semester
Duration of module	Single semester
Course type (Mandatory, elective, etc.)	Mandatory (if Spanish has been selected as second foreign language)
If relevant, course units within the module	
Frequency of module	Once a year
Entry requirements	For participation in this module, the successful completion of the preceding language level is required. For preparation, please refer to the required and recommended literature in this module description and to the university's internal learning platform.
Applicability of the module	This module is applicable to all Bachelor's programs. Interconnections with SPA1 and SPA3.
Person responsible for the module	Prof. Dr. Anthony Teitler
Name(s) of the instructor(s)	Maritza Bayona Pilar Cañeque Gabriela Farah de Günther
Teaching language	Spanish (English or German, according to the students' linguistic proficiencies)
Number of ECTS credits	6
Total workload and its breakdown (e.g. self-study and contact hours)	Total workload = 180 hours (contact hours = 56, self-study = 124 hours)
Hours per week	4
Assessment type / requirement for the award of credits	80 % written examination (90'), 20 % test (15' oral form: listening comprehension)

	and oral expression) according to § 14 (2) and (3) Course and Examination Regulation (CER); see appendix.
Grading & weighting of the grade within the total grade	3 % Grading according to §§ 19 & 20 Course and Examination Regulation (CER); see appendix.
Qualification objectives of the module	<p>Students who have successfully participated in this module will be able to:</p> <p>Beginners:</p> <ul style="list-style-type: none"> <li>– deal with simple to more complex everyday situations and simple business situations in the spoken language,</li> <li>– write standard texts (e.g. lists) autonomously in Spanish</li> </ul> <p>Intermediate:</p> <ul style="list-style-type: none"> <li>– use their spoken language to take part in a suitable range of advanced business communication situations,</li> <li>– draw up accompanying written documents</li> </ul> <p>Advanced:</p> <ul style="list-style-type: none"> <li>– use the spoken language in a versatile manner to deal with a suitable range of business communication situations autonomously,</li> <li>– draw up accompanying simple written documents (handouts, short reports)</li> <li>– follow complex business communication situations and take part in them using the spoken language,</li> <li>– write longer texts with analytical contents in Spanish.</li> </ul>
Content of the module	<p>The contents in general:</p> <ul style="list-style-type: none"> <li>– Extension of lexical knowledge and consolidation of grammatical structures and contents as well as the progressive development of listening comprehension skills and written and spoken production skills.</li> </ul>

	<ul style="list-style-type: none"> <li>– Information on culture and civilisation is also included regularly in the course.</li> <li>– Extension of business terminology. Use of the terminology and the structures in business situations.</li> </ul> <p>Target level A2, specifically:</p> <ul style="list-style-type: none"> <li>– Consolidation of the phonetic knowledge of the foreign language and work on L1 phonetic interference</li> <li>– More complex grammar structures and varieties</li> <li>– Basic lexis</li> <li>– Learning aids</li> </ul> <p>Target level B1.2 and B2, specifically:</p> <ul style="list-style-type: none"> <li>– Consolidation of knowledge of the language in oral and grammatical exercises</li> <li>– Extension of the general vocabulary and the basics of business vocabulary</li> <li>– Specialised texts</li> <li>– Colloquial language</li> <li>– Learning aids</li> </ul> <p>Target C1, specifically:</p> <ul style="list-style-type: none"> <li>– Consolidation of knowledge of the language in oral and grammatical exercises</li> <li>– Specialist business vocabulary</li> <li>– Different styles and degrees of formality</li> <li>– Advanced writing</li> <li>– Learning aids</li> </ul>
Teaching and learning methods of the module	Exercises focussing on listening comprehension and oral production, reading comprehension and writing production.
Special features (e.g. online activities, event/company visits, guest speakers, etc.)	Special features are specified at the beginning of the semester.
Literature (Required reading/supplementary recommended reading)	<p>Recommendations to purchase books are made before the beginning of the semester.</p> <p><u>Language textbooks:</u></p>

**González Salgado, C.** (2007): ene A1: der Spanischkurs. Medienkombination. Ismaning: Hueber.

**González Salgado, C., Sanz Oberberger, C.** (2010): ene A2: der Spanischkurs. Medienkombination. 2. Aufl., Ismaning: Hueber.

**González Salgado, C., Alcántara Alcántara, F., Sanz Oberberger, C., Douterelo Fernández, E.** (2010): ene B1.1: der Spanischkurs. Medienkombination. Ismaning: Hueber.

**González Salgado, C. et al.** (2012): ene B1.2: der Spanischkurs. Medienkombination. Ismaning: Hueber.

**Gelabert, Maria J.** (Hrsg.) (2007): Prisma avanza (B2): prisma del alumno. Madrid: Ed. Edinumen. Ismaning: Hueber.

**Pacheco, Azucena Encinas, González, Ana Hermoso, Espinosa, Alicia López** (2007): Prisma avanza (B2): prisma de ejercicios. Madrid: Ed. Edinumen, Ismaning: Hueber.

**Gelabert, Maria J., Isa, David, Menéndez, Mar** (2011): Nuevo Prisma: C1, libro del alumno. Madrid: Ed. Edinumen, Ismaning: Hueber.

**Castro, Genis, Ianni, José, V.** (2011): Nuevo Prisma: C1; libro de ejercicios. Madrid: Ed. Edinumen, Ismaning: Hueber.

## Economic Institutionalism

**Status: June 2021**

Module-Nr./ Code	ECIN
Module title	Economic Institutionalism
If relevant, course units within the module	-
Learning outcomes of the module	<p>Students who have successfully participated in this module will be able to</p> <ul style="list-style-type: none"> <li>• identify, compare and distinguish institutionalism in economics, politics and sociology and it's specific contribution to the respective field</li> <li>• distinguish various heterodox approaches to economic theory, categorize economic institutionalism in the realm of economic theory and differentiate old and new institutionalism</li> <li>• assess the meaning and importance of institutions for economic transactions and the social and cultural embedding of markets</li> <li>• apply institutional economics to various issues (e.g. market and contract failure, tragedy of the commons, information asymmetry, economic and organizational dynamics etc.)</li> <li>• critically reflect the challenges, shortcomings, future research opportunities and practical applicability of (economic) institutionalism</li> </ul>
Content of the module	<ol style="list-style-type: none"> <li>1. Heterodox economic theory. Institutionalism in economics, politics and sociology</li> <li>2. Old and new institutional economics</li> <li>3. Property rights &amp; the problem of social order</li> <li>4. The externality problem</li> <li>5. Transaction costs</li> <li>6. The state and the constitution</li> <li>7. The agency problem</li> </ol>
Study Semester (or Trimester)	5 <sup>th</sup> semester

Duration of module	Single semester
Frequency of module	Once a year
Number of allocated ECTS credits	6
Total workload and its breakdown (e.g. self-study and contact hours)	Total workload = 180 hours (contact hours = 42, self-study = 138 hours)
Hours per week	3
Course type (mandatory, elective, etc.)	Mandatory
Applicability of the module	The module is applicable to the study programs "Globalization, Governance and Law", "Politics, Philosophy, Economics" and "International Relations". It has interconnections with all specific social science modules, especially INIR, INOR, CUST, POLP, JHCR as well as GECO and SUDE
Entry requirements	There are no formal requirements for participation in this module. However, successful completion of the preceding modules according to the curriculum overview is recommended. For preparation, please refer to the required and recommended literature in this module description and to the university's internal learning platform.
Person responsible for the module	Prof. Dr. Dirk Nicolas Wagner
Name(s) of the instructor(s)	Prof. Dr. Dirk Nicolas Wagner Clark N. Banach
Teaching language	English
Assessment type / requirement for the award of credits	The assessment type of this module is a Written Assignment according to § 14 (4) Course and Examination Regulation (CER); see appendix
Grading & weighting of the grade within the total grade	3 % Grading according to §§ 19 & 20 Course and Examination Regulation (CER); see appendix.
Teaching and learning methods of the module	Lectures, exercises, case studies, self-study
Special features (e.g. online activities, event/company visits, guest speakers, etc.)	
Literature (Required reading/supplementary recommended reading)	Required reading:  <b>Books:</b>  Selected chapters of:  <b>Brennan, G.; Buchanan, J. (1985/2008):</b> The reason of rules. Constitutional political economy. Cambridge, New York: Cambridge University Press. Chapter 2. The Contractarian Vision, pp. 23-36  <b>Buchanan, J.; Tullock, G. (1962/2004):</b> The Calculus of consent. Logical foundations of

constitutional democracy. Indianapolis: Liberty Fund.

**Hayek, F. A.** (1949/2006): Individualism and economic order. Chicago: Univ. of Chicago Press. Chapter IV. The Use of Knowledge in Society, pp. 77-106

**Hobbes, T.** (1651): Leviathan. Edited by The University of Oregon. online at <https://scholarsbank.uoregon.edu/xmlui/bitstream/handle/1794/748/leviathan.pdf> , Chapters XIII. – XV., pp. 106-152

**Lowndes, V.; Roberts, M.** (2013): Why institutions matter. The new institutionalism in political science. Basingstoke: Palgrave Macmillan (Political analysis, 2013: 1).

**Richter, R.; Furubotn, E.** (2005): Institutions and Economic Theory: The Contribution of the New Institutional Economics (UPCC Book Collections on Project MUSE): University of Michigan Press.

**Olson, M.** (1965/2005): The logic of collective action. Public goods and the theory of groups. Princeton. Harvard economic studies, pp. 9-16 and 33-52.

**Ostrom, E.** (1990/2016): Governing the commons. The evolution of institutions for collective action. Repr. Cambridge: Cambridge University Press. Chapter 1, pp. 1-23.

**Rawls, J.** (1971/2005): A theory of justice. Cambridge, Mass.: Belknap. Excerpts from chapters

**Journal articles and chapters in edited books:**  
**Akerlof, G.** (1970): The Market for "Lemons": Quality Uncertainty and the Market Mechanism. In The Quarterly Journal of Economics 84 (3), pp. 488–500.

**Alchian, A.; Demsetz, H.** (1972): Production, information costs, and economic organization. In The American Economic Review 62 (5), pp. 777–795.

**Axelrod, R.; Hamilton, W.** (1981): The Evolution of Cooperation. In *Science* 211 (4489), pp. 1390–1396.

**Dietz, T.; Ostrom, E.; Stern, P.** (2003): The struggle to govern the commons. In *Science* 302 (5652), pp. 1907–1912.

**Gerring, J.; Thacker, S.** (1999): Political Institutions and Corruption. The Role of Unitarism and Parliamentarism. In *Brit. J. Polit. Sci.* 34 (2), pp. 295–330.

**Hardin, G.** (1968): The Tragedy of the Commons. In *Science* 162 (3859), pp. 1243–1248.

**Persson, T.; Tabellini, G.** (2004): Constitutions and Economic Policy. In *The Journal of Economic Perspectives* 18 (1), pp. 75–98.

**Sugden, R.** (1989): Spontaneous Order. In *The Journal of Economic Perspectives* 3 (4), pp. 85–97. Available online at [www.jstor.org/stable/1942911](http://www.jstor.org/stable/1942911).

**Stigler, G.** (2003/2005): The Theory of Economic Regulation. In R. Dahl, I. Shapiro, J. Cheibub (Eds.): *The democracy sourcebook*. Cambridge, Mass.: MIT Press, pp. 393–397.

**Tollison, R.** (1982): Rent seeking: A survey. In *Kyklos* 35 (4), pp. 575–602.

**Wagner, D.** (2019): The Opportunistic Principal. In *Kyklos* 72 (4)

**Wallis, J.; North, D.** (1986): Measuring the transaction sector in the American economy, 1870-1970. In S. Engerman, R. Gallman (Eds.): *Long-term factors in American economic growth*. Chicago: University of Chicago Press, pp. 95–162.

Supplementary recommended reading:

**Coase, R.** (1937): "The Nature of the Firm" (November 1937) 4(16) *Economica*, 386-405

**Hodgson, G. M., Samuels, W.J., Tool, M.R.** (1993): The Elgar Companion to Institutional and Evolutionary Economics. Aldershot: Edward Elgar Publishing

**Holzer, B., Kastner, F., Werron, T.** (2014): From Globalization to World Society: Neo-Institutional and Systems-Theoretical Perspectives. London: Routledge

**Menard, C., Shirley, M.M.** (2008): Handbook of New Institutional Economics. Berlin. Heidelberg: Springer

**Mueller, Dennis C.** (2003): Public choice III. Cambridge, New York: Cambridge University Press.

**North, D.** (1990): Institutions, institutional change, and economic performance. Cambridge, Cambridge University Press

**Pierre, J., Peters, B.G., Stoker, G.** (2008): Debating Institutionalism. Manchester: Manchester University Press

**Polanyi, K.** 1965 [1944]: The Great Transformation. Boston (Beacon Hill), pp. 43-76.

**Rutherford, M.** (1994): Institutions in Economics: The Old and the New Institutionalism. Cambridge: Cambridge University Press

**Thornton, P.H., Lounsbury, M., Ocasio, W.** (2012): The Institutional Logics Perspective: A New Approach to Culture, Structure and Process, Oxford: Oxford University Press

**Veblen, T. B.** (1898). "Why is economics not an evolutionary science?," Quarterly Journal of Economics, 12(4): 373-397

**Williamson. O. E.** (1985): The Economic Institutions of Capitalism. New York: The Free Press, pp. 1-2, 15-35, 41-42

## Justice, Human and Constitutional Rights

**Status: June 2021**

Module-Nr./ Code	JHCR
Module title	Justice, Human and Constitutional Rights
If relevant, course units within the module	-
Learning outcomes of the module	<p>Students who have successfully participated in this module will be able to</p> <ul style="list-style-type: none"> <li>– analyse and discuss the content of core treaties in the field of international human rights law and critically examine various international monitoring and enforcement mechanisms</li> <li>– critically reflect the concept and purpose of a constitution and evaluate the interrelationship between Human Rights and International Law, including the European Convention on Human Rights</li> <li>– contrast various IR theories (realism, liberalism, constructivism, feminism, cultural relativism, post-colonialism, etc.) and apply them to international human right challenges</li> <li>– contrast various concepts of justice in political philosophy (e.g. utilitarianism, libertarianism, distributive justice, justice as equality, need-based justice, merit-based justice, retributive justice, restorative justice), contrasting a diverse group of philosophers from different epochs (Aristotle, Kant, Marx, Rawls, Nozick, Locke, Arendt, Nussbaum, etc.)</li> <li>– distinguish different positions in the global and social justice debate and it's philosophical, historical and legal foundations and implications</li> <li>– critically reflect upon the scope and limitations of justice at the global level and the application of global justice arguments to key issues like distributive equality and poverty, environment and future generations, humanitarian intervention and institutions</li> </ul>

	<p>– appraise the impact of justice theory, justice discourses and human rights issues on the discipline of “international relations” and the field of “normative international political theory” as well as on international law and international politics</p> <p>– evaluate the International Human Rights discourse and its historical development in the context of philosophical debates on rights theory, justice and ethics as well as cultural, economic, political and social issues</p>
Content of the module	<ol style="list-style-type: none"> <li>1. History and development of human rights</li> <li>2. Characteristics and controversies of human rights</li> <li>3. Establishing Human Rights standards</li> <li>4. International Human Rights conventions</li> <li>5. International mechanisms for the monitoring and enforcement of human rights</li> <li>6. The United Nations and Human Rights</li> <li>7. Global Application of human rights norms</li> <li>8. Regional application of human rights norms</li> <li>9. Constitutional Rights</li> <li>10. International Relations Theories and their application to Human Rights</li> <li>11. Human Rights and foreign policy in comparative perspective</li> <li>12. Theories of Justice</li> <li>13. Human Rights and Global Justice</li> <li>14. Transitional justice</li> <li>15. Key issues and case studies in Human Rights, International Relations and Global Justice</li> </ol>
Study Semester (or Trimester)	5 <sup>th</sup> semester
Duration of module	Single semester
Frequency of module	Once a year
Number of allocated ECTS credits	6
Total workload and its breakdown (e.g. self-study and contact hours)	Total workload = 180 hours (contact hours = 42, self-study = 138 hours)
Hours per week	3
Course type (mandatory, elective, etc.)	Mandatory
Applicability of the module	The module is applicable to “Citizenship and Civic Engagement”, “Globalization, Governance and Law”, “Politics, Philosophy, Economics” and “International Relations”. It has interconnections with all specific modules of these programs, as well as STRA, ETGL, ETSU, ETPR, ARST, POLP, IPOS, GECO

Entry requirements	There are no formal requirements for participation in this module. However, successful completion of the preceding modules according to the curriculum overview is recommended. For preparation, please refer to the required and recommended literature in this module description and to the university's internal learning platform.
Person responsible for the module	Prof. Dr. Michael Zerr
Name(s) of the instructor(s)	Matin Tirmizi Prof. Dr. Michael Zerr
Teaching language	English
Assessment type / requirement for the award of credits	The assessment type of this module is a Seminar Paper according to § 14 (5) Course and Examination Regulation (CER); see appendix
Grading & weighting of the grade within the total grade	3 % Grading according to §§ 19 & 20 Course and Examination Regulation (CER); see appendix.
Teaching and learning methods of the module	Lectures, exercises, case studies, self-study
Special features (e.g. online activities, event/company visits, guest speakers, etc.)	
Literature (Required reading/supplementary recommended reading)	<p><b>Required reading:</b>  <b>Forsythe, D.</b> (2018, 4<sup>th</sup> edition): Human Rights in International Relations. Cambridge: Cambridge University Press</p> <p><b>Leib, Linda H.</b> (2011). Human Rights and the Environment. Chapter 2 – An overview of the characteristics and controversies of human rights  <a href="https://www.jstor.org/stable/10.1163/j.ctt1w8h1t2.6">https://www.jstor.org/stable/10.1163/j.ctt1w8h1t2.6</a></p> <p><b>Marks, S.</b> (2016): Human Rights - A Brief Introduction, Boston: Harvard School of Public Health. <a href="http://nrs.harvard.edu/urn-3:HUL.InstRepos:27015684">http://nrs.harvard.edu/urn-3:HUL.InstRepos:27015684</a>  <a href="https://dash.harvard.edu/handle/1/27015684">https://dash.harvard.edu/handle/1/27015684</a></p> <p><b>Marks, S.</b> (2016): The United Nations and Human Rights. In Human Rights in the World Community: Issues and Action, 4th ed, edited by Richard Pierre Claude, Burns H. Weston and Anna Gear. Philadelphia: University of Pennsylvania Press.  <a href="https://dash.harvard.edu/handle/1/32310737">https://dash.harvard.edu/handle/1/32310737</a></p> <p><b>McGlinchey, S.</b>, <u>International Relations Theory</u>, <a href="https://www.e-ir.info/publication/international-relations-theory/">https://www.e-ir.info/publication/international-relations-theory/</a></p> <p><b>Petersmann, E.-U.</b> (2003): Theories of Justice, Human Rights and the Constitution of International Markets, Working Paper, EUI LAW, 2003/17, European University Institute  <a href="http://hdl.handle.net/1814/1880">http://hdl.handle.net/1814/1880</a></p>

**Recommended Reading:**

**Alexy, R.** (2010): A Theory of Constitutional Rights. Oxford: Oxford University Press

**An-Na'im, Abdullahi A. (ed.)** (1992): Human Rights in Cross Cultural Perspectives: A Quest for Consensus, Philadelphia: University of Pennsylvania Press

**Armstrong, D. et al (eds.)** (2007): International Law and International Relations. Cambridge: Cambridge University Press

**Bell, D. (ed.)**, (2010): Ethics and World Politics. Oxford: Oxford University Press

**Besson, S., Tasioulas, J. (eds.)** (2010): The Philosophy of International Law. Oxford: Oxford University Press

**Buchanan, A.** (2007): Justice Legitimacy and Self Determination: Moral Foundations for International Law. Oxford: Oxford University Press

**Byers, M. (ed.)** (2000): The Role of Law in International Politics: Essays in International Relations and International Law. Oxford: Oxford University Press

**Brown, G.W. and Held, D. (eds.)**, (2010): The Cosmopolitanism Reader. Cambridge: Polity Press

**Falk, R.** (2000): Human Rights Horizons: The Pursuit of Justice in a Globalizing World. London: Routledge

**Falk, R.** (2014): Humanitarian Intervention and Legitimacy Wars: Seeking Peace and Justice in the 21st Century. London: Routledge

**Fisk M. (ed)** (1993): Justice: Key Concepts in Critical Theory NJ: Humanities Press  
**Harris, D. et al** (2014): Law of the European Convention on Human Rights. Oxford: Oxford University Press

**Held, D.** (2005): Debating Globalization. Cambridge: Polity Press

**Hurrell, A.** (2008): On Global Order: Power, Values, and the Constitution of International Society. Oxford: Oxford University Press

**Hutchings, K.** (2010): Global Ethics. Cambridge: Polity Press

	<p><b>Pogge, T. (ed.),</b> (2004): Global Justice. Malden, Oxford: Blackwell</p> <p><b>Rawls J.</b> (1973): A Theory of Justice. Oxford: Oxford University Press</p> <p><b>Sandel, M. J.</b> (2007): Justice: A Reader. Oxford: Oxford University Press</p> <p><b>Sandel, M. J.</b> (2010): Justice: What's the Right Thing to Do? London, New York: Penguin</p> <p><b>Steiner, H., Alston, P. and Goodman, R.</b> (2000): International Human Rights in Context: Law, Politics, Morals. Oxford: Oxford University Press</p> <p><b>Van Hooff, S.</b> (2010): Cosmopolitanism: A Philosophy for Global Ethics. Stocksfield: Acumen</p>
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## Ethics and Globalization

**Status: May 2021**

Module-Nr. / Code	ETGL
Module title	Ethics and Globalization
Semester or trimester	5 <sup>th</sup> semester
Duration of module	One semester
Course type (Mandatory, elective, etc.)	Mandatory Elective
If relevant, course units within the module	
Frequency of module	Once a year
Entry requirements	There are no formal requirements for participation in this module. However, successful completion of the preceding modules according to the curriculum overview is recommended. For preparation, please refer to the required and recommended literature in this module description and to the university's internal learning platform.
Applicability of the module	This for Karlshochschule especially distinguishing module is applicable to "Citizenship and Civic Engagement", "Globalization, Governance and Law", "Politics, Philosophy, Economics" and "International Relations". It has interconnections to all other modules of the program, especially to the modules INIR, INOR, GECO, SUDE, ARST, ICOL as well as CORE, JHCR, STRA and CHIN.
Person responsible for the module	Prof. Dr. Wendelin Küpers
Name(s) of the instructor(s)	Dr. Dan Corjescu

Teaching language	English
Number of ECTS credits	6
Total workload and its breakdown (e.g. self-study and contact hours)	Total workload = 180 hours (contact hours = 42, self-study = 138 hours)
Hours per week	3
Assessment type / requirement for the award of credits	The assessment type of this module is a Presentation according to § 14 (9) Course and Examination Regulation (CER); see appendix
Grading & weighting of the grade within the total grade	3 % Grading according to §§ 19 & 20 Course and Examination Regulation (CER); see appendix.
Qualification objectives of the module	<p>Students who have successfully participated in this module will be able to:</p> <ul style="list-style-type: none"> <li>- acquire a critical understanding of different positions, approaches, concepts, discourses and schools concerning ethics from a philosophical, economical and practical point of view</li> <li>- examine the historical and cultural context of ethical reasoning, practices and applications and demonstrate an understanding of ethical issues in different international and cultural contexts</li> <li>- explain and assess controversies and debates around globalisation and develop various perspectives of ethics in relation to issues of globalisation</li> <li>- examine classical theories of development and recent critical theories of 'post-development' and critically discuss mainstream discourses of 'poverty' and 'lack' as characterizing specific societies</li> </ul>

	<ul style="list-style-type: none"> <li>- appreciate ethical issues and dilemma and the influence these issues have on management decision making, behaviour, policies, and practices</li> </ul>
Content of the module	<ul style="list-style-type: none"> <li>- Introduction to Ethical Theory</li> <li>- Concepts of Ethics (Homann, Ulrich, Wieland,</li> <li>- Globalization Discourse</li> <li>- Global Consumption Culture</li> <li>- Network Economy</li> <li>- Geopolitics</li> <li>- Boundless Nature</li> <li>- Transnationalism</li> <li>- Actor-Network Theory</li> <li>- Theories of Uneven Development</li> </ul>
Teaching and learning methods of the module	Theoretical components will interact with case studies and exercises (group and individual).
Special features (e.g. online activities, event/company visits, guest speakers, etc.)	
Literature (Required reading/supplementary recommended reading)	<p><b><u>Required reading:</u></b></p> <p>Widdows, Heather (2014): Global Ethics: An Introduction. 1. ed.: Routledge</p> <p>Steger, Manfred B. (2020): Globalization: A Very Short Introduction (Very Short Introductions). 5. ed.: Oxford University Press</p> <p>Ritzer, George, Dean, Paul (2015): Globalization: A Basic Text. 2. ed.: Wiley-Blackwell</p> <p>Amstutz, Marc R. (2018): International Ethics: Concepts, Theories, and Cases in Global Politics. 5. ed.: Rowman &amp; Littlefield Publishers</p>

Pojman, Louis P. (2017): The Moral Life: An Introductory Reader in Ethics and Literature. 6. ed.; Oxford University Press

Henrich, Joseph (2020): The Weirdest People in the World: How the West Became Psychologically Peculiar and Particularly Prosperous. 1. ed.: Allen Lane

**Supplementary recommended readings:**

Küpers, W. (2015): Dilemmas and Paradoxes, Chiasmic Organising. In: Phenomenology of Embodied Organisation and Management: The contribution of Merleau-Ponty for Organizational Studies and Practice. Basingstoke: Palgrave Macmillan. 177-236

## Ethics and Sustainability

**Status: May 2021**

Module-Nr. / Code	ETSU
Module title	Ethics and Sustainability
Semester or trimester	5 <sup>th</sup> semester
Duration of module	One semester
Course type (Mandatory, elective, etc.)	Mandatory Elective
If relevant, course units within the module	
Frequency of module	Once a year
Entry requirements	There are no formal requirements for participation in this module. However, successful completion of the preceding modules according to the curriculum overview is recommended. For preparation, please refer to the required and recommended literature in this module description and to the university's internal learning platform.
Applicability of the module	The module is applicable to "Citizenship and Civic Engagement", "Globalization, Governance and Law", "Politics, Philosophy, Economics" and "International Relations". This for Karlshochschule especially distinguishing module has interconnections to all other modules of the program, especially to INIR, GECO, SUDE, ARST, ICOL, CORE, JHCR as well as STRA and CHIN
Person responsible for the module	Prof. Dr. Wendelin Küpers
Name(s) of the instructor(s)	Dr. Dan Corjescu

Teaching language	English
Number of ECTS credits	6
Total workload and its breakdown (e.g. self-study and contact hours)	Total workload = 180 hours (contact hours = 42, self-study = 138 hours)
Hours per week	3
Assessment type / requirement for the award of credits	The assessment type of this module is a Presentation according to § 14 (9) Course and Examination Regulation (CER); see appendix
Grading & weighting of the grade within the total grade	3 % Grading according to §§ 19 & 20 Course and Examination Regulation (CER); see appendix.
Qualification objectives of the module	<p>Students who have successfully participated in this module will be able to:</p> <ul style="list-style-type: none"> <li>- acquire a critical understanding of different positions, approaches, concepts, discourses and schools concerning business ethics from a philosophical, economical and practical point of view</li> <li>- examine the historical and cultural context of ethical reasoning, practices and applications and demonstrate an understanding of ethical issues in different international and cultural contexts</li> <li>- explain and assess controversies and debates around sustainability and develop various perspectives of ethics in relation to issues of sustainability</li> <li>- integrate economical, ecological and social sustainability and position themselves in topics like ethical/sustainable consumerism, the interdependency between capitalism, growth paradigms and the use of</li> </ul>

	<p>natural resources, post-growth and sharing economy</p> <ul style="list-style-type: none"> <li>- examine classical theories of development and recent critical theories of 'post-development' and critically discuss mainstream discourses of 'poverty' and 'lack' as characterizing specific societies</li> <li>- appreciate ethical issues and dilemma and the influence these issues have on management decision making, behavior, policies, and practices</li> </ul>
Content of the module	<ul style="list-style-type: none"> <li>– Introduction to Ethical Theory</li> <li>– Concepts of Ethics (Homann, Ulrich, Wieland)</li> <li>– Sustainability Discourse</li> <li>– Ethical/Sustainable Consumerism,</li> <li>– Interdependency between Capitalism, Growth Paradigms and the Exploitation of Natural Resources,</li> <li>– Post-Growth and Sharing Economy</li> <li>– Theories of Uneven Development</li> </ul>
Teaching and learning methods of the module	Theoretical components will interact with case studies and exercises (group and individual).
Special features (e.g. online activities, event/company visits, guest speakers, etc.)	
Literature (Required reading/supplementary recommended reading)	<p><b>Required reading:</b></p> <p><b>Sandler, Ronald</b> (2017): Environmental Ethics: Theory in Practice. 1. ed.; Oxford University Press</p> <p><b>Gudorf, Christine E., Huchingson, James E.</b> (2010): Boundaries A Casebook in Environmental Ethics. 2. ed.: Georgetown University Press</p>

**Robertson, Margaret** (2021): Sustainability Principles and Practice. 3. ed.: Routledge

**Caradonna, Jeremy L.** (2014): Sustainability: A History. reprint ed.: Oxford University Press

**Hawken, Paul** (2017): Drawdown: The Most Comprehensive Plan Ever Proposed to Reverse Global Warming. 1. ed.: Penguin Books

**Recommended readings:**

**Thiele, Leslie Paul** (2016): Sustainability (Key Concepts). 2. ed.: Polity Press

**Singer, Peter** (2010): The Life You Can Save: How To Do Your Part To End World. Reprint ed.: Random House

**Ostrom, Elinor** (2015): Governing the Commons: The Evolution of Institutions for Collective. Reissue ed.: Cambridge University Press

## **Ethics in Practice**

**Status: June 2021**

Module-Nr./ Code	ETPR
Module title	Ethics in Practice
Semester or trimester	5 <sup>th</sup> semester
Duration of module	One semester
Course type (Mandatory, elective, etc.)	Mandatory Elective
If relevant, course units within the module	
Frequency of module	Once a year
Entry requirements	There are no formal requirements for participation in this module. However, successful completion of the preceding modules according to the curriculum overview is recommended. For preparation, please refer to the required and recommended literature in this module description and to the university's internal learning platform.
Applicability of the module	The module is applicable to "Citizenship and Civic Engagement", "Globalization, Governance and Law", "Politics, Philosophy, Economics" and "International Relations". This for Karlshochschule especially distinguishing module has interconnections to all other modules of the program, especially to INOR, GECO, SUDE, STRA, ARST, ICOL, CORE, JHCR, CHIN
Person responsible for the module	Prof. Dr. Wendelin Küpers
Name(s) of the instructor(s)	Dr. Dan Corjescu Prof. Dr. Wendelin Küpers

Teaching language	English
Number of ECTS credits	6
Total workload and its breakdown (e.g. self-study and contact hours)	Total workload = 180 hours (contact hours = 42, self-study = 138 hours)
Hours per week	3
Assessment type / requirement for the award of credits	The assessment type of this module is an Essay according to § 14 (6) Course and Examination Regulation (CER); see appendix
Grading & weighting of the grade within the total grade	3 % Grading according to §§ 19 & 20 Course and Examination Regulation (CER); see appendix.
Qualification objectives of the module	<p>Students who have successfully participated in this module will be able to:</p> <ul style="list-style-type: none"> <li>- acquire a critical understanding of different positions, approaches, concepts, discourses and schools concerning business ethics from a philosophical, economical, managerial and practical point of view</li> <li>- examine the historical and cultural context of ethical reasoning, practices and applications and demonstrate an understanding of ethical issues in different international and cultural contexts</li> <li>- identify, analyze and critically reflect on concrete moral dilemmas and the role of an integral responsibility in organization and leadership practice</li> <li>- contextualize and differentiate dilemmas as distinct from puzzles, ambivalences, trade-offs, and paradoxes</li> </ul>

	<ul style="list-style-type: none"> <li>- to understand causes, dynamics, processes and effects of (moral) dilemma</li> <li>- develop preventive measurements and ways for coping or strategies, for dealing with moral dilemmas and their consequences</li> <li>- handle ambiguities and think in terms of imperfect solutions for moral problems, and integrating pre- or arational dimensions, including empathy and intuition</li> </ul>
Content of the module	<ul style="list-style-type: none"> <li>– Introduction to Ethical Theory</li> <li>– Concepts of Business Ethics (Homann, Ulrich, Wieland)</li> <li>– Definitions, context &amp; specifics of (moral) dilemmas in past and current organization and leadership practices</li> <li>– Limitation of conventional rational-formal (ethical) approaches in economy and management</li> <li>– Learning from examples of dilemmatic situations and cases, especially related to (strategic) decision-making</li> <li>– Development, implications and consequences of (moral) dilemmas in organizational life-worlds and beyond</li> <li>– Various integrated coping strategies and competencies required for dealing with (moral) dilemmas</li> <li>– Proactive possibilities to avoid moral dilemmas</li> </ul>
Teaching and learning methods of the module	Interactive lecture, seminar style (possibly including serious play exercises with role-play, games, small group work, case study analysis, and presentations)
Special features (e.g. online activities, event/company visits, guest speakers, etc.)	To promote scientific discourse, 1-2 guest lectures e.g. by scholars in the field of strategy will be integrated, if possible.

	Self-study integrating online components and the university's internal download center
<p><b>Literature</b> (Required reading/supplementary recommended reading)</p>	<p><u>Required reading:</u></p> <p><b>Crane, A., Matten, D.</b> (2010): Business Ethics: Managing Corporate Citizenship and Sustainability in the Age of Globalization. 3. ed., Oxford (u.a.): Oxford University Press. (selected chapters)</p> <p><b>Kollock, P.</b> (1998): Social Dilemmas: The Anatomy of Cooperation. In: Annual Review of Sociology, 24(1), 183-214</p> <p><b>Küpers, W.</b> (2014): Dilemmas and Paradoxes in Chiasmic Organising. In: Inc. – In-Corporation. Phenomenology of Embodied Organisation and Management. (forthcoming Book in preparation for CBS, Copenhagen).</p> <p><b>Küpers, W.</b> (2012): Integral Responsibilities for organising and managing Sustainability. In Eweje, Gabriel, Perry, Michael (eds.): Business and Sustainability: Concepts, Strategies and Changes, Critical Studies on Corporate Responsibility, Governance and Sustainability. Bingley: Emerald. 3, 25–58.</p> <p><b>Nijhof, A.H.J., Fischer, O.</b> (1997): Dealing with ethical dilemma's in organizational change processes. In: International Journal of Value-Based Management, 10(2), 173-192</p> <p><b>White, L., Wooten, K.</b> (1983): Ethical Dilemmas in Various Stages of Organizational Development. In: The Academy of Management Review, 8(4), 690-697</p> <p><u>Supplementary recommended readings:</u></p>

**Ulrich, Peter** (2010): Integrative Economic Ethics: Foundations of a Civilized Market Economy. Cambridge: Cambridge University Press.

**Bloodgood, J., Bongsug, C. K.** (2010): Organizational paradoxes: dynamic shifting and integrative management. In: Management Decision, 48(1), 85-104

**Cameron, K. S.** (2008): Paradox in Positive Organizational Change. In: Journal of Applied Behavioral Science, 44(7), 7-24

**DeFillippi, R., Grabher, G., Jones, C.** (2007): Introduction to paradoxes of creativity: managerial and organizational challenges in the cultural economy. In: Journal of Organizational Behavior, 28, 511-521

**Eisenhardt, K. M.** (2000): Paradox, Spirals, Ambivalence: The New Language of Change and Pluralism. In: Academy of Management Review, 25(4), 703-705

**Molinsky, Andrew, and Joshua D. Margolis** (2005): Necessary Evils and Interpersonal Sensitivity in Organizations. In: Academy of Management Review, 30(2), 245-268

**Rasche, A.** (2007): Paradoxical Foundation of Strategic Management. Heidelberg: Springer.

**Cases**  
**(List of sources will be provided)**

**Litschka, M., Suske, M., Brandtweiner, R.** (2011): Management Decisions in Ethical Dilemma Situations. Empirical Examples

	from Austrian Managers. In: Journal of Business Ethics, 104(4), 473-484
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## Social Impact and Empowerment

**Status: July 2021**

Module-Nr./ Code	SIEM
Module title	Social Impact and Empowerment
Semester or trimester	5 <sup>th</sup> semester
Duration of module	Single semester
Course type (Mandatory, elective, etc.)	Mandatory
If relevant, course units within the module	
Frequency of module	Once a year
Entry requirements	There are no formal requirements for participation in this module. However, successful completion of the preceding modules according to the curriculum overview is recommended. For preparation, please refer to the required and recommended literature in this module description and to the university's internal learning platform.
Applicability of the module to other programs	The module is applicable to "Citizenship and Civic Engagement", "Globalization, Governance and Law", "Politics, Philosophy, Economics" and "International Relations". It has interconnections with all specific modules of these programs, as well as CISO, CPRO, INTR, SUDE and CORE
Person responsible for the module	Prof. Dr. Nadja Meisterhans
Name(s) of the instructor(s)	Marisol Bock
Teaching language	English
Number of ECTS credits	6
Total workload and its breakdown (e.g. self-study and contact hours)	Total work load = 180 hours (Contact hours = 42, self-study = 138 hours)

Hours per week	3
Assessment type / requirement for the award of credits	The assessment type of this module is a Learner's Portfolio according to § 14 (7) CER; see appendix
Grading & weighting of the grade within the total grade	3 % Grading according to §§ 19 & 20 Course and Examination Regulation (CER); see appendix.
Qualification objectives of the module	<p>Students who have successfully participated in this module will be able to:</p> <ul style="list-style-type: none"> <li>- apply critical theory, feminist approaches, postcolonial theory and other approaches to analyze political, social, economic and environmental issues in a praxis context</li> <li>- develop creative solutions, translate them into a conceptual project plan and implement them in a project</li> <li>- assess and evaluate the impact of a project (e.g. impact research)</li> <li>- reflect about the ethical implications of their actions</li> <li>- moderate team dynamics and sustainable change processes</li> <li>- empower others to contribute to sustainable change</li> </ul>
Content of the module	<ol style="list-style-type: none"> <li>1. Introduction: A pluriverse of possibilities</li> <li>2. Possibility of dreaming</li> <li>3. Finding a common dream</li> <li>4. A Dream mosaic: Mutual inspiration and feedback</li> <li>5. Listening to communities</li> <li>6. Formulating needs together with a community</li> <li>7. What does it take? Specificities, grounding and communication</li> <li>8. A Web of Action: The important meets the imperfect and the good enough</li> <li>9. Inspiring change</li> <li>10. Manifestation of results</li> <li>11. The meanings of celebration</li> </ol>

	<p>12. Impact assessment and evaluation.</p> <p>13. Micro and Macro reflection</p>
Teaching and learning methods of the module	Project work in a team of 4-5 participants, dragon dreaming
Special features (e.g. online activities, event/company visits, guest speakers, etc.)	<p>Students explore the possibilities and limitations of grassroots change by means of hands-on project work.</p> <p>The main tool used for this is Dragon Dreaming, a project design method that incorporates creative and linear thinking, individual and group perspectives in a circular evolving process. Project work is carried out in groups and is aimed at working together with communities over sustained a period of time.</p> <p>Hereby special attention is paid to the needs and wants that emerge from the community itself and capacities of the team members to facilitate group processes, while being aware of the larger social context.</p>
Literature (Required reading/supplementary recommended reading)	<p><u>Required reading:</u></p> <p>Kothari, A., Salleh, A., Escobar, A., Demaria, F., &amp; Acosta, A. (Eds.). (2019). <i>Pluriverse: A Post-Development Dictionary. (selected chapters will be assigned by the instructor)</i></p>

## Arabic 3

**Status: June 2021**

Module-Nr./ Code	ARA3
Module title	Arabic 3
Semester or trimester	5 <sup>th</sup> semester
Duration of module	Single semester
Course type (Mandatory, elective, etc.)	Mandatory Elective
If relevant, course units within the module	
Frequency of module	Once a year
Entry requirements	For participation in this module, the successful completion of the preceding language level is required. For preparation, please refer to the required and recommended literature in this module description and to the university's internal learning platform.
Applicability of the module	This module is applicable to all Bachelor's programs. Interconnections with ARA1 and ARA2.
Person responsible for the module	Prof. Dr. Anthony Teitler
Name(s) of the instructor(s)	Alaa Khalil
Teaching language	Arabic (English or German, according to the students' linguistic proficiencies)
Number of ECTS credits	6
Total workload and its breakdown (e.g. self-study and contact hours)	Total workload = 180 hours (contact hours = 56, self-study = 124 hours)
Hours per week	4
Assessment type / requirement for the award of credits	80 % written examination (90'), 20 % test (15' oral form: listening comprehension and oral expression) according to § 14 (2) and (3)

	Course and Examination Regulation (CER) see appendix.
Grading & weighting of the grade within the total grade	3 % Grading according to §§ 19 & 20 Course and Examination Regulation (CER); see appendix.
Qualification objectives of the module	Students who have successfully participated in this module will be able to: <ul style="list-style-type: none"> <li>– read and write brief standard texts,</li> <li>– carry out dialogues in everyday situations with a suitable level of complexity.</li> </ul>
Content of the module	<ul style="list-style-type: none"> <li>– Revision of the conjunctive, the imperative, apocopate, and negation. The dual, the numbers 1 and 2, question pronouns “how many”, the months, cardinal numbers, year numbers, the perfect form of verbs with و and ,ى conjunctive and apocopate of verbs with و or ,ى word order: إن and the subject of the sentence.</li> <li>– At my university; in a hotel; about Islam and Muslims; registering with the authorities; the President’s speech; interview with the President.</li> <li>– Learning aids</li> </ul>
Teaching and learning methods of the module	Exercises focussing on listening comprehension and oral production, reading comprehension and writing production.
Special features (e.g. online activities, event/company visits, guest speakers, etc.)	Special features are specified at the beginning of the semester.
Literature (Required reading/supplementary recommended reading)	<p>Recommendations to purchase books are made before the beginning of the semester.</p> <p><u>Language textbook:</u></p> <p><b>Krahl, Günther, Reuschel, Wolfgang, Schulz, Eckehard</b> (2011): Lehrbuch des modernen Arabisch. 1. Aufl., Leipzig: AKV Edition Hamouda.</p>

## Chinese 3

**Status: June 2021**

Module-Nr./ Code	CHI3
Module title	Chinese 3
Semester or trimester	5 <sup>th</sup> semester
Duration of module	Single semester
Course type (Mandatory, elective, etc.)	Mandatory Elective
If relevant, course units within the module	
Frequency of module	Once a year
Entry requirements	For participation in this module, the successful completion of the preceding language level is required. For preparation, please refer to the required and recommended literature in this module description and to the university's internal learning platform.
Applicability of the module	This module is applicable to all Bachelor's programs. Interconnections with CHI1 and CHI2.
Person responsible for the module	Prof. Dr. Anthony Teitler
Name(s) of the instructor(s)	Xiaojun Gundermann-Han
Teaching language	Chinese (English or German, according to the students' linguistic proficiencies)
Number of ECTS credits	6
Total workload and its breakdown (e.g. self-study and contact hours)	Total workload = 180 hours (contact hours = 56, self-study = 124 hours)
Hours per week	4
Assessment type / requirement for the award of credits	80 % written examination (90'), 20 % test (15' oral form: listening comprehension and oral expression) according to § 14 (2) and (3)

	Course and Examination Regulation (CER); see appendix.
Grading & weighting of the grade within the total grade	3 % Grading according to §§ 19 & 20 Course and Examination Regulation (CER); see appendix.
Qualification objectives of the module	Students who have successfully participated in this module will be able to:  – read and write brief standard texts, – carry out dialogues in everyday situations with a suitable level of complexity.
Content of the module	– Extension of basic grammar forms – Extension of basic vocabulary – Learning aids
Teaching and learning methods of the module	Exercises focussing on listening comprehension and oral production, reading comprehension and writing production.
Special features (e.g. online activities, event/company visits, guest speakers, etc.)	Special features are specified at the beginning of the semester.
Literature (Required reading/supplementary recommended reading)	Recommendations to purchase books are made before the beginning of the semester.  <u>Language textbooks:</u>  <b>Chen, Fu, Zhu, Zhiping, Cordes, Ruth</b> (2005): Wir lernen Chinesisch. Beijing: Verlag für Volksbildung. (Medienkombination)  <b>Zhang, Hong, Zhu, Xiaoxing</b> (2007): Chinesisch erleben. Beijing: China Book Trading. (Medienkombination)  <b>Gu, Wen, Meinshausen, Frank</b> (2005): Umgangschinesisch effektiv: ein Crash-Kurs der chinesischen Umgangssprache. Stuttgart: Schmetterling.

## French 3

**Status: June 2021**

Module-Nr./ Code	FRA3
Module title	French 3
Semester or trimester	5 <sup>th</sup> semester
Duration of module	Single semester
Course type (Mandatory, elective, etc.)	Mandatory Elective
If relevant, course units within the module	
Frequency of module	Once a year
Entry requirements	For participation in this module, the successful completion of the preceding language level is required. For preparation, please refer to the required and recommended literature in this module description and to the university's internal learning platform.
Applicability of the module	This module is applicable to all Bachelor's programs. Interconnections with FRA1 and FRA2.
Person responsible for the module	Prof. Dr. Anthony Teitler
Name(s) of the instructor(s)	Ariane Fleuranceau Marine Roland-Hohenstein
Teaching language	French (English or German, according to the students' linguistic proficiencies)
Number of ECTS credits	6
Total workload and its breakdown (e.g. self-study and contact hours)	Total workload = 180 hours (contact hours = 56, self-study = 124 hours)
Hours per week	4
Assessment type / requirement for the award of credits	80 % written examination (90'), 20 % test (15' oral form: listening comprehension and oral expression) according to § 14 (2) and (3)

	Course and Examination Regulation (CER); see appendix.
Grading & weighting of the grade within the total grade	3 % Grading according to §§ 19 & 20 Course and Examination Regulation (CER); see appendix.
Qualification objectives of the module	<p>Students who have successfully participated in this module will be able to:</p> <p>Beginners:</p> <ul style="list-style-type: none"> <li>– deal with more complex everyday situations and everyday business situations in the spoken language,</li> <li>– write simple texts in French.</li> </ul> <p>Intermediate:</p> <ul style="list-style-type: none"> <li>– use the spoken language in a versatile manner to deal with a suitable range of business communication situations autonomously,</li> <li>– draw up accompanying simple written documents (handouts, short reports)</li> </ul> <p>Advanced:</p> <ul style="list-style-type: none"> <li>– follow complex business communication situations and take part in them using the spoken language,</li> <li>– write longer texts with analytical contents in French</li> </ul>
Content of the module	<p>The contents in general:</p> <ul style="list-style-type: none"> <li>– Increase vocabulary and perfect their grammar knowledge in order to further improve their speaking and writing skills (discussion, expressing opinions, presenting an argument, negotiations) as well as training listening and reading comprehension skills.</li> <li>– Use of language in business situations.</li> </ul> <p>Target level A2 and B1, specifically:</p> <ul style="list-style-type: none"> <li>– Complex grammatical structures and varieties</li> <li>– Extension of general vocabulary,</li> <li>– Specialist business language and texts</li> <li>– Learning aids</li> </ul> <p>Target level B2 and C1, specifically:</p> <ul style="list-style-type: none"> <li>– Consolidation of knowledge of the language in oral and grammatical exercises</li> </ul>

	<ul style="list-style-type: none"> <li>– Specialist business vocabulary</li> <li>– Different styles and degrees of formality</li> <li>– Advanced writing</li> <li>– Learning aids</li> </ul>
Teaching and learning methods of the module	Exercises focussing on listening comprehension and oral production, reading comprehension and writing production.
Special features (e.g. online activities, event/company visits, guest speakers, etc.)	Special features are specified at the beginning of the semester.
Literature (Required reading/supplementary recommended reading)	<p>Recommendations to purchase books are made before the beginning of the semester.</p> <p><u>Language textbooks:</u></p> <p><b>Girardet, Jacky, Pécheur, Jacques (2010):</b> Écho A1: méthode de Français. Paris: CLE International.</p> <p><b>Girardet, Jacky, Pécheur, Jacques (2010):</b> Écho A2: méthode de Français. Paris: CLE International.</p> <p><b>Girardet, Jacky, Pécheur, Jacques (2010):</b> Écho B1.1: méthode de Français. Paris: CLE International.</p> <p><b>Carlo, Catherine, Causa, Mariella (2010):</b> Civilisation Progressive du Français: Niveau Débutant. Paris: CLE International.</p> <p><b>Penfornis, Jean-Luc (2004):</b> Vocabulaire Progressif du Français des Affaires. Paris: CLE International.</p> <p><b>Steele, Ross (2004):</b> Civilisation Progressive du Français: Niveau Intermédiaire. Paris: CLE International.</p> <p><b>Pécheur, J. (2010):</b> Civilisation Progressive du Français : Niveau avancé. Paris: CLE International.</p>

## Italian 3

**Status: June 2021**

Module-Nr./ Code	ITA3
Module title	Italian 3
Semester or trimester	5 <sup>th</sup> semester
Duration of module	Single semester
Course type (Mandatory, elective, etc.)	Mandatory Elective
If relevant, course units within the module	
Frequency of module	Once a year
Entry requirements	For participation in this module, the successful completion of the preceding language level is required. For preparation, please refer to the required and recommended literature in this module description and to the university's internal learning platform.
Applicability of the module	This module is applicable to all Bachelor's programs. Interconnections with ITA1 and ITA2.
Person responsible for the module	Prof. Dr. Anthony Teitler
Name(s) of the instructor(s)	Jacqueline Lo Mascolo
Teaching language	Italian (English or German, according to the students' linguistic proficiencies)
Number of ECTS credits	6
Total workload and its breakdown (e.g. self-study and contact hours)	Total workload = 180 hours (contact hours = 56, self-study = 124 hours)
Hours per week	4
Assessment type / requirement for the award of credits	80 Grading according to §§ 19 & 20 Course and Examination Regulation (CER); see appendix. written examination (90'), 20 % test (15' oral form: listening comprehension and oral

	expression) according to § 14 (2) and (3) Course and Examination Regulation (CER); see appendix.
Grading & weighting of the grade within the total grade	3 % Grading according to §§ 19 & 20 Course and Examination Regulation (CER); see appendix.
Qualification objectives of the module	<p>Students who have successfully participated in this module will be able to:</p> <p>Beginners:</p> <ol style="list-style-type: none"> <li>1. deal with more complex everyday situations and everyday business situations in the spoken language,</li> <li>2. write simple texts in Italian.</li> </ol> <p>Intermediate:</p> <ol style="list-style-type: none"> <li>1. use the spoken language in a versatile manner to deal with a suitable range of business communication situations autonomously,</li> <li>2. draw up accompanying simple written documents (handouts, short reports)</li> </ol> <p>Advanced:</p> <ol style="list-style-type: none"> <li>1. follow complex business communication situations and take part in them using the spoken language,</li> <li>2. write longer texts with analytical contents in Italian</li> </ol>
Content of the module	<p>The contents in general:</p> <ol style="list-style-type: none"> <li>1. Increase vocabulary and perfect their grammar knowledge in order to further improve their speaking and writing skills (discussion, expressing opinions, presenting an argument, negotiations) as well as training listening and reading comprehension skills.</li> <li>2. Use of language in business situations.</li> </ol> <p>Target level A2 and B1 specifically:</p> <ol style="list-style-type: none"> <li>1. Complex grammatical structures and varieties</li> <li>2. Extension of general vocabulary,</li> <li>3. Specialist business language and texts</li> <li>4. Learning aids</li> </ol> <p>Target level B2 and C1, specifically:</p>

	<ol style="list-style-type: none"> <li>1. Consolidation of knowledge of the language in oral and grammatical exercises</li> <li>2. Specialist business vocabulary</li> <li>3. Different styles and degrees of formality</li> <li>4. Advanced writing</li> <li>5. Learning aids</li> </ol>
Teaching and learning methods of the module	Exercises focussing on listening comprehension and oral production, reading comprehension and writing production.
Special features (e.g. online activities, event/company visits, guest speakers, etc.)	Special features are specified at the beginning of the semester.
Literature (Required reading/supplementary recommended reading)	<p>Recommendations to purchase books are made before the beginning of the semester.</p> <p><u>Language textbooks:</u></p> <p><b>Errico-Reiter, Rosa, Esposito, Maria A., Grandi, N.</b> (2010): Campus Italia A1/A2: Lehr- und Arbeitsbuch, Stuttgart: Klett.</p>

## **Russian 3**

**Status: June 2021**

Module-Nr./ Code	RUS3
Module title	Russian 3
Semester or trimester	5 <sup>th</sup> semester
Duration of module	Single semester
Course type (Mandatory, elective, etc.)	Elective (if Russian has been selected as second foreign language)
If relevant, course units within the module	
Frequency of module	Once a year
Entry requirements	For participation in this module, the successful completion of the preceding language level is required. For preparation, please refer to the required and recommended literature in this module description and to the university's internal learning platform.
Applicability of the module	This module is applicable to all Bachelor's programs. Interconnections with RUS1 and RUS2.
Person responsible for the module	Prof. Dr. Anthony Teitler
Name(s) of the instructor(s)	Dr. Mila Koretnikov
Teaching language	Russian (English or German, according to the students' linguistic proficiencies)
Number of ECTS credits	6
Total workload and its breakdown (e.g. self-study and contact hours)	Total workload = 180 hours (contact hours = 56, self-study = 124 hours)
Hours per week	4
Assessment type / requirement for the award of credits	Written examination (90') and test (15' oral form listening comprehension and oral expression) § 14 (2) / § 14 (3) CER 01.02.2014

Grading & weighting of the grade within the total grade	3 % Grading according to §§ 19 & 20 Course and Examination Regulation (CER); see appendix.
Qualification objectives of the module	Students who have successfully participated in this module will be able to: <ul style="list-style-type: none"> <li>– deal with a suitable range of everyday situations in the spoken language</li> <li>– understand oral communication in a business context and make simple contributions in the spoken language</li> <li>– write short texts (e.g. letters) autonomously in Russian.</li> </ul>
Content of the module	<ul style="list-style-type: none"> <li>– Extension of knowledge of grammar system</li> <li>– Extension of basic vocabulary</li> <li>– Basic business vocabulary</li> <li>– Learning aids</li> </ul>
Teaching and learning methods of the module	Exercises focussing on listening comprehension and oral production, reading comprehension and writing production.
Special features (e.g. online activities, event/company visits, guest speakers, etc.)	Special features are specified at the beginning of the semester.
Literature (Required reading/supplementary recommended reading)	<p>Recommendations to purchase books are made before the beginning of the semester.</p> <p><u>Language textbooks:</u></p> <p><b>Loos, Harald, Berditschewski, Anatoli</b> (2008): Projekty: ein Russischlehrwerk für Beruf und Alltag. Ismaning: Hueber. (Medienkombination)</p> <p><b>Sokolowa, Ludmila, Zeller, Heiner</b> (2001): Kljuci 1: ein Russischlehrwerk für Erwachsene. Ismaning: Hueber. (Medienkombination)</p> <p><b>Sokolowa, Ludmila, Zeller, Heiner</b> (2004): Kljuci 2: ein Russischlehrwerk für Erwachsene. Ismaning: Hueber. (Medienkombination)</p>

## Spanish 3

**Status: June 2021**

Module-Nr./ Code	SPA3
Module title	Spanish 3
Semester or trimester	5 <sup>th</sup> semester
Duration of module	Single semester
Course type (Mandatory, elective, etc.)	Elective (if Spanish has been selected as second foreign language)
If relevant, course units within the module	
Frequency of module	Once a year
Entry requirements	For participation in this module, the successful completion of the preceding language level is required. For preparation, please refer to the required and recommended literature in this module description and to the university's internal learning platform.
Applicability of the module	This module is applicable to all Bachelor's programs. Interconnections with SPA1 and SPA2.
Person responsible for the module	Prof. Dr. Anthony Teitler
Name(s) of the instructor(s)	Maritza Bayona Pilar Cañeque Gabriela Farah de Günther
Teaching language	Spanish (English or German, according to the students' linguistic proficiencies)
Number of ECTS credits	6
Total workload and its breakdown (e.g. self-study and contact hours)	Total workload = 180 hours (contact hours = 56, self-study = 124 hours)
Hours per week	4
Assessment type / requirement for the award of credits	80 % written examination (90'), 20 % test (15' oral form: listening comprehension and oral

	expression) according to § 14 (2) and (3) Course and Examination Regulation (CER); see appendix.
Grading & Weighting of the grade within the total grade	3 % Grading according to §§ 19 & 20 Course and Examination Regulation (CER); see appendix.
Qualification objectives of the module	<p>Students who have successfully participated in this module will be able to:</p> <p>Beginners:</p> <ul style="list-style-type: none"> <li>– deal with more complex everyday situations and everyday business situations in the spoken language,</li> <li>– write simple texts in Spanish.</li> </ul> <p>Intermediate:</p> <ul style="list-style-type: none"> <li>– use the spoken language in a versatile manner to deal with a suitable range of business communication situations autonomously,</li> <li>– draw up accompanying simple written documents (handouts, short reports) .</li> </ul> <p>Advanced:</p> <ul style="list-style-type: none"> <li>– follow complex business communication situations and take part in them using the spoken language,</li> <li>– write longer texts with analytical contents in Spanish.</li> </ul>
Content of the module	<p>The contents in general:</p> <ul style="list-style-type: none"> <li>– Increase vocabulary and perfect their grammar knowledge in order to further improve their speaking and writing skills (discussion, expressing opinions, presenting an argument, negotiations) as well as training listening and reading comprehension skills.</li> <li>– Use of language in business situations.</li> </ul> <p>Target level A2, specifically:</p> <ul style="list-style-type: none"> <li>– Complex grammatical structures and varieties</li> <li>– Extension of general vocabulary,</li> <li>– Specialist business language and texts</li> <li>– Learning aids</li> </ul> <p>Target level B2 and C1, specifically:</p> <ul style="list-style-type: none"> <li>– Consolidation of knowledge of the language in oral and grammatical exercises</li> </ul>

	<ul style="list-style-type: none"> <li>– Specialist business vocabulary</li> <li>– Different styles and degrees of formality</li> <li>– Advanced writing</li> <li>– Learning aids</li> </ul>
Teaching and learning methods of the module	Exercises focussing on listening comprehension and oral production, reading comprehension and writing production.
Special features (e.g. online activities, event/company visits, guest speakers, etc.)	Special features are specified at the beginning of the semester.
Literature (Required reading/supplementary recommended reading)	<p>Recommendations to purchase books are made before the beginning of the semester.</p> <p><u>Language textbooks:</u></p> <p><b>González Salgado, C.</b> (2007): ene A1: der Spanischkurs. Medienkombination. Ismaning: Hueber.</p> <p><b>González Salgado, C., Sanz Oberberger, C.</b> (2010): ene A2: der Spanischkurs. Medienkombination. 2. Aufl., Ismaning: Hueber.</p> <p><b>González Salgado, C., Alcántara Alcántara, F., Sanz Oberberger, C., Douterelo Fernández, E.</b> (2010): ene B1.1: der Spanischkurs. Medienkombination. Ismaning: Hueber.</p> <p><b>González Salgado, C. et al.</b> (2012): ene B1.2: der Spanischkurs. Medienkombination. Ismaning: Hueber.</p> <p><b>Gelabert, Maria J.</b> (Hrsg.) (2007): Prisma avanza (B2): prisma del alumno. Madrid: Ed. Edinumen. Ismaning: Hueber.</p> <p><b>Pacheco, Azucena Encinas, González, Ana Hermoso, Espinosa, Alicia López</b> (2007): Prisma avanza (B2): prisma de ejercicios. Madrid: Ed. Edinumen, Ismaning: Hueber.</p> <p><b>Gelabert, Maria J., Isa, David, Menéndez, Mar</b> (2011): Nuevo Prisma: C1, libro del alumno. Madrid: Ed. Edinumen, Ismaning: Hueber.</p>

	<b>Castro, Genis, Ianni, José, V.</b> (2011): Nuevo Prisma: C1; libro de ejercicios. Madrid: Ed. Edinumen, Ismaning: Hueber.
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## Internship

**Status: June 2021**

Module-Nr./ Code	INTS
Module title	Internship
Semester or trimester	6 <sup>th</sup> semester
Duration of module	Single semester
Course type (Mandatory, elective, etc.)	Mandatory
If relevant, course units within the module	
Frequency of module	Once a year
Entry requirements	There are no formal requirements for participation in this module. However, successful completion of the preceding modules according to the curriculum overview is recommended. For preparation, please refer to the required and recommended literature in this module description and to the university's internal learning platform.
Applicability of the module	This module is applicable to all the Bachelor programs at Karlshochschule International University. It is targeted at the transfer between theory and practice and has interconnections to all earlier modules of the program, especially to IPRO and CPRO.
Person responsible for the module	Prof. Dr. Björn Bohnenkamp
Name(s) of the instructor(s)	Professors acting as mentors in accordance with § 11 parag. 5 of the study and examination regulations
Teaching language	Depends on the location of the company
Number of ECTS credits	18

Total workload and its breakdown (e.g. self-study and contact hours)	540 hours (3 months = 480 hours internship and 60 hours for preparation and follow-up assignment)
Hours per week	3 hours per week for preparation and follow-up assignment
Assessment type / requirement for the award of credits	The assessment type of this module is an Internship analysis according to § 14 (10) CER; see appendix
Grading & weighting of the grade within the total grade	9 % Grading according to §§ 19 & 20 Course and Examination Regulation (CER); see appendix.
Qualification objectives of the module	<p>Students who have successfully participated in this module will be able to (in accordance with the study and examination regulations):</p> <ul style="list-style-type: none"> <li>– apply and transfer the theoretical knowledge they acquired during their studies to practical problems and use their academic knowledge to critically question their practical experience</li> <li>– describe processes and structures in the institution where they carry out the internship</li> <li>– analyse the purpose, position and strategies of the institution where they carry out their internship</li> <li>– put into context and reflect their own experiences in the institution, generate ideas from practice for their own (lifelong) learning and their bachelor thesis and critically question practice with the methods of their subject</li> <li>– identify problems and obstacles when trying to implement what they've learnt in practice and develop criteria for a successful transfer between theory and practice</li> <li>– draw up an implementation plan to support this transfer on the basis of self-evaluation of their own strengths and weaknesses and organise learning partnerships, networks to exchange experiences or follow-up measures</li> </ul>
Content of the module	– Contents in accordance with the study and examination regulations:

	<ul style="list-style-type: none"> <li>– Practical activity in an institution, company, association or comparable organisation.</li> <li>– Analytical reflection of practical experience</li> <li>– Identification of relevant questions for the Bachelor Thesis</li> <li>– Analysis of problems/obstacles when applying what they have learnt</li> <li>– Development of factors of success when transferring into practice</li> <li>– Development of an implementation plan</li> </ul>
Teaching and learning methods of the module	<ul style="list-style-type: none"> <li>– Practical activity</li> <li>– Mentoring by a professor for the preparation and the follow-up assignment and guidance with reflection during the activity</li> </ul>
Special features (e.g. online activities, event/company visits, guest speakers, etc.)	Guidance with reflection during the activity is provided online in the form of e-learning
Literature (Required reading/supplementary recommended reading)	<p>Appropriate use of the literature given in prior modules</p> <p>Recommended Reading:</p> <p>Danowski, William A. (2004): In the Field: A Guide for the Social Work Practicum. 2<sup>nd</sup> ed., Upper Saddle River: Prentice Hall</p>

## Bachelor Thesis including its Defence

**Status: June 2021**

Module-Nr./ Code	BACH
Module title	Bachelor Thesis including its Defence (in accordance with §§ 15 and 16 of the study and examination regulations)
Semester or trimester	6 <sup>th</sup> semester
Duration of module	Single semester
Course type (Mandatory, elective, etc.)	Mandatory
If relevant, course units within the module	
Frequency of module	Once a year
Entry requirements	The students must have acquired 150 ECTS credits. For preparation, please refer to the required and recommended literature in all prior modules, especially in SCIE and to the university's internal learning platform.
Applicability of the module	This module is applicable to all the Bachelor programs at Karlshochschule International University. It has connections to all earlier modules, especially to SCIE.
Person responsible for the module	Prof. Dr. Björn Bohnenkamp
Name(s) of the instructor(s)	Supervisor in accordance with § 15 parag. 4 of the study and examination regulations
Teaching language	English
Number of ECTS credits	12 (11 + 1)
Total workload and its breakdown (e.g. self-study and contact hours)	360 hours (thesis: 2 months plus preparation of the thesis defence)
Hours per week	

Assessment type / requirement for the award of credits	Bachelor Thesis (weighting: 80 %) and Defence of the Bachelor Thesis (weighting: 20 %) §§ 15 + 16 CER; see appendix
Grading & weighting of the grade within the total grade	16 % Grading according to §§ 19 & 20 Course and Examination Regulation (CER); see appendix.
Qualification objectives of the module	In accordance with § 15 parag. 1 and § 16 parag. 1 of the study and examination regulations students who have successfully participated in this module will be able to: <ul style="list-style-type: none"> <li>- investigate and answer an academic question independently using academic methods within a given time period</li> <li>- give an oral presentation (no slides) summarising the results of their work (max. 10 mins) and defend it with informed academic arguments in a discussion (max. 20 mins)</li> </ul>
Content of the module	Bachelor Thesis and defence of the Bachelor Thesis in accordance with §§ 15 and 16 of the study and examination regulations.
Teaching and learning methods of the module	Self-directed learning, support, if needed by the professor in charge
Special features (e.g. online activities, event/company visits, guest speakers, etc.)	
Literature (Required reading/supplementary recommended reading)	No special requirements, appropriate use of literature given in prior modules

## **Appendix**

Excerpt from the Study and Examination Regulations

### **§ 14 Forms of examinations**

- (1) Possible forms of examinations during the course of study are - without prejudice to different weighting - written examinations, tests, written assignment, seminar papers, essays, learner's portfolios, oral examinations, presentations, internship analysis, project work and case studies.
- (2) Written examinations are supervised written work. The duration of the examinations shall be at least 60 and at most 240 minutes in accordance with the respective module description. In written examinations, students shall demonstrate in a limited time and with limited aids that they have achieved the qualification objectives documented in the module descriptions.
- (3) Tests are written or oral quizzes. Their duration is 15, 30 or 45 minutes according to the respective module description. In tests, students should in particular prove that they are able to correctly reproduce, differentiate and apply what they have learned.
- (4) A written assignment is an independent written elaboration in which a scientific question is dealt with. The length of the student research project should be between 30,000 and 40,000 characters including spaces (+/- 15%). In seminar papers, students should prove that they can scientifically work on a problem corresponding to the qualification goals of the respective module.
- (5) A seminar paper consists of an independent, in-depth written examination of a topic from the work context of the module, taking into account the relevant scientific literature, as well as a presentation and a discussion of the paper and its results. The written paper should comprise between 16,000 and 24,000 characters including spaces (+/- 15%); the oral presentation and the discussion together should not exceed 20 minutes. In the presentation, the students prove that they are able to deal with a specific subfield in depth, to structure the chosen topic, to process the state of the literature and to present the findings and results in an oral presentation.

- (6) An essay is a critical examination of a scientific position. The essay should contain between 10,000 and 20,000 characters including spaces (+/- 15%). With essays, students show that they are able to present scientific positions, weigh them up against each other argumentatively, question them critically, take a stand independently and make connections.
- (7) A learner's portfolio is a written presentation of the student's own work, selected by the student according to previously defined criteria, with which he or she demonstrates his or her learning progress and level of achievement at a certain point in time and in relation to a defined content. The selection of the work, its relation to the student's own learning progress and its significance for the achievement of the qualification objectives must be justified. In the learning portfolio, students should prove that they have taken responsibility for their learning process and have achieved the qualification objectives documented in the module description. Depending on the module description, the components of successful self-learning checks of the learning portfolio can be, in particular, works with application relevance, websites, weblogs, bibliographies, analyses, thesis papers as well as graphical preparations of an issue or a question. The learning portfolio usually comprises 40,000 to 60,000 characters including spaces (+/- 15%).
- (8) An oral examination is a time-limited examination discussion on specific topics and concrete questions to be answered. In oral examinations, students should prove that they have achieved the qualification objectives documented in the module descriptions, recognise the interrelationships of the examination area and are able to classify specific questions in these interrelationships. The duration of the examination shall be at least 10 and at most 20 minutes. The essential subjects and the result of the examination shall be recorded in a protocol. The result shall be communicated immediately.
- (9) A presentation is a systematic, structured oral presentation visually supported by suitable media (such as beamers, slides, posters, videos), in which specific topics or results are illustrated and summarised and complex issues are reduced to their essential core.

(10) The internship analysis is an analysis of the internship position with the help of the qualifications acquired during the studies. The subject of the analysis is the strategy, the business model or the organisational purpose, the value chain or the political processes or an equivalent field of investigation of the internship position and a classification/reflection of one's own experience in the internship. The internship analysis consists of a systematic, structured oral presentation visually supported by appropriate media, followed by a discussion and a written management summary. The written presentation should be between 6,000 and 10,000 characters including spaces (+/- 15%); the oral presentation and the discussion together should not exceed 20 minutes. In the internship analysis, students should show that they are able to transfer the theoretical knowledge acquired in their degree programme to practical problems and to scientifically scrutinise their practical experience, as well as the processes and structures of the practical workplace.

If a 6-month compulsory internship is planned in the degree programme, the management summary in the appendix must be supplemented by a topic-specific analysis with a length of between 5,000 and 8,000 characters including punctuation marks (+/- 15%). Details are specified in the module description.

(11) The course-related project work is a group work with which a defined goal is to be achieved in an interdisciplinary manner in several phases (initiation, problem definition, role allocation, idea generation, criteria development, decision, implementation, presentation, written evaluation) in a defined time. In the project work, the students should prove that they are able to solve complex tasks from their professional field in a team. The contribution to be assessed as examination performance in each case must be clearly individually recognisable and assessable. This also applies to the individual contribution to the group result. Project work includes a presentation of the results. The essential objects and results of the project work as well as the reasons for the assessment shall be recorded in a protocol. The result shall be communicated immediately.

(12) A case study is a written treatment of a case study. The duration of the processing shall be at least 36 and at most 60 hours in accordance with the respective module description. In case studies, students shall prove that they are

able to master an entrepreneurial design task in a limited period of time with the help of their analytical knowledge and methodological competences corresponding to the qualification objectives.

- (13) Other forms of course-related examinations are permissible with the consent of the examination board. They must be announced to the university public before the beginning of the semester, stating the assessment criteria and processing time.
- (14) The assessment procedure for written examinations shall not exceed four weeks.

## **§ 18a Award of ECTS credits**

- (1) ECTS credit points are granted for a module if the in the module description intended performance in connection with these examination regulations is proven.
- (2) The award of ECTS credit points does not necessarily require an examination, but the successful completion of the respective module.

## **§ 19 Assessment of examination results, module grades, overall grade**

A Assessment of the examination performance

- (1) The grades for the individual examination performances to be graded are determined by the respective examiners. The following grade levels are to be used:
  - 1 = very good (excellent performance)
  - 2 = good (performance significantly above average)
  - 3 = satisfactory (performance that meets average requirements)  
meets)
  - 4 = sufficient (performance which, despite its deficiencies, still  
meets the requirements)
  - 5 = insufficient (performance that no longer meets the requirements  
due to significant deficiencies)

For the differentiated evaluation of the graded examination performances, intermediate values with one decimal place are permissible.

- (2) A graded module is successfully completed if the module examination has been assessed with at least "sufficient" (4.0), an ungraded module is successfully completed if the module examination has been assessed with "passed" or if the performances provided for in the module description have been proven.
- (3) If an ungraded examination performance is assessed by several examiners, it is deemed to have been completed if it has been assessed as "passed" by each examiner. If a graded examination is assessed by several examiners, it is deemed to have been passed if it has been assessed with at least "sufficient" (4.0) by each examiner.
- (4) If a graded examination performance is assessed by several examiners with at least the grade "sufficient" (4.0), the grade of the examination performance

is calculated from the arithmetic mean of the grades awarded by the examiners in accordance with paragraph 1.

#### B Module grades

- (5) The module grade is calculated from the weighted average of the grades of all associated graded examinations. The weighting is regulated in the module description. This also applies to the Bachelor's thesis and its defence. Paragraph 1, sentences 2 and 3 apply accordingly.

#### C Overall grade

- (6) The Bachelor's examination is passed if the module examinations of all modules specified in the respective curriculum overviews in the special section and the Bachelor's thesis including its defence have been passed. Certificates of achievement in additional voluntary modules are not taken into account.
- (7) The overall grade is calculated from the weighted average of the module grades and the grade for the Bachelor's thesis including its defense. Paragraph 1, sentences 2 and 3 apply accordingly. The individual module grades and the Bachelor's thesis including its defence are weighted as follows within the framework of the overall Bachelor's grade:
- Each module grade is included in the overall grade with the percentage corresponding to the number of ECTS points assigned to the module multiplied by 0.5.
  - The Bachelor's thesis, including its defence, is included in the overall grade with a percentage of 16 %.
  - Insofar as study and examination achievements are credited in accordance with § 5 Para. 4 Sentence 2, but are not included in the calculation of the overall grade due to the lack of identity of the grading systems, or insofar as modules are only assessed as "passed" / "failed", the weighting of the remaining module grades in each case results from the multiplication of the ECTS points assigned to the module by 90 % divided by the total number of ECTS points included in the calculation:

- The correspondingly calculated weight of the Bachelor's thesis including its defence is increased by 10 %:

$$\frac{12 \times 90 \%}{\text{Gesamtzahl der in die Berechnung eingehenden ECTS Punkte}} + 10 \%$$

(8) The overall grade is:

- With an average up to and including 1.5  
= very good;
  - with an average of 1,6 up to and including 2,5  
= good;
  - with an average of 2.6 up to and including 3.5  
= satisfactory;
  - with an average of 3.6 up to and including 4.0  
= sufficient;
- if such an average is not reached = not sufficient.

(9) In the case of outstanding performance (overall grade of at least 1.3), the overall grade "passed with distinction" is awarded.

## **§ 20 Bachelor's Certificate, Bachelor's Degree, Certificate, Diploma Supplement**

- (1) A certificate is issued for the passed Bachelor examination. The module grades and the ECTS credits allocated to the modules, the topic of the Bachelor thesis and the overall grade are to be included in the certificate.
- (2) In addition, a relative ECTS overall grade will be included in the transcript. Thereafter, the successful students will receive the grade
  - A the best 10 %
  - B the next 25
  - C the next 30
  - D the next 25
  - E the next 10%.

The reference group for the calculation of relative grades is all students of the current and the two preceding cohorts of the degree program. If a degree program has not yet completed the years required according to sentence 3, the graduates of the current and the two preceding year cohorts of all Bachelor's degree programs at Karlshochschule International University are

used as the reference group.

- (3) The certificate shall bear the date of the last examination. It shall be signed by the President and by a member of the Examining Board. On request, an English translation of the certificate will be provided.
- (4) Karlshochschule International University Karlsruhe awards the degree "Bachelor of Arts (B.A.)" after passing the Bachelor's examination.
- (5) At the same time as the certificate, the certificate of the Bachelor's degree with the date of the certificate is handed out. This certifies the award of the Bachelor's degree. The certificate is signed by the President and bears the seal of Karlshochschule International University Karlsruhe.
- (6) In addition, the graduate is issued with a "Diploma Supplement" in English, which contains information on the course content, the course of study and the academic and professional qualifications acquired with the degree, as well as the overall grade according to Paragraph 1 and the relative ECTS overall grade according to Paragraph 2. Certificates of achievement from additional modules are shown separately.
- (7) The "Diploma Supplement" bears the date of the certificate and is signed by a member of the examination board.