



FRIEDRICH-ALEXANDER  
UNIVERSITÄT  
ERLANGEN-NÜRNBERG

PHILOSOPHISCHE FAKULTÄT  
UND FACHBEREICH THEOLOGIE

# Module Handbook

## M.A.

# Development Economics and International Studies

September 22, 2021

***Note for prospective students:***

Regional, elective, and elective complementary modules may be subject to change. Seminars can be taken from the second semester onwards. Whether a course is a seminar or a lecture (with tutorial) is stated in the module description. For further information, please visit the program's website (<https://www.madeis.study.fau.eu/>).

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***Important note:***

Students are allowed and encouraged to take courses from other disciplines that are related to the content of the MA DEIS. This allows students to structure the curriculum of the MA DEIS individually based on their personal interests and needs. Students can take, for example, MA level courses in political science, sociology, philosophy, international studies, as well as MA level courses offered by the School of Business and Economics. These courses need to be approved by the MA DEIS coordinator.

Students may also take language courses as complementary elective modules. Language courses do not require separate approval.

## Example Curriculum

	Module title	Course type	Hours/week			ECTS	Form of assessment
			L	T	S		
1	Statistics Refresher course	Lecture + Tutorial	2	1		5	Written exam
	Introduction to Stata	Lecture	1			2,5	Course achievement w/o grade
	Research Methods I	Lecture + Tutorial	2	1		5	Written exam
	Development Economics I	Lecture + Tutorial	2	1		5	Written exam
	International Economics I	Lecture + Tutorial	2	1		5	Written exam
	Elective Module I	Lecture + Tutorial	2	(1)		5	Written exam
	Elective Complementary Modules III	Varying course types; e.g. language course	1-2			2,5	Course achievement w/o grade
2	International Economics II	Seminar			2	5	presentation & term paper
	Development Economics II	Lecture + Tutorial	2	1		5	Written exam
	Research Methods II	Lecture + Tutorial	2	1		5	Written exam
	International Business Ethics I	Lecture + Tutorial	2	1		5	Written exam
	Advanced Topics in Stata	Lecture	1			2,5	Course achievement w/o grade
	Regional Module I	Lecture + Tutorial or Seminar	(2)	(1)	(2)	5	Written exam or presentation & term paper
	Elective Module II	Lecture + Tutorial or Seminar	(2)	(1)	(2)	5	Written exam or presentation & term paper
3	International Business Ethics II	Lecture and Tutorial or Seminar	(2)	(1)	(2)	5	Written exam or presentation & term paper
	Regional Module II	Lecture + Tutorial or Seminar	(2)	(1)	(2)	5	Written exam or presentation & term paper
	Elective Module III	Lecture + Tutorial or Seminar	(2)	(1)	(2)	5	Written exam or presentation & term paper
	Elective Module IV	Lecture + Tutorial or Seminar	(2)	(1)	(2)	5	Written exam or presentation & term paper
	Elective Complementary Modules IV	Varying course types	2-3			5	Course achievement w/o grade
	Elective Complementary Modules V	Varying course types; e.g. language course	1-2			2,5	Course achievement w/o grade
4	Master Thesis					30	Master thesis (50 – 70 pages)

*Note:* Students are expected to acquire 30 ECTS on average in each semester, i.e. students may acquire less (or more) than 30 ECTS in a given semester. Students may also earn up to 10 ECTS for completing an internship during their studies that is related to the DEIS program. (Students may request leave from the university for one semester.) For further information, please see [Frequently Asked Questions](#).

# **Compulsory Modules**

## Development Economics I (Winter semester)

1	<b>Module name</b>	<b>Development Economics I</b>	<b>5 ECTS</b>
2	<b>Courses</b>	Lecture (2 SWS), Tutorial (1 SWS)	
3	<b>Teaching Staff</b>	Dr. Marcello Pérez-Alvarez	

4	<b>Module Coordinator</b>	Prof. Christine Binzel	
5	<b>Syllabus Outline</b>	<p>The courses Development Economics I and II give students an introduction to the economics of developing countries. A significant part of the course will be devoted to discussing recent empirical work that draws on survey and other data from developing countries. In doing so, the course will provide students with an overview of the state-of-the-art in the field. Covered topics include, amongst others, history/institutions, poverty, financial services, education, health, governance, and corruption.</p> <p>The majority of empirical papers will be concerned with establishing causal relationships, such as the effect of school inputs on educational outcomes or the effect of microfinance on poverty. Therefore, both experimental and quasi-experimental methods will be introduced.</p>	
6	<b>Educational goals and Learning outcome</b>	Students (1) achieve an understanding of key concepts in development economics, (2) learn about experimental and quasi-experimental methods in (development) economics research, (3) gain an overview of the state-of-the-art research in the field, and (4) strengthen their skills in how to critically read and assess applied microeconomic work.	
7	<b>Prerequisites</b>	None.	
8	<b>Intended stage in the degree course</b>	First semester (Winter term)	
9	<b>Courses of study for which the module is acceptable</b>	Compulsory module for: "M.A. Development Economics and International Studies"; Elective module for "MA Nahoststudien"	
10	<b>Assessment and examinations</b>	Written exam (60 minutes)	
11	<b>Calculation of the grade for the module</b>	Written exam (100%)	
12	<b>Frequency of offer</b>	Every winter term	
13	<b>Exam retakes</b>	Failed exams can be retaken twice.	
14	<b>Workload</b>	Class time:	45 hours
		Study time:	105 hours
15	<b>Duration</b>	1 semester	
16	<b>Teaching and examination language</b>	English	
17	<b>Preparatory reading / reading list</b>	Main Textbook: Alain de Janvry, and Elisabeth Sadoulet. 2015. Development Economics: Theory and Practice, Routledge. Further reading, in particular research articles, will be provided during class.	

## Development Economics II (Summer semester)

1	<b>Module name</b>	<b>Development Economics II</b>	<b>5 ECTS</b>
2	<b>Courses</b>	Lecture (2 SWS), Tutorial (1 SWS)	
3	<b>Teaching Staff</b>	Prof. Christine Binzel	

4	<b>Module Coordinator</b>	Prof. Christine Binzel	
5	<b>Syllabus Outline</b>	<p>The courses Development Economics I and II give students an introduction to the economics of developing countries. A significant part of the course will be devoted to discussing recent empirical work that draws on survey and other data from developing countries. In doing so, the course will provide students with an overview of the state-of-the-art in the field. Covered topics include, amongst others, history/institutions, poverty, financial services, education, health, governance, and corruption.</p> <p>The majority of empirical papers will be concerned with establishing causal relationships, such as the effect of school inputs on educational outcomes or the effect of microfinance on poverty. Therefore, both experimental and quasi-experimental methods will be introduced.</p>	
6	<b>Educational goals and Learning outcome</b>	Students (1) achieve an understanding of key concepts in development eco-nomics, (2) learn about experimental and quasi-experimental methods in (development) economics research, (3) gain an overview of the state-of-the-art research in the field, and (4) strengthen their skills in how to critically read and assess applied microeconomic work.	
7	<b>Prerequisites</b>	None. Recommended: <i>Development Economics I</i> .	
8	<b>Intended stage in the degree course</b>	Second semester (summer term)	
9	<b>Courses of study for which the module is acceptable</b>	Compulsory module for: "M.A. Development Economics and International Studies", Elective module for "MA Nahoststudien"	
10	<b>Assessment and examinations</b>	Written exam (60 minutes)	
11	<b>Calculation of the grade for the module</b>	Written exam (100%)	
12	<b>Frequency of offer</b>	Every summer term	
13	<b>Exam retakes</b>	Failed exams can be retaken twice.	
14	<b>Workload</b>	Attendance	45 hours
		Self - study	105 hours
15	<b>Duration</b>	1 semester	
16	<b>Teaching and examination language</b>	English	
17	<b>Preparatory reading / reading list</b>	Main Textbook: Alain de Janvry, and Elisabeth Sadoulet. 2015. Development Economics: Theory and Practice, Routledge. Further reading, in particular research articles, will be provided during class.	

## International Economics I (Winter semester)

1	<b>Module name</b>	<b>International Economics I</b>	<b>5 ECTS</b>
2	<b>Courses</b>	Lecture (2 SWS), Tutorial (1 SWS)	
3	<b>Teaching Staff</b>	Karrar Hussain, PhD	

4	<b>Module Coordinator</b>	Karrar Hussain, PhD	
5	<b>Syllabus Outline</b>	<p>This course has two main parts. The first part introduces students to the theoretical models of trade which explain the rationale, pattern, and effect of trade on the participant countries. The second part of the course focuses on trade policy. Here the various instruments of trade policy are analyzed, the political economy of trade policy introduced and finally the debates in trade policy are highlighted from the perspective of the developing world. The contents are divided into three main parts:</p> <ul style="list-style-type: none"> <li>• Trade models</li> <li>• Instruments of trade policy</li> <li>• Political economy of trade policies.</li> </ul>	
6	<b>Educational goals and Learning outcome</b>	<p>This module aims for students to learn and explain how economic theory can be used to understand the reasons why countries trade with each other and the welfare impact of this trade on the countries as a whole and on groups (consumers, producers, government) within these.</p> <p>The second objective is to introduce students to the menu of policy interventions and instruments available to countries used to limit or enhance trade so that they understand the impact of these policies on economic welfare of the country and the various groups within a country. The political economy aspect of trade policy will also be covered with the objective of informing students about the role of competing interests and lobbying behavior in policy making.</p>	
7	<b>Prerequisites</b>	Basic microeconomics knowledge and mathematical sophistication are strongly recommended.	
8	<b>Intended stage in the degree course</b>	First semester (winter semester)	
9	<b>Courses of study for which the module is acceptable</b>	Compulsory module for: "M.A. Development Economics and International Studies"; Elective module for "MA Nahoststudien"	
10	<b>Assessment and examinations</b>	Final Examination (75 minutes)	
11	<b>Calculation of the grade for the module</b>	Final Written Examination: 100%	
12	<b>Frequency of offer</b>	Yearly (winter semester)	
13	<b>Exam retakes</b>	Failed exams can be retaken twice.	
14	<b>Workload</b>	Class time:	45 hours
14		Study time:	105 hours
15	<b>Duration</b>	One semester	



16	<b>Teaching and examination language</b>	English
17	<b>Preparatory reading / reading list</b>	Paul R. Krugman, Maurice Obstfeld, Marc J. Melitz (2018): International Economics. Theory and Policy, 11th ed., Pearson, Chapters 1-12.

## International Economics II (Summer semester)

1	<b>Module name</b>	<b>International Economics II</b>	<b>5 ECTS</b>
2	<b>Courses</b>	Seminar (2 SWS) (mandatory attendance)	
3	<b>Teaching Staff</b>	Karrar Hussain, PhD	

4	<b>Module Coordinator</b>	Karrar Hussain, PhD
5	<b>Syllabus Outline</b>	The course is designed as a graduate seminar in international trade for the students who already have the background of "International Economics I". Student in the course works on an assigned topic focusing on one of the central questions or certain policy challenge of international trade. Depending on the total enrolment, group of minimum two or maximum three students present their arguments, findings and policy recommendation(s) for a maximum of 45 minutes. Each group presentation is followed by class in-depth discussion. Based on the material/topic prepared for the assignment, group prepare a joint research paper.
6	<b>Educational goals and Learning outcome</b>	<p>This module aims for students to understand and explain how economic theory can be used to understand the reasons why countries trade with each other and the welfare impact of this trade on the countries as a whole and on groups (consumers, producers, government) within these.</p> <p>The second objective is to develop students' skill in the following area:</p> <p><b>Subject-specific skills:</b></p> <ul style="list-style-type: none"> <li>• Students apply theoretical models and acquire specialized and in-depth knowledge on a particular topic related to international trade in developing countries.</li> <li>• Students apply policy analysis and conduct in-depth research (independently or in pairs) to examine complex dynamics driving international trade and evaluate impacts on various socio-economic variables.</li> <li>• Students develop independent ideas and concepts to explain patterns of international trade, evaluate impacts, and draw informed conclusions.</li> </ul> <p><b>Learning and methodological skills:</b></p> <ul style="list-style-type: none"> <li>• Students answer independently a research question related to the seminar topic. They do this by carrying out (independently or in pairs) in-depth research that involves gathering, analysing and interpreting documents and scientific literature related to the research questions to better understand the drivers, barriers and impacts of trade on a range of variables.</li> <li>• Students plan and implement the research project in new and interdisciplinary contexts. As such, they also reflect on</li> </ul>

		<p>the learning process and expand their knowledge of appropriate methods.</p> <ul style="list-style-type: none"> <li>• Students apply scientific standards for writing, argumentation, and citation.</li> </ul> <p><b>Personal skills:</b></p> <ul style="list-style-type: none"> <li>• Students write and present complex, subject specific content clearly, effectively and based on scientific standards</li> <li>• Students reflect upon personal strengths and weaknesses regarding analytical, presentation and writing skills, and plan personal development accordingly.</li> </ul> <p><b>Social skills:</b></p> <ul style="list-style-type: none"> <li>• Students work cooperatively and responsibly and critically reflect upon and improve their own co-operative behavior.</li> <li>• Students communicate clearly and respectfully their arguments and points of view in classroom.</li> <li>• Students give fellow students constructive feedback on their research papers and presentations.</li> </ul>
7	<b>Prerequisites</b>	None. Basic microeconomics knowledge and mathematical sophistication are strongly recommended.
8	<b>Intended stage in the degree course</b>	Second semester (summer semester).
9	<b>Courses of study for which the module is acceptable</b>	Compulsory module for “MA in Development Economics and International Studies”, Elective module for “MA Nahoststudien”
10	<b>Method of examination</b>	tba
11	<b>Calculation of the grade for the module</b>	Written assignment (ca. 15 pages) and presentation (45-60 minutes).
12	<b>Frequency of offer</b>	Yearly (summer semester)
13	<b>Exam retakes</b>	Failed exams can be retaken twice.
14	<b>Workload</b>	Class time: 30 hours
		Study time: 120 hours
15	<b>Duration</b>	One semester
16	<b>Teaching and examination language</b>	English
17	<b>Preparatory reading / reading list</b>	<ul style="list-style-type: none"> <li>• Paul R. Krugman, Maurice Obstfeld, Marc J. Melitz (2018): International Economics. Theory and Policy, 11th ed., Pearson, Chapters 1-12.</li> <li>• Robert C. Feenstra, Alan M. Taylor (2017): International Trade, 4th ed., Worth Publishers, Chapters 1-11.</li> <li>• Assigned articles.</li> </ul>

## Research Methods I (Winter semester)

1	<b>Module name</b>	<b>Research Methods I</b>	<b>5 ECTS</b>
2	<b>Courses</b>	Lecture (2 SWS), Tutorial (1 SWS)	
3	<b>Teaching Staff</b>	Prof. Dr. Andreas Landmann	

4	<b>Module Coordinator</b>	Prof. Dr. Andreas Landmann	
5	<b>Syllabus Outline</b>	<ol style="list-style-type: none"> <li>1. Data</li> <li>2. Simple Regression Model</li> <li>3. Multiple Regression Model</li> <li>4. Regression Diagnostics</li> <li>5. Instrumental Variables Regression</li> <li>6. Panel Data Methods</li> </ol>	
6	<b>Educational goals and Learning outcome</b>	<p>Students are equipped with the core models and techniques in econometrics (including simple and multiple regression analysis, panel data methods, instrumental variables, and time series methods) so that they are able to understand empirical papers in economics and to conduct quantitative studies. They apply the models to economic data and interpret the results both from a statistical and economic point of view. Methodological skills that the students acquire are to conduct hypothesis tests of model parameters and to evaluate the goodness of fit and to select optimal estimators of models. In the tutorials, students present and critically discuss empirical estimates of quantitative models.</p>	
7	<b>Prerequisites</b>	None	
8	<b>Intended stage in the degree course</b>	First semester	
9	<b>Courses of study for which the module is acceptable</b>	Compulsory module for "M.A. Development Economics and International Studies"	
10	<b>Assessment and examinations</b>	Written exam (60 minutes)	
11	<b>Calculation of the grade for the module</b>	Written exam 100%	
12	<b>Frequency of offer</b>	Every winter semester	
13	<b>Exam retakes</b>	Failed exams can be retaken twice.	
14	<b>Workload</b>	Class time:	42
		Study time:	Reading 42 Exercises 42 Preparation for exam 24
15	<b>Duration</b>	One semester	
16	<b>Teaching and examination language</b>	English	
17	<b>Preparatory reading / reading list</b>	Wooldridge, J. M., Introductory Econometrics: A Modern Approach, 6th ed., Cengage Learning, 2015	

## Research Methods II (Summer semester)

1	<b>Module name</b>	<b>Research Methods II</b>	<b>5 ECTS</b>
2	<b>Courses</b>	Lecture (2 SWS), Tutorial (1 SWS)	
3	<b>Teaching Staff</b>	Prof. Dr. Andreas Landmann	

4	<b>Module Coordinator</b>	Prof. Dr. Andreas Landmann
5	<b>Syllabus Outline</b>	<ul style="list-style-type: none"> <li>• Recap of basics from <i>Research Methods I</i></li> </ul> <p>Quasi-Experimental Methods:</p> <ul style="list-style-type: none"> <li>• Propensity Score Matching</li> <li>• Difference-in-difference</li> <li>• Regression-Discontinuity Design</li> </ul> <p>Randomized Control Trials (RCTs):</p> <ul style="list-style-type: none"> <li>• Motivation, History, and Ethics</li> <li>• Theory of Change and building hypotheses</li> <li>• Data and Measurement</li> <li>• Randomization techniques</li> <li>• Designing an RCT</li> <li>• Inference and power calculations</li> </ul>
6	<b>Educational goals and Learning outcome</b>	Based on the core models and techniques from Research Methods I, students are equipped with a sound understanding about modern econometric methods to analyze causal questions in quantitative research. This comprises both quasi-experimental as well as experimental methods, which are most commonly used in empirical research in economics. Students gain an understanding of the assumptions, advantages, and disadvantages related to different methods. Also, they apply the models to economic data and interpret the results both from a statistical as well as from an economic point of view. They also gain insights into running field research. In the tutorials, students present and critically discuss empirical estimates of quantitative models.
7	<b>Prerequisites</b>	Since the seminar builds on the quantitative techniques that are the subject matter of <i>Research Methods I</i> it is strongly recommended that students take the course before enrolling in <i>Research Methods II</i> .
8	<b>Intended stage in the degree course</b>	Second semester (summer term)
9	<b>Courses of study for which the module is acceptable</b>	Compulsory module for "M.A. Development Economics and International Studies"
10	<b>Assessment and examinations</b>	Written exam (60 minutes)
11	<b>Calculation of the grade for the module</b>	Written exam 100%
12	<b>Frequency of offer</b>	Every summer semester
13	<b>Exam retakes</b>	Failed exams can be retaken twice.

14	<b>Workload</b>	Class time:	42 hours
		Study time:	Reading 42 hours Exercises 42 hours Preparation for exam 24 hours
15	<b>Duration</b>	One semester	
16	<b>Teaching and examination language</b>	English	
17	<b>Preparatory reading / reading list</b>	<ul style="list-style-type: none"> <li>• Angrist, Joshua D., and Jörn-Steffen Pischke. 2009. Mostly Harmless Econometrics: An Empiricist's Companion. Princeton, NJ: Princeton University Press</li> <li>• Gertler, Paul J., Sebastian Martinez, Patrick Premand, Laura B. Rawlings, and Christel M. J. Vermeersch. 2011. Impact Evaluation in Practice. The World Bank. <a href="http://tinyurl.com/kbgwv9p">http://tinyurl.com/kbgwv9p</a>.</li> <li>• Glennerster, Rachel., and Kudzai Takavarasha. 2013. Running Randomized Evaluations: A Practical Guide. Princeton University Press. doi:10.2307/j.ctt4cgd52.</li> </ul>	

## International Business Ethics I (Summer semester)

1	<b>Name of Module</b>	<b>International Business Ethics I</b>	<b>5 ECTS</b>
2	<b>Courses</b>	Lecture (2 SWS), Tutorial (1 SWS)	
3	<b>Teaching Staff</b>	Prof. Dr. Matthias S. Fifka	

4	<b>Module Coordinator</b>	Prof. Dr. Matthias S. Fifka	
5	<b>Syllabus Outline</b>	<p>After the corporate scandals at the beginning of the new millennium and the recent financial crisis, the call for an ethical management of businesses, especially multinational corporations, has increased dramatically.</p> <p>In this course, we will look at the broad area of business ethics. As a theoretical foundation, ethical theories will be considered and concepts like sustainability, corporate social responsibility, and corporate citizenship will be analyzed.</p> <p>Moreover, in the age of globalization, business increasingly takes place in an environment, where political and cultural boundaries that challenge corporate values are constantly crossed. Businesses are constantly confronted with issues such as environmental depletion, poverty, child labor, bribery and corruption, ethnic and religious discrimination, censorship and privacy issues, fair trade and consumer boycotts, just to mention a few.</p> <p>Thus, we will address, e.g., the challenges that organizations are confronted with when trying to do business ethically, what it takes to be a good corporate citizen, and how companies can deal with stakeholder demands.</p>	
6	<b>Educational goals and Learning outcome</b>	<p>In this lecture, students...</p> <ul style="list-style-type: none"> <li>• acquire basic knowledge on ethics and business ethics;</li> <li>• understand important ethical theories and apply them to practical examples;</li> <li>• understand important concepts such as corporate social responsibility and sustainability;</li> <li>• learn how to address the challenges that organizations are confronted with when trying to do business ethically;</li> <li>• critically reflect what it takes to be a good corporate citizen</li> <li>• develop strategies to deal with stakeholder demands</li> <li>• learn how to implement corporate governance in an organization.</li> </ul>	
7	<b>Prerequisites</b>	None	
8	<b>Intended stage in the degree course</b>	Second semester (summer term)	
9	<b>Courses of study for which the module is acceptable</b>	Compulsory module for "M.A. Development Economics and International Studies"	
10	<b>Assessment and examinations</b>	Written exam (60 minutes)	
11	<b>Calculation of the</b>	Written exam (100 %)	

12	<b>Frequency of offer</b>	Every summer semester
13	<b>Exam retakes</b>	Failed exams can be retaken twice.
14	<b>Workload</b>	Attendance: 45 hours Self-study: 105 hours
15	<b>Duration</b>	1 semester.
16	<b>Teaching and examination language</b>	English
17	<b>Preparatory reading / reading list</b>	<ul style="list-style-type: none"> <li>• Crane A. &amp; Matten, D. (2019) "Business ethics: Managing Corporate Citizenship and Sustainability in the Age of Globalization", 5th Edition, Oxford University Press: Oxford.</li> <li>• Melé, D. (2020) "Business ethics in action: Managing human excellence in organizations", 2nd Edition, Red Globe Press: London.</li> <li>• Austin, J.; Stevenson, H. &amp; Wei- Skillern, J. (2006) "Social and commercial entrepreneurship: same, different, or both?" Entrepreneurship, Theory and Practice, 30 (1): 1-22.</li> <li>• Enderle, G. (2000) "Business Ethics in the Intercultural and Global Context: A conceptual framework", Zeitschrift für Wirtschafts- und Unternehmensethik / Journal for Business, Economics &amp; Ethics, 1(3): 263-285.</li> <li>• Fifka, M. &amp; Loza Adai, C. (2015) "Managing stakeholders for the sake of business and society", in O'Riordan, L.; Zmuda, P. &amp; Heinemann, S. (Eds.) New Perspectives on Corporate Social Responsibility. Locating the Missing Link, Springer Gabler: Wiesbaden, pp. 71-88.</li> <li>• Friedman, M. (1970) "The Social Responsibility of Business Is to Increase Its Profits." The New York Times Magazine.</li> <li>• Garriga, E. and Melé, D. (2004) "Corporate Social Responsibility Theories: Mapping the Territory", Journal of Business Ethics, 53: 51-71</li> <li>• Grant, C. (1991) "Friedman fallacies", Journal of Business Ethics, 10: 907-914.</li> <li>• Trevino, L.K. and Brown, M.E. (2004) "Managing to be Ethical: Debunking Five Business Ethics Myths", Academy of Management Executive, 18 (2): 69-81.</li> </ul> <p>Case Studies</p> <ul style="list-style-type: none"> <li>• Bigus, P. (2012) "Greenpeace's Unfriend Coal Campaign and Facebook", Richard Ivey School of Business.</li> <li>• Bodrock, P. (2005) The Shakedown. Harvard Business Review</li> <li>• Crane A. &amp; Matten, D. (2010) Producing Toy's – Child's Play? In Crane A. &amp; Matten, D. "Business ethics: Managing Corporate Citizenship and Sustainability in the Age of Globalization", 3rd Edition, Oxford University Press: Oxford, p. 99.</li> <li>• Eccles, R.G.; Serafeim, G. &amp; Andrews, P. (2013) "Mandatory environmental, social, and governance disclosure in the European Union", Harvard Business School.</li> </ul>



## International Business Ethics II (Winter semester)

1	<b>Name of Module</b>	<b>International Business Ethics II</b>	<b>5 ECTS</b>
2	<b>Courses</b>	Seminar (2 SWS) (mandatory attendance)	
3	<b>Teaching Staff</b>	Prof. Dr. Matthias S. Fifka	
4	<b>Module Coordinator</b>	Prof. Dr. Matthias S. Fifka	
5	<b>Syllabus Outline</b>	<p>This seminar builds on the foundation laid throughout International Business Ethics I (IBE I) held in the summer semester. As in IBE I, the theoretical foundation of business ethics, corporate social responsibility (CSR) and sustainability was laid, it is the purpose of International Business Ethics II (IBE II) to address the practical implementation of these concepts.</p> <p>Despite the fact that CSR and sustainability are given increasing attention in all realms of society, many for-profit and non-profit-organizations have not succeeded in implementing sustainability and CSR on a strategic level. Instead, their efforts remain cosmetic or “window-dressing”, as Milton Friedman called it, and thus do not contribute a significant value to the organization and society. In these cases, CSR and sustainability usually do not reach the core business and remain outside of the value chain.</p>	
6	<b>Educational goals and Learning outcome</b>	<p>Many of the following skills can only be obtained through the active participation of students in class during the seminar. Therefore, their presence during the seminar sessions is a precondition for a successful skill development process.</p> <p>In this seminar, students</p> <ul style="list-style-type: none"> <li>• learn how to develop a coherent CSR strategy for a company</li> <li>• analyze the megatrends that will have a major impact on business in the 21<sup>st</sup> century</li> <li>• learn how to assess the strengths and weaknesses of a company when developing a CSR strategy</li> <li>• learn how to implement CSR in the different functional areas of a company by solving case studies</li> <li>• learn how to measure and to communicate CSR to internal and external stakeholders</li> <li>• learn and practice how to communicate clearly and respectfully their arguments and points of view in classroom.</li> <li>• provide constructive feedback on the presentations of their fellow students.</li> <li>• reflect upon their own behavior as part of the global business community under consideration of fundamental ethical questions.</li> <li>• learn and practice how to present clearly and effectively a particular issue related to the international business ethics discussion.</li> </ul>	

7	<b>Prerequisites</b>	It is strongly recommended that students previously participated in the course <i>International Business Ethics I</i> in order to have obtained the necessary foundations.
8	<b>Intended stage in the degree course</b>	Third semester (winter term)
9	<b>Courses of study for which the module is acceptable</b>	Compulsory module for "M.A. Development Economics and International Studies"
10	<b>Assessment and examinations</b>	Presentation (45 minutes); Written assignment (app. 15 pages)
11	<b>Calculation of the grade for the module</b>	Written assignment (66 %) and presentation (33 %)
12	<b>Frequency of offer</b>	Every winter semester
13	<b>Exam retakes</b>	Failed exams can be retaken twice.
14	<b>Workload</b>	Attendance: 30 hours Self-study: 120 hours
15	<b>Duration</b>	1 semester
16	<b>Teaching and examination language</b>	English
17	<b>Preparatory reading / reading list</b>	<ul style="list-style-type: none"> <li>• Porter M.E. and Kramer, M.R. (2006) "Strategy and Society: The Link Between Competitive Advantage and Corporate Social Responsibility." Harvard Business Review 84 (12) 42-56</li> <li>• Kakabadse, N.; Kakabadse, A.P. and Lee-Davies, L. (2009) "CSR-Leaders Road Map." Corporate Governance: The International Journal of Business in society 9(1)50-57.</li> <li>• Fifka, M. and Loza Aduai, C. (2014). "Managing Stakeholders for the Sake of Business and Society" in O'Riordan, L.; Zmuda, P. &amp; Heinemann, S. (Eds.) New Perspectives on Corporate Social Responsibility. Locating the Missing Link, Springer Gabler: Wiesbaden, pp. 71-88</li> <li>• Iyer and Donovan (2012) "Urbanizing China." Harvard Business Publishing.</li> <li>• Smith, N.C.: Read, D. And López-Rodríguez, S. (2010) "Consumer Perceptions of Corporate Social Responsibility." INSEAD Working Paper N^2010/16/INSEAD. Social Innovation Centre.</li> <li>• Galbreath, J. 2009. "Building Corporate Social Responsibility into Strategy." European Business Review 21(2) 109-127</li> <li>• OECD (2009). "Implementing Governance".</li> <li>• Anand et al. (2004). "Business as usual: The acceptance and perpetuation of corruption in organizations".</li> <li>• NZBC (2003). "Practical Guide to a Sustainable Supply Chain".</li> <li>• WRAP (2013). "Guide to Environmental Management Systems".</li> <li>• Fifka (2013) – Sustainability Reporting – A Challenge Worthwhile</li> </ul>

# **Regional Modules**

**Business & Society in Latin America**  
(Winter semester; not in the winter term 2021/22)

1	<b>Module name</b>	<b>Business &amp; Society in Latin America</b>	<b>5 ECTS</b>
2	<b>Courses</b>	Seminar (2 SWS) (mandatory attendance)	
3	<b>Teaching Staff</b>	tba	

4	<b>Module Coordinator</b>	tba
5	<b>Syllabus Outline</b>	<p>This seminar is designed to discuss and to broaden the awareness of the changing role of business in Latin American societies, and to provide comprehensive theoretical and empirical knowledge to assess the societal challenges that organizations face while trying to contribute to sustainable development in Latin American countries.</p> <p>Students will examine business actions in various institutional contexts (e.g. economic, political-legal, and socio-cultural) and address critically the relationships between business and society, taking into consideration alternative approaches to management. Contemporary social issues in management will be discussed in an organizational and systemic perspective. From an organizational perspective, issues addressed will be: corporate social responsibility, corporate citizenship, stakeholder management, inclusive business, social enterprises and hybrid organizations. From the systemic perspective, topics as: sustainable development, cross-sector interactions and social innovation will be studied.</p>
6	<b>Educational goals and Learning outcome</b>	<p>Many of the following skills can only be obtained through the active participation of students in class during the seminar. Therefore, their presence during the seminar sessions is a precondition for a successful skill development process.</p> <p><b>Subject-specific skills</b></p> <ul style="list-style-type: none"> <li>• Students analyze the changes in the role of business in Latin American societies taking in consideration multiple institutional contexts (e.g. economic, political-legal, and socio- cultural).</li> <li>• Students reflect and evaluate the different theoretical approaches that explain the particularities of the business and society relationships in Latin America.</li> <li>• Students develop and produce a case study that explain in detail a particular issue of the business and society relationships in Latin America.</li> </ul> <p><b>Methodological skills</b></p> <ul style="list-style-type: none"> <li>• Students answer independently a research question regarding a particular issue related to the business and society relationships in Latin America.</li> <li>• Students plan, carry out research, evaluate and analyze scientific literature related to an issue considered relevant for the better understanding of the business and society relationships in Latin America.</li> </ul>

		<ul style="list-style-type: none"> <li>• Students produce a case study that exemplifies a particular issue related to the business and society relationships in Latin America.</li> </ul> <p><b>Personal skills</b></p> <ul style="list-style-type: none"> <li>• Students evaluate their own strengths and weaknesses in relation to organizational skills.</li> <li>• Students reflect upon their own behavior as part of the global business community under consideration of fundamental ethical questions and the consequences for society.</li> </ul> <p><b>Social skills</b></p> <ul style="list-style-type: none"> <li>• Students can present clearly and effectively a particular issue related to the complex business and society relationship in Latin America.</li> <li>• Students communicate clearly and respectfully their arguments and points of view in classroom.</li> <li>• Students give fellow students constructive feedback on their presentations.</li> </ul>
7	<b>Prerequisites</b>	None
8	<b>Intended stage in the degree course</b>	Third semester (winter semester)
9	<b>Courses of study for which the module is acceptable</b>	Regional or elective module in M.A. Development Economics and International Studies. Elective module in M.A. The Americas / Las Americas.
10	<b>Assessment and examinations</b>	Presentation (30 minutes); Written assignment (app. 15 pages)
11	<b>Calculation of the grade for the module</b>	Written assignment (67 %), presentation (33 %)
12	<b>Frequency of offer</b>	Every winter semester
13	<b>Exam retakes</b>	Failed exams can be retaken twice.
14	<b>Workload</b>	Class time: 30 hours Study time: 120 hours
15	<b>Duration</b>	1 Semester
16	<b>Teaching and examination</b>	English
17	<b>Preparatory reading / reading list</b>	<ul style="list-style-type: none"> <li>• Peinado-Vara, E. (2006a). Corporate social responsibility in Latin America. <i>Journal of Corporate Citizenship</i>, 21, 61–69.</li> <li>• Haslam, P. A. (2004). The Corporate Social Responsibility System in Latin America and the Caribbean. <i>FOCAL Policy Paper</i>, 1–16.</li> <li>• Prieto-Carrón, M., Lund-Thomsen, P., Chan, A., Muro, A., &amp; Bhushan, C. (2006). Critical perspectives on CSR and development: what we know, what we don't know, and what we need to know. <i>International Affairs</i>, 82(5), 977–987.</li> <li>• Newell, P. and Frynas, J.G. (2007), "Beyond CSR? Business, poverty, and social justice: an introduction", <i>Third World Quarterly</i>, Vol. 28 No. 4, pp. 669-681.</li> <li>• Sanborn, C.A. (2005) Philanthropy in Latin America: Historical traditions and current trends, in Cynthia Sanborn and Felipe</li> </ul>

		<p>Portocarrero (eds.) <i>Philanthropy and Social Change in Latin America</i>, pp. 3-29, Boston, MA: Harvard University David Rockefeller Center for Latin American Studies.</p> <ul style="list-style-type: none"> <li>• Budani, A.; Luft, M. and López, C. (2010) <i>Main philanthropy trends in Latin America</i>, Inter-American Development Bank and Avina Foundation.</li> <li>• Visser, W. (2008) <i>Corporate social responsibility in developing countries</i>, in Andrew Crane, Abigail McWilliams, Dirk Matten, Jeremy Moon and Donald S. Siegel (eds.) <i>The Oxford Handbook of Corporate Social Responsibility</i>, pp. 473-502, Oxford: Oxford University Press.</li> <li>• Dobers, P., &amp; Halme, M. (2009). <i>Corporate social responsibility and developing countries</i>. <i>Corporate Social Responsibility and Environmental Management</i>, 16(5), 237–249.</li> <li>• Sachdeva, A. and Panfil, O. (2008), <i>CSR Perceptions and Activities of Small and Medium Enterprises (SMEs) in Seven Geographical Clusters – Survey Report</i>, UNIDO, Vienna.</li> <li>• Casanova, L., &amp; Dumas, A. (2010). <i>Corporate social responsibility and Latin American multinationals</i>. <i>Universia Business Review</i>, 25(1), 132–145.</li> <li>• Gugler, P., &amp; Shi, J. Y. J. (2009). <i>Corporate social responsibility for developing country multinational corporations: lost war in pertaining global competitiveness?</i> <i>Journal of Business Ethics</i>, 87(1), 3–24.</li> <li>• Husted, B. W., &amp; Allen, D. B. (2006). <i>Corporate Social Responsibility in the Multinational Enterprise: Strategic and Institutional Approaches</i>. <i>Journal of International Business Studies</i>, 37(6), 838–849.</li> <li>• Jamali, D. (2010). <i>The CSR of MNC Subsidiaries in Developing Countries: Global, Local, Substantive or Diluted?</i> <i>Journal of Business Ethics</i>, 93, 181–200.</li> <li>• Vives, A. (2006). <i>Social and environmental responsibility in small and medium enterprises in Latin America</i>. <i>Journal of Corporate Citizenship</i>, 21, 39–50.</li> <li>• Luken, R., &amp; Stares, R. (2005). <i>Small business responsibility in developing countries: a threat or an opportunity?</i> <i>Business Strategy and the Environment</i>, 14(1), 38–53.</li> <li>• de Arruda, M. C. C. (2010). <i>Latin America: Ethics and Corporate Social Responsibility in Latin American Small and Medium Sized Enterprises: Challenging Development</i>. In L. Spence &amp; M. Painter-Morland, <i>Ethics in Small and Medium Sized Enterprises (Vol. 2, pp. 65–83)</i>. Dordrecht: Springer Netherlands.</li> <li>• Jamali, D., Lund-Thomsen, P., &amp; Jeppesen, S. (2015). <i>SMEs and CSR in Developing Countries</i>. <i>Business &amp; Society</i>.</li> <li>• Vives, A. (2004) <i>The role of multilateral development institutions in fostering corporate social responsibility</i>, <i>Development</i> 47 (3), 45-52.</li> <li>• Lund-Thomsen, P.; Jamali, D. and Vives, A. (2014) <i>CSR in SMEs: an analysis of donor-financed management tools</i>, <i>Social Responsibility Journal</i> 10 (4), 602-619.</li> <li>• Prahalad, C., &amp; Hammond, A. (2002). <i>Serving the world's poor, profitably</i>. <i>Harvard Business Review</i>, 80(9), 48–59.</li> </ul>
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		<ul style="list-style-type: none"> <li>• Kolk, A., Rivera-Santos, M., &amp; Rufín, C. (2013). Reviewing a Decade of Research on the “Base/Bottom of the Pyramid” (BOP) Concept. <i>Business &amp; Society</i>.</li> <li>• Asian Development Bank and the Inter-American Development Bank (2013) <i>Working together in pursuit of inclusive business: Sharing the Latin American and Caribbean experience with Asia and the Pacific</i>, Mandaluyong City, Philippines: Asian Development Bank.</li> <li>• Berger, G., &amp; Blugerman, L. (2010). Social enterprises and inclusive businesses. In P. Márquez, E. Reficco, &amp; G. Berger, <i>Socially inclusive business: Engaging the poor through market initiatives in Iberoamerica</i> (pp. 83–110). Cambridge, MA: Harvard University David Rockefeller Center for Latin American Studies and Inter-American Development Bank.</li> <li>• Alvord, S. H., Brown, L. D., &amp; Letts, C. W. (2004). Social Entrepreneurship and Societal Transformation. <i>Journal of Applied Behavioral Science</i>, 40(3), 260–282.</li> <li>• Mair, J., &amp; Martí, I. (2006). Social entrepreneurship research: A source of explanation, prediction, and delight. <i>Journal of World Business</i>, 41(1), 36–44.</li> <li>• Seelos, C., &amp; Mair, J. (2005). Social entrepreneurship: Creating new business models to serve the poor. <i>Business Horizons</i>, 48(3), 241–246.</li> <li>• Weerawardena, J., &amp; Sullivan Mort, G. (2006). Investigating social entrepreneurship: A multidimensional model. <i>Journal of World Business</i>, 41, 21–35.</li> <li>• Battilana, J., Lee, M., Walker, J., &amp; Dorsey, C. (2012). In Search of the Hybrid Ideal. <i>Stanford Social Innovation Review</i>, 10(3), 50–55.</li> <li>• Haigh, N., &amp; Hoffman, A. J. (2012). Hybrid organizations: The next chapter of sustainable business. <i>Organizational Dynamics</i>, 1–9.</li> <li>• Battilana, J., &amp; Dorado, S. (2010, December 1). Building Sustainable Hybrid Organizations: The Case of Commercial Microfinance Organizations. <i>Academy of Management Journal</i>.</li> <li>• Austin, J. E., &amp; Seitanidi, M. M. (2012a). Collaborative Value Creation: A Review of Partnering Between Nonprofits and Businesses: Part I. Value Creation Spectrum and Collaboration Stages. <i>Nonprofit and Voluntary Sector Quarterly</i>, 41(5), 726–758.</li> <li>• Austin, J. E., &amp; Seitanidi, M. M. (2012b). Collaborative Value Creation: A Review of Partnering Between Nonprofits and Businesses. Part 2: Partnership Processes and Outcomes. <i>Nonprofit and Voluntary Sector Quarterly</i>, 41(6), 929–968.</li> <li>• Seitanidi, M. M., &amp; Crane, A. (2013). <i>Social Partnerships and Responsible Business</i>. Routledge.</li> <li>• Mulgan, G. (2012) Social innovation theories: Can theory catch up with practice? In Hans-Werner Franz, Josef Hochgerner and Jürgen Howaldt (eds.) <i>Challenge Social innovation: Potential for business, social entrepreneurship, welfare and civil society</i>, pp. 19-42, Heidelberg: Springer.</li> <li>• Rey de Marulanda, N., &amp; Tancredi, F. B. (2010). <i>From social innovation to public policy: Success stories in Latin America and the Caribbean</i>. Santiago de Chile: ECLAC.</li> </ul>
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**Political Economy of the Middle East**  
(Winter semester; not in the winter term 2021/22)

1	<b>Module name</b>	<b>Political Economy of the Middle East</b>	<b>5 ECTS</b>
2	<b>Courses</b>	Seminar, 2 SWS (mandatory attendance)	
3	<b>Teaching Staff</b>	Prof. Dr. Christine Binzel / Dr. Stephanie Müssig	

4	<b>Module coordinator</b>	Prof. Dr. Christine Binzel	
5	<b>Syllabus outline</b>	The seminar gives an introduction to contemporary issues related to the Middle East and Islam from both an economic and a political science perspective. Topics covered include, amongst others, Islam and socio-economic outcomes, Islamic movements, women's political participation, social norms, ethnic inequality, and terrorism. Throughout, the focus is on recent empirical work.	
6	<b>Educational goals and learning outcomes</b>	Students (1) deepen their knowledge about and their understanding of the Middle East, (2) work independently on a particular research topic, (3) engage with the academic literature and thereby strengthen their ability to critically read and assess applied work, and (4) improve their skills on how to structure and discuss academic work. Furthermore, by actively participating in class, students (5) learn how to apply peer review techniques and how to react on peer review, one of the most important instruments in scientific life.	
7	<b>Prerequisites</b>	Successful completion of the courses <i>Development Economics I</i> and/or <i>Development Economics II</i> is recommended.	
8	<b>Integration stage in the degree course</b>	Third semester (winter term)	
9	<b>Courses of study for which the module is acceptable</b>	Regional or elective module for: "M.A. Development Economics and International Studies"; Elective module for "MA Nahoststudien"	
10	<b>Assessment and examinations</b>	Written assignment (15 pages) and presentation (30 minutes)	
11	<b>Calculation of the grade for the module</b>	Written assignment (67 %), Presentation (33 %)	
12	<b>Frequency of offer</b>	Yearly (winter term)	
13	<b>Exam retakes</b>	Failed exams can be retaken twice.	
14	<b>Workload</b>	Class time	30 hours
		Study time	120 hours
15	<b>Duration</b>	1 Semester	
16	<b>Language</b>	English	
17	<b>Preparatory reading / reading list</b>	The readings will be provided via StudOn	



## Social Health Protection in South and East Asia (Summer semester)

1	<b>Module name</b>	<b>Social Health Protection in South and East Asia</b>	<b>5 ECTS</b>
2	<b>Courses</b>	Seminar, 2 SWS (mandatory attendance)	
3	<b>Teaching Staff</b>	Prof. Dr. Andreas Landmann	

4	<b>Module coordinator</b>	Prof. Dr. Andreas Landmann	
5	<b>Syllabus outline</b>	<p>Topics vary from year to year. Besides basic conceptual issues in Social Health Protection (SHP), there is a focus on empirical analyses of SHP policies and their effects. Possible topics include:</p> <ul style="list-style-type: none"> <li>• Incentive problems in SHP schemes</li> <li>• Financial protection of users</li> <li>• Other social impacts of SHP policies (education, child labour...)</li> <li>• Financing models for SHP</li> <li>• Gender aspects in SHP</li> <li>• Supply versus demand side models for SHP</li> <li>• Country-specific experiences of SHP reforms</li> </ul>	
6	<b>Educational goals and learning outcomes</b>	<p>Besides learning some basic concept around SHP, students present and critically discuss empirical research on the recent experiences of many South and East Asian countries, many of which have recently engaged in large-scale reforms aiming at universal health coverage. Students will present their assignments in the seminar (ca. 45 minutes). This will develop their skills to understand key challenges in SHP conceptually, to extract related results from quantitative studies, and to present them in a coherent and succinct way. The presentation will be followed by a discussion of ca. 15-30 minutes. In the discussion, students should demonstrate that they have a profound knowledge of the subject that they presented. The discussion also helps students to be convincing and successful in academic discussions. Students demonstrate that they are able to review the relevant literature comprehensively and critically. In particular, they identify the strengths, weaknesses, and gaps in the empirical literature.</p>	
7	<b>Prerequisites</b>	Knowledge of Research Methods and Development Economics is recommended	
8	<b>Integration stage in the degree course</b>	Second and fourth semester (summer term)	
9	<b>Courses of study for which the module is acceptable</b>	Elective Module for "M.A. Development Economics and International Studies"	
10	<b>Assessment and examinations</b>	Written assignment (ca. 15 pages) and presentation (ca. 45 minutes)	
11	<b>Calculation of the grade for the module</b>	Written assignment (67 %) and presentation (33 %)	
12	<b>Frequency of offer</b>	Every summer semester	
13	<b>Exam retakes</b>	Failed exams can be retaken twice.	
14	<b>Workload</b>	Class time	30 hours
		Study time	120 hours

15	<b>Duration</b>	1 semester
16	<b>Language</b>	English
17	<b>Preparatory reading / reading list</b>	Various working papers or journal articles

## Economic History and Development of Europe and the Middle East (Summer semester)

1	<b>Module name</b>	<b>Economic History and Development of Europe and the Middle East</b>	<b>5 ECTS</b>
2	<b>Courses</b>	Seminar, 2 SWS (mandatory attendance)	
3	<b>Teaching Staff</b>	Prof. Christine Binzel	

4	<b>Module Coordinator</b>	Prof. Christine Binzel	
5	<b>Syllabus Outline</b>	The seminar gives an introduction to the economic history and development of Europe vis-à-vis the Middle East, in particular explanations for why the Middle East, once economically and scientifically advanced, fell behind Europe. The latter includes an examination of how Islam likely shaped the economic development of the Middle East. Throughout, the emphasis is on analysis rather than description.	
6	<b>Educational goals and Learning outcome</b>	Students (1) deepen their knowledge about and their understanding of the economic history and development of Europe vis-à-vis the Middle East, (2) work independently on a particular research topic, (3) engage with the academic literature and thereby strengthen their ability to critically read and assess applied work, and (4) improve their skills on how to structure and discuss academic work. Furthermore, by actively participating in class, students (5) learn how to apply peer review techniques and how to react on peer review – one of the most important instruments in scientific life.	
7	<b>Prerequisites</b>	None.	
8	<b>Intended stage in the degree course</b>	Second semester (summer term)	
9	<b>Courses of study for which the module is acceptable</b>	Regional or elective module for: “M.A. Development Economics and International Studies”; Elective module for “MA Nahoststudien”	
10	<b>Assessment and examinations</b>	Written assignment (15 pages) and presentation (30 minutes)	
11	<b>Calculation of the grade for the module</b>	Written assignment (67 %), Presentation (33 %)	
12	<b>Frequency of offer</b>	Every summer semester	
13	<b>Exam retakes</b>	Failed exams can be retaken twice.	
14	<b>Workload</b>	Attendance	30 hours
		Self-study	120 hours
15	<b>Duration</b>	1 semester	
16	<b>Teaching and examination</b>	English	
17	<b>Preparatory reading / reading list</b>	The class will draw on journal articles which will be made available via StudOn as well as on the following three books: <ul style="list-style-type: none"> <li>• Kuran, Timur. 2011. The Long Divergence: How Islamic Law Held Back the Middle East. Princeton: Princeton University Press.</li> </ul>	

		<ul style="list-style-type: none"><li>• Platteau, Jean-Philippe. 2017. Islam Instrumentalised: Religion and Politics in Historical Perspective. Cambridge: Cambridge University Press.</li><li>• Rubin, Jared. 2017. Rulers, Religion, and Riches: Why the West Got Rich and the Middle East Did Not. New York: Cambridge University Press.</li></ul>
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# **Elective Modules**

## Risk and Insurance (Winter semester)

1	<b>Module name</b>	<b>Risk and Insurance</b>	<b>5 ECTS</b>
2	<b>Courses</b>	Lecture (2 SWS), Tutorial (1 SWS)	
3	<b>Teaching Staff</b>	Prof. Dr. Andreas Landmann	

4	<b>Module Coordinator</b>	Prof. Dr. Andreas Landmann	
5	<b>Syllabus Outline</b>	<ol style="list-style-type: none"> <li>1. Introduction: Importance of Risk and Insurance for Individuals and the Economy</li> <li>2. Risk and Uncertainty: The Economic Concept, Models and Measurement of Behavior</li> <li>3. Insurance Demand: Understanding Consumer Behavior</li> <li>4. Insurance Supply: Insurance Technology and Insurer Behavior</li> <li>5. Information Asymmetries: Adverse Selection and Moral Hazard</li> <li>6. Technology and New Insurance Models</li> </ol> <p>The lecture will also feature contributions by insurance practitioners.</p>	
6	<b>Educational goals and Learning outcome</b>	<p>Upon completion of the module, the students have acquired the following competencies: Students understand economic concepts of risk and uncertainty, different models of decision-making in risky environments, and the relevance of insurance solutions in an uncertain world. They are familiar with how insurance markets work, in particular which role consumers and insurers play, and how their behavior sometimes deviates from classical models. Students are also aware of inherent incentive problems in insurance (in particular adverse selection and moral hazard), as well as potential solutions, and are competent to critically discuss policy-relevant issues in the field.</p>	
7	<b>Prerequisites</b>	Basic microeconomics and statistics knowledge is strongly recommended	
8	<b>Intended stage in the degree course</b>		
9	<b>Courses of study for which the module is acceptable</b>	Elective module for "M.A. Development Economics and International Studies"	
10	<b>Assessment and examinations</b>	Written exam (60 minutes)	
11	<b>Calculation of the grade for the module</b>	Written exam 100%	
12	<b>Frequency of offer</b>	Every winter semester	
13	<b>Exam retakes</b>	Failed exams can be taken twice.	
14	<b>Workload</b>	Class Time	42 hours
		Study Time	Reading 42 Exercises 42 Preparation for exam 24

15	<b>Duration</b>	1 semester
16	<b>Teaching and examination</b>	English
17	<b>Preparatory reading / reading list</b>	<ul style="list-style-type: none"> <li>• Zweifel, Peter, and Roland Eisen. 2012. <i>Insurance Economics</i>. Berlin Heidelberg: Springer. doi:10.1007/978-3-642-20548-4.</li> <li>• Kunreuther, Howard, Mark V. Pauly, and Stacey McMorrow. 2013. <i>Insurance and Behavioral Economics: Improving Decisions in the Most Misunderstood Industry</i>. Cambridge: Cambridge University Press. doi:10.1017/CBO9781139050319.</li> </ul>

## Economics of Education (Winter semester; not in the winter term 2021/2022)

1	<b>Module name</b>	<b>Economics of Education</b>	<b>5 ECTS</b>
2	<b>Courses</b>	Seminar, 2 SWS (mandatory attendance)	
3	<b>Teaching Staff</b>	Dr. Marcello Pérez-Alvarez	

4	<b>Module Coordinator</b>	Dr. Marcello Pérez-Alvarez	
5	<b>Syllabus Outline</b>	A growing body of empirical work investigates education aspects and policies from an economics perspective. This so-called economics of education applies methodological and analytical tools from the economic literature to the analysis of education issues. This course reviews some of the main topics within this field, covering measurement aspects, determinants, and consequences of education outcomes. More specifically, we will discuss the following issues: measurement of student ability, school management, school tracking, technology use in the classroom, the role of instruction time, teacher quality, the role of parents in education, career and technical education and non-pecuniary returns to schooling. Analysis using data from both developed and developing countries will be discussed.	
6	<b>Educational goals and Learning outcome</b>	The course has four learning objectives. First, students are expected to understand the current state of the literature, reflecting on the lessons and (lack of) consensus that are relevant for main issues in the economics of education. Second, students will learn to apply economic concepts such as incentives, externalities, and asymmetric information to education issues. Third, students will engage with applications of experimental and quasi-experimental techniques that aim at quantifying causal effects. Fourth, students will learn to present academic papers and develop a coherent argument after critically reading and assessing the literature.	
7	<b>Prerequisites</b>	Successful completion of the courses Development Economics I or Research Methods is recommended.	
8	<b>Intended stage in the degree course</b>	Every winter term; not in the winter semester 2021/22	
9	<b>Courses of study for which the module is acceptable</b>	Elective module for: "M.A. Development Economics and International Studies"; Elective module for "M.A. Nahoststudien".	
10	<b>Assessment and examinations</b>	Written assignment (15 pages) and presentation (30 minutes)	
11	<b>Calculation of the grade for the module</b>	Written assignment (67 %), Presentation (33 %)	
12	<b>Frequency of offer</b>	Yearly (winter term)	
13	<b>Exam retakes</b>	Failed exams can be taken twice.	
14	<b>Workload</b>	Class Time	30 hours
		Study Time	120 hours
15	<b>Duration</b>	1 semester	
16	<b>Teaching and examination</b>	English	



17	<b>Preparatory reading / reading list</b>	<p><b>1 Measurement</b> Jacob, Brian, and Jesse Rothstein. 2016. "The Measurement of Student Ability in Modern Assessment Systems." <i>Journal of Economic Perspectives</i>, 30 (3): 85-108.</p> <p><b>2 School management</b> Bloom, Nicholas, Renata Lemos Raffaella Sadun and John Van Reenen. 2015. "Does Management Matter in Schools?" <i>Economic Journal</i>, 125 (584), 647-674.</p> <p><b>3 School tracking</b> Sari Pekkala Kerr, Tuomas Pekkarinen and Roope Uusitalo. 2013. "School Tracking and Development of Cognitive Skills." <i>Journal of Labor Economics</i>, Vol. 31 (3), 577-602.</p> <p><b>4 Technology</b> Muralidharan, Karthik, Abhijeet Singh, and Alejandro J. Ganimian. 2019. "Disrupting Education? Experimental Evidence on Technology-Aided Instruction in India." <i>American Economic Review</i>, 109 (4): 1426-60.</p> <p><b>5 Inputs: Instruction time</b> Lavy, Victor. 2015. "Do Differences in Schools' Instruction Time Explain International Achievement Gaps? Evidence from Developed and Developing Countries." <i>Economic Journal</i>, 125 (588): F397-F424.</p> <p><b>6 The role of teachers I</b> Bau, Natalie, and Jishnu Das. 2020. "Teacher Value Added in a Low-Income Country." <i>American Economic Journal: Economic Policy</i>, 12 (1): 62-96.</p> <p><b>7 The role of teachers II</b> Bietenbeck, Jan, Marc Piopiunik and Simon Wiederhold. 2018. "Africa's Skill Tragedy: Does Teachers' Lack of Knowledge Lead to Low Student Performance?" <i>Journal of Human Resources</i>, 53(3), 553-578.</p> <p><b>8 Parents</b> Islam, Asad, 2019. "Parent-Teacher Meetings and Student Outcomes: Evidence from a Developing Country" <i>European Economic Review</i>, 111(C), pages 273-304.</p> <p><b>9 Career and technical education</b> Bonilla, Sade. 2020. "The dropout effects of career pathways: Evidence from California." <i>Economics of Education Review</i>, 75: 101972.</p> <p><b>10 Non-pecuniary returns to schooling</b> Oreopoulos, Philip, and Kjell G. Salvanes. 2011. "Priceless: The Nonpecuniary Benefits of Schooling." <i>Journal of Economic Perspectives</i> 25 (1): 159-84.</p>
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## Development-Oriented Corporate Social Responsibility (Summer semester)

1	<b>Module name</b>	<b>Development-oriented Corporate Social Responsibility</b>	<b>5 ECTS</b>
2	<b>Courses</b>	Seminar, 2 SWS (mandatory attendance)	
3	<b>Teaching Staff</b>	tba	

4	<b>Module Coordinator</b>	tba
5	<b>Syllabus Outline</b>	During the last decades, the discussion about business social responsibility has moved from the margins to the mainstream of business research. Corporate social responsibility (CSR) has been studied under different perspectives, including mere economic approaches, political approaches, and ethical ones. The theoretical multiplicity tries to explain how the perception of business's role in society has changed, considering businesses also as a contributor to sustainable development. Recent attention to the particularities of CSR-activities carried on in developing countries has put in evidence the necessity to evaluate the role of business as an (intentional and unintentional) development agent and the possibilities of CSR-activities to support (or hinder) development processes.
6	<b>Educational goals and Learning outcome</b>	<p>This seminar is designed to discuss and evaluate the role of the business as a development agent and as a contributor to sustainable development. Students will examine corporate social responsibility activities in developing countries from a development-oriented approach, i.e., the reach and scope of CSR-activities and their impacts and outcomes for business and society. In the seminar, students will therefore evaluate how CSR activities can contribute to pursuing organizational business goals while at the same time supporting sustainable development processes and contributing to macro-societal goals.</p> <p><b>Scientific skills:</b></p> <ul style="list-style-type: none"> <li>• Students analyze and evaluate the changing role of business as a developmental agent and as a contributor to sustainable development.</li> <li>• Students reflect and evaluate the development-oriented approach to corporate social responsibility.</li> <li>• Students develop and produce a research report explaining particular issues related to the development-oriented corporate social responsibility discussion.</li> </ul> <p><b>Methodological skills:</b></p> <ul style="list-style-type: none"> <li>• Students independently answer a research question regarding the development-oriented approach towards corporate social responsibility.</li> <li>• Students plan, carry out research, evaluate and analyze scientific literature related to the development-oriented approach to corporate social responsibility.</li> </ul>

		<ul style="list-style-type: none"> <li>Students produce empirical evidence that exemplifies a particular topic related to the development-oriented corporate social responsibility approach.</li> </ul> <p><b>Personal skills:</b></p> <ul style="list-style-type: none"> <li>Students evaluate their strengths and weaknesses concerning their presentation and communication skills.</li> <li>Students evaluate their strengths and weaknesses concerning their organizational skills.</li> <li>Students reflect upon their behavior as part of the global business community under consideration of fundamental ethical questions and society's consequences.</li> </ul> <p><b>Social skills:</b></p> <ul style="list-style-type: none"> <li>Students can present clearly and effectively a particular issue related to the development-oriented approach towards corporate social responsibility.</li> <li>Students communicate clearly and respectfully their arguments and points of view in the classroom and give fellow students constructive feedback on their presentations.</li> </ul>				
7	<b>Prerequisites</b>	The seminar does not presuppose an extensive background in economics, management and business ethics. However, students should be interested in learning about these topics in relationship with development studies.				
8	<b>Intended stage in the degree course</b>	Second and fourth semester (summer term)				
9	<b>Courses of study for which the module is acceptable</b>	Elective module in M.A. Development Economics and International Studies				
10	<b>Assessment and examinations</b>	Presentation (30 minutes) and written assignment (15 pages)				
11	<b>Calculation of the grade for the module</b>	Written assignment (67%) and presentation (33%)				
12	<b>Frequency of offer</b>	Yearly every summer term				
13	<b>Exam retakes</b>	Failed exams can be retaken twice.				
14	<b>Workload</b>	<table border="1"> <tr> <td>Class Time</td> <td>30 hours</td> </tr> <tr> <td>Study Time</td> <td>120 hours</td> </tr> </table>	Class Time	30 hours	Study Time	120 hours
Class Time	30 hours					
Study Time	120 hours					
15	<b>Duration</b>	1 semester				
16	<b>Teaching and examination</b>	English				
17	<b>Preparatory reading / reading list</b>	<ul style="list-style-type: none"> <li>Banerjee, S. B. (2003). Who Sustains Whose Development? Sustainable Development and the Reinvention of Nature. <i>Organization Studies</i>, 24(1), 143–180.</li> <li>Bendell, J., &amp; Kearins, K. (2005). The political bottom line: the emerging dimension to corporate responsibility for sustainable development. <i>Business Strategy and the Environment</i>, 14(6), 372–383.</li> <li>Blowfield, M. &amp; Dolan, C. (2014) Business as a development agent: evidence of possibility and improbability. <i>Third World Quarterly</i>, 35(1), pp. 22-42.</li> </ul>				

		<ul style="list-style-type: none"> <li>• Frynas, J. G. (2008). Corporate social responsibility and international de-velopment: Critical assessment. <i>Corporate Governance: An International Review</i>, 16(4), 274–281.</li> <li>• Idemudia, U. (2008). Conceptualising the CSR and development debate. <i>Journal of Corporate Citizenship</i>, 2008(29), 91–110.</li> <li>• Jamali, D. &amp; Karam, C. (2016) Corporate Social Responsibility as an Emerging Field of Study. <i>International Journal of Management Reviews</i>, doi: 10.1111/ijmr.12112</li> <li>• Jamali, D., Karam, C &amp; Blowfield, M. (2015) Development-Oriented Corporate Social Responsibility. Volume 1: Multinational corporations and the global context. Greenleaf. Sheffield.</li> <li>• Jamali, D., Karam, C &amp; Blowfield, M. (2015) Development-Oriented Corporate Social Responsibility. Volume 2: Locally led initiatives in developing countries. Greenleaf. Sheffield.</li> <li>• Jamali, D., Karam, C., Yin, J &amp; Soundararajan, V. (2017) CSR logics in developing countries: Translation, adaptation and stalled development. <i>Journal of Business of World Business</i>, 52(3), 343-359.</li> <li>• Moon, J. (2007). The contribution of corporate social responsibility to sustainable development. <i>Sustainable Development</i>, 15(5), 296–306.</li> <li>• Newell, P. and Frynas, J.G. (2007), “Beyond CSR? Business, poverty, and social justice: an introduction”, <i>Third World Quarterly</i>, 28(4), 669-681.</li> <li>• Prieto-Carrón, M., Lund-Thomsen, P., Chan, A., Muro, A., &amp; Bhushan, C. (2006). Critical perspectives on CSR and development: what we know, what we don’t know, and what we need to know. <i>International Affairs</i>, 82(5), 977–987.</li> <li>• Sagebien, J., &amp; Whellams, M. (2010). CSR and development: Seeing the forest for the trees. <i>Canadian Journal of Development Studies/Revue Canadienne D'études Du Development</i>, 31(3), 483–510.</li> <li>• Visser, W. (Eds.). (2016). <i>The World Guide to Sustainable Enterprise (Vol. 1-4)</i>. Sheefield: Greenleaf Publishing.</li> <li>• Visser, W., &amp; Tolhurst, N. (Eds.) (2010). <i>The World Guide to CSR: A Country-by-Country Analysis of Corporate Sustainability and Responsibility</i>. Sheffield: Greenleaf Publishing.</li> </ul>
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**International Monetary Economics**  
(Winter semester; not in the winter term 2021/22)

1	<b>Module name</b>	<b>International Monetary Economics</b>	<b>5 ECTS</b>
2	<b>Courses</b>	Lecture (2 SWS), Tutorial (1 SWS)	
3	<b>Teaching Staff</b>	Prof. Juergen Kaehler PhD	

4	<b>Module Coordinator</b>	Prof. Juergen Kaehler PhD
5	<b>Syllabus Outline</b>	<p>The course examines issues of international monetary economics from theoretical, empirical, historical, and institutional perspectives. Emphasis will be put on experiences of emerging markets and developing countries.</p> <ul style="list-style-type: none"> <li>• The Foreign Exchange Market</li> <li>• Interest Rate Parity</li> <li>• Purchasing Power Parity</li> <li>• Exchange Rate Determination and Forecasting</li> <li>• Exchange Rate Systems</li> <li>• Currency Crises</li> <li>• Sustainability of Current Account Deficits</li> <li>• Country Risk and International Debt Crises</li> </ul> <p>Case studies will be analyzed in the tutorials.</p>
6	<b>Educational goals and Learning outcome</b>	<ul style="list-style-type: none"> <li>• Solid knowledge of the institutional framework of international financial markets</li> <li>• Understanding the historical development of exchange-rate systems and the pros and cons of flexible and fixed exchange rates</li> <li>• Applying empirical data to parity conditions and models of exchange rate determination</li> <li>• Evaluation of political and economic indicators of country risk</li> <li>• Assess the sustainability of current account deficits</li> <li>• Understanding the causes of currency and debt crises</li> </ul> <p>Personal and social skills are developed in the tutorials. In particular, students learn how to clearly and succinctly present the answers to empirical or analytical exercises and how to interact with fellow students in an academic debate.</p>
7	<b>Prerequisites</b>	None
8	<b>Intended stage in the degree course</b>	First or third semester
9	<b>Courses of study for which the module is acceptable</b>	Elective module for “M.A. Development Economics and International Studies”
10	<b>Assessment and examinations</b>	Written exam (60 minutes)
11	<b>Calculation of the grade for the module</b>	Written exam (100 %)
12	<b>Frequency of offer</b>	Every winter semester

13	<b>Exam retakes</b>	Failed exams can be retaken twice.	
14	<b>Workload</b>	Class Time	30 hours
		Study Time:	Exercise: 15 hours Reading: 45 hours Exercises: 45hours Revision for exam: 15 hours  Total: 150 hours
15	<b>Duration</b>	1 semester	
16	<b>Teaching and examination</b>	English	
17	<b>Preparatory reading / reading list</b>	<ul style="list-style-type: none"> <li>• R.C. Feenstra and A.M. Taylor, International Economics (or: International Macroeconomics), 4th ed., Worth, 2017.</li> <li>• P.R. Krugman, M. Obstfeld and M.J. Melitz, International Economics (or: International Finance), 11th ed., Pearson, 2018.</li> <li>• G. Bekaert, R. Hodrick, International Financial Management, 3rd edition, Pearson, 2018.</li> <li>• G. Gandolfo, International Finance and Open-Economy Macroeconomics, 2nd ed., Springer, 2016.</li> <li>• L. Copeland, Exchange Rates and International Finance, 6th ed., Pearson, 2014</li> </ul>	

## Workshop Computable General Equilibrium Modelling (Summer semester; irregularly)

1	<b>Module name</b>	<b>Workshop Computable General Equilibrium Modelling</b>	<b>5 ECTS</b>
2	<b>Courses</b>	Workshop (mandatory attendance)	
3	<b>Teaching Staff</b>	Prof. Juergen Kaehler PhD	

4	<b>Module Coordinator</b>	Prof. Juergen Kaehler PhD	
5	<b>Syllabus Outline</b>	<p>Computable General Equilibrium (CGE) models are popular and efficient research tools to simulate policy effects in diverse areas of economics such as international trade, economic development, migration, energy and fiscal policy. The workshop will start with an introduction to CGE models using a simple two-sector model (taught element). In the seminar part of the course, students will work with the software and database of the Global Trade Analysis Project (GTAP). We will be using the latest GTAP version that includes 141 countries/regions, 65 sectors and 8 factors of productions. Students are free to choose a topic for their GTAP application. Potential topics are for instance: Soaring Food Prices, Agricultural Production Subsidies, Climate Change, African Continental Free Trade Agreement and Taxation in India.</p>	
6	<b>Educational goals and Learning outcome</b>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• Acquire a solid knowledge of CGE modelling</li> <li>• Apply a widely used CGE model and database to simulate economic policy interventions</li> <li>• Summarize findings of previous research and contribute with own research to the field of their chosen topic</li> <li>• Practice the presentation and discussion of their research output.</li> </ul>	
7	<b>Prerequisites</b>	None	
8	<b>Intended stage in the degree course</b>	Second or fourth semester (summer term)	
9	<b>Courses of study for which the module is acceptable</b>	Elective module for MA DEIS	
10	<b>Assessment and examinations</b>	Seminar paper and presentation	
11	<b>Calculation of the grade for the module</b>	Seminar paper (2/3) and presentation (1/3)	
12	<b>Frequency of offer</b>	Irregular	
13	<b>Exam retakes</b>	Failed exams can be retaken twice.	
14	<b>Workload</b>	Class time	30 hours
		Study time	120 hours
15	<b>Duration</b>	1 semester	

16	<b>Teaching and examination</b>	English
17	<b>Preparatory reading / reading list</b>	<ul style="list-style-type: none"> <li>• C.I. Dinwiddy &amp; F.J. Teal, The Two-Sector General Equilibrium Model, P, Allan/St. Martin's Press, 1988</li> <li>• M.E. Burfisher, Introduction to Computable General Equilibrium Models, 2nd ed., Cambridge University Press, 2016 (provides a step-by-step introduction of how to use GTAP)</li> </ul>



## Issues in Development Policy (Winter semester 2021/22)

1	<b>Module name</b>	<b>Issues in Development Policy</b>	<b>5 ECTS</b>
2	<b>Courses</b>	Seminar/Webinar, 2 SWS (mandatory attendance)	
3	<b>Teaching Staff</b>	Dr. Sebastian Prediger	

4	<b>Module Coordinator</b>	Dr. Sebastian Prediger	
5	<b>Syllabus Outline</b>	<p>The seminar gives a brief general introduction into foreign aid and development, critically reflects upon the motives and the effectiveness thereof and discusses selected current issues in development cooperation.</p> <p><b>Introduction into Foreign Aid and Development</b> (by Module Coordinator)</p> <p><b>Topic 1: Measuring the Quality of Aid</b></p> <p>Mitchell (2020), Measuring Development Cooperation and the Quality of Aid. The Palgrave Handbook of Development Cooperation for Achieving the 2030 Agenda, Pages 247-270</p> <p><b>Topic 2: The Political Economy of Aid</b></p> <p>A Dreher, VF Lang (2019), The political economy of international organizations - The Oxford Handbook of Public Choice, pp 607-652</p> <p>Lang and Presbitero (2018), Room for discretion? Biased decision-making in international financial institutions, Journal of Development Economics, Volume 130, January 2018, Pages 1-16</p> <p><b>Topic 3: Aid fragmentation: Reasons and Consequences</b></p> <p>Gehring et al. (2017), Aid Fragmentation and Effectiveness: What Do We Really Know? World Development Volume 99, November 2017, Pages 320-334</p> <p><b>Topic 4: Improving aid effectiveness through results-based aid?</b></p> <p>Nancy Birdsall and William D. Savedoff (2010) Cash on Delivery: A New Approach to Foreign Aid. Center For Global development</p> <p><b>Topic 5: The role of China in international development cooperation: complement or competitor to traditional donors?</b></p> <p>Horn, Sebastian, Carmen M. Reinhart and Christoph Trebesch (2019). China's Overseas Lending.</p>	

		<p>NBER Working Paper 26050. Cambridge, MA: National Bureau of Economic Research</p> <p><b>Topic 6: Can Foreign Aid deter migration and flight?</b></p> <p>Clemens &amp; Postel (2018), Can Development Assistance Deter Emigration. An Overview of Evidence from Low-Income Countries. Center for Global Development (CGD Policy Paper, 119).</p> <p><b>Different positions towards foreign aid</b> (Group work)</p>	
6	<b>Educational goals and Learning outcome</b>	<p>The main goal of the seminar is to gain an overview of topical debates and issues in foreign aid and to broaden your understanding of the complexity and trade-offs in foreign aid policies</p> <ul style="list-style-type: none"> <li>• <b>Scientific skills:</b> Students get acquainted with recent debates in development cooperation. In the term paper, they apply this knowledge to a topic of their choice. They learn how to provide a balanced overview of pro and con arguments and assess the quality of the empirical evidence in favor of different stances.</li> <li>• <b>Methodology skills:</b> Participants strengthen their academic writing and reading skills. They learn how academic work is structured, and to identify strengths and weaknesses of research studies.</li> <li>• <b>Personal skills:</b> By acquiring different perspectives on development issues and learning more about the motives behind and trade-offs within current development cooperation policies, students sharpen and broaden their critical thinking skills which can be helpful in various professional situations.</li> <li>• <b>Social skills:</b> Participants prepare and give together a presentation. They learn to give constructive feedback on presentations, thus reflecting on their own and others' work and to participate in controversial debates.</li> </ul>	
7	<b>Prerequisites</b>	Successful completion of the courses <i>Development Economics I</i> and/or <i>Development Economics II</i> is recommended.	
8	<b>Intended stage in the degree course</b>	Third semester (winter term)	
9	<b>Courses of study for which the module is acceptable</b>	Elective module for: "M.A. Development Economics and International Studies"	
10	<b>Assessment and examinations</b>	Written assignment (15 pages) and presentation (30 minutes)	
11	<b>Calculation of the grade for the module</b>	Written assignment (67 %), Presentation (33 %)	
12	<b>Frequency of offer</b>	Yearly (winter term)	
13	<b>Exam retakes</b>	Failed exams can be retaken twice.	
14	<b>Workload</b>	Class Time	20 hours
		Study Time	120 hours
15	<b>Duration</b>	1 semester	
16	<b>Teaching and examination</b>	English	

17	<b>Preparatory reading / reading list</b>	<p>Topic 1: Measuring the Quality of Aid Mitchell (2020), Measuring Development Cooperation and the Quality of Aid. The Palgrave Handbook of Development Cooperation for Achieving the 2030 Agenda, Pages 247-270</p> <p>Topic 2: The Political Economy of Aid A Dreher, VF Lang (2019), The political economy of international organizations - The Oxford Handbook of Public Choice, pp 607-652 Lang and Presbitero (2018), Room for discretion? Biased decision-making in international financial institutions, Journal of Development Economics, Volume 130, January 2018, Pages 1-16</p> <p>Topic 3: Aid fragmentation: Reasons and Consequences Gehring et al. (2017), Aid Fragmentation and Effectiveness: What Do We Really Know? World Development Volume 99, November 2017, Pages 320-334</p> <p>Topic 4: Improving aid effectiveness through results-based aid? Nancy Birdsall and William D. Savedoff (2010) Cash on Delivery: A New Approach to Foreign Aid. Center For Global development</p> <p>Topic 5: The role of China in international development cooperation: complement or competitor to traditional donors? Horn, Sebastian, Carmen M. Reinhart and Christoph Trebesch (2019). China's Overseas Lending. NBER Working Paper 26050. Cambridge, MA: National Bureau of Economic Research</p> <p>Topic 6: Can Foreign Aid deter migration and flight? Clemens &amp; Postel (2018), Can Development Assistance Deter Emigration. An Overview of Evidence from Low-Income Countries. Center for Global Development (CGD Policy Paper, 119).</p>
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## Political Economy of Development (Winter semester; irregularly)

1	<b>Module name</b>	<b>Political Economy of Development</b>	<b>5 ECTS</b>
2	<b>Courses</b>	Seminar, 2 SWS (mandatory attendance)	
3	<b>Teaching Staff</b>	Dr. Elisabeth Meyer	

4	<b>Module Coordinator</b>	Dr. Elisabeth Meyer	
5	<b>Syllabus Outline</b>	The seminar gives an overview of current issues in political economics that are related to the development context. The literature covered falls into three broader topic areas: (i) institutional causes of and factors facilitating development, (ii) political economy of nondemocracy (autocratic & hybrid regimes) and democratization, (iii) political economy of development aid and international cooperation. Theoretical explanations as well as empirical evidence will be discussed.	
6	<b>Educational goals and Learning outcome</b>	<ul style="list-style-type: none"> <li>• <b>Scientific skills:</b> Students get acquainted with recent debates at the intersection of political economics and development economics. In the term paper, they apply this knowledge to a topic of their choice.</li> <li>• <b>Methodology skills:</b> Participants strengthen their academic writing and reading skills. They learn how academic work is structured, and to identify strengths and weaknesses of research studies.</li> <li>• <b>Personal skills:</b> By acquiring a different, politico-economic perspective on development, students sharpen and broaden their critical thinking skills which can be helpful in various professional situations.</li> <li>• <b>Social skills:</b> Participants give each other structured, constructive feedback on their presentations, thus reflecting on their own and others' work and learning from the process.</li> </ul>	
7	<b>Prerequisites</b>	Successful completion of the courses <i>Development Economics I</i> and/or <i>Development Economics II</i> is recommended.	
8	<b>Intended stage in the degree course</b>	Third semester (winter term)	
9	<b>Courses of study for which the module is acceptable</b>	Elective module for: "M.A. Development Economics and International Studies"	
10	<b>Assessment and examinations</b>	Written assignment (15 pages) and presentation (30 minutes)	
11	<b>Calculation of the grade for the module</b>	Written assignment (67 %), Presentation (33 %)	
12	<b>Frequency of offer</b>	Yearly (winter term)	
13	<b>Exam retakes</b>	Failed exams can be retaken twice.	
14	<b>Workload</b>	Class Time	30 hours
		Study Time	120 hours
15	<b>Duration</b>	1 semester	
16	<b>Teaching and examination</b>	English	

17	<b>Preparatory reading / reading list</b>	The readings will be provided via StudOn.
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## International Migration

(Winter semester; irregularly; not in the winter term 2021/22)

1	<b>Module name</b>	<b>International Migration</b>	<b>5 ECTS</b>
2	<b>Courses</b>	Seminar, 2 SWS (mandatory attendance)	
3	<b>Teaching Staff</b>	Prof. Dr. Daniel Gossel	

4	<b>Module Coordinator</b>	Prof. Dr. Daniel Gossel
5	<b>Syllabus Outline</b>	<ul style="list-style-type: none"> <li>• Definitions, categories, and concepts related to the study of international migration</li> <li>• Theoretical and historical perspectives on migration and ethnic diversity</li> <li>• Long-term and short-term trends in global migration</li> <li>• Overviews of migration in major world regions</li> <li>• Politics and policies of migration</li> <li>• Effects of migration upon societies</li> </ul>
6	<b>Educational goals and Learning outcome</b>  <ul style="list-style-type: none"> <li>•Scientific skills</li> <li>•Methodology skills</li> <li>•Personal skills</li> <li>•Social skills</li> </ul>	<p>This seminar aims to attract students to the subject of international migration. Migration is an intrinsic part of the history of mankind, but in the current age of globalization it is of ever-growing political salience. Migration has major impacts on sending and receiving societies, therefore is important to analyze these processes as part of societal transformation.</p> <p><b>Subject-specific skills:</b></p> <ul style="list-style-type: none"> <li>• Students reflect theoretical concepts and acquire specialized and in-depth knowledge on a range of specific topics related to international migration.</li> <li>• Students apply policy analysis and conduct in-depth research (independently or in pairs) to examine complex dynamics driving international migratory movements and evaluate impacts on various socio-economic variables.</li> <li>• Students develop independent ideas to explain flow, patterns, and structures of international migration.</li> </ul> <p><b>Learning and methodological skills:</b></p> <ul style="list-style-type: none"> <li>• Students answer independently a research question related to the seminar topic. They do this by carrying out (independently or in pairs) in-depth research that involves gathering, analyzing and interpreting documents and academic literature related to the research questions to better understand the drivers, barriers and impacts of international migration on a range of variables.</li> <li>• Students plan and implement the research project in new and interdisciplinary contexts.</li> <li>• Students apply academic standards for writing, argumentation, and citation.</li> </ul> <p><b>Personal skills:</b></p> <ul style="list-style-type: none"> <li>• Students write and present complex, subject specific content clearly, effectively and based on academic standards</li> </ul>

		<ul style="list-style-type: none"> <li>Students reflect upon personal strengths and weaknesses regarding analytical, presentation and writing skills, and plan personal development accordingly.</li> </ul> <p><b>Social skills:</b></p> <ul style="list-style-type: none"> <li>Students work cooperatively and responsibly and critically reflect upon and improve their own co-operative behavior.</li> <li>Students communicate clearly and respectfully their arguments and points of view in classroom.</li> <li>Students give fellow students constructive feedback on their seminar papers and presentations.</li> </ul>
7	<b>Prerequisites</b>	None
8	<b>Intended stage in the degree course</b>	
9	<b>Courses of study for which the module is acceptable</b>	Elective module for “M.A. Development Economics and International Studies”
10	<b>Assessment and examinations</b>	Written assignment (ca. 15 pages) and presentation (30-45 minutes)
11	<b>Calculation of the grade for the module</b>	Written assignment (67 %) and presentation (33 %)
12	<b>Frequency of offer</b>	Every two years
13	<b>Exam retakes</b>	Failed exams can be retaken twice.
14	<b>Workload</b>	Class Time   30 hours
		Study Time   120 hours
15	<b>Duration</b>	1 semester
16	<b>Teaching and examination</b>	English
17	<b>Preparatory reading / reading list</b>	Hein de Haas/Stephen Castles/Mark J. Miller (2020), The Age of Migration. International Population Movements in the World, 6th Edition

## Development Policy (Winter semester; not in the winter term 2021/22)

1	<b>Module name</b>	<b>Development Policy</b>	<b>5 ECTS</b>
2	<b>Courses</b>	Seminar, 2 SWS (mandatory attendance)	
3	<b>Teaching Staff</b>	Prof. Dr. Holger Seebens	

4	<b>Module Coordinator</b>	Prof. Dr. Holger Seebens	
5	<b>Syllabus Outline</b>	<ul style="list-style-type: none"> <li>• What is development and what are goals of policy making?</li> <li>• General issues involved in designing policies</li> <li>• Planning interventions</li> <li>• Evaluating interventions</li> </ul>	
6	<b>Educational goals and Learning outcome</b>  <ul style="list-style-type: none"> <li>•Scientific skills</li> <li>•Methodology skills</li> <li>•Personal skills</li> <li>•Social skills</li> </ul>	<p>Understanding development implies trying to understand the complexities involved in economic, social, or environmental change. Such complexity derives from interrelationships of many actors making decisions to pursue their interests given their specific institutional environment. Given this complexity, policies are designed to induce development.</p> <p>In this module, students will reflect upon and become familiar with the challenges of designing and implementing development policies. They learn a general framework to plan and evaluate interventions that aim at inducing development. In the framework of the course, students will design their own development project, which will be presented and dis-cussed.</p> <p>After the course, students are able to analyze social, economic and political environments in which political interventions are implemented. They can critically assess current policies, can develop interventions and are familiar with challenges that can come up in the course of planning, implementing and evaluating development projects.</p>	
7	<b>Prerequisites</b>	Successful completion of the courses <i>Development Economics I</i> and/or <i>Development Economics II</i> is recommended.	
8	<b>Intended stage in the degree course</b>	First or third semester	
9	<b>Courses of study for which the module is acceptable</b>	Elective Module for “M.A. Development Economics and International Studies”	
10	<b>Assessment and examinations</b>	Written assignment (ca. 15 pages) and presentation (ca. 20 minutes)	
11	<b>Calculation of the grade for the module</b>	Written assignment (66%) and presentation (33%)	
12	<b>Frequency of offer</b>	Yearly	
13	<b>Exam retakes</b>	Failed exams can be retaken twice.	
14	<b>Workload</b>	Attendance	30 hours
15		Self-study	120 hours
15	<b>Duration</b>	One semester	



16	<b>Teaching and examination</b>	English
17	<b>Preparatory reading / reading list</b>	<ul style="list-style-type: none"> <li>• Amartya Sen (2001): Development as freedom</li> <li>• Amartya Sen (1988): The concept of development.</li> <li>• Jeffrey Sachs: The end of poverty.</li> <li>• Murphy, Shleifer, and Vishny (1989): Industrialization and the big push.</li> <li>• Pranab Bardhan and Chris Udry (1999): Development Microeconomics.</li> <li>• Esther Duflo and Michael Kremer (2003): Use of Randomization in the Evaluation of Development Effectiveness. Paper prepared for the World Bank Operations Evaluation Department (OED) Conference on Evaluation and Development Effectiveness.</li> <li>• Abhijit Banerjee and Esther Duflo (2008): The experimental approach to development economics. National Bureau of Economic Research.</li> <li>• Dani Rodrik (2008): The New Development Economics: We Shall Experiment, but How Shall We Learn? Faculty Research Working Paper Series RWP08-055.</li> <li>• Martin Ravallion (2009): Should the randomistas rule? The Economists' Voice 6(2).</li> <li>• William Easterly (2006): The white man's burden.</li> </ul>

# **Elective Complementary Modules**

## Statistics: Refresher Course (Winter semester)

1	<b>Module name</b>	<b>Statistics Refresher Course</b>	<b>5 ECTS</b>
2	<b>Courses</b>	Lecture (2 SWS)	
3	<b>Teaching Staff</b>	Andreas Link	

4	<b>Module Coordinator</b>	Andreas Link	
5	<b>Syllabus Outline</b>	<ul style="list-style-type: none"> <li>• Random Variables and Probability Distributions</li> <li>• Moments of One Random Variable</li> <li>• Statistics with Two Random Variables</li> <li>• Parametric Distributions</li> <li>• Sample Distribution</li> <li>• Estimation and Inference of the Population Mean</li> <li>• Comparing the Means of Different Populations</li> <li>• Introduction to Stata</li> </ul>	
6	<b>Educational goals and Learning outcome</b>	Students are equipped with the basics of inferential statistics so that they are able to follow the Research Methods I course. They get to know specific terms, definitions, rules and testing procedures. They apply the theoretical contents to economic data in diverse exercises. Methodological skills that the students acquire in particular are to conduct hypothesis tests.	
7	<b>Prerequisites</b>	None	
8	<b>Intended stage in the degree course</b>	First semester (winter term)	
9	<b>Courses of study for which the module is acceptable</b>	Elective complementary module for "M.A. Development Economics and International Studies"	
10	<b>Assessment and examinations</b>	Written Exam	
11	<b>Calculation of the grade for the module</b>	Written Exam 100%	
12	<b>Frequency of offer</b>	Every winter term	
13	<b>Exam retakes</b>	Failed exams can be retaken twice.	
14	<b>Workload</b>	Attendance	30 hours
		Self-study	105 hours
15	<b>Duration</b>	1 semester	
16	<b>Teaching and examination language</b>	English	
17	<b>Preparatory reading / reading list</b>	J. H. Stock and M. W. Watson, Introduction to Econometrics, Update, 3rd ed., Pearson 2015	

## Introduction to Stata (Winter semester)

1	<b>Module name</b>	<b>Introduction to Stata</b>	<b>2,5 ECTS</b>
2	<b>Courses</b>	Seminar, 1 SWS (mandatory attendance)	
3	<b>Teaching Staff</b>	Dr. Marcello Pérez-Alvarez	

4	<b>Module Coordinator</b>	Dr. Marcello Pérez-Alvarez	
5	<b>Syllabus Outline</b>	This is an intensive (blocked) course covering the main functionalities of Stata such as basic syntax, trouble-shooting, loading and examining data, working with dofiles, basic and advanced data manipulation, combining datasets, regressions, and the generation of figures and tables. Importantly, this course does not aim at teaching statistical concepts, even though it will naturally make use of them throughout.	
6	<b>Educational goals and Learning outcome</b>	Students will be able to (1) use Stata's basic data manipulation functionalities, (2) handle and combine different types of data structures (e.g. data with different units of observations, panel vs. cross-section), (3) create academic-type tables and graphs, (4) run regression analysis, (5) find solutions to their coding problems efficiently and independently (6) organize their empirical work in an efficient way.  Altogether, students will acquire foundational Stata skills that will enable them to engage with empirical work in the context of MA seminars/theses.	
7	<b>Prerequisites</b>	Successful completion of the Statistics: Refresher Course is recommended	
8	<b>Intended stage in the degree course</b>	Every semester	
9	<b>Courses of study for which the module is acceptable</b>	Complementary elective module for: "M.A. Development Economics and International Studies"; Complementary elective module for "M.A. Nahoststudien".	
10	<b>Assessment and examinations</b>	Students are required to complete a take-home project which will broadly test their ability to conduct basic empirical analyses with the software, with particular emphasis on the following aspects: <ul style="list-style-type: none"> <li>• ability to manipulate/restructure/merge/reshape datasets,</li> <li>• ability to create graphs and tables,</li> <li>• ability to conduct regression analyses.</li> </ul> After the project submission, students will be required to meet with the module coordinator in order to explain the submitted software code thoroughly.	
11	<b>Calculation of the grade for the module</b>	Successful completion of a take-home project and a presentation/interview to determine pass/fail.	
12	<b>Frequency of offer</b>	Irregularly	
13	<b>Exam retakes</b>	Failed exams can be retaken twice.	
14	<b>Workload</b>	Attendance	15 hours
		Self-study	60 hours
15	<b>Duration</b>	1 semester	

16	<b>Teaching and examination language</b>	English
17	<b>Preparatory reading / reading list</b>	<ul style="list-style-type: none"><li>• Baum (2006) An Introduction to Modern Econometrics Using Stata.</li><li>• Mitchell (2004) A Visual Guide to Stata Graphics.</li></ul>

## Advanced Topics in Stata (Summer semester)

1	<b>Module name</b>	<b>Advanced Topics in Stata</b>	<b>2,5 ECTS</b>
2	<b>Courses</b>	Seminar, 1 SWS (mandatory attendance)	
3	<b>Teaching Staff</b>	Dr. Marcello Pérez-Alvarez	

4	<b>Module Coordinator</b>	Dr. Marcello Pérez-Alvarez	
5	<b>Syllabus Outline</b>	<p>This is an intensive (blocked) course going beyond the main functionalities of Stata (basic syntax, trouble-shooting, loading and examining data, working with dofiles, basic and semi-advanced data manipulation, combining datasets, basic regressions, and the generation of figures and tables. It will expand on more advanced programming techniques involving macros such as locals and globals, as well as numeric and string loops. More advanced regression commands and map creation will be also discussed.</p> <p>Importantly, this course does not aim at teaching statistical concepts, even though it will naturally make use of them throughout.</p>	
6	<b>Educational goals and Learning outcome</b>	<p>Students will be able to (1) use Stata's advanced data manipulation functionalities, (2) use the programming features of Stata to automatize repetitive tasks, (3) the basics of handling shapefiles within Stata and creating more sophisticated regression tables (4) run advanced regression analysis, (5) find sophisticated solutions involving programming to their coding problems efficiently and independently, (6) create their own commands</p> <p>Altogether, students will acquire advanced Stata skills that will enable them to engage with empirical work with programming skills in the context of MA seminars/theses.</p>	
7	<b>Prerequisites</b>	Successful completion of the Statistics: Refresher Course is recommended	
8	<b>Intended stage in the degree course</b>	Every semester	
9	<b>Courses of study for which the module is acceptable</b>	Complementary elective module for: "M.A. Development Economics and International Studies"; Complementary elective module for "M.A. Nahoststudien".	
10	<b>Assessment and examinations</b>	<p>Students are required to complete a take-home project which will broadly test their ability to conduct advanced empirical analyses with the software, with particular emphasis on the following aspects:</p> <ul style="list-style-type: none"> <li>• program a code that handles repetitive tasks efficiently,</li> <li>• ability to conduct advanced regression analyses and produced sophisticated regression tables.</li> </ul> <p>After the project submission, students will be required to meet with the module coordinator in order to explain the submitted software code thoroughly.</p>	

11	<b>Calculation of the grade for the module</b>	Successful completion of a take-home project and a presentation/interview to determine pass/fail.	
12	<b>Frequency of offer</b>	Irregularly	
13	<b>Exam retakes</b>	Failed exams can be retaken twice.	
14	<b>Workload</b>	Attendance	15 hours
		Self-study	60 hours
15	<b>Duration</b>	1 semester	
16	<b>Teaching and examination language</b>	English	
17	<b>Preparatory reading / reading list</b>	<ul style="list-style-type: none"> <li>• Baum (2006) An Introduction to Modern Econometrics Using Stata.</li> <li>• Mitchell (2004) A Visual Guide to Stata Graphics.</li> </ul>	

## Academic Research and Writing (MA DEIS) (Winter semester; tbc)

1	<b>Module name</b>	<b>Academic Research and Writing (MA DEIS)</b>	<b>2,5 ECTS</b>
2	<b>Courses</b>	Tutorial, 2 SWS	Mandatory attendance
3	<b>Teaching Staff</b>	tba	

4	<b>Module Coordinator</b>	Prof. Dr. Christine Binzel	
5	<b>Syllabus Outline</b>	<ol style="list-style-type: none"> <li>1. Background to writing</li> <li>2. Reading: finding suitable sources</li> <li>3. Reading: assessing the quality of the article</li> <li>4. Components of academic style</li> <li>5. Referencing</li> <li>6. Avoiding plagiarism</li> <li>7. Finding key points and note-making</li> <li>8. Organizing paragraphs</li> <li>9. Introducing examples</li> <li>10. Visual information and numbers</li> <li>11. Introductions and conclusions</li> <li>12. Re-writing and proof-reading</li> </ol>	
6	<b>Educational goals and Learning outcome</b>	<p>This tutorial aims at developing students' proficiency in analytical writing, rhetorical reading, and critical thinking.</p> <ul style="list-style-type: none"> <li>• Students find and evaluate different kinds of information relevant to a problem or issue being addressed in the writing and integrate that in-formation into their written work in a manner that both supports their argument and properly documents the source of information.</li> <li>• Students form and frame a clear thesis statement, organize information, develop the central idea, and present the finished work in standard English in an acceptable manner.</li> <li>• Students understand the principles of intellectual property and academic honesty for academic writing.</li> <li>• Students create a complete and consistent bibliography being familiar with helpful tools, methods, and software.</li> <li>• Students cite correctly and are consistent in terms of their citation method.</li> <li>• Students understand that effective writing is a result of a recursive process (where students develop the ability to revise, edit, and proofread).</li> </ul>	
7	<b>Prerequisites</b>	None	
8	<b>Intended stage in the degree course</b>	First semester	
9	<b>Courses of study for which the module is acceptable</b>	Elective complementary module in: M.A. Development Economics and International Studies	
10	<b>Assessment and examinations</b>	Presentation and Written Assignment	



11	<b>Calculation of the grade for the module</b>	Ungraded	
12	<b>Frequency of offer</b>		
13	<b>Exam retakes</b>	Failed exams can be retaken twice.	
14	<b>Workload</b>	Class time	12 hours
		Study time	57 hours
15	<b>Duration</b>	1 semester	
16	<b>Teaching and examination language</b>	English	
17	<b>Preparatory reading / reading list</b>	<ul style="list-style-type: none"> <li>• Crème, Phyllis and Marry Lea. Writing at University: A Guide for Students. Open University Press. 2003.</li> <li>• Clouse, Barbara Fine. Patterns for A Purpose: A Rhetorical Reader 5th ed. New York: McGraw Hill Higher Education, 2009.</li> <li>• Day, Susan, Robert Funk, and Elizabeth McMahan. Literature and the Writing Process. 9th ed. Upper Saddle River: Prentice Hall, 2011.</li> <li>• Soles, Derek. The Essentials of Academic Writing. Boston: Houghton Mifflin, 2005.</li> </ul>	

## A Political Economy Analysis of Cross Border Trade in Africa: African Continental Free Trade Agreement Perspective (Winter semester 2021/22)

1	<b>Module name</b>	<b>A political Economy Analysis of Cross Border Trade in Africa: African Continental Free Trade Agreement Perspective</b>	<b>5 ECTS</b>
2	<b>Courses</b>	Seminar, 2 SWS (mandatory attendance)	
3	<b>Teaching Staff</b>	Prof. Pumela Msweli	

4	<b>Module Coordinator</b>	Prof. Pumela Msweli
5	<b>Syllabus Outline</b>	<p>The purpose of this seminar is to discuss challenges, opportunities and implications of cross-border flows of products, capital, inputs, information and labour in the context of the newly launched African Continental Free Trade Agreement (AfCFTA). Students will explore the major shifts in the global economy over the past 500 years, and how these shifts have affected cross-border trade in Africa.</p> <p>Seminar sessions will be interactive, comprising a combination of presentations, discussions and debate. Reading of prescribed texts before the seminar is essential to ensure meaningful discussion.</p> <p><b>Seminar Topic 1: The changing Global Trade Architecture: Implications for cross border trade.</b> Students will look at the major shifts in the global economy and how these shifts have affected cross-border trade in Africa.</p> <p><b>Seminar Topic 2: The African Continental Free Trade Agreement: An instrument for Development.</b> Students will look at the structure, purpose and process of developing the AfCFTA agreement.</p> <p><b>Seminar Topic 3: The African Continental Free Trade Agreement: Challenges and opportunities.</b> Students will explore challenges, opportunities, and implications of cross-border flows in the context of the Africa Continental Free Trade Agreement.</p> <p><b>Seminar Topic 4: Alternate views and critics of the African Continental Free Trade Agreement.</b> Students will be prepared to provide a critical analysis of views in literature on the potential impact of the Africa Continental Free Trade Agreement on African Economies.</p>
6	<b>Educational goals and Learning outcome</b>	<p><b>Subject-specific skills</b></p> <ul style="list-style-type: none"> <li>• Students are able to assess implications of policy instruments used to influence trade and investment flows.</li> <li>• Students are able to evaluate the implications that AfCFTA hold for governments and businesses in Africa.</li> <li>• Students are able to analyse metrics that explain the level of integration and cross border differences between countries in Africa.</li> </ul>

		<p><b>Methodological skills</b></p> <ul style="list-style-type: none"> <li>• Students independently address research questions regarding issues related to cross-border flows of products, capital, inputs, information and labour between countries in Africa.</li> <li>• Students critique, evaluate and analyse literature related to international trade in Africa.</li> </ul> <p><b>Personal and social skills</b></p> <ul style="list-style-type: none"> <li>• Students will have an opportunity to reflect on the implications of international trade on economic development, poverty and inequality.</li> </ul>
7	<b>Prerequisites</b>	None
8	<b>Intended stage in the degree course</b>	Third semester (winter term)
9	<b>Courses of study for which the module is acceptable</b>	Regional, elective, or elective complementary module for: "M.A. Development Economics and International Studies"
10	<b>Assessment and examinations</b>	Group and individual assignments
11	<b>Calculation of the grade for the module</b>	Syndicate Group Assignment (30 %), Individual Assignment (70 %)
12	<b>Frequency of offer</b>	Irregular
13	<b>Exam retakes</b>	Failed exams can be retaken twice.
14	<b>Workload</b>	Attendance 30 hours
		Self-study 120 hours
15	<b>Duration</b>	1 semester
16	<b>Teaching and examination</b>	English
17	<b>Preparatory reading / reading list</b>	<p>Seminar Topic 1: Prescribed Reading  Faizel Ismail, 'The Changing Global Trade Architecture: Implications for Africa's Regional Integration and Development', (2017), 51, Journal of World Trade, Issue 1, pp. 1-22, <a href="https://kluwerlawonline.com/journalarticle/Journal+of+World+Trade/51.1/TRAD2017001">https://kluwerlawonline.com/journalarticle/Journal+of+World+Trade/51.1/TRAD2017001</a>  Dobler, G. (2016) "The green, the grey and the blue: a typology of cross-border trade in Africa," The Journal of Modern African Studies. Cambridge University Press, 54(1), pp. 145–169. doi: 10.1017/S0022278X15000993.</p> <p>Seminar Topic 2: Prescribed Reading  F Obeng-Odoom (2020) The African continental free trade area - American Journal of Economics and ..., Wiley Online Library  Omphemetse S. Sibanda S. The Advent of the African Continental Free Trade Agreement as a Tool for Development. Foreign Trade Review. 2021;56(2):216-224. doi:10.1177/0015732521995171</p> <p>Seminar Topic 3: Prescribed Reading  Moyo T. (2021) - Vol. 50 No. 1 (2021): Special Issue: Africa Insight Editorial The African Continental Free Trade Agreement (AfCFTA)-A Political Economy Analysis of Opportunities, Challenges and Prospects</p>

		<p>Ismail F. (2018). A 'Developmental Regionalism' Approach to the AFCFTA, Trade and Industry Policy Strategies Working Paper. Available at: <a href="https://www.tips.org.za/research-archive/trade-and-industry/item/3542-working-paper-a-developmental-regionalism-approach-to-the-afcfta">https://www.tips.org.za/research-archive/trade-and-industry/item/3542-working-paper-a-developmental-regionalism-approach-to-the-afcfta</a></p> <p>Seminar Topic 4: Prescribed Reading</p> <p>Parshotam A (2018). "Can the African Continental Free Trade Agreement Offer a New Beginning for Trade in Africa?" South African Institute of International Affairs, Occasional Paper No. 280. Available at: <a href="file:///C:/Users/mswelp/Documents/Erlangen/Erlangen%202020/Literature/AFrCFTA2018.pdf">file:///C:/Users/mswelp/Documents/Erlangen/Erlangen%202020/Literature/AFrCFTA2018.pdf</a></p> <p>Torque Mude (2021) The Africa Continental Free Trade Agreement and Intra-African Trade – Transformative Integration or Neo-liberal Organised Hypocrisy?</p>
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## Latin-American Development Strategies: 1950's- 2020's (Winter semester 2021/22)

1	<b>Module name</b>	<b>Latin-American Development Strategies: 1950's- 2020's</b>	<b>5 ECTS</b>
2	<b>Courses</b>	Seminar, 2 SWS (mandatory attendance)	
3	<b>Teaching Staff</b>	Prof. Dr. Jorge Villaseñor	

4	<b>Module Coordinator</b>	Prof. Dr. Jorge Villaseñor
5	<b>Syllabus Outline</b>	<p>This is an intermediate course in the field of development economics, which enables students to learn and understand the fundamentals of various development economics theories and policies in the Latin-American context, as well as to study the fundamentals of economic theory that support policy making in the region, covering intermediate concepts of economy and introductory concepts of macroeconomics. Previous knowledge is required in microeconomics, macroeconomics and development economics.</p> <p><b>Course topics:</b></p> <ol style="list-style-type: none"> <li>1. The economic development of Latin America and its principal problems (Weeks 1 &amp; 2)</li> <li>2. Stabilizing Development &amp; Import Substitution (Weeks 3 &amp; 4)</li> <li>3. MDI's and Latin-American development strategies (Weeks 5 &amp; 6)</li> <li>4. A decade of light and shadow (Weeks 7 &amp; 8)</li> <li>5. Latin America and the IMF (Weeks 9 &amp; 10)</li> <li>6. Old Problems, New Solutions? (Weeks 11 &amp; 12)</li> </ol>
6	<b>Educational goals and Learning outcome</b>	Upon completion of the course, students will be able to understand the different economic models that supported economic development strategies in Latin – America from the 1950's to the 2020's, and their evolution; understand concepts such as stabilizing development, import substitution, and the strategic role of the government; understand development policy making and how economic problems are formalized and analyzed using applied mathematical and graphic tools.
7	<b>Prerequisites</b>	None
8	<b>Intended stage in the degree course</b>	Third semester (winter term)
9	<b>Courses of study for which the module is acceptable</b>	Regional, elective, or elective complementary module for: "M.A. Development Economics and International Studies"
10	<b>Assessment and examinations</b>	Essays
11	<b>Calculation of the grade for the module</b>	Essay Type Examination (50 %), Final Essay (50 %)
12	<b>Frequency of offer</b>	Irregular
13	<b>Exam retakes</b>	Failed exams can be retaken twice.

14	<b>Workload</b>	Attendance	30 hours
		Self-study	120 hours
15	<b>Duration</b>	1 semester	
16	<b>Teaching and examination</b>	English	
17	<b>Preparatory reading / reading list</b>	<p><u>Weeks 1 &amp; 2</u> Compulsory</p> <ul style="list-style-type: none"> <li>- Cardoso, E., &amp; Fishlow, A. (1992). Latin American economic development: 1950–1980. <i>Journal of Latin American Studies</i>, 24(S1), 197-218.</li> <li>- Prebisch, R. (1962). The economic development of Latin America and its principal problems. <i>Economic Bulletin for Latin America</i>.</li> <li>- Kay, C. (1991). Reflections on the Latin American contribution to development theory. <i>Development and change</i>, 22(1), 31-68.</li> <li>- Cárdenas, M. (2010) RETHINKING LATIN AMERICA'S DEVELOPMENT STRATEGY. Brookings</li> </ul> <p><u>Weeks 3 &amp; 4</u> Compulsory</p> <ul style="list-style-type: none"> <li>- Buffie, E. F., &amp; Krause, A. S. (2007). 7. Mexico 1958-86: From Stabilizing Development to the Debt Crisis. In <i>Developing Country Debt and the World Economy</i> (pp. 141-168). University of Chicago Press.</li> <li>- Irwin, D. A. (2021). The rise and fall of import substitution. <i>World Development</i>, 139, 105306.</li> </ul> <p><u>Weeks 5 &amp; 6</u> Compulsory</p> <ul style="list-style-type: none"> <li>- Perry, G., &amp; Garcia, E. (2017). The influence of multilateral development institutions on Latin American development strategies. In <i>Alternative Pathways to Sustainable Development: Lessons from Latin America</i> (pp. 199-232). Brill Nijhoff.</li> </ul> <p><u>Weeks 7 &amp; 8</u> Compulsory</p> <ul style="list-style-type: none"> <li>- Martin, J., &amp; Ocampo, J. A. (2003). <i>A Decade of Light and Shadow: Latin America and the Caribbean in the 1990s</i>. ECLAC.</li> <li>- Frenkel, R. (1997). New prospects for Latin American development. In <i>Global Development Fifty Years after Bretton Woods</i> (pp. 306-329). Palgrave Macmillan, London.</li> </ul> <p><u>Weeks 9 &amp; 10</u> Compulsory</p> <ul style="list-style-type: none"> <li>- Pastor Jr, M. (1987). The effects of IMF programs in the Third World: Debate and evidence from Latin America. <i>World Development</i>, 15(2), 249-262.</li> <li>- Boughton, J. M. (1994). The IMF and the Latin American Debt Crisis: Seven Common Criticisms. <i>IMF Policy Discussion Papers</i>, 1994(023).</li> </ul>	

		<p><u>Weeks 11 &amp; 12</u></p> <p>Compulsory</p> <ul style="list-style-type: none"> <li>- Caldentey, E. P., &amp; Vernengo, M. (2010). Back to the future: Latin America's current development strategy. <i>Journal of Post Keynesian Economics</i>, 32(4), 623-644.</li> <li>- De Ferranti, D., &amp; Ody, A. J. (2005). Key Economic and Social Challenges for Latin America: Perspectives from Recent Studies. <i>Asian International Studies Review</i>, 6(2), 1-20.</li> <li>- Andersson, V., &amp; Christensen, S. F. (2008). New Latin American Development Strategies in a Changing Economic and Political Context.</li> </ul> <p><u>Optional but highly recommended reading:</u></p> <ul style="list-style-type: none"> <li>- Prebisch, R., &amp; Cabañas, G. (1949). EL DESARROLLO ECONÓMICO DE LA AMÉRICA LATINA Y ALGUNOS DE SUS PRINCIPALES PROBLEMAS. <i>El Trimestre Económico</i>, 16(63(3)), 347-431.</li> <li>- Ocampo, J. A. (2013). The history and challenges of Latin American development. CEPAL</li> <li>- Hofman, A. A. (2000). <i>The economic development of Latin America in the twentieth century</i>. ECLAC.</li> <li>- Edwards, Sebastian (1995). Crisis and reform in Latin America: from despair to hope (English). Washington, D.C.: World Bank Group.</li> </ul>
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# Master Thesis



1	<b>Name of Module</b>	<b>Master Thesis</b>	<b>30 ECTS</b>
2	<b>Courses</b>		
3	<b>Teaching Staff</b>	Prof. Dr. Christine Binzel, Prof. Dr. Matthias S. Fifka, Prof. Jürgen Kähler PhD, Prof. Dr. Andreas Landmann, Dr. Pérez-Alvarez, Hussain, PhD.	

4	<b>Module Coordinator</b>	Prof. Dr. Christine Binzel, Prof. Dr. Matthias S. Fifka, Prof. Jürgen Kähler PhD, Prof. Dr. Andreas Landmann, Dr. Pérez-Alvarez, Hussain, PhD
5	<b>Syllabus Outline</b>	Students write a thesis about a topic that they agree with their academic supervisors. Topics may cover any issue from development economics and international studies. The topic should be related to one of the compulsory, regional, or elective modules.
6	<b>Educational goals and Learning outcome</b>	<p><b>Subject-specific skills:</b></p> <ul style="list-style-type: none"> <li>• Students apply theoretical models and acquire specialized and in-depth knowledge on a particular topic related to international economics, development economics, applied econometrics, international business ethics, or one of the regional or topics elective modules of the MA DEIS.</li> <li>• Students explain, apply, and reflect upon complex theories, terminology, specialities, boundaries, and different schools of thought related to their topic critically and in depth.</li> <li>• Students develop ideas and theories to explain economic phenomena related to their topic.</li> <li>• Students collect and review the related literature critically. They summarize the main findings of other authors in a conclusive way.</li> </ul> <p><b>Methodological skills:</b></p> <ul style="list-style-type: none"> <li>• Students show that they can plan and implement stages of work in order to solve a problem in a new context or related to a new unfamiliar topic.</li> <li>• Students collect, prepare, and evaluate data related to their topic.</li> <li>• Students apply qualitative and quantitative methods to analyse the data. Thereby they apply the skills they gathered in the core modules.</li> <li>• Students critically evaluate the strengths, limitations, and applicability of different empirical methods.</li> </ul> <p><b>Personal skills:</b></p> <ul style="list-style-type: none"> <li>• Students write complex, subject specific content clearly, effectively and based on scientific standards. Thereby they expand their skills learnt in the seminars.</li> <li>• Students plan their MA thesis independently and strengthen their ability to work autonomously in an academic context.</li> </ul>
7	<b>Prerequisites</b>	None

8	<b>Intended stage in the degree course</b>	Fourth semester
9	<b>Courses of study for which the module is acceptable</b>	Required module for: MA Development Economics and International Studies
10	<b>Assessment and examinations</b>	Master thesis (50 – 70 pages)
11	<b>Calculation of the grade for the module</b>	Master thesis 100%
12	<b>Frequency of offer</b>	Each term
13	<b>Exam retakes</b>	Can be retaken once.
14	<b>Workload</b>	Self-study: 900 hours
15	<b>Duration</b>	One semester
16	<b>Teaching and examination language</b>	English
17	<b>Preparatory reading / reading list</b>	Required readings are set on an individual basis.