



FRIEDRICH-ALEXANDER  
UNIVERSITÄT  
ERLANGEN-NÜRNBERG

PHILOSOPHISCHE FAKULTÄT  
UND FACHBEREICH THEOLOGIE

# Module Handbook

**M.A.**

# **Development Economics and International Studies**

April 23, 2020

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Modulbezeichnung	Lehrveranstaltung	SWS				Gesamt ECTS	Workload-Verteilung pro Semester in ECTS-Punkten <sup>1</sup>				Art und Umfang der Prüfung/ Studienleistung	Faktor Modulnote
		V	Ü	P	S		1.	2.	3.	4.		
<b>Pflichtbereich (40 ECTS)</b>												
<b>Development Economics I</b>	Vorlesung	2				5	5				Klausur (60-90 Min.)	1
	Übung		1									
<b>Development Economics II</b>	Vorlesung und Übung oder Hauptseminar	(2)	(1)		(2)	5		5			Klausur (60-90 Min., 100 %) oder Referat (25-40 Min., 33 %) und Hausarbeit (15 S., 67 %) <sup>2</sup>	1
<b>International Economics I</b>	Vorlesung	2				5	5				Klausur (60-90 Min.)	1
	Übung		1									
<b>International Economics II</b>	Vorlesung und Übung oder Hauptseminar	(2)	(1)		(2)	5		5			Klausur (60-90 Min., 100 %) oder Referat (25-40 Min., 33 %) und Hausarbeit (15 S., 67 %) <sup>2</sup>	1
<b>Research Methods I</b>	Vorlesung	2				5	5				Klausur (60-90 Min.)	1
	Übung		1									
<b>Research Methods II</b>	Vorlesung und Übung oder Hauptseminar	(2)	(1)		(2)	5		5			Klausur (60-90 Min., 100 %) oder Referat (25-40 Min., 33 %) und Hausarbeit (15 S., 67 %) <sup>2</sup>	1
<b>International Business Ethics I</b>	Vorlesung	2				5		5			Klausur (60-90 Min.)	1
	Übung		1									
<b>International Business Ethics II</b>	Vorlesung und Übung oder Hauptseminar	(2)	(1)		(2)	5			5		Klausur (60-90 Min., 100 %) oder Referat (25-40 Min., 33 %) und Hausarbeit (15 S., 67 %) <sup>2</sup>	1
<b>Regionale Vertiefung gemäß § 5 (10 ECTS)</b>												
<b>Regional Module I</b>	vgl. § 5 Abs. 4					5	(5)	(5)	(5)		vgl. § 5 Abs. 3	1
<b>Regional Module II</b>	vgl. § 5 Abs. 4					5	(5)	(5)	(5)		vgl. § 5 Abs. 3	1
<b>Wahlbereich gemäß § 6 (20 ECTS)</b>												
<b>Elective Module I</b>	vgl. § 6 Abs. 4					5	(5)	(5)	(5)		vgl. § 6 Abs. 3	1
<b>Elective Module II</b>	vgl. § 6 Abs. 4					5	(5)	(5)	(5)		vgl. § 6 Abs. 3	1
<b>Elective Module III</b>	vgl. § 6 Abs. 4					5	(5)	(5)	(5)		vgl. § 6 Abs. 3	1
<b>Elective Module IV</b>	vgl. § 6 Abs. 4					5	(5)	(5)	(5)		vgl. § 6 Abs. 3	1
<b>Freies Ergänzungsstudium gemäß § 7 (20 ECTS)</b>												
<b>Elective Complementary Module I</b>	vgl. § 7 Abs. 3					5	(5)	(5)	(5)		vgl. § 7 Abs. 3	0
<b>Elective Complementary Module II</b>	vgl. § 7 Abs. 3					5	(5)	(5)	(5)		vgl. § 7 Abs. 3	0
<b>Elective Complementary Module III</b>	vgl. § 7 Abs. 3					5	(5)	(5)	(5)		vgl. § 7 Abs. 3	0
<b>Elective Complementary Module IV</b>	vgl. § 7 Abs. 3					5	(5)	(5)	(5)		vgl. § 7 Abs. 3	0
<b>Masterarbeit</b>												
<b>Master Thesis</b>	Masterarbeit					30				30	Masterarbeit (50-70 S.)	1
<b>Summe SWS und ECTS</b>		<b>8-16</b>	<b>4-8</b>	<b>0</b>	<b>0-8</b>	<b>120</b>	<b>30</b>	<b>30</b>	<b>30</b>	<b>30</b>		

<sup>1</sup> The distribution shown is a recommendation.

<sup>2</sup> The exact form of assessment depends on the character of the course and will be specified in the module handbook.

**Compulsory Modules  
of the M.A.**

**Development Economics and  
International Studies**

## 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>	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 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 exam 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	
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>	Prof. Jürgen Kähler PhD Stefan Wagner MA	

4	<b>Module Coordinator</b>	Prof. Jürgen Kähler PhD
5	<b>Syllabus Outline</b>	<p>This module offers an introduction to the theory and policy of international trade with special reference to trade policy in developing countries. The contents that will be covered are:</p> <ul style="list-style-type: none"> <li>• international trade models (Ricardian model, specific-factors model, Heckscher-Ohlin model) and impacts on growth and income distribution;</li> <li>• movement of labour and capital between countries;</li> <li>• increasing returns to scale and monopolistic competition;</li> <li>• offshoring of goods and services;</li> <li>• instruments of trade policy;</li> <li>• the political economy of trade policy;</li> <li>• trade policy in developing countries;</li> <li>• labor and environmental issues in international trade;</li> <li>• international trade agreements</li> </ul>
6	<b>Educational goals and Learning outcome</b>	<p>This module aims for students to acquire appropriate skills to critically reflect on and analyse issues of international trade in developing countries. The focus is both on theoretical and policy-oriented knowledge.</p> <p>Subject-specific skills:</p> <ul style="list-style-type: none"> <li>• Students learn about various theoretical models of international trade, critically analyse differences between them and assess impacts on various factors</li> <li>• Students reflect on how these models apply to current trade relate issues globally and within specific country contexts.</li> <li>• Students learn about different trade policy instruments and critically assess their impacts on national and firm level economic performance.</li> <li>• Students analyse how political economy factors affect trade dynamics and reflect on current controversies around international trade.</li> </ul> <p>Learning and methodological skills:</p> <ul style="list-style-type: none"> <li>• Students learn to calculate the gains and losses from international trade.</li> <li>• Students develop theoretical models to account for different drivers of trade and capture socio-economic impacts.</li> <li>• Students analyse qualitatively (short case studies) and quantitatively the drivers and impacts of trade.</li> </ul>

		<p>Personal skills:</p> <ul style="list-style-type: none"> <li>• Students reflect critically on current trade related issues (e.g. trade agreements currently under) discussed in the media and on the political factors contributing to shaping various trade outcomes.</li> <li>• Students develop a balanced perspective on the drivers of and barriers to international trade, and the controversies around trade policy.</li> <li>• Students evaluate their own strengths and weaknesses in relation to policymaking.</li> </ul> <p>Social skills:</p> <ul style="list-style-type: none"> <li>• During lectures and tutorials students actively engage by asking questions and clearly communicating their points of view and arguments;</li> <li>• Students engage respectfully with fellow classmates in exchanging different points of view on various topics.</li> <li>• Students work in small groups during tutorials to solve problems and reflect on questions.</li> </ul>				
7	<b>Prerequisites</b>	None				
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>	Required core module in “MA in Development Economics & International Studies” (DEIS) Elective module in “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>	Yearly (winter semester).				
13	<b>Exam retakes</b>	Failed exams can be retaken twice.				
14	<b>Workload</b>	<table border="1"> <tr> <td>Class time:</td> <td>45 hours</td> </tr> <tr> <td>Study time:</td> <td>105 hours</td> </tr> </table>	Class time:	45 hours	Study time:	105 hours
Class time:	45 hours					
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>	<p>Paul R. Krugman, Maurice Obstfeld, Marc J. Melitz (2018): International Economics. Theory and Policy, 11th ed., Pearson, Chapters 1-12.</p> <p>Robert C. Feenstra, Alan M. Taylor (2017): International Trade, 4th ed., Worth Publishers, Chapters 1-11.</p>				



## 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>	Prof. Jürgen Kähler PhD	

4	<b>Module Coordinator</b>	Prof. Jürgen Kähler PhD	
5	<b>Syllabus Outline</b>	<p>The seminar will be based on computable general equilibrium (CGE) modelling of international trade issues using data and software of the Global Trade Analysis Project (GTAP). Students submit and present their assignments. A power-point file should be used for the presentation.</p> <p>Topics:</p> <ul style="list-style-type: none"> <li>• Foundations of Computable General Equilibrium Modelling</li> <li>• Final Demand in a CGE Model</li> <li>• Effect of Soaring Food Prices</li> <li>• Supply in a CGE Model</li> <li>• Food Fight: Agricultural Production Subsidies</li> <li>• Factors of Production in a CGE Model</li> <li>• Climate Change – The World in 2050</li> <li>• Trade in a CGE Model</li> <li>• The Doha Development Agenda</li> <li>• Taxes in a CGE Model</li> <li>• The Marginal Welfare Burden of the Tax System</li> <li>• Regulations in a CGE Model</li> </ul>	
6	<b>Educational goals and Learning outcome</b>	<p>This seminar aims to immerse students in development issues related to international trade, and to conduct complex analyses of CGE models with various factors and impacts that globalization and trade have on the economies of developing countries. 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>Subject-specific skills:</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 with CGE models, evaluate impacts, and draw informed conclusions.</li> </ul> <p>Learning and methodological skills:</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</li> </ul>	

		<p>in pairs) in-depth research that involves gathering, analysing and interpreting documents and academic literature related to the research questions to better understand the drivers, barriers and impacts of trade on a range of variables.</p> <ul style="list-style-type: none"> <li>• Students plan and implement the research project in new and interdisciplinary contexts. As such, they also reflect on the learning process and expand their knowledge of appropriate methods in CGE modelling.</li> <li>• Students apply academic standards for writing, argumentation, and citation.</li> </ul> <p>Personal skills:</p> <ul style="list-style-type: none"> <li>• Students write and present complex, subject specific content clearly, effectively and based on academic standards</li> <li>• Students reflect upon personal strengths and weaknesses regarding analytical, presentation and writing skills, and plan personal development accordingly.</li> </ul> <p>Social skills:</p> <ul style="list-style-type: none"> <li>• Students work cooperatively and responsibly and critically reflect upon and improve their own co-operative behaviour.</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>	Second semester (summer semester).				
9	<b>Courses of study for which the module is acceptable</b>	Required core module in “MA in Development Economics & International Studies” (DEIS); Elective module for in “MA in Middle East Studies – Specialization in Economics”.				
10	<b>Method of examination</b>	The assignment should be about 15 pages long. If two or three students co-write an assignment it should be about 20 or 25 pages long, respectively. The presentations should not be longer than 60 minutes.				
11	<b>Calculation of the grade for the module</b>	Written assignment (66%) and presentation (33%).				
12	<b>Frequency of offer</b>	Yearly (summer semester).				
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>	One semester				
16	<b>Teaching and examination language</b>	English				
17	<b>Preparatory reading / reading list</b>	Mary E. Burfisher, Introduction to Computable General Equilibrium Models, Cambridge University Press, 2nd ed., 2017.				

## 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. Panel Data Methods</li> <li>6. Instrumental Variables Regression</li> <li>7. Time Series Models</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 hours/week and tutorial 1 hour/week	
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 Research Methods I</li> <li>Quasi-Experimental Methods: <ul style="list-style-type: none"> <li>• Propensity Score Matching</li> <li>• Difference-in-difference</li> <li>• Regression-Discontinuity Design</li> </ul> </li> <li>Randomized Control Trials (RCTs): <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> </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 analyse 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 Research Methods I it is strongly recommended that students take the course before enrolling in Research Methods II.
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>	<p>Angrist, Joshua D., and Jörn-Steffen Pischke. 2009. Mostly Harmless Econometrics : An Empiricist's Companion. Princeton, NJ: Princeton University Press.</p> <p>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/kgwv9p">http://tinyurl.com/kgwv9p</a>.</p> <p>Glennerster, Rachel., and Kudzai Takavarasha. 2013. Running Randomized Evaluations: A Practical Guide. Princeton University Press. doi:10.2307/j.ctt4cgd52.</p>	

## 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>	Cristian R. Loza Aдаui	

4	<b>Module Coordinator</b>	Cristian R. Loza Aдаui	
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 analysed.</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 labour, 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 Adauí, 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>• analyse 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 behaviour 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 International Business Ethics 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 Adauí, 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  
of the M.A.**

**Development Economics and  
International Studies**

## Business & Society in Latin America (Winter semester)

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>	Cristian R. Loza Adauí, M.A., M.A.	

4	<b>Module Coordinator</b>	Cristian R. Loza Adauí, M.A., M.A.
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>Subject-specific skills</p> <ul style="list-style-type: none"> <li>• Students analyse 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>Methodological skills</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 analyse scientific literature related to an issue considered relevant for the better understanding of the business and society relationships in Latin America.</li> <li>• Students produce a case study that exemplifies a particular issue related to the business and society relationships in Latin America.</li> </ul> <p>Personal skills</p> <ul style="list-style-type: none"> <li>• Students evaluate their own strengths and weaknesses in relation to organizational skills.</li> </ul>

		<ul style="list-style-type: none"> <li>Students reflect upon their own behaviour as part of the global business community under consideration of fundamental ethical questions and the consequences for society.</li> </ul> <p>Social skills</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>	First or 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>	<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>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) <i>Philanthropy in Latin America: Historical traditions and current trends</i>, in Cynthia Sanborn and Felipe 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.</li> <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> </ul>				

- o Dobers, P., & Halme, M. (2009). Corporate social responsibility and developing countries. *Corporate Social Responsibility and Environmental Management*, 16(5), 237–249.
- o Sachdeva, A. and Panfil, O. (2008), *CSR Perceptions and Activities of Small and Medium Enterprises (SMEs) in Seven Geographical Clusters – Survey Report*, UNIDO, Vienna.
- o Casanova, L., & Dumas, A. (2010). Corporate social responsibility and Latin American multinationals. *Universia Business Review*, 25(1), 132–145.
- o Gugler, P., & Shi, J. Y. J. (2009). Corporate social responsibility for developing country multinational corporations: lost war in pertaining global competitiveness? *Journal of Business Ethics*, 87(1), 3–24.
- o Husted, B. W., & Allen, D. B. (2006). Corporate Social Responsibility in the Multinational Enterprise: Strategic and Institutional Approaches. *Journal of International Business Studies*, 37(6), 838–849.
- o Jamali, D. (2010). The CSR of MNC Subsidiaries in Developing Countries: Global, Local, Substantive or Diluted? *Journal of Business Ethics*, 93, 181–200.
- o Vives, A. (2006). Social and environmental responsibility in small and medium enterprises in Latin America. *Journal of Corporate Citizenship*, 21, 39–50.
- o Luken, R., & Stares, R. (2005). Small business responsibility in developing countries: a threat or an opportunity? *Business Strategy and the Environment*, 14(1), 38–53.
- o de Arruda, M. C. C. (2010). Latin America: Ethics and Corporate Social Responsibility in Latin American Small and Medium Sized Enterprises: Challenging Development. In L. Spence & M. Painter-Morland, *Ethics in Small and Medium Sized Enterprises* (Vol. 2, pp. 65–83). Dordrecht: Springer Netherlands.
- o Jamali, D., Lund-Thomsen, P., & Jeppesen, S. (2015). SMEs and CSR in Developing Countries. *Business & Society*.
- o Vives, A. (2004) The role of multilateral development institutions in fostering corporate social responsibility, *Development* 47 (3), 45-52.
- o Lund-Thomsen, P.; Jamali, D. and Vives, A. (2014) CSR in SMEs: an analysis of donor-financed management tools, *Social Responsibility Journal* 10 (4), 602-619.
- o Prahalad, C., & Hammond, A. (2002). Serving the world's poor, profitably. *Harvard Business Review*, 80(9), 48–59.
- o Kolk, A., Rivera-Santos, M., & Rufin, C. (2013). Reviewing a Decade of Research on the “Base/Bottom of the Pyramid” (BOP) Concept. *Business & Society*.
- o Asian Development Bank and the Inter-American Development Bank (2013) *Working together in pursuit of inclusive business: Sharing the Latin American and Caribbean experience with Asia and the Pacific*, Mandaluyong City, Philippines: Asian Development Bank.
- o Berger, G., & Blugerman, L. (2010). Social enterprises and inclusive businesses. In P. Márquez, E. Reficco, & G. Berger, *Socially inclusive business: Engaging the poor through market initiatives in Iberoamerica* (pp. 83–110). Cambridge, MA: Harvard University David Rockefeller Center for Latin American Studies and Inter-American Development Bank.
- o Alvord, S. H., Brown, L. D., & Letts, C. W. (2004). Social Entrepreneurship and Societal Transformation. *Journal of Applied Behavioral Science*, 40(3), 260–282.
- o Mair, J., & Martí, I. (2006). Social entrepreneurship research: A source of explanation, prediction, and delight. *Journal of World Business*, 41(1), 36–44.

		<ul style="list-style-type: none"> <li>o 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>o Weerawardena, J., &amp; Sullivan Mort, G. (2006). Investigating social entrepreneurship: A multidimensional model. <i>Journal of World Business</i>, 41, 21–35.</li> <li>o 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>o Haigh, N., &amp; Hoffman, A. J. (2012). Hybrid organizations: The next chapter of sustainable business. <i>Organizational Dynamics</i>, 1–9.</li> <li>o 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>o 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>o 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>o Seitanidi, M. M., &amp; Crane, A. (2013). <i>Social Partnerships and Responsible Business</i>. Routledge.</li> <li>o 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>o 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)

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. Christine Binzel / Dr. Stephanie Müssig	

4	<b>Module coordinator</b>	Prof. 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, political rent-seeking, social norms and women empowerment, and attitudes towards authoritarianism. 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 Development Economics I and/or II 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 exam can be retaken twice	
14	<b>Work load</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)	
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>	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. 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>Work load</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	
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 exam can be retaken twice	
14	<b>Work load</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: Kuran, Timur. 2011. The Long Divergence: How Islamic Law Held Back the Middle East. Princeton: Princeton University Press.	

		Platteau, Jean-Philippe. 2017. Islam Instrumentalised: Religion and Politics in Historical Perspective. Cambridge: Cambridge University Press. Rubin, Jared. 2017. Rulers, Religion, and Riches: Why the West Got Rich and the Middle East Did Not. New York: Cambridge University Press.
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## International Trade in Africa in the context of the African Continental Free Trade Agreement (Summer semester)

1	<b>Module name</b>	<b>International Trade in Africa in the context of the African Continental Free Trade Agreement</b>	<b>5 ECTS</b>
2	<b>Courses</b>	Lectures (2 SWS)	
3	<b>Teaching Staff</b>	Prof. Pumela Msweli, MPhil (Dev Finance) PhD	

4	<b>Module Coordinator</b>	Prof. Pumela Msweli, MPhil (Dev Finance) PhD
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>Seminar Topic 1: Globalisation and cross-border trade in Africa Students will explore the implications of cross-border flows of products, capital, inputs, information and labour for governments and business. Students will also look at the major shifts in the global economy and how these shifts have affected cross-border trade in Africa</p> <p>Seminar Topic 2: History of regional integration in Africa Students will look at the history of regional integration in Africa, its success, challenges and failures.</p> <p>Seminar Topic 3: The African Continental Free Trade Agreement Students will look at the purpose and process of developing the AfCFTA agreement as well as the opportunities and challenges that governments face in implementing the free trade agreement.</p> <p>Seminar Topic 4: The investment environment in Africa in the context of the AfCFTA Students will look at the exchange rate regimes of the major economies in Africa and policy instruments in place to implement the AfCFTA</p>
6	<b>Educational goals and Learning outcome</b>	<p>Subject-specific skills</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>Methodological skills</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>Personal and social skills</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>	Second of fourth semester (summer 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% of the grade) and individual assignment (70% of the grade)
12	<b>Frequency of offer</b>	Irregular
13	<b>Exam retakes</b>	Failed exams can be retaken twice
14	<b>Work load</b>	Class Time
		Study Time
15	<b>Duration</b>	1 semester
16	<b>Teaching and examination</b>	English
17	<b>Preparatory reading / reading list</b>	

**Elective Modules**  
**of the**  
**M.A.**  
**Development Economics and**  
**International Studies**

## Analysing Micro Data with Stata (Summer semester)

1	<b>Module name</b>	<b>Analysing Micro Data with Stata</b>	<b>5 ECTS</b>
2	<b>Courses</b>	Seminar (2 SWS) (mandatory attendance)	
3	<b>Teaching Staff</b>	Prof. Christine Binzel/ Dr. Stephanie Müssig	

4	<b>Module Coordinator</b>	Prof. Christine Binzel	
5	<b>Syllabus Outline</b>	In this seminar students practice how to analyze micro level data in Stata through the replication of published research in the field of development economics and public policy. The focus is on scholarly work based on individual or household level data. Topics covered represent typical research problems in development economics.	
6	<b>Educational goals and Learning outcome</b>	Students (1) engage with academic literature and thereby strengthen their ability to critically read and assess applied work, (2) learn actively how to prepare a data set for analyses in Stata , (3) consolidate their competence in reading do-files (text files with Stata commands) and how to arrange them, (4) learn to replicate analyses of authors published in peer-reviewed journals, (5) get actively acquainted to most common data analyzing techniques for micro-level data in development economics and their commands in Stata, (6) learn about the production of empirical research.	
7	<b>Prerequisites</b>	Successful completion of Research Methods I is recommended.	
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 “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>	Irregular	
13	<b>Exam retakes</b>	Failed exams can be taken twice	
14	<b>Work load</b>	Class Time	30 hours
		Study Time	150 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	

## Development-oriented Corporate Social Responsibility (Summer semester; not in 2020)

1	<b>Module name</b>	<b>Development-oriented Corporate Social Responsibility</b>	<b>5 ECTS</b>
2	<b>Courses</b>	Seminar (2 SWS)	
3	<b>Teaching Staff</b>	Cristian R. Loza Aduai M.A. M.A.	

4	<b>Module Coordinator</b>	Cristian R. Loza Aduai M.A. M.A.
5	<b>Syllabus Outline</b>	During the last decades the discussion about the social responsibility of the business sector has moved from the margins to the mainstream of business research. Corporate social responsibility (CSR) has been studied under different perspectives, including mere economical approaches, political approaches and also ethical ones. The theoretical multiplicity tries to explain how the perception about role of business 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 a (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 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 business organizational goals, while at the same time supporting sustainable development processes and contributing to macro-societal goals.</p> <p>Scientific skills</p> <ul style="list-style-type: none"> <li>• Students analyse and evaluate the changed role of business as a developmental agent and as 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 case study that explains in detail particular issues related to the development-oriented corporate social responsibility discussion.</li> </ul> <p>Methodological skills</p> <ul style="list-style-type: none"> <li>• Students answer independently a research question regarding the development-oriented approach towards corporate social responsibility.</li> <li>• Students plan, carry out research, evaluate and analyse scientific literature related to the development-oriented approach to corporate social responsibility.</li> <li>• Students produce a case study that exemplifies a particular topic related to the development-oriented corporate social responsibility approach.</li> </ul> <p>Personal skills</p>



		<ul style="list-style-type: none"> <li>• Students evaluate their own strengths and weaknesses in relation to their own presentation and communication skills.</li> <li>• Students evaluate their own strengths and weaknesses in relation to their own organizational skills.</li> <li>• Students reflect upon their own behaviour as part of the global business community under consideration of fundamental ethical questions and the consequences for society.</li> </ul> <p>Social skills</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 classroom and give fellow students constructive feed-back on their presentations.</li> </ul>	
7	<b>Prerequisites</b>	The seminar does not presuppose an extensive background in economics and management and business ethics, however students should be interested in learning about this 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 (except in SS 2020)	
13	<b>Exam retakes</b>	Failed exam can be retaken twice	
14	<b>Work load</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>• 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> <li>• Frynas, J. G. (2008). Corporate social responsibility and international development: 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> </ul>	

		<ul style="list-style-type: none"> <li>• Jamali, D., Karam, C &amp; Blowfield, M. (2015) <i>Development-Oriented Corporate Social Responsibility. Volume 1: Multinational corporations and the global context.</i> Greenleaf. Sheffield.</li> <li>• Jamali, D., Karam, C &amp; Blowfield, M. (2015) <i>Development-Oriented Corporate Social Responsibility. Volume 2: Locally led initiatives in developing countries.</i> 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> Sheffield: 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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## Sustainable Development and National Strategies (Winter semester)

1	<b>Name of Module</b>	<b>Sustainable Development and National Strategies</b>	<b>5 ECTS</b>
2	<b>Courses</b>	Lecture (2 SWS), Tutorial (1 SWS)	
3	<b>Teaching Staff</b>	Dr. Dina Barbian	

4	<b>Module Coordinator</b>	Dr. Dina Barbian	
5	<b>Syllabus Outline</b>	<p>I. Introduction</p> <p>II. Sustainable Development – Definition and History</p> <p>III. Sustainable Development and Economic Growth</p> <ol style="list-style-type: none"> <li>1. Description</li> <li>2. Principles and Concept</li> <li>3. Is a Sustainable Growth possible?</li> <li>4. Alternative Concepts: Qualitative Growth, Zero Growth, De-growth, Post-growth, ECG</li> </ol> <p>IV. Why National Strategies for Sustainable Development?</p> <p>V. Major Objective: A Sustainable World</p> <ol style="list-style-type: none"> <li>1. Our World and our Limits <ol style="list-style-type: none"> <li>1.1 Basics</li> <li>1.2 Earth as a Life Support System</li> <li>1.3 Carrying Capacity, Ecological Footprint and Earth Overshoot</li> <li>1.4 Impact of Interference with Nature</li> <li>1.5 Influencing Factors to Ecological System</li> </ol> </li> <li>2. How to define national strategies? <ol style="list-style-type: none"> <li>2.1 Developed versus underdeveloped countries</li> <li>2.2 Renewable and non-renewable resources</li> <li>2.3 Restrictions through geographic area</li> <li>2.4 Poverty and Abundance: how much is enough?</li> <li>2.5 Satisfaction of needs – focus on food, energy, mobility</li> <li>2.6 Summary</li> </ol> </li> <li>3. What does a Sustainable Nation look like? <ol style="list-style-type: none"> <li>3.1 Sustainability Indicators</li> <li>3.2 UN Sustainable Development Goals</li> </ol> </li> </ol> <p>VI. Conclusions and Perspectives</p>	
6	<b>Educational goals and Learning outcome</b>	<p>Upon successful completion of this module students meet the following learning objectives and acquire the following:</p> <p><b>Learning objectives:</b></p> <ul style="list-style-type: none"> <li>• Students explain and reflect the theory and science of Sustainable Development.</li> <li>• They evaluate economic growth and gain knowledge about different growth models.</li> <li>• Students know the geobiophysical boundaries of the earth and the interdisciplinarity of the sustainability concept.</li> </ul>	

		<ul style="list-style-type: none"> <li>• They develop national strategies for sustainability in accordance with peculiarities of different countries.</li> </ul> <p><b>Subject-specific skills:</b></p> <ul style="list-style-type: none"> <li>• Students define the term “Sustainable Development” and know the history about it.</li> <li>• They have critical insight into the topic of economic growth and different growth models.</li> <li>• They understand the existence of a carrying capacity of the ecosystem for human influences controlled by population growth and satisfaction of needs.</li> <li>• Students know about eco-footprint and earth overshoot.</li> <li>• They comprehend the different impacts of interference to nature by the economic system: resource extraction and waste accumulation.</li> <li>• Students recognize that continuing growth at current rate of utilization is unsustainable.</li> </ul> <p><b>Learning and methodological skills:</b></p> <ul style="list-style-type: none"> <li>• Students answer research questions in the field of sustainable development independently by planning, carrying out and evaluating analyses of documents and relevant data bases. They source information for this purpose independently via the internet.</li> <li>• They are able to apply the concept of sustainable development and formulate national sustainability strategies for industrialized, developing and underdeveloped countries.</li> </ul> <p><b>Personal skills:</b></p> <ul style="list-style-type: none"> <li>• Students evaluate their own contribution to a sustainable development and develop a picture of how they can develop their abilities to apply sustainability strategies in their own way of life and how to teach other people in sustainability as well.</li> </ul> <p><b>Social skills:</b></p> <ul style="list-style-type: none"> <li>• Students discuss in small groups sustainability-related problems and questions, and</li> <li>• get competence to identify, analyse and provide proposals for solutions.</li> <li>• The course gives opportunity to present own ideas.</li> </ul>
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 or complementary module in: M.A. Development Economics and International Studies  Elective module in: MA Nahoststudien
10	<b>Assessment and examinations</b>	Written exam (90 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>	One semester
16	<b>Teaching and examination language</b>	English
17	<b>Preparatory reading / reading list</b>	<p>Course material consist of:</p> <ul style="list-style-type: none"> <li>• Lecture Notes (will be provided on StudOn)</li> <li>• Sachs, J. D., The Age of Sustainable Development, New York 2015.</li> </ul> <p>Various articles which will be uploaded on StudOn. Additional readings will be assigned to be discussed in the tutorial.</p>

## Development Economics and Policy (Winter semester)

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

4	<b>Module Coordinator</b>	Prof. Dr. Holger Seebens
5	<b>Syllabus Outline</b>	<p><b>Topics</b></p> <p><b>Block 1: Development towards what?</b>  <i>1. The concept of development</i>  <i>2. Happiness</i></p> <p><b>Block 2: Aid and development</b>  <i>3. The aid system</i>  <i>4. Aid effectiveness and the empirical evidence</i>  <i>5. Experiments, evaluation and development policy</i>  <i>6. Against foreign aid</i>  <i>7. Development planners</i></p> <p><b>Block 4: Behavioral insights</b>  <i>8. Behavioral insights and approaches to development</i>  <i>9. Scarcity – the psychology of development</i>  <i>10. Culture and development</i></p> <p><b>Block 5: Approaches to development policy</b>  <i>11. Where to begin with? Growth diagnostics</i>  <i>12. Market led growth</i>  <i>13. State led growth</i>  <i>14. The Big push</i>  <i>15. Industrial policy</i>  <i>16. Institutions</i>  <i>17. Cash on Delivery/ Output based aid</i>  <i>18. Environment and development</i>  <i>19. The future of development</i></p>
6	<b>Educational goals and Learning outcome</b>	<p>In this module students take a closer look at the following questions and learn where development economics can or cannot translate into actual policies:</p> <ul style="list-style-type: none"> <li>• Do we have a sufficient understanding of development?</li> <li>• Do we know what development really is?</li> <li>• Do we know which goals need to be prioritized and is there sufficient knowledge that allows policy makers to direct a country towards greater welfare?</li> <li>• How does the future of development look like?</li> </ul> <p>The students learn about guidelines that help policy makers in making political decisions. They build a solid knowledge based on which policy makers – from developing or donor countries alike – can rely. The students can answer the</p>

		questions mentioned above and understand where development economics can or perhaps cannot translate into actual policies.
7	<b>Prerequisites</b>	Knowledge of Development Economics 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. 45 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 Self-study 120 hours
15	<b>Duration</b>	One semester
16	<b>Teaching and examination</b>	English
17	<b>Preparatory reading / reading list</b>	<p><b>Block 1: Development towards what?</b></p> <p><i>1. The concept of development</i></p> <p>Amartya Sen (1988): The concept of development.  * Amartya Sen (2001): Development as freedom.  * Shmuel Eisenstadt (2000): Multiple modernities.</p> <p><i>2. Happiness</i></p> <p>Anirudh Krishna (2011): One illness away. Why poor people become poor and how they escape poverty.  * Anirudh Krishna (2007): Subjective assessments, participatory methods and poverty dynamics: The Stages-of-Progress method. CPRC Working Paper 93.  * Allister McGregor (2006): Researching wellbeing: from concepts to methodology.  Allister Mc Gregor and Andy Sumner (2010): Beyond Business as Usual: What Might 3-D Wellbeing Contribute to MDG Momentum?  Richard Easterlin (1974): Does economic growth improve the human lot? In: Paul A. David &amp; Melvin W. Reder (Hrsg.): Nations and Households in Economic Growth: Essays in Honor of Moses Abramovitz.</p> <p><b>Block 2: Aid and development</b></p> <p><i>3. The aid system</i></p> <p>Alberto Alesina and David Dollar (2000): Who gives foreign aid and why. Journal of Economic Growth 5.</p>

Ronald Davies and Stephan Klasen (2013): Of Donor Coordination, Free-Riding, Darlings, and Orphans: The dependence of bilateral aid on other bilateral giving, Courant Research Centre: Poverty, Equity and Growth - Discussion Papers 137.

- \* OECD (2013): Multilateral aid report.
- \* UNDP (2011): Towards human resilience: sustaining MDG progress in an age of economic uncertainty. Ch. 5.
- \* OECD (2005/2008): The Paris Declaration on Aid Effectiveness and the Accra Agenda for Action
- \* Booth (2011): Aid effectiveness: bringing country ownership (and politics) back in.

*4. Aid effectiveness and the empirical evidence*

- \* Banerjee and He. Making aid work.
- \* World Bank (1998): Assessing Aid. What works, what doesn't and why.
- Ruth Levine (2007): Case studies in global health: millions saved
- Laura Rawlings and Gloria Rubio (2003): Evaluating the impact of conditional cash transfer programs. Lessons from Latin America. World Bank Policy Research Paper 3119.
- \* Doucouliagos and Paldam (2009): The aid effectiveness literature: the sad results of 40 years of research.
- \* David Roodman (2007): Macro aid effectiveness research: A guide for the perplexed.
- Raghuram Rajan and Arvind Subramanian (2009): Aid, dutch disease, and manufacturing growth.

*5. Experiments and development policy*

- \* 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.
- \* Abhijit Banerjee and Esther Duflo (2008): The experimental approach to development economics. National Bureau of Economic Research.
- \* Dani Rodrik (2008): The New Development Economics: We Shall Experiment, but How Shall We Learn? Faculty Research Working Paper Series RWP08-055.
- \* Martin Ravallion (2009): Should the randomistas rule? The Economists' Voice 6(2).

*6. Against foreign aid*

William Easterly (2008): Can the West save Africa. Working Paper 14363

- \* Dambisa Moyo: Dead aid.
- \* Andrei Shleifer (2009): Peter Bauer and the failure of foreign aid.

Mosley, Paul (1980), 'Aid, Savings, and Growth Revisited', Oxford Bulletin of Economics and Statistics.

*7. Development planners*

- \* William Easterly (2006): The white man's burden.

Owen Barder (2009): Beyond Planning: Markets and Networks for Better Aid.  
Robert Chambers (): Rural development: putting the last first.



\* David Ellerman (2001): Helping people help Themselves: Towards a Theory of Autonomy-Compatible Help.

#### **Block 4: Behavioral insights**

##### *8. Behavioral insights and new approaches to development policy*

Cardenas and Carpenter (2008): Behavioral development Economics: Lessons from field labs in the developing world. *Journal of Development Studies*. 44 (3): 311-338.

Richard Thaler and Cass Sunstein (2008): *Nudge: Improving about health, wealth, and happiness*.

Esther Duflo, Michael Kremer, and Jonathan Robinson (2011): Nudging Farmers to Use Fertilizer: Theory and Experimental Evidence from Kenya. *American Economic Review*, 101(6).

Dean Karlan et al. (2010). Getting to the Top of Mind: How Reminders Increase Saving. NBER Working Paper 16205.

\* World Bank (2015): *World Development Report 2015 – Mind, Society, and Behavior*.

The Behavioral Insights Team (2010): *Mindscape. Influencing behaviour through public policy*.

\* The Behavioral Insights Team (2014): *EAST: Four simple ways to apply behavioral insights*.

\* Saugato Datta and Sendhil Mullainathan (2012): *Behavioral Design: A New Approach to Development Policy*. CGD Policy Paper 016.

##### *9. Scarcity – the psychology of development*

Sendhil Mullainathan and Eldar Shafir (2013): *Scarcity: Why having too little means so much*.

\* Sendhil Mullainathan: *Development economics through the lens of psychology*

Johannes Haushofer and Ernst Fehr (2014): On the psychology of poverty. *Science* 344 (6186).

\* Anandi Mani, Sendhil Mullainathan, Eldar Shafir and Jiaying Zhao (2013): *Poverty impedes cognitive function*.

\* Jennifer Sheehy-Skeffington and Johannes Haushofer (2014): *The Behavioural Economics of Poverty. In Barriers to and Opportunities for Poverty Reduction: Prospects for Private Sector Led-Interventions*.

##### *10. Culture and development*

\* Karla Hoff and Pandey (2004): *Belief systems and durable inequalities. An experimental investigation of Indian caste*. World Bank Policy Research Working Paper 3351.

Timur Kuran (2009): *Explaining the economic trajectories of civilizations: The systemic approach*

\* Timur Kuran (2004): *Cultural obstacles to development: often overstated, usually transitory*.

Nathan Nunn (2012): *Culture and the historical process*. *Economic History of Developing Regions* Vol. 27.

#### **Block 5: Approaches to development policy**

##### *11. Where to begin with? Growth diagnostics*

\* Hausman, Rodrik, and Velasco: Growth diagnostics.  
 Lejarraga (2009): Beyond the Financial Crisis: Critical Factors  
 Binding Economic Growth - A Survey of African Growth Diagnostics  
 Hausman, Klinger (2008): Growth diagnostic – Peru.  
 \* Kremer (1993): The O-ring theory of economic development. Quarterly  
 Journal of Economics.

#### *12. Market led growth*

\* John Williamson (1990): What Washington Means by Policy Reform  
 Moises Naim (1999): Fads and Fashion in Economic Reforms: Washington  
 Consensus or Washington Confusion?  
 \* Dani Rodrik (2006): Goodbye Washington Consensus, Hello Washington  
 Confusion? A Review of the World Bank's Economic Growth in the 1990s:  
 Learning from a Decade of Reform.  
 Robert Lensink (1996): Structural adjustment in Sub-Saharan Africa.  
 \* Howard Pack and Kamal Saggi (2006): Is there a case for industrial policy? A  
 critical survey? World Bank Research Observer 21(2).

#### *13. State led growth*

\* Kohli, Atul. 2004. State-Directed Development: Political Power and  
 Industrialization in the Global Periphery. Ch. 1, "Introduction: States and  
 Industrialization in the Global Periphery."  
 \* Stephan Haggard (2013): The Developmental State Is Dead: Long Live the  
 Developmental State!  
 World Bank (1993): The East Asian miracle.  
 Robert Wade (2010): After the Crisis: Industrial Policy and the Developmental  
 State in Low-Income Countries.  
 James A. Robinson (2009): Industrial Policy and Development: A Political  
 Economy Perspective.  
 \* Joseph Stiglitz, Justin Lin and Celestin Monga (2013): The Rejuvenation of  
 Industrial Policy.  
 Dani Rodrik. (2007): Industrial Policy for the Twenty-First Century.

#### *14. Institutions and development*

Daron Acemoglu, Simon Johnson and James A. Robinson (2001): The colonial  
 origins of comparative development: an empirical investigation. American  
 Economic Review 91(5).  
 \* Daron Acemoglu and James Robinson (2010): The Role of Institutions in  
 Growth and Development, Review of Economics and Institutions 1(2).  
 \* Douglass North et al. (2007): Limited access orders in the developing world.  
 A new approach to the problems of development.  
 \* William Easterly (2008): Institutions: Top down or bottom up? American  
 Economic Review Papers & Proceedings, 98(2): 95–99.

#### *15. The Big push*

\* Jeffrey Sachs: The end of poverty.  
 Kent Buse, Eva Ludi and Marcella Vigneri (2008): Can project-funded  
 investments in rural development be scaled up? Lessons from the Millennium  
 Villages Project.  
 \* Murphy, Shleifer, and Vishny (1989): Industrialization and the big push.

		<p>Rosenstein-Rodan (1943): Problems of industrialization of Eastern and Southeastern Europe. <i>The Economic Journal</i> 53.</p> <p>Pranab Bardhan and Chris Udry (1999): <i>Development Microeconomics</i>, Ch. 16.</p> <p><i>16. Cash on Delivery/ Output based aid</i></p> <p>Nancy Birdsall and William Savedoff (2010): Cash on delivery. A new approach to aid.</p> <p>Penelope Brook and Suzanne Smith (2001): Contracting for public services: output-based aid and its applications.</p> <p>William D. Savedoff and Ayah Mahgoub (2010): Cash on Delivery Aid: Exploration of Feasibility in Liberia</p> <p>Merilee Grindle (no year): Learning from Cash on Delivery. Research to Accompany a Pilot.</p> <p><i>17. Environment and development</i></p> <p>World Bank (2012): Inclusive green growth. The pathway to sustainable development.</p> <p>OECD (2013): Putting green growth at the heart of development. <i>OECD Green Growth Studies</i>.</p> <p>Stefan Dercon (2012): Is green growth good for the poor? Policy Research Working Paper 6231.</p> <p>Danielle Resnick, Finn Tarp, and James Thurlow (2012): The political economy of green growth. Illustrations from Southern Africa. <i>UNU-WIDER Working Paper No. 2012/11</i>.</p> <p><i>18. The future of development</i></p> <p>* OECD 2010: Shifting wealth.</p> <p>* Homi Kharas and Rogerson (2012): Horizon 2025: creative destruction in the aid industry.</p> <p>Moss and Leo (2011): IDA at 65: Heading Toward Retirement or a Fragile Lease on Life?</p> <p>Andy Sumner (2012) <i>Where Do the World's Poor Live? A New Update</i>, IDS Working Paper 393, Brighton: IDS.</p>
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## Behavioral Development Economics (Summer semester)

18	<b>Module name</b>	<b>Behavioral Development Economics</b>	<b>5 ECTS</b>
19	<b>Courses</b>	Lecture (2 SWS) and Tutorial (1 SWS)	
20	<b>Teaching Staff</b>	Karrar Hussain, Ph.D.	

21	<b>Module Coordinator</b>	Karrar Hussain, Ph.D.	
22	<b>Syllabus Outline</b>	<ul style="list-style-type: none"> <li>. Introduction and Overview</li> <li>. Basic Economic Model of Consumer Choice</li> <li>. Expected Utility Theory</li> <li>. Prospect Theory</li> <li>. Standard Intertemporal Choice Model</li> <li>. Behavioral Intertemporal Choice Model</li> <li>. Procrastination, Saving and Self-Control</li> <li>. Social Preferences</li> </ul>	
23	<b>Educational goals and Learning outcome</b>	<p>The course is divided into three main parts: (i) standard expected utility theory and prospect theory, (ii) intertemporal models, (iii) social preferences.</p> <p>For all these topics, we will learn standard economic models, why they fail to explain real world behaviour and how behavioural economics complements standard models to explain these anomalies.</p> <p>We will learn about applications of these models in a development economics context.</p>	
24	<b>Prerequisites</b>	Basic microeconomics knowledge and mathematical sophistication are strongly recommended	
25	<b>Intended stage in the degree course</b>		
26	<b>Courses of study for which the module is acceptable</b>	Elective module for: "M.A. Development Economics and International Studies"; Elective module for "MA Nahoststudien"	
27	<b>Assessment and examinations</b>	Final Examination (90 minutes)	
28	<b>Calculation of the grade for the module</b>	Final Written Examination: 100%	
29	<b>Frequency of offer</b>	Every summer term	
30	<b>Exam retakes</b>	Failed exams can be taken twice	
31	<b>Work load</b>	Class Time	45 hours
		Study Time	105 hours
32	<b>Duration</b>	1 semester	
33	<b>Teaching and examination</b>	English	
34	<b>Preparatory reading / reading list</b>	There are no required textbooks. The class will be based on lecture handouts and original papers in the field, which will both be distributed in class throughout the course. Two relevant textbooks are:	

		<ul style="list-style-type: none"><li>- Colin Camerer, George Loewenstein, and Mathew Rabin, editors, <i>Advances in Behavioral Economics</i>, Princeton, NJ: Princeton University Press, 2003.</li><li>- Colin Camerer, <i>Behavioral Game Theory: Experiments on Strategic Interaction</i>, Princeton, 2003.</li></ul>
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**Elective Complementary Modules  
of the M.A.**

**Development Economics and  
International Studies**

## 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 (Summer semester)

1	<b>Module name</b>	<b>Introduction to Stata</b>	<b>2,5 ECTS</b>
2	<b>Courses</b>	Seminar (1 SWS)	
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. Students will be also introduced to the basics of Stata programming. 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 course Research Methods I is recommended	
8	<b>Intended stage in the degree course</b>	Second or fourth 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>	Baum (2006) An Introduction to Modern Econometrics Using Stata. Mitchell (2004) A Visual Guide to Stata Graphics.

## Elective Complementary Module I

1	<b>Module name</b>	<b>Elective Complementary Module I</b>	<b>5 ECTS</b>
2	<b>Courses</b>	Depending on the selected module	
3	<b>Teaching Staff</b>	Various	

4	<b>Module Coordinator</b>	Various	
5	<b>Syllabus Outline</b>	Depending on the selected module	
6	<b>Educational goals and Learning outcome</b>	<p>Given that the programme is closely related to other programmes and that it is interdisciplinary by nature, students are allowed and encouraged to take courses from related disciplines upon approval by the DEIS coordinator. This allows students to structure the curriculum of the MA DEIS individually based on their personal interests. Students can take courses in political science, sociology, philosophy, international studies, and modules offered by the School of Business and Economics. However, the courses should be clearly related to the content of the MA DEIS.</p> <p>Students can also take language courses. Most students work in an international context after finishing the MA DEIS. Thus, it is very important for them to speak other languages apart from English and their mother tongue.</p>	
7	<b>Prerequisites</b>	None	
8	<b>Intended stage in the degree course</b>	First, second or third semester.	
9	<b>Courses of study for which the module is acceptable</b>	Elective complementary module in “MA in Development Economics & International Studies” (DEIS)	
10	<b>Assessment and examinations</b>	Depending on the selected module	
11	<b>Calculation of the grade for the module</b>	Depending on the selected module	
12	<b>Frequency of offer</b>	Depending on the selected module	
13	<b>Exam retakes</b>	Failed exams can be retaken twice.	
14	<b>Workload</b>	Class time:	60 hours
		Study time:	240 hours
15	<b>Duration</b>	Depending on the selected module	
16	<b>Teaching and examination language</b>	Depending on the selected module	
17	<b>Preparatory reading / reading list</b>	Depending on the selected module	

## Elective Complementary Module II

1	<b>Module name</b>	<b>Elective Complementary Module II</b>	<b>5 ECTS</b>
2	<b>Courses</b>	Depending on the selected module	
3	<b>Teaching Staff</b>	Various	

4	<b>Module Coordinator</b>	Various	
5	<b>Syllabus Outline</b>	Depending on the selected module	
6	<b>Educational goals and Learning outcome</b>	<p>Given that the programme is closely related to other programmes and that it is interdisciplinary by nature, students are allowed and encouraged to take courses from related disciplines upon approval by the DEIS coordinator. This allows students to structure the curriculum of the MA DEIS individually based on their personal interests. Students can take courses in political science, sociology, philosophy, international studies, and modules offered by the School of Business and Economics. However, the courses should be clearly related to the content of the MA DEIS.</p> <p>Students can also take language courses. Most students work in an international context after finishing the MA DEIS. Thus, it is very important for them to speak other languages apart from English and their mother tongue.</p>	
7	<b>Prerequisites</b>	None	
8	<b>Intended stage in the degree course</b>	First, second or third semester.	
9	<b>Courses of study for which the module is acceptable</b>	Elective complementary module in “MA in Development Economics & International Studies” (DEIS)	
10	<b>Assessment and examinations</b>	Depending on the selected module	
11	<b>Calculation of the grade for the module</b>	Depending on the selected module	
12	<b>Frequency of offer</b>	Depending on the selected module	
13	<b>Exam retakes</b>	Failed exams can be retaken twice.	
14	<b>Workload</b>	Class time:	60 hours
		Study time:	240 hours
15	<b>Duration</b>	Depending on the selected module	
16	<b>Teaching and examination language</b>	Depending on the selected module	
17	<b>Preparatory reading / reading list</b>	Depending on the selected module	

## Elective Complementary Module III

1	<b>Module name</b>	<b>Elective Complementary Module III</b>	<b>5 ECTS</b>
2	<b>Courses</b>	Depending on the selected module	
3	<b>Teaching Staff</b>	Various	

4	<b>Module Coordinator</b>	Various	
5	<b>Syllabus Outline</b>	Depending on the selected module	
6	<b>Educational goals and Learning outcome</b>	<p>Given that the programme is closely related to other programmes and that it is interdisciplinary by nature, students are allowed and encouraged to take courses from related disciplines upon approval by the DEIS coordinator. This allows students to structure the curriculum of the MA DEIS individually based on their personal interests. Students can take courses in political science, sociology, philosophy, international studies, and modules offered by the School of Business and Economics. However, the courses should be clearly related to the content of the MA DEIS.</p> <p>Students can also take language courses. Most students work in an international context after finishing the MA DEIS. Thus, it is very important for them to speak other languages apart from English and their mother tongue.</p>	
7	<b>Prerequisites</b>	None	
8	<b>Intended stage in the degree course</b>	First, second or third semester.	
9	<b>Courses of study for which the module is acceptable</b>	Elective complementary module in “MA in Development Economics & International Studies” (DEIS)	
10	<b>Assessment and examinations</b>	Depending on the selected module	
11	<b>Calculation of the grade for the module</b>	Depending on the selected module	
12	<b>Frequency of offer</b>	Depending on the selected module	
13	<b>Exam retakes</b>	Failed exams can be retaken twice.	
14	<b>Workload</b>	Class time:	60 hours
		Study time:	240 hours
15	<b>Duration</b>	Depending on the selected module	
16	<b>Teaching and examination language</b>	Depending on the selected module	
17	<b>Preparatory reading / reading list</b>	Depending on the selected module	

**Master thesis**

**of the M.A.**

**Development Economics and  
International Studies**

## 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. Jürgen Kähler PhD, Prof. Dr. Matthias S. Fifka, Dr. Elisabeth Meyer	

4	<b>Module Coordinator</b>	Prof. Dr. Christine Binzel, Prof. Jürgen Kähler PhD, Prof. Dr. Matthias S. Fifka
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.