

Master in Social TransFormation

Politics, Philosophy,
and Economics

Module Descriptions

Date: 15.12.2021

Content

Objective of the Master in Social TransFormation.....	1
Curriculum Overview.....	2
Introduction Behavioral Economics (INEC, Eco 1).....	3
Alternative Organisational & Socio-Economic Practices (ALSO, Eco 2).....	9
Integral Pluralist, Global Economics (IPGE, Eco 3).....	15
Introduction to Philosophy of Action (IPHI, Phil 1).....	23
Relational Practices and Political Philosophy of Resonance, Resistance & Responsibility (REPO, Phil 2).....	26
Integral, Practical Wisdom & Global Justice (IPWI, Phil 3).....	30
Introduction Political Action, Agency & Affect (INPA, Pol 1).....	34
Political Practices, Social Movements and Civic Engagement (POSO, Pol 2).....	38
Integral Political Institutions and Global Governance (INGO, Pol 3).....	42
Leading Yourself: Personal Capabilities (LYPC, Lead 1).....	47
Leading Others: Power, Conflict and Negotiation (POCO, Lead 2).....	51
Leading Change: Creativity, Improvisation and Play (CIPL, Lead 3).....	55
Personal Transformation – Lifelong Learning (PTLL, Lead 4).....	59
Approaching Brands: Products & Services, People & Ideas (ABRA, BRST 1).....	62
Brand Storytelling & Addressing Audiences (BRAS, BRST 2).....	65
Transforming Brands & Stories: Trends & Trouble (TBST, BRST 3).....	68
Creativity in Context (CRCO, CRIN 1).....	71
Innovation, Conflict & Creative Change (ICCC, CRIN 2).....	75
Systems of Creativity and Innovation (CINN, CRIN 3).....	78
Culture & Society in Change - History and Trends (CSI, CCSO 1).....	82
Creative Constructions: Performance and Performativity (PERF, CCSO 2).....	85
Leadership for Transformation: Betwixt and Between (BEBE, CCSO 3).....	88
Network Culture – Digital Culture (NECU, DIME 1).....	92
Managing Digital Communities and Dynamics (MDCD, DIME 2).....	95
Digital Society Lab: Transforming Communities (DISL, DIME 3).....	98
Globalization from Below (GLFB, GGTR 1).....	100
Global Trade, Challenges & Alternatives (GTCA, GGTR 2).....	104
Global Governance & Transformation (GGTF, GGTR 3).....	108
Identity (IDTY, HRDI 1).....	112
Diversity and Organizational Culture (DORC, HRDI 2).....	116
Diversity and Leadership (DILE, HRDI 3).....	120
Approaching Sustainability (ASUS, SUUD 1).....	124
Sustainable Urban Development: Conflict & Acceptance (SURD, SUUD 2).....	126

Sustainable Glocal Development: Transition and Transformation (SGDT, SUUD 3)	129
Special Issue: Transformative Research Project (SIRP, MAST 4)	131
Internship: Transformative Practice Project (ITTP, MAST 4)	134
Research Colloquium (RECO, MAST 4)	136
Master Thesis (MAST, MAST 4)	138
Appendix	140

Objective of the Master in Social Transformation

The objective of the Master's program "Social Transformation - Politics, Philosophy, Economics" is the acquisition of the qualification, building on the Bachelor's program, for the competent, ethically reflected assumption of responsibility, especially in unfamiliar, ambiguous, conflictual and complex leadership and decision-making situations in companies and non-profit organizations in a variety of professional contexts. These contexts can specifically refer to public and private as well as cultural institutions, non-governmental organizations, research organizations, foundations as well as private companies or other institutions.

On this basis, successful graduates are able to link their generalist knowledge and skills or ability to act (agency) with their chosen specializations and projects and to expand them independently. They are also able to develop, communicate, implement and ensure acceptance of ideas and "policies" independently and with others. With all the above-mentioned knowledge, as a manager they can not only shape the area of responsibility entrusted to them, but also transform the entire organization and its socio-cultural environment. As a leader in later professional life, graduates are able to organize and justify the legitimacy of tasks and practices and thus contribute to the transformation of their organization and society and its common good in a sustainable way.

An integral part of this objective is the acquisition of the ability to independently carry out projects based on the latest research, up to and including the sound analysis and assessment of complex leadership and decision-making situations with the help of social and cultural science theories and methods.

Curriculum Overview

Module Code	Categ.	Title	M/CE*	Semester				Total				Assessment type	Weight
				1	2	3	4	ECTS	H/W	Cont.	Self		
INPA	Pol 1	Introduction Political Action & Agency	M					5	3	42	108	Written Assignment	5.0%
IPHI	Phil 1	Introduction Philosophy of Action	M					5	3	42	108	Essay	5.0%
INEC	Eco 1	Introduction Behavioural Economics	M					5	3	42	108	Project	5.0%
LYPC	Lead 1	Leading Yourself - Personal Capabilities	M					5	3	42	108	Simulation	
ABRA	BRST 1	Approaching Brands: Products & Services, People & Ideas	CE					5	3	42	108	Presentation	5.0%
CRCO	CRIN 1	Creativity in Context	CE					5	3	42	108	Essay	5.0%
CSIC	CCSO 1	Culture and Society in Change - History and Trends	CE					5	3	42	108	Presentation	5.0%
NECU	DIME 1	Network Culture – Digital Culture	CE					5	3	42	108	Learner's Portfolio	5.0%
GLFB	GGTR 1	Globalization From Below	CE					5	3	42	108	Field Study	5.0%
IDTY	HRDI 1	Identity	CE					5	3	42	108	Presentation	5.0%
ASUS	SUUD 1	Approaching Sustainability	CE					5	3	42	108	Essay	5.0%
POSO	Pol 2	Political Practices, Social Movement & Civic Engagement	M					5	3	42	108	Project	5.0%
REPO	Phil 2	Relational Practices and Political Philosophy of Resonance, Resistance & Responsibility	M					5	3	42	108	Written Assignment	5.0%
ALSO	Eco 2	Alternative Organisational & Socio-Economic Practice	M					5	3	42	108	Presentation	5.0%
POCO	Lead 2	Leading Others - Power and Conflict	M					5	3	42	108	Case Study	
BRAS	BRST 2	Brand Storytelling & Addressing Audiences	CE					5	3	42	108	Case Study	5.0%
ICCC	CRIN 2	Innovation, Conflict and Creative Change	CE					5	3	42	108	Presentation	5.0%
PERF	CCSO 2	Creative Constructions - Performance & Performativity	CE					5	3	42	108	Essay	5.0%
MDCD	DIME 2	Managing Digital Communities and Dynamics	CE					5	3	42	108	Essay	5.0%
GTCA	GGTR 2	Global Trade, Challenges & Alternatives	CE					5	3	42	108	Seminar Paper	5.0%
DORC	HRDI 2	Diversity and Organizational Culture	CE					5	3	42	108	Presentation	5.0%
SURD	SUUD 2	Sustainability Urban Development: Conflict & Acceptance	CE					5	3	42	108	Presentation	5.0%
INGO	Pol 3	Integral Political Institutions and Global Governance	M					5	3	42	108	Essay	5.0%
IPWI	Phil 3	Integral, Practical Wisdom & Global Justice	M					5	3	42	108	Seminar Paper	5.0%
IPGE	Eco 3	Integral Pluralist Global Economics	M					5	3	42	108	Written Assignment	5.0%
CIPL	Lead 3	Leading Change - Creativity, Improvisation, Play	M					5	3	42	108	Simulation	
TBST	BRST 3	Transforming Brands & Stories: Trends & Trouble	CE					5	3	42	108	Essay	5.0%
CINN	CRIN 3	Systems of Creativity and Innovation	CE					5	3	42	108	Case Study	5.0%
BEBE	CCSO 3	Leadership for Transformation - Betwixt and Between	CE					5	3	42	108	Seminar Paper	5.0%
DISL	DIME 3	Digital Society Lab Transforming Communities	CE					5	3	42	108	Project	5.0%
GGTF	GGTR 3	Global Governance & Transformation	CE					5	3	42	108	Essay	5.0%
DILE	HRDI 3	Diversity and Leadership	CE					5	3	42	108	Seminar Paper	5.0%
SGDT	SUUD 3	Sustainable Glocal Development: Transition & Transformation	CE					5	3	42	108	Field Study	5.0%
PTLL	Lead 4	Personal Transformation - Lifelong Learning	M					3	2	28	62	Learner's Portfolio	
SIRP	MAST 4	Special Issue: Transformative Research Project	CE					5	3	42	108	Written Assignment	5.0%
ITTP	MAST 4	Internship – Transformative Practice Project	CE					5				Project	5.0%
RECO	MAST 4	Research Colloquium	M					2	3	42	18	Seminar Paper	
MAST	MAST 4	Master Thesis	M					20				Master Thesis and its defense	20.0%

*M/CE = Mandatory/Compulsory Elective

Introduction Behavioral Economics
(INEC, Eco 1)

Status: September 2021

Module-Nr./ Code	INEC
Module title	Introduction Behavioral Economics
Semester or trimester	1st semester
Duration of module	Single semester
Course type (Mandatory, elective, etc.)	Mandatory
If relevant, course units within the module	
Frequency of module	Once a year
Entry requirements	There are no formal requirements for participation in this module. For preparation, please refer to the required and recommended literature in this module description and to the university's internal learning platform.
Applicability of the module to other programs	Connections especially to Introduction Philosophy of Action, Political Action & Agency, Introduction Philosophy of Action
Person responsible for the module	Prof. Dr. Dirk Nicolas Wagner
Name(s) of the instructor(s)	Prof. Dr. Dirk Nicolas Wagner
Teaching language	English
Number of ECTS credits	5
Total workload and its breakdown (e.g. self-study and contact hours)	Total workload = 150 hours (contact hours = 42, self-study = 108 hours)
Hours per week	3
Assessment type / requirement for the award of credits	The Assessment type is a Project according to § 10 (8) Course and Examination Regulations for the Master "Social TransFormation: Politics, Philosophy, Economics" (CER); see appendix.
Weighting of the grade within the total grade	5,0 %
Qualification objectives of the module	Students who have successfully participated in this module will be able to <ul style="list-style-type: none"> • contextualize behavioral economics within complex economies • identify and understand core principles of behavioral economics.

	<ul style="list-style-type: none"> • gain an extended understanding of “homo economicus”, its premises, shortcomings implications and development. • critically reflect on the moral and practical implications and limitations of behavioral economics influence. • know and assess how behavioral economics is applied in the economy and in society • apply knowledge in behavioral economics for the purpose of management and leadership
Content of the module	<ul style="list-style-type: none"> • Complexity economics as a suitable context for behavioral economics • Psychology of human behavior and decision-making • Basics and principles of ‘classical’, modern behavioral economics and further developments • Critical approaches towards behavioral economics, in relation to political and business implementation and implications • Ethics and behavioral economics, and the role of “nudging” • Applications of behavioral economics principles in practical implementation
Teaching and learning methods of the module	Interactive lectures, groupwork, working with literature, documentary material, media, debate.
Special features (e.g. online activities, event/company visits, guest speakers, etc.)	Guest lecture and live case study, simulation game
Literature (Required reading/supplementary recommended reading)	<u>Required reading: (and Viewings)</u> TextBooks: Cartwright, E. (2018). Behavioral economics. London: Routledge, Taylor & Francis Group. Dhami, S. S. (2019). The foundations of behavioral economic analysis. United Kingdom: Oxford: University Press. Books:

Ariely, D. (2010). Predictably irrational: the hidden forces that shape our decisions. New York: Harper Perennial. (Excerpts)

Beinhocker, E. D. (2008). The origin of wealth: The radical remaking of economics and what it means for business and society. Harvard Business School Press. (Excerpts)

Kahneman, D. (2015). Thinking, fast and slow. New York: Farrar, Straus and Giroux. (Excerpts)

Lewis, M. (2017). The undoing project: a friendship that changed our minds. Waterville, ME: Thorndike Press, a part of Gale, Cengage Learning. (Excerpts)

Articles:

Ariely, D., & Wallsten, T. S. (1995). Seeking Subjective Dominance in Multidimensional Space: An Explanation of the Asymmetric Dominance Effect. *Organizational Behavior and Human Decision Processes*, 63(3), 223–232

Dickens, W. T., & Akerlof, G. A. (1982). The economic consequences of cognitive dissonance with William T. Dickens. *An Economic Theorists Book of Tales*, 123–144.

Jones, O. D. (2019). Why Behavioral Economics isn't better, and how it could be. *Research Handbook on Behavioral Law and Economics*, 476–504.

Koppl, R., Kauffman, S., & Longo, G. (2015). Economics for a creative world. *Journal of Institutional Economics*, 11(11), 1–31.

Laibson, D., & List, J. A. (2015). Principles of (Behavioral) Economics. *American Economic Review*, 105(5), 385–390.

Mazar, N., Amir, O., & Ariely, D. (2008). The Dishonesty of Honest People: A Theory of Self-Concept Maintenance. *Journal of Marketing Research*, 45(6), 633–644.

Pedwell, C. (2017) Habit and the Politics of Social Change: A Comparison of Nudge Theory and Pragmatist Philosophy, *Body & Society* 23: 59-94.

Shefrin, H., & Statman, M. (2003). The Contributions of Daniel Kahneman and Amos Tversky. *Journal of Behavioral Finance*, 4(2), 54–58.

Wagner, D.N. (2020). Augmented Human-Centered Management – Human Resource Development for highly automated business environments. In: *Journal of Human Resource Management*. Vol. XXiii, Issue 1/2020.

Tversky, A., & Kahneman, D. (1985). The Framing of Decisions and the Psychology of Choice. *Environmental Impact Assessment, Technology Assessment, and Risk Analysis*, 107–129.

Video Links Youtube:

Hill, A., and Clifford, J. (Mar.12 2016) Behavioral Economics: Crash Course Economics. Uploaded by: CrashCourse Orig. Youtube. Available from: <https://www.youtube.com/watch?v=dqxQ3E1bubl> (Accessed 20 November 2019)

Ariely, D. (May 19, 2009) Are we in control of our decisions | Dan Ariely. Uploaded by: TED. Orig. Youtube. Available from: <https://www.youtube.com/watch?v=9X68dm92HVI> (Accessed 20 November 2019)

Recommended Reading:

Books:

Ariely, D. (2010). *Predictably irrational: the hidden forces that shape our decisions*. New York: Harper Perennial.

Badke-Schaub, P ., Hofinger, G., & Lauche, K. (Eds.) (2012). *Human factors. Psychologie sicheren Handelns in Risikobranchen* .Berlin: Springer.

Kahneman, D. (2015). *Thinking, fast and slow*. New York: Farrar, Straus and Giroux

Lewis, M. (2017). *The undoing project: a friendship that changed our minds*. Waterville, ME: Thorndike Press, a part of Gale, Cengage Learning.

Articles:

Akerlof, G. (1991). Procrastination and Obedience. *The American Economic Review*, 81(2), 1-19. Retrieved from www.jstor.org/stable/2006817

Akerlof, G. (1995). The Market for “Lemons”: Quality Uncertainty and the Market Mechanism. *Essential Readings in Economics*, 175–188.

Ariely, D., & Wertenbroch, K. (2002). Procrastination, Deadlines, and Performance: Self-Control by Precommitment. *Psychological Science*, 13(3), 219–224.

Gino, F., Ayal, S., & Ariely, D. (2009). Contagion and Differentiation in Unethical Behavior. *Psychological Science*, 20(3), 393–398.

Tversky, A., & Simonson, I. (2000). Context-Dependent Preferences. *Choices, Values, and Frames*, 518–527.

Youtube:

Zimbardo, P. (Sep. 23 2008). The psychology of evil | Philip Zimbardo. Uploaded by: TED Orig. Youtube, Available from: <https://www.youtube.com/watch?v=OsFEV35tWsg> (Accessed 20 November 2019)

Ariely, D. (Nov 27, 2013). Dan Ariely, Doing the Right Thing for the Wrong Reasons, WarmGun 2013. Uploaded by: 500 Startups. Orig. Youtube, Available from: <https://www.youtube.com/watch?v=XkfYDhZGAVE> (Accessed 20 November 2019)

Lewis, M. (November 28, 2017.) Michael Lewis on how Behavioral Economics Changed the World. Uploaded by: lqsquared. Orig. Youtube, Available from: <https://www.youtube.com/watch?v=nbbIhD8K4WA> (Accessed 20 November 2019)

Akerlof, G. (June 27 2013). Geroge Akerlof, PhD “Phising for Phools” lecture at Duke University. Uploaded by: DukeEconomics. Orig. Youtube, Available from: <https://www.youtube.com/watch?v=U85MKnS8i8U>

(Accessed 20 November 2019)

Alternative Organisational & Socio-Economic Practices
(ALSO, Eco 2)

Status: September 2021

Module-Nr./ Code	ALSO
Module title	Alternative Organisational & Socio-Economic Practices
Semester	2nd semester
Duration of module	Single semester
Course type (Mandatory, elective, etc.)	Mandatory
If relevant, course units within the module	
Frequency of module	Once a year
Entry requirements	There are no formal requirements for participation in this module, however successful completion of the module INEC is recommended. For preparation, please refer to the required and recommended literature in this module description and to the university's internal learning platform.
Applicability of the module to other programs	This module has interconnections to all other modules and specialisations, especially to the modules INEC and IPGE
Person responsible for the module	Prof. Dr. Michael Zerr
Name(s) of the instructor(s)	Prof. Dr. Michael Zerr
Teaching language	English
Number of ECTS credits	5
Total workload and its breakdown (e.g. self-study and contact hours)	Total workload = 150 hours (contact hours = 42, self-study = 108 hours)
Hours per week	3
Assessment type / requirement for the award of credits	The Assessment type is a Presentation according to § 10 (7) Course and Examination Regulations for the Master "Social Transformation: Politics, Philosophy, Economics" (CER); see appendix.
Weighting of the grade within the total grade	5,0 %
Qualification objectives of the module	Students who have successfully participated in this module will be able to <ul style="list-style-type: none"> • Identify and evaluate possibilities of alternative (organisational) socio-economic practices

	<ul style="list-style-type: none"> • Analyse alternative economic practices as link between individual economic behaviour and macroeconomic conditions reproducing or transforming either one in this process of structuration • Distinguish enabling and constraining factors for heterodox economic practices and reflecting challenges and obstacles/limitations of heterodox economics • comprehend the relevance and implementation of ethics of economics and ethics in organisations • develop ethically based policies, including ameliorative and/or radical, social, and economic ones
<p>Content of the module</p>	<ul style="list-style-type: none"> • Historically informed, critical understanding meaning and relevance of envisioning “alternative(s)” (vision, utopia, avant-garde, etc) as means for social transformation • Possibilities, drivers, obstacles and challenges of organizing alternatives and of inter-organizational collaborations • Role of key actors and stakeholders of alternative organisations (government, academic and other institutions, investors and representatives of civil society)Alternative Organisational & Socio-Economic Practices, including: <ul style="list-style-type: none"> ○ Social & Ecological Entrepreneurship ○ Practices of Self-Sufficiency ○ Practices of Shared-Economy ○ Cooperatives ○ Ethical Consumerism ○ Peer-to-Peer Networks ○ Local Currency/Community Currency ○ Transition Towns ○ Urban Gardening • Economy for the Common Good • Forms of distributing wealth <ul style="list-style-type: none"> ○ Nationalization of means of production ○ Social Benefits ○ Wealth Tax ○ Income Tax ○ Unconditional Basic Income

	<ul style="list-style-type: none"> • Economic Democracy <ul style="list-style-type: none"> ○ Work Council ○ Unions ○ Worker Cooperatives ○ Open-Source Projects ○ Pluralist Commonwealth • Drivers, obstacles, specific features and challenges of and among alternative organizations and of inter-organizational collaborations • Possibilities and challenges for ‘organizing and institutionalization of alternative economic and organizational practices • Ethics in alternative organisations and economic practices
Teaching and learning methods of the module	Interactive lectures, group-work, debate, working with literature, documentary material, case studies, media
Special features	<p><u>Case Studies:</u></p> <p>Case of Solidarity Economy Daskalaki, Maria Marianna Fotaki, and Irene Sotiropoulou (2019). Performing Values Practices and Grassroots Organizing: The Case of Solidarity Economy Initiatives in Greece, Organization Studies Vol. 40, No. 11</p> <p>Case Fair Trade Davies, I. (2009). Alliances and Networks: Creating Success in the UK Fair Trade Market. Journal of Business Ethics, 86 (S1), 109–12.</p> <p>Gendron, C., Bisailon, V., & Rance, A. (2009). “The Institutionalization of Fair Trade: More than Just a Degraded Form of Social Action.” Journal of Business Ethics, 86, supplement 1, 63–7.</p> <p>Cases community supported agriculture Bloemmen, M., Bobulescu, R., Le, N. T., & Vitari, C. (2015). Microeconomic degrowth: the case of community supported agriculture. Ecological Economics, 112, 110-115.</p>

	<p>Rosol, M. (2020). On the Significance of Alternative Economic Practices: Reconceptualizing Alterity in Alternative Food Networks. <i>Economic Geography</i>, 96(1), 52-76.</p> <p>Examples (regional cases):</p> <ul style="list-style-type: none"> - https://www.solawi-karotte.de/ - https://www.hoflebensberg.de/landwirtschaft
<p>Literature (Required reading/supplementary recommended reading)</p>	<p>Required reading:</p> <ul style="list-style-type: none"> • Barkin, D. (2009). Principles for constructing alternative socio-economic organizations: Lessons learned from working outside institutional structures. <i>Review of Radical Political Economics</i>, 41(3), 372-379. • DuRand, C. (Ed.). (2016). <i>Moving beyond capitalism</i>. Routledge. • Kostakis V. and M. Bauwens (2014). <i>Network society and future scenarios for a collaborative economy</i>. UK: Palgrave Macmillan. • Parker, M., Cheney, G., Fournier, V., & Land, C. (Eds.). (2014). <i>The Routledge companion to alternative organization</i>. Routledge. (selected chapters) • Perkins, P. E. E. (2019). Climate justice, commons, and degrowth. <i>Ecological Economics</i>, 160, 183-190. • Tirole, J. (2017). <i>Economics for the common good</i> Princeton, N.J.: Princeton University Press. <p>Recommended reading:</p> <ul style="list-style-type: none"> • Barry, J., & Quilley, S. (2009). <i>The transition to sustainability: Transition towns and sustainable communities</i>. In <i>The transition to sustainable living and practice</i>. Emerald Group Publishing Limited. • Felber, C. (2019). <i>Change everything: Creating an economy for the common good</i>. Zed Books Ltd. • Foramitti, J., Varvarousis, A., & Kallis, G. (2020). Transition within a transition: how cooperative platforms want to change the sharing economy. <i>Sustainability Science</i>, 1-13. • Gebauer, J. (2018). <i>Towards growth-independent and post-growth-oriented</i>

	<p>entrepreneurship in the SME sector. <i>mrev management revue</i>, 29(3), 230-256.</p> <ul style="list-style-type: none"> • Kothari, A., Demaria, F., & Acosta, A. (2014). Buen Vivir, degrowth and ecological Swaraj: Alternatives to sustainable development and the green economy. <i>Development</i>, 57(3-4), 362-375. • Levi, Y. (2005, August). How nonprofit and economy can co-exist: A cooperative perspective. In ICA XXI International Cooperative Research Conference. • Mair, J., Rathert, N. (2021): Alternative organizing with social purpose: revisiting institutional analysis of market-based activity, <i>Socio-Economic Review</i>, Volume 19, Issue 2, April 2021, pp 817–836 • Meyer, C., & Hudon, M. (2017). Alternative organizations in finance: Commoning in complementary currencies. <i>Organization</i>, 24(5), 629-647. • Nirmal, P., & Rocheleau, D. (2019). Decolonizing degrowth in the post-development convergence: Questions, experiences, and proposals from two Indigenous territories. <i>Environment and Planning E: Nature and Space</i>, 2(3), 465-492. • Ossewaarde, M., & Reijers, W. (2017). The illusion of the digital commons: 'False consciousness' in online alternative economies. <i>Organization</i>, 24(5), 609-628. • Parker, M. (2017). Alternative enterprises, local economies, and social justice: why smaller is still more beautiful <i>M@n@gement</i>, vol. 20(4). 418-434. • Rauner-Lange, C. (2018). Post-growth Organisations as Resonant and Reciprocal Social Systems: A Matter of Gratification. <i>mrev management revue</i>, 29(4), 381-404. • Sanna, V. S. (2018). Grassroots initiatives for sustainability transitions: community-wide impacts and economic functioning. <i>management revue</i>, 29(4), 349-380.
--	---

	<ul style="list-style-type: none">• Vakkayil, J. (2017) Resistance and integration: Working with capitalism at its fringes, <i>M@n@gement</i> vol. 20(4). 394-417• Verma, R. (2017). Gross National Happiness: meaning, measure and degrowth in a living development alternative. <i>Journal of Political Ecology</i>, 24(1), 476-490.•
--	---

Integral Pluralist, Global Economics
(IPGE, Eco 3)

Status: September 2021

Module-Nr./ Code	IPGE
Module title	Integral Pluralist, Global Economics
Semester or trimester	3rd semester
Duration of module	Single semester
Course type (Mandatory, elective, etc.)	Mandatory
If relevant, course units within the module	
Frequency of module	Once a year
Entry requirements	There are no formal requirements for participation in this module, however successful completion of the module ALSO is recommended. For preparation, please refer to the required and recommended literature in this module description and to the university's internal learning platform.
Applicability of the module to other programs	This module has interconnections to all other modules and specialisations, especially to the modules INEC and ALSO
Person responsible for the module	Prof. Dr. Michael Zerr
Name(s) of the instructor(s)	n.n.
Teaching language	English
Number of ECTS credits	5
Total workload and its breakdown (e.g. self-study and contact hours)	Total workload = 150 hours (contact hours = 42, self-study = 108 hours)
Hours per week	3
Assessment type / requirement for the award of credits	The Assessment type is a Written assignment according to § 10 (2) Course and Examination Regulations for the Master "Social TransFormation: Politics, Philosophy, Economics" (CER); see appendix.
Weighting of the grade within the total grade	5,0 %
Qualification objectives of the module	Students who have successfully participated in this module will be able to <ul style="list-style-type: none"> • differentiate orthodox economics and pluralist (heterodox) economics and reconstruct their epistemological and ideational foundations.

	<ul style="list-style-type: none"> • understand and evaluate heterodox critiques of mainstream economic theory and practice and in turn the mainstream critique towards heterodox economics and deal with their respective challenges, obstacles and limitations. • apply central concepts of pluralist economics on different phenomena, e.g. state, business, markets consumption, production, distribution, labour, money and finance, and nature and put these into the context of current economic policy problems • analyse and evaluate critically the processes of globalization from an inter- and transdisciplinary perspective • present theories that facilitate the analysis of international and global economic institutions and policy using the various pluralist theoretical approaches • examine environmental factors, major institutions and basic regulations that affect and are affected by (global) economic political processes and develop heterotopian and ecologically sustainable alternatives
Content of the module	<ul style="list-style-type: none"> • Introduction to heterodox and pluralist economics • Overview of alternative economic theories and concepts and their distinction from Neoclassical Economics <ul style="list-style-type: none"> • <u>Theories</u> <ul style="list-style-type: none"> ○ New Institutional Economics <ul style="list-style-type: none"> ▪ Post-Keynesian Economics ▪ Development Economics: Critical Development Studies ▪ Ecological, Evolutionary and Complexity Economics ▪ Austrian Economics ▪ Neo- and Post Marxian Political Economy ▪ Feminist Economics ▪ Social Economics ▪ Post-Growth Economics • <u>Concepts</u> <ul style="list-style-type: none"> ▪ Political Economy ▪ Circular Economy ▪ Sharing / Shared Economy ▪ Happiness Economics ▪ Spiritual, Buddhist, Islamic Economics

	<ul style="list-style-type: none"> • Critical reflection of epistemological and ideational foundations of orthodox and heterodox approaches and debate on the respective critique, obstacles, challenges, limitations • Application of theoretical concepts to (global) economic policy design on various phenomena, e.g. <ul style="list-style-type: none"> ▪ Inequality ▪ Poverty ▪ International (distributional) conflicts ▪ War and Peace, social cohesion ▪ Population growth and Migration ▪ Ecological degradation ▪ Climate catastrophe ▪ Authoritarianism / Democracy • Ethics of different economic approaches and ethically based policies • Application of qualitative and quantitative research methods on specific phenomena or effects • Relationship between different international actors/agencies and practices on a global level
Teaching and learning methods of the module	Interactive lectures, group work, debate, working with literature, documentary material, case studies, media,
Special features (e.g. online activities, event/company visits, guest speakers, etc.)	t.b.d.
Literature	<p>Required reading:</p> <ul style="list-style-type: none"> • Arnsperger, C., Varoufakis, Y. (2006). What Is Neoclassical Economics? The three axioms responsible for its theoretical oeuvre, practical irrelevance and, thus, discursive power, Panoeconomicus, no 1: 5–18. • Davis, J.B. (2006). The Nature of Heterodox Economics, post-autistic economics review, 40: 23-30. • Dopfer, K., Foster, J., & Potts, J. (2004). Micro-meso-macro. Journal of Evolutionary Economics, 14(3), 263-279. • Garnett, R.F. (2006). Paradigms and Pluralism in Heterodox Economics, Review of Political Economy, 18(4). 521-546. • Gerber, J.-F. & R. Steppacher, (2012). Towards an Integrated Paradigm in Heterodox

	<p>Economics: Alternative Approaches to the Current Eco-Social Crisis, Palgrave Macmillan.</p> <ul style="list-style-type: none"> • George, D.A. (ed.). (2008). Issues in Heterodox Economics, Wiley.(selected issues) • Groenewegen, J.; Spithoven, A. H. G. M.; Van den Berg, A. (2010). Institutional economics: An introduction. Palgrave Macmillan • Hodgson, Geoffrey M.; Samuels, Warren J.; Tool, Marc R. (Eds.), (1994). Elgar Companion to Institutional and Evolutionary Economics, Edward Elgar Publishing <p>Recommended reading:</p> <ul style="list-style-type: none"> • Aimar, T., (2009) 'The Curious Destiny of a Heterodoxy: The Austrian Economic Tradition.' The Review of Austrian Economics 22, no. 3, 199–207. • Akerlof, G. A., and Rachel E. Kranton. (2000). "Economics and Identity". The Quarterly Journal of Economics 115 (3): 715–53. • Banerjee, Abhijit V., and Esther Duflo. (2012). Poor economics: a radical rethinking of the way to fight global poverty. New York [NY]: Public Affairs. • Barkin, D. (2009). Principles for Constructing Alternative Socio-economic Organizations: Lessons Learned from Working Outside Institutional Structures, Review of Radical Political Economics, 41(3): 372–379. • Durlauf, S.N. (2012). Complexity, economics, and public policy Politics, Philosophy & Economics, 11(1), 45-75 • Elsner, W. (2011). "Evolutionary Institutionalism. Sources, history and contemporary relevance of The Association for Evolutionary Economics – AFEE", Intervention. European Journal of Economics and Economic Policies, 8(1), , 29–41. • Elsner, W. (2001). "Interactive Economic Policy: Toward a Cooperative Policy Approach for a Negotiated Economy," Journal of Economic Issues, 35(1), 61–83.
--	--

- Evans, P. (2003). Beyond Institutional monocropping": institutions, capabilities, and deliberative development. *Sociologias*, (9), 20-63
- Fontana, G.; Sawyer, M. (2015). Towards post-Keynesian ecological macroeconomics. *Ecological Economics* (121), pp. 186-195.
- Federici, S. (2011). Feminism and the Politics of the Commons. In: *The Commoner*, 24.01.2011.
<http://www.commoner.org.uk/?p=113>
- Fischer, Lilian, Joe Hasell, J. Christopher Proctor, David Uwakwe, Zach Ward-Perkins and Catriona Watson (eds) (2018). *Rethinking Economics: An Introduction to Pluralist Economics*, London: Routledge (selected chapters)
- Garnett, R.F., E. Olsen, & M. Starr (eds.), (2009). *Economic Pluralism*, London: Routledge
- Garud, R., & Karnoe, P., (2001). *Path Creation as a Process of Mindful Deviation: Dependence and Creation*. London: Lawrence Erlbaum, pp. 1-38
- Goldstein, J.P. & M.G. Hillard (eds.), (2011). *Heterodox Macroeconomics: Keynes, Marx and Globalization*, London: Routledge.
- Hagemann, Harald; Nishizawa, Tamotsu; Ikeda Yukihiro (Eds.), (2010). *Austrian Economics in Transition*, Palgrave Macmillian
- Hochschild, A. R. (2000). 'Global Care Chains and Emotional Surplus Value', in Hutton, W. and Giddens, A. (eds): *On The Edge: Living with Global Capitalism*. London: Jonathan Cape.
- Howie, G. (2010). *Between Feminism and Materialism - A Question of Method*. New York: Palgrave
- Keynes, J. M. (1933). National Self-Sufficiency. *The Yale Review*, 22(4), 755–769.
- King, J.E. (ed.) (2012). *The Elgar Companion to Post Keynesian Economics*, 2nd Edition, Cheltenham: Edward Elgar.

	<ul style="list-style-type: none"> • Krugman, Paul; Obstfeld, Maurice; Melitz, Marc J.(2011). International Economics: Theory& Policy.9.ed.,Boston (u.a.): Pearson. (selected chapters) • Lavoie, M. (2014). Post-Keynesian Economics: New Foundations, Cheltenham: Edward Elgar. • Lee, F.S. (2005). Teaching Heterodox Microeconomics, post-autistic economics review, 31, 26-39. • Lee, F.S. (2009). A History of Heterodox Economics: Challenging the mainstream in the twentieth century, London: Routledge. • Lee, F.S. (2008). Heterodox Economics, in Durlauf, S. N. & Blume, L. E. (ed.), The New Palgrave Dictionary of Economics, Basicstrokes: Palgrave Macmillan. • Maddison, A. (2007).Contours of the World Economy1-2030AD: Essays in Macro-Economic History. Oxford: University Press. • Martínez-Alier, J., Muradian, R.,(2015). Looking forward: current concerns and the future of Ecological Economics, in: Martínez-Alier, J., Muradian, R. (Eds.). Handbook of ecological economics. Edward Elgar, Cheltenham, UK, 473–482. • McKibben, B. (2007). Deep economy: The wealth of communities and the durable future. Macmillan. • Nelson, J. A. (1995). Feminism and economics. The Journal of Economic Perspectives 9(2): 131-148. • Peterson, J.; Lewis, M. (Eds.), (2001). The Elgar Companion to Feminist Economics, Edward Elgar Publishing • Power, M. (2004). Social provisioning as a starting point for feminist economics. Feminist Economics 10(3), 3-19. • Pujol, M. (1995). Into the Margin! In Edith Kuiper and Jolande Sap (eds.), Out of the Margin: Feminist Perspectives on Economics. Routledge 17-34.
--	---

- Rezai, A., Stigl, S., 2016. Ecological macroeconomics: Introduction and review. *Ecol. Econ.* 121, 181–185.
- Rochon, L.-P., Rossi, S. (eds.) (2016). *An Introduction to Macroeconomics: A Heterodox Approach to Economic Analysis*, Cheltenham: Edward Elgar.
- Samuelson, P.A. (2004). Where Ricardo and Mill rebut and confirm arguments of mainstream economists supporting globalization. *The Journal of Economic Perspectives*, 18(3), 135–146H.
- Sharma, Ruchir (2012). *Break out Nations: in Pursuit of the Next Economic Miracles*. New York: Norton.
- Speth, J. G., & Courrier, K. (Eds.). (2020). *The New Systems Reader: Alternatives to a Failed Economy*. Routledge.
- Staveren, Irene van (2010). *Feminist Economics: Setting out Parameters*. In: Bauhardt, C., and G.
- Stutz, Frederick P. (2007). *The world economy: resources, location, trade and development*. 5.ed., Boston (u.a.): Pearson.
- Thaler, Richard, and Cass Sunstein. 2008. *“Nudge”*. New Haven [NJ]: Yale University Press.
- Thaler, Richard. 2016a. *“Behavioral Economics: Past, Present, and Future”*. *American Economic Review* 106 (7): 1577–1600.
- Waddock, Sandra, Greta M. Meszoely, Steve Waddell and Domenico Dentoni. (2015). *The complexity of wicked problems in large scale change*. *Journal of Organizational Change Management* 28, no. 6: 993-1012.
- Waring, M. und G. Steinem (1988). *If women counted: A new feminist economics*. San Francisco: Harper & Row.

Links

<http://www.rethinkeconomics.org/>

<https://d-econ.org/>

Introduction to Philosophy of Action
(IPHI, Phil 1)

Status: September 2021

Module-Nr./ Code	IPHI
Module title	Introduction to Philosophy of Action
Duration of module	Single semester
Course type	Mandatory
Frequency of module	Once a year, 1 st semester
Entry requirements	There are no formal requirements for participation in this module. For preparation, please refer to the required and recommended literature in this module description and to the university's internal learning platform.
Applicability of the module to other programs	This module has interconnections to all other modules and specialisations, especially to the modules REPO and IPWI
Person responsible for module	Prof. Dr. Wendelin Kuepers
Name(s) of the instructor(s)	Prof. Dr. Wendelin Kuepers
Teaching language	English
Number of ECTS credits	5
Total workload and its breakdown	Total workload = 150 hours (contact hours = 42, self-study = 108 hours)
Hours per week	3
Assessment type / requirement for the award of credits	The Assessment type is an Essay according to § 10 (4) Course and Examination Regulations for the Master "Social TransFormation: Politics, Philosophy, Economics" (CER); see appendix.
Weighting of the grade within the total grade	5,0 %
Teaching and learning methods of the module	self-study, seminars with lectures, exercises, presentations, thought experiments, debate,
Special features (e.g. online activities, event/company visits, guest speakers, etc.)	t.b.d.
Qualification objectives of the module	Students who have successfully participated in this module will be able to <ul style="list-style-type: none"> • have an advanced understanding of philosophy of action as relational event • interpret the role of embodied actors and their agency • distinguish the role of feelings, intentions, free will/volition and beliefs for action

	<ul style="list-style-type: none"> • analyze subconscious dynamics and role of individuation of actors • examine the role of senses and sense-making for creative acting • assess the role of tacit, implicit knowing, virtues, values and practical knowledge in relation to action and its effects • differentiate between mindful and mindless habits • recognize the role of activities on a micro-level in connection to broader context of practice and praxis • debate the relation between individual and social action and agencies critically • evaluate the status and power of political and economic actions • reconstruct the integral nexus between action and individual moral responsibility
Content of the module	<ul style="list-style-type: none"> • philosophy of action • relevance and qualities of various interwoven subjective dimensions of and for actions and actors • differentiation of forms of individual actions and agencies • embedment of individual acts in context • social, political, economic implications of actors and their actions • ethics/morality and actions • possibilities and challenges of transforming actors and actions •
Literature	<p>Required reading: Arendt, H. (1958). <i>The Human Condition</i>, Chicago: University of Chicago Press (selected chapters) Bernstein, R. (1971). <i>Praxis and Action: Contemporary Philosophies of Human Activity</i>. Pittsburgh: University of Pennsylvania Press. Critchley, S. (2001). <i>Can Philosophy Change the World? Critique, praxis, emancipation in: Critchley, S. (2001) Continental Philosophy: A Very Short Introduction</i>, pp. 54-75, Oxford: OUP. Küpers, W. (2015). <i>Phenomenology of the Embodied Organization. - The Contribution of Merleau-Ponty for Organisation Studies and Practice</i>. London: Palgrave Macmillan (selected chapter: 6.1. Embodied Agency and 'Bodies-at-Work' in Organizations). O'Brien, L. (2014). Introduction - Intentional Action, In: O'Brien, L. (2014). <i>Philosophy of Action</i>, Basingstoke: Palgrave, pp 1-11.</p>

	<p>O'Brien, L. (2014). Agents, In: O'Brien, L. (2014). Philosophy of Action, pp 136-159, Basingstoke: Palgrave.</p> <p>Paul, S. (2021). Introduction: What Is the Philosophy of Action? In. Paul, Sarah (2021). Philosophy of Action A Contemporary Introduction New York: Routledge.</p> <p>Supplementary recommended reading:</p> <p>Dancy. J. & Sandis, C. (eds.) (2015). Philosophy of Action: An anthology, Oxford: Wiley-Blackwell (selected chapters).</p> <p>Gallagher, S. (2020). Telling Actions: Institutions, Collective Agency, and Critical Narratives, In: Gallagher, S. (2020) Action and Interaction. Oxford: OUP.</p> <p>Hyman, J. & Steward, H. (eds.) (2004). Agency and Action, Cambridge: Cambridge University Press (selected chapters).</p> <p>Korsgaard, C. (2008). The Constitution of Agency, Oxford Oxford: University Press (selected chapters).</p> <p>Kilpinen, E. (2009). Pragmatism is a philosophy of action In Sami Pihlström & Henrik Rydenfelt (eds.), Pragmatist Perspectives. pp. 163—79.</p> <p>Küpers, W. (2011). Embodied Pheno-Pragmatic Practice – Phenomenological and Pragmatic Perspectives on Creative 'Inter-practice' in Organisations between Habits and Improvisation; 'Phenomenology & Practice' Vol. 5(1), 100-139.</p> <p>Leist, A. (ed.) (2007). Action in Context, Berlin: de Gruyter: (selected chapters).</p> <p>O'Connor, T. & Constantine Sandis, C. (eds.) (2010). A Companion to the Philosophy of Action, Oxford: Wiley-Blackwell, (selected chapters).</p> <p>Pacherie, E. (2008). The phenomenology of action: A conceptual framework Cognition 107(1):179-217.</p> <p>Pacherie (2012). The Phenomenology of Joint Action: Self-Agency vs. Joint-Agency, In: Axel Seemann (ed). Joint Attention: New Developments, MIT Press, pp.343-389.</p> <p>Paul, S. (2021). Philosophy of Action A Contemporary Introduction New York: Routledge.</p> <p>Wilson, G., Shpall, S. & Piñeros Glasscock, K/ (2016). "Action", The Stanford Encyclopedia of Philosophy Edward N. Zalta (ed.), URL = <https://plato.stanford.edu/archives/win2016/entries/action/></p>
--	---

**Relational Practices and
Political Philosophy of Resonance, Resistance & Responsibility
(REPO, Phil 2)**

Status: September 2021

Module-Nr./ Code	REPO
Module title	Relational Practices and Political Philosophy of Resonance, Resistance & Responsibility
Duration of module	Single semester
Course type	Mandatory
If relevant, course units within the module	
Frequency of module	Once a year, 2nd semester
Entry requirements	There are no formal requirements for participation in this module, however successful completion of the module IPHI is recommended. For preparation, please refer to the required and recommended literature in this module description and to the university's internal learning platform.
Applicability of the module to other programs	This module has interconnections to all other modules and specialisations, especially to the modules IPHI and IPWI
Person responsible for the module	Prof. Dr. Wendelin Küpers
Name(s) of the instructor(s)	Prof. Dr. Wendelin Küpers
Teaching language	English
Number of ECTS credits	5
Total workload and its breakdown (e.g. self-study and contact hours)	Total workload = 150 hours (contact hours = 42, self-study = 108 hours)
Hours per week	3
Assessment type / requirement for the award of credits	The Assessment type is a Written Assignment according to § 10 (2) Course and Examination Regulations for the Master "Social TransFormation: Politics, Philosophy, Economics" (CER); see appendix.
Weighting of the grade within the total grade	5,0 %
Teaching and learning methods of the module	self-study, interactive seminars, group-work, working with literature, exercises, presentations, thought experiments, debate,
Special features	t.b.d.
Qualification objectives of the module	Students who have successfully participated in this module will be able to <ul style="list-style-type: none"> • have an advanced understanding of political philosophy of practice as relational

	<ul style="list-style-type: none"> • know basics of social philosophy (understanding social contexts for economic, political, legal, moral, and cultural questions, issues, values and institutions) • understand concept and roles of embodied socio-political, communal practices for conviviality and an integral transformation towards sustainability development • recognise the role of pluralistic and socially established values, virtues, shared moral cultures and conviviality • evaluate basic ideas concepts, possibilities and limitations of (responsive) communitarianism, critically • understand the significance of the concept of resonance in relationships and social, organisational, and economic practices • know about a phenomenology of responsivity and recognising constitutive qualities of responsivity in flourishing relationships and cultural contexts • comprehend the integral nexus between responsivity and responsibility • consider the role of constraints, dissonance, asymmetry and resistance as well as formal and informal 'infrapolitics'
Content of the module	<ul style="list-style-type: none"> • advanced understanding of political and social philosophy • philosophical reflection on social practices • meaning and role of values, virtues, moral culture, conviviality in practice • relevance and qualities of community ("Gemeinschaft") as concept and practice • critical understanding of communitarianism • nexus of resonance and practices • connection between responsivity and integral responsibility • constraints, dissonance resistance and infrapolitics in practice
Literature	<p>Required reading: Carter, A.; Randle, M. Clark, H. (2013). A Guide to Civil Resistance, A Bibliography of People Power and Nonviolent Protest, Talgarth Brecon; Merlin Press. Carter, A. (2012). People Power and Political Change: Key Issues and Concepts, London, Routledge, Estlund, D. (2016). The Oxford Handbook of Political Philosophy, Oxford OUP (selected chapters)</p>

- Küpers, W. (2015). *Phenomenology of the Embodied Organization - The contribution of Merleau-Ponty for organisation studies and practice*, London: Palgrave. (selected chapters)
- Küpers, W. (2015a). *Embodied Responsive Ethical Practice: The Contribution of Merleau-Ponty for a Corporeal Ethics in Organisations*”, *Electronic Journal of Business Ethics and Organization Studies (EJBO)*, Vol. 20(1), 30-45.
- Küpers, W. (2011). *Integral Responsibilities for a Responsive and Sustainable Practice in Organizations and Management*”, *Corporate Social Responsibility and Environmental Management Journal*’ 18(3), 137-150.
- Roberts A. (2009). *Introduction, Civil Resistance and Power Politics*, In: Roberts Adam & Garton Ash Timothy, *Civil Resistance and Power Politics: The Experience of Non-violent Action from Gandhi to the Present*, Oxford: Oxford University Press).
- Garton A., T. (2009) *A Century of Civil Resistance: Some Lessons and Questions*, In: Roberts A, Garton AT (eds) *Civil resistance and power politics: the experience of non-violent action from Gandhi to the present*. pp 371–390 Oxford University Press, New York.
- Rosa, H. (2019). *Resonance. A sociology of our relationship to the world*; Cambridge: Polity. (selected chapters).
- Recommended Reading:**
- Anderso, E. (2016). *Equality*, in Estlund, D. (Editor) 2016 *The Oxford Handbook of Political Philosophy*, Oxford: OUP.
- Böhm, S., Spicer, A. and Fleming, P.* (2008). *Infra-Political Dimensions of Resistance to International Business: A Neo-Gramscian Approach*. *Scandinavian Journal of Management*, v. 24, n. 3, p. 169-182.
- Dryzek, J. Honig, B. and Phillips, A. (2008). *The Oxford Handbook of Political Theory*, Oxford University Press.
- Küpers, W. (2009). *Perspective on integral ‘Pheno-Pragma-Practice’ in organizations*. *International Journal of Management Practice*, 4(1): 27–50.
- Küpers, W. (2020). *Embodied Inter-Practices in Resonance as New Forms of Working in Organisations*, in Aroles, J., Dale, K. & de

	<p>Vaujany, F. (2020). <i>Experiencing the New World of Work</i>, Cambridge: Cambridge University Press.</p> <p>Nowicka, M., & Vertovec S. (2014). Introduction: <i>Comparing convivialities: Dreams and realities of living-with-difference</i>. <i>European Journal of Cultural Studies</i> 17(4), 341–356.</p> <p>Rosa, H., & Henning, C. (Eds.). (2018). <i>The good life beyond growth: New perspectives</i>. London and New York: Routledge.</p> <p>Rosa, H., Dörre, K., & Lessenich, S. (2017). Appropriation, activation and acceleration: The escalatory logics of capitalist modernity and the crises of dynamic stabilization. <i>Theory, Culture and Society</i>, 34(1), 53–73.</p> <p>Schatzki, T. (2002). <i>The Site of the Social: A Philosophical Exploration of the Constitution of Social Life and Change</i>. University Park, PA: The Pennsylvania State University Press.</p> <p>Schatzki, T., Knorr Cetina, K. & von Savigny, E. (Eds) (2001). <i>The Practice Turn in Contemporary Theory</i>. London: Routledge.</p> <p>Wenger, E. (1998). <i>Communities of Practice, Meaning, and Identity</i>. Cambridge: Cambridge University Press.</p> <p>Wise, Amanda, & Noble, Greg (2016). Convivialities: An orientation. <i>Journal of Intercultural Studies</i> 37(5): 423–431.</p>
--	--

Integral, Practical Wisdom & Global Justice
(IPWI, Phil 3)

Status: September 2021

Module-Nr./ Code	IPWI
Module title	Integral, Practical Wisdom & Global Justice
Semester or trimester	3rd semester
Duration of module	Single semester
Course type	Mandatory
If relevant, course units within the module	
Frequency of module	Once a year 3rd semester
Entry requirements	There are no formal requirements for participation in this module, however successful completion of the module REPO is recommended. For preparation, please refer to the required and recommended literature in this module description and to the university's internal learning platform.
Applicability of the module to other programs	This module has interconnections to all other modules and specialisations, especially to the modules REPO and IPHI
Person responsible for the module	Prof. Dr. Wendelin Küpers
Name(s) of the instructor(s)	Prof. Dr. Wendelin Küpers
Teaching language	English
Number of ECTS credits	5
Total workload and its breakdown (e.g. self-study and contact hours)	Total workload = 150 hours (contact hours = 42, self-study = 108 hours)
Hours per week	3
Assessment type / requirement for the award of credits	Seminar Paper
Weighting of the grade within the total grade	5,0 %
Special features	t.b.d.
Qualification objectives of the module	Students who have successfully participated in this module will be able to <ul style="list-style-type: none"> • know about meta-context and planetary challenges and dilemmas of global crisis, climate change etc.

	<ul style="list-style-type: none"> • identify the key debates, central issues and assessing philosophical positions with regard to the Anthropocene and transformations towards a sustainable “eco-scene” • understand the concept of an integral praxis as holonic nexus of practices and actions • consider the role of constraints of praxis as well as practices and actions • recognize practical wisdom as (form of collective intelligence and) qualification of praxis, practices and action • comprehend the need and possibilities for an integral pluralism and integral worldviews • reflect possibilities and challenges of a Cosmopolitanism and what a "citizenship of the world" and a sociality of common civic and political engagement among all human beings across the globe mean? • understand reasons and need for global justice • reconsider the (cultural) relation to nature • reflect critically on (social, pragmatic) legitimacy of economic and political regimes and practices • interconnect ethics and aesthetics and the role of global justice and sustainable development • critically apply philosophical concepts and theories of praxis and wisdom to concrete current ecological and geopolitical issues and systemic developments
Contents of the module	<ul style="list-style-type: none"> • philosophical reflection planetary challenges, Anthropocene, global crisis • integral praxis, integral worldviews • practical wisdom • cosmopolitanism • identifying problems of global justice and positing solutions, responsibilities, collections of agents for addressing them • global gender justice • global climate justice and sustainability • Immigration • legitimacy of economic and political regimes and practices • interconnecting ethics and aesthetics

Teaching and learning methods of the module	self-study, interactive seminars, group-work, exercises, presentations, debate
Special features	
Literature	<p>Required reading:</p> <p>Barry, C. and T. Pogge (2005), <i>Global Institutions and Responsibilities: Achieving Global Justice</i>, Malden, MA.: Blackwell (selected chapters).</p> <p>Boran, I. (2018). On inquiry into climate justice. In <i>The Routledge Encyclopedia of Philosophy</i>. Taylor and Francis. (selected sections).</p> <p>Kant, I (1795). <i>Perpetual Peace: A Philosophical Sketch</i>, Königsburg: Nicolovius,</p> <p>Küpers, W. (2019) Reintegrating Prâxis, Practices, Phrônêsis & Sustainable Action for Processing Systemic Constraints in the Business and Society Relationship ‘Society and Business Review’ ‘Society and Business Review’, Vol, 14(4), 338 - 359.</p> <p>Küpers, W. (2013). The Art of Practical Wisdom ~ Phenomenology of an Embodied, Wise Inter-practice in Organisation and Leadership, In: Küpers, W. & Pauleen, D. (2013). <i>A Handbook of Practical Wisdom. Leadership, Organization and Integral Business Practice</i>. (19-45), London: Ashgate Gower.</p> <p>Küpers, W. (2020). From Anthropocene to Ecocene—Eco-Phenomenological Perspectives on Embodied, Anthro-decentric Transformations towards Enlivening Practices of Organising Sustainably, <i>Sustainability</i> 12.9. 1-20.</p> <p>Widdows, H. (2011). <i>Global Ethics: An Introduction</i>, London: Routledge (selected chapters).</p> <p>Recommended Reading:</p> <p>Anderson, J. (2019). Conclusion Anarchism, Community and Globalization, In: <i>Justice, Community and Globalization: Groundwork to a Communal-Cosmopolitanism</i> London: Routledge</p> <p>Appiah, K. A. (2006). <i>Cosmopolitanism: Ethics in a World of Strangers</i>. New York: W. Norton. (selected chapters).</p> <p>Brock, G. (2009). <i>Global Justice</i>, Oxford: Oxford University Press. (selected chapters).</p> <p>Brock, G. and H. Brighouse (eds.), (2005). <i>The Political Philosophy of Cosmopolitanism</i>, Cambridge: Cambridge University Press. (selected chapters).</p>

	<p>Brock, G. (2020) <i>Justice for People on the Move: Migration in Challenging Times</i>, Cambridge CUP (selected chapters).</p> <p>Brooks, T. (2008), <i>The Global Justice Reader</i>, Malden, MA: Blackwell. (selected chapters).</p> <p>Caney, S. (2015) Climate change in Darrel Moellendorf, Heather Widdows <i>The Routledge Handbook of Global Ethics</i> https://www.oxfordmartin.ox.ac.uk/publications/the-routledge-handbook-of-global-ethics/</p> <p>Chatterjee, D. (2011) <i>Encyclopedia of Global Justice</i>, Dordrecht: Springer. (selected entries).</p> <p>Howard, J. (2019). <u><i>The Public Role of Ethics and Public Policy</i></u>. <i>The Routledge Handbook of Ethics and Public Policy</i>. Routledge.</p> <p>Knight, C. (2016). Climate change, fundamental interests, and global justice, <i>Critical Review of International Social and Political Philosophy</i>, 19:5, 629-644.</p> <p>Küpers, W. & Gunnlaugson, O. (2017). Introduction: Contexts and Complexities of Wisdom Learning in Management and Business Education, Küpers, W. & Gunnlaugson, O. (eds), <i>Wisdom Learning: Perspectives on Wising-Up Management & Business Education</i>, (pp. 1-38), London: Routledge</p> <p>Nickel, J., (2007). <i>Making Sense of Human Rights</i>, Oxford: Blackwell.</p> <p>Nickel, J., (2014), "Human Rights," <i>The Stanford Encyclopedia of Edward N. Zalta</i> (ed.), URL https://plato.stanford.edu/archives/spr2014/entries/rights-human/</p> <p>Nussbaum, M. and A. Sen (1993), <i>Quality of Life</i>, Oxford: Clarendon Press.</p> <p>Pogge, T. and K. Horton (2008). <i>Global Ethics: Seminal Essays</i>, St. Paul, MN: Paragon House.</p> <p>Rawls, J. (2001). <i>Justice as Fairness: A Restatement</i>. Cambridge, Massachusetts: Belknap Press</p> <p>Risse, M. (2019). What is 'Global' about Global Justice?" <i>Journal of the Humanities and Social Sciences</i> 12.2 (June): 193-210. https://www.mathiasrisse.com/</p> <p>Sen, A. (2009). <i>The idea of justice</i>. Belknap Press of Cambridge: Harvard University Press,</p>
--	--

Introduction Political Action, Agency & Affect
(INPA, Pol 1)

Status: September 2021

Module-Nr./ Code	INPA
Module title	Introduction in Political Action, Agency & Affect
Study Semester	1st semester
Duration of module	Single semester
Frequency of module	Once a year
Course type (mandatory, elective, etc.)	Mandatory
Number of allocated ECTS credits	5
Total workload and its breakdown (e.g. self-study and contact hours)	Total workload = 150 hours (contact hours = 42, self-study = 108 hours)
Hours per week	3
Applicability of the module to other programs	This module has interconnections to all other modules and specialisations, especially to the modules POSO and INGO
Entry requirements	There are no formal requirements for participation in this module. For preparation, please refer to the required and recommended literature in this module description and to the university's internal learning platform.
Person responsible for the module	Prof. Dr Michael Zerr
Name(s) of the instructor(s)	Prof. Dr Michael Zerr
Teaching language	English
Assessment type / requirement for the award of credits	The Assessment type is a Written Assignment according to § 10 (2) Course and Examination Regulations for the Master "Social TransFormation: Politics, Philosophy, Economics" (CER); see appendix.
Weighting of the grade within the total grade	5,0 %
Special features	
Qualification objectives of the module	Students who have successfully participated in this module will be able to <ul style="list-style-type: none"> • identify and describe basics and major theoretical and methodological approaches in the field of political science and applied (empirical) research methods

	<ul style="list-style-type: none"> • differentiate and discuss political theories of (performative) acts, actions, activism, enactment, inter- and transactions • understand the status action of and relationship between individual (and collective) embodied actors, agents, agendas, activists and agencies, as well as activism, arenas and arrangements • analyse and compare the role of affect and emotional regimes on or employed by political actors and in actions (politics of emotion and emotion in politics) • recognise and debate the relationship between the rational, the rationalized and the irrational, between the conscious and unconscious, affects and desires • evaluate the relationship between ideology, fantasies and affects • analyse and compare political processes and institutions, issues and agendas in relation to (individual) actors and affects • identify and discuss origin, mechanism and effects of political power and empowerment with regard to and of actors and actions • understand and evaluate the role of processes of subjectification and of interpellation • differentiate and debate political ideologies, (e.g. liberalism, conservatism, socialism, Marxism, feminism) and ideas (e.g. about democracy, state, power, justice, rights), in relation to political actors and action • compare and evaluate different interpretations and apply conceptual approaches to various political contexts of action in a local, national and global context.
Contents of the module	<ul style="list-style-type: none"> • Advanced understanding of politics and political theory/science, especially of action • Theoretical and methodological research approaches and empirical research methods in political science based on affection and action theories

	<ul style="list-style-type: none"> • Relevance of (individual) decision making approaches (rational choice approach, bounded rationality, pragmatic approach) • Political (theories of) action • Reflecting critically the relation between individual acts, actions and agendas on a local, national and global level • Political actors, agents activism (and the micro-political level of everyday lived, embodied experiences) • Political ideologies, processes and institutions in relation to actors and their action • Role of affective and emotional regimes on or employed by political actors and in action • Political power/empowerment of actors and action
Teaching and learning methods of the module	self-study, seminars with lectures, exercises, presentations, thought experiments, debate,
Special features (e.g. online activities, event/company visits, guest speakers, etc.)	
Literature	<p>Required reading:</p> <p>Hay, C. (2002). Political Analysis: A Critical Introduction. Basingstoke: Palgrave</p> <p>Demertzis, N. (2013). Introduction: Theorizing the Emotions-Politics Nexus, in: Demertzis Emotions in Politics The Affect Dimension in Political Tension, pp. 1-16, Basingstoke: Palgrave</p> <p>Hoffman, J. and Graham, P. (2015). An Introduction to Political Theory. London: Pearson Longman</p> <p>Kateb, G. (2000). Political action - its nature and advantages In Dana Richard Villa (ed.), The Cambridge Companion to Hannah Arendt. Cambridge University</p> <p>de Moor, J., Catney, P. & Doherty, B. (2021) What hampers 'political' action in environmental alternative action organizations? Exploring the scope for strategic agency under post-political conditions, Social Movement Studies, 20:3, 312-328</p> <p>Supplementary recommended reading:</p> <p>Cane, L (2015). Hannah Arendt on the Principles of Political Action. European Journal of Political Theory 14 (1): 55–75.</p>

	<p>Dryzek, J.S. and Pickering, J. (2019). <i>The Politics of the Anthropocene</i>. Oxford: Oxford University Press.</p> <p>Dryzek, J. B. and Phillips, A. (2008). <i>The Oxford Handbook of Political Theory</i>. Oxford: Oxford University Press.</p> <p>Ferry L. and Kingston R (eds) (2008). <i>Bringing the Passions Back In: The Emotions in Political Philosophy</i>. Vancouver, BC, Canada: UBC Press.</p> <p>Hampsher-Monk, J. (1992). <i>A History of Modern Political Thought: Major Political Thinkers from Hobbes to Marx</i>. Oxford: Blackwell</p> <p>Heywood, A. (2007). <i>Politics</i>. Basingstoke: Palgrave</p> <p>King, G., Schlozman, K.L., Nie, N. (2009). <i>The Future of Political Science</i>. London: Routledge</p> <p>Kassab, H. S. (2016). Emotions and the Individual in The Power of Emotion in Politics, Philosophy, and Ideology, pp 27-44 New York: Palgrave Macmillan</p> <p>Leftwich, A. (ed.) (2004). <i>What is Politics? The Activity and its Study</i>. Cambridge: Polity Press</p> <p>Lukes, S. (2004). <i>Power: A Radical View</i>. Basingstoke: Palgrave</p> <p>MacKenzie, I. (2005). <i>Political Concepts</i>. Edinburgh: Edinburgh University Press</p> <p>Miller, P. (2011). The Emotional Citizen: Emotion as a Function of Political Sophistication <i>Political Psychology</i> Vol. 32, No. 4 pp. 575-600</p> <p>Marsh, D., Stoker, G. (2002). <i>Theories and Methods in Political Science</i>. Basingstoke: Palgrave</p> <p>Nussbaum, MC (2013). <i>Political Emotions: Why Love Matters for Justice</i>. Cambridge, MA: Harvard University Press.</p>
--	---

Political Practices, Social Movements and Civic Engagement
(POSO, PoI 2)

Status: September 2021

Module-Nr./ Code	POSO
Module title	Political Practices, Social Movement & Civic Engagement
Study Semester	2nd semester
Duration of module	Single semester
Frequency of module	Once a year
Course type (Mandatory, elective, etc.)	Mandatory
Number of ECTS credits	5
Total workload and its breakdown (e.g. self-study and contact hours)	Total workload = 150 hours (contact hours = 42, self-study = 108 hours)
Hours per week	3
Applicability of the module to other programs	This module has interconnections to all other modules and specialisations, especially to the modules INPA and INGO
Entry requirements	There are no formal requirements for participation in this module, however successful completion of the module INPA is recommended. For preparation, please refer to the required and recommended literature in this module description and to the university's internal learning platform.
Person responsible for the module	Prof. Dr. Michael Zerr
Name(s) of the instructor(s)	Dr. Nadja Meisterhans
Teaching language	English
Assessment type / requirement for the award of credits	The Assessment type is a Project according to § 10 (8) Course and Examination Regulations for the Master "Social TransFormation: Politics, Philosophy, Economics" (CER); see appendix.
Weighting of the grade within the total grade	5,0 %
Qualification objectives of the module	Students who have successfully participated in this module will be able to <ul style="list-style-type: none"> • identify and analyse political phenomena and institutions as socio-cultural and organisational practices (practice turn)

	<ul style="list-style-type: none"> • describe and compare history, phases and influences/impacts of various (countercultural and) contemporary social movements in relation to how they carry out, resist, or undo social change • identify and analyse drivers, actors/elements, identity, mechanisms/campaigns, and effects of political practice and social movements • clarify and debate critically relationships between social practices and movements to institutions and neo-institutional theory • differentiate and debate infra-political /practices associated with decentralized, social or protest movements including micro-level subversions, extra-governmental politics/ activities • identify and recognise reasons and practices of dissent and resistance movements • analyse and debate conditions, types, dynamics, results and political and mobilization processes and practices of social movements • compare and discuss how social movements interact and -connect with other actors, especially on an international and global level • recognise and evaluate the role of civil society organizations (in context of globalisation and transnational dimensions)
Content of the module	<ul style="list-style-type: none"> • Political phenomena and institutions as socio-cultural practice • Role of collective, public emotion, moods (affective communities) for socio-cultural political practices • Role of agenda setting and framing of socio-cultural political practices and movements • Dynamics and power plays and conflicts in collective actions, activism and practice • Resistance practices and movements • Social practices and movement/organisations and institutions/institutionalisation and neo-institutional theory <p>Social movement as specialisation</p>

	<ul style="list-style-type: none"> • Basics, conditions, types, dynamics, results and political and mobilization processes and practices of social movements (scope, status change, targets, “methods”, range) • Interaction and interconnectedness of social movements (nationally and internationally) • Civil society organizations and social enterprises and role of dialogue • Globalisation and transnational social movement organisation (dispersed multiunit)
Teaching and learning methods of the module	Interactive lectures, group work, debates, working with literature, documentary material, case studies, media
Special features (e.g. online activities, event/company visits, guest speakers, etc.)	Guest lectures by practitioners and academics
Literature (Required reading/supplementary recommended reading)	<p>Required reading:</p> <p>Bevir, M and Rhodes, R A W (2010). <i>The State as Cultural Practice</i>. Oxford: Oxford University Press</p> <p>Erman, E. and Möller N. (2019). <i>The Practical Turn in Political Theory</i>. Edinburgh: Edinburgh University Press</p> <p>Giddens, A. (1984). <i>The Constitution of Society: Outline of the Theory of Structuration</i>. California: University of California Press.</p> <p>Goodwin, J., Jasper, J. (2015). <i>The Social Movements Reader. Cases and Concepts</i> (3rd ed.), Chichester, Wiley</p> <p>Mayer, F. (2014). <i>Narrative Politics: Stories and Collective Action</i>. Oxford: Oxford University Press</p> <p>Recommended Reading:</p> <p><i>Böhm, S., Dinerstein, A., & Spicer, A. (2010). (Im)possibilities of autonomy social movements in and beyond capital, the state and development. Social Movement Studies, 1(9), 17-32.</i></p> <p><i>Böhm, S., Spicer, A. and Fleming, P. (2008). Infra-Political Dimensions of Resistance to International Business: A Neo-Gramscian</i></p>

	<p>Approach. Scandinavian Journal of Management, v. 24, n. 3, p. 169-182</p> <p>Crossley, N. (2002). Making Sense of Social Movements, Open University Press</p> <p>Davis, G. D. McAdam, W.R. Scott, & M.N. Zald (Eds.), Social movements and organization theory (pp.4-40). Cambridge: Cambridge University Press.</p> <p>Della Porta, D. (2014). Methodological Practices in Social Movement Research, Oxford, Oxford University Press</p> <p>Della Porta, D., Diani, M. (2017). The Oxford Handbook of Social Movements, Oxford, Oxford University Press</p> <p>Gramsci, A. (1971). Selections from the prison notebooks. London: Lawrence and Wishart.</p> <p>Rao, H., Morrill, C., & Zald, M. N. (2000). Power plays: How social movements and collective action create new organizational forms. Research in organizational behavior, 22, 237-281.</p> <p>Scott, J. C. (1985). Weapons of the weak. New Haven: Yale University Press.</p> <p>Scott, J. C. (1990). Domination and the hidden arts of resistance: Hidden transcripts. New Haven, CN: Yale University Press.</p> <p>Schneiberg, M., & Lounsbury, M. (2008). Social movements and neo-institutional theory: Analyzing Path creation and change. In R. Greenwood, C. Oliver, S. Sahlin- Andersson & R. Suddaby (Eds.), Handbook of Organizational Institutionalism (pp. 650-72). London: Sage.</p> <p>Social movement theory</p> <p>https://en.wikipedia.org/wiki/Social_movement_theory</p>
--	---

Integral Political Institutions and Global Governance
(INGO, Pol 3)

Status: September 2021

Module-Nr./ Code	INGO
Module title	Integral Political Institutions and Global Governance
If relevant, course units within the module	-
Study Semester (or Trimester)	3 rd semester
Duration of module	Single semester
Frequency of module	Once a year
Number of allocated ECTS credits	5
Total workload and its breakdown (e.g. self-study and contact hours)	Total workload = 150 hours (contact hours = 42, self-study = 108 hours)
Hours per week	3
Course type (mandatory, elective, etc.)	Mandatory
Applicability of the module to other programs	This module has interconnections to all other modules and specialisations, especially to the modules INPA and POSO.
Entry requirements	There are no formal requirements for participation in this module, however successful completion of the modules INPA and POSO is recommended. For preparation, please refer to the required and recommended literature in this module description and to the university's internal learning platform.
Person responsible for the module	Prof. Dr. Michael Zerr
Name(s) of the instructor(s)	Dr. Nadja Meisterhans
Teaching language	English
Assessment type / requirement for the award of credits	The Assessment type is an Essay according to § 10 (4) Course and Examination Regulations for the Master "Social TransFormation: Politics, Philosophy, Economics" (CER); see appendix.
Weighting of the grade within the total grade	5,0 %
Qualification objectives of the module	Students will be able to: <ul style="list-style-type: none"> • Apply the concept of structuration to political phenomena in relation to transformation • Analyze the enabling and constraining functions of institutions • Critically reflect the emergence and change of institutions and its consequences

	<ul style="list-style-type: none"> • Differentiate and critically examine various theoretical perspectives on global governance • Distinguish and evaluate various systems of governance and its institutions, mechanisms and practices as well as and assess possible improvements • Critically discuss challenges and transformative potential and power of self-organising systems of (shared) governance and alternative social-political systems in theory and practice • Apply conceptual and theoretical frameworks to a range of issue areas such as comparative political systems, comparative political institutions, political economy, humanitarian intervention, nuclear non-proliferation, global climate change, and the global human rights regime • Evaluate current controversies around the viability and legitimacy of democracies • Consider normative and ethical approaches to integral political institutions and global governance
Contents of the module	<ul style="list-style-type: none"> • Structuration and social movements & transformation • Institutionalization and De-Institutionalization • The role of institutions in governing society (neo-institutional theory and beyond) • Forms of governance (public and corporate governance, public-private partnerships and shared governance, global Economic Governance, integrating multi-level governance) • Case studies of different institutions and governance (supranational institutions, states, political parties, corporations, unions, associations, etc.) • Practices of power <ul style="list-style-type: none"> ○ Cultural Hegemony ○ Discourse, disciplinary power and the emergence of the surveillance society • Systems of and future perspectives on governance <ul style="list-style-type: none"> ○ Variations of capitalism ○ Variations of socialism ○ Third Way

	<ul style="list-style-type: none"> • Current democracies: Their capacities, resilience, shortcomings, erosions and undermining, e.g. <ul style="list-style-type: none"> ○ Controversies around Capitalism, Growth and State ○ Tensions between Globalization and Democracies ○ Participation, Disenfranchisement and Withdrawal • “Alternative” democracies, systems of government and absence of government <ul style="list-style-type: none"> ○ Direct Democracy ○ Radical Democracy ○ Anarchy ○ Democratic Socialism • How governance and institutions work in relation to a range of issues global issue are • Possibilities and challenges for realizing convivialis
Special features (e.g. online activities, event/company visits, guest speakers, etc.)	Case Studies Guest Speakers, Visit of European Parliament
Literature	<p>Required reading:</p> <ul style="list-style-type: none"> • Giddens, A. (1984). The constitution of society: Outline of the theory of structuration. Univ of California Press. • Frederking, B. and Diehl, P. (2015) The Politics of Global Governance: International Organizations in an Interdependent World. Boulder, Co: Lynne Rienner Publishers • Hay, C. (2002). Political Analysis: A Critical Introduction. Oxford: Routledge • Held, D. (2006). Models of democracy. Cambridge: Polity Press • Rhodes, R. A. W. et al. (2006). The Oxford Handbook of Political Institutions. Oxford: Oxford University Press • Scholte, J. (2021). Beyond institutionalism: Toward a transformed global governance theory. International Theory, 13(1), 179-191 <p>Recommended reading:</p> <ul style="list-style-type: none"> • Armstrong, D., Bello, V. (2010). Civil Society and International Governance: The Role of Non-State Actors in the EU, Africa, Asia and

	<p>Middle East. Milton Park, New York: Routledge</p> <ul style="list-style-type: none"> • Armstrong, D., Lloyd, L., Redmond, J. (2004). <i>International Organisation in World Politics</i>. 3rd ed. Basingstoke: Palgrave Macmillan • Bache, I., Flinders, M. (eds.) (2004). <i>Multi-level Governance</i>. Oxford: Oxford University Press • Barnett, M. and Duvall, R. (2005) <i>Power in Global Governance</i>. Cambridge: Cambridge University Press • Braithwaite, J., Drahos, P. (2002). <i>Global Business Regulation</i>: Cambridge: Cambridge University Press • Couldry, N. (2010). 'Neoliberal Democracy: An Oxymoron'. (pp. 47-72) In: idem, <i>Why Voice Matters. Culture and Politics after Neoliberalism</i>, London: Sage. • Crouch, C. (2016). The march towards post-democracy, ten years on. <i>The political quarterly</i>, 87(1), 71-75. • Derrida, J. (2001). 'On Cosmopolitanism'. In: idem, <i>On cosmopolitanism and Forgiveness</i> (pp. 3- 24), London: Routledge. • DeSombre, E.R. (2007). <i>The Global Environment and World Politics</i>. 2nd ed. London, New York: Continuum. • Falk, R. (2014). <i>(Re)Imagining Humane Global Governance</i>. Milton Park, New York: Routledge • Habermas, J. (1996). <i>Civil Society, Public Opinion, and Communicative Power</i>. In Idem: <i>Between Facts and Norms. Contributions to a Discourse Theory of Law and Democracy</i>. Cambridge: Polity Press. (359-387): Cambridge: Polity Press. • Habermas, J. (2001). <i>The Postnational Constellation and the Future of Democracy</i>. In idem, <i>The Postnational Constellation: Political Essays</i> (pp. 58-112): Cambridge Mass.: The MIT Press. • Held, D. and McGrew, A (2002). <i>Globalization /Anti-Globalization</i>: Cambridge: Polity Press. • Held, D., McGrew, A. (2003). <i>The Global Transformations Reader: An Introduction to</i>
--	---

	<p>the Globalization Debate. 2nd ed. Cambridge: Polity Press.</p> <ul style="list-style-type: none">• Mayer, F. (2014) Narrative Politics: Stories and Collective Action. Oxford: Oxford University Press• Mouffe, C. (2000). The democratic paradox. New• Sinclair, T. J. (2012). Global Governance. Cambridge: Polity Press.• Stiglitz, J. E. (2015). The price of inequality: How today's divided society endangers our future. New York: W. W. Norton.• Weiss, T. G. (2013). Global Governance: Why? What? Whither? Cambridge: Polity Press.
--	---

Leading Yourself: Personal Capabilities
(LYPC, Lead 1)

Status: September 2021

Module-Nr./ Code	LYPC
Module title	Leading Yourself: Personal Capabilities
Semester or trimester	1st semester
Duration of module	One semester
Course type (Mandatory, elective, etc.)	Mandatory
If relevant, course units within the module	–
Frequency of module	Once a year
Entry requirements	There are no formal requirements for participation in this module. For preparation, please refer to the required and recommended literature in this module description and to the university's internal learning platform.
Applicability of the module	The module is applicable to the Master programs "Master Management" and "Master Social TransFormation: Politics, Philosophy, Economics.
Person responsible for the module	Prof. Dr. Michael Zerr
Name(s) of the instructor(s)	Andrea Naurath / n. n.
Teaching language	English
Number of ECTS credits	5
Total workload and its breakdown (e.g. self-study and contact hours)	150 hours, of which 42 are contact hours / 108 self-study hours
Hours per week	3
Assessment type / requirement for the award of credits	The Assessment type is a Simulation according to § 10 (6) Course and Examination Regulations for the Master "Management" (CER); see appendix.
Weighting of the grade within the total grade	0 % (pass/fail)
Qualification objectives of the module	Students who have successfully participated in this module will be able to: <ul style="list-style-type: none"> - Develop open-mindedness, curiosity, compassion and courage - Challenge normalizing practices and "status-quo" - Gain an understanding of how their self is constructed through interactions with others - Reflect on and adjust the effects of their verbal and non-verbal behavior on others Identify, analyze and implement different means of communication as part of social construction of

	<p>meaning</p> <ul style="list-style-type: none"> - Acknowledge and respect differences - Recognize and regulate affective and emotional states (fear, anger, frustration, ambivalence) of one-self and others - Cultivating attention, mindfulness, responsiveness, and empathy - Come up with self-management strategies to manage their personal resources, develop resilience and prevent self-exploitation - Understand leadership as responsibility, as service and as a shared practice
Content of the module	<ul style="list-style-type: none"> - Courage to take risks to shape own personality & biography - Critical consciousness concerning power structures & normalization mechanisms - Self-Awareness & self-Reflection/assessment on own attitudes and practices including attention, habits, likings, prejudices relationships, ambitions and goals, drivers, challenges and obstacles - Self-reflection on previous experience in personal and professional life in relation to study and future: - Developing and expressing a personal vision - Express themselves creatively through art, e.g. drawing, writing, poetry, theater, “Ausdruckstanz” - Develop empathy, appreciative approaches and actions towards others - Understand understanding and its connection to social transformation - Feedback and Feedforward - Effective communication in various settings (solo, dialog, group, stage, media), including identifying and evaluating different communicative intentions, purposes and occasions - Building up personal stress-management, empowerment, resilience & self-esteem
Teaching and learning methods of the module	This module will contain experiential learning and various exercises in bodily expression speaking techniques, breathing techniques, emotional expression and creative capabilities for expressing feelings and reflections.
Special features (e.g. online activities, event/company visits, guest speakers, etc.)	
Literature	<u>Required reading:</u>

(Required reading/supplementary recommended reading)

- Bigo, V., Ballet, J., et al. (2006). "Happiness, Responsibility and Preference Perturbations", in J. Ballet and D. Bazin (eds), *Essays on Positive Ethics in Economics*. pp. 225-238
- Küpers, W. (2011). "Trans-+-Form - Leader- and followership as an embodied, emotional and aesthetic practice for creative transformation in organisations", *Leadership & Organization Development Journal*, Volume 32(1), 20-40.
- Küpers, W. et al. (2017). Introduction: ReThinking Management?!", In: Küpers, W., S. Sonnenburg & M. Zierold (2015) "Re-Thinking Management, (11-30), Berlin: Springer.

Recommended reading:

- Bigo, V. (2018). On Silence, Creativity and Ethics in Organization Studies", *Organization Studies* 39 (1), 121-133
- Contu, A. (2008). Decaf Resistance: On Misbehavior, Cynicism, and Desire in Liberal Workplaces. In: *Management Communication Quarterly* 21(3), 364-379
- Senge, P., Scharmer, O. (2005). *Presence: An Exploration of Profound Change in People, Organizations, and Society* London: Nicolas Brealey.
- Scharmer, O. (2018). *The Essentials of Theory U: Core Principles and Applications*. San Francisco, CA; Berrett-Koehler Publishers

For Meta-Reflection Part

- Covey, S. *the 7 Habits of Highly Effective People: Powerful Lessons in Personal Change*
- Cullen, J. (2009). How to sell your soul and still get into Heaven: Steven Covey's epiphany-inducing technology of effective selfhood, *Human Relations* 62(8):1231-1254
- Greenleaf, R. K. (1977). *Servant leadership: A journey into the nature of legitimate power and greatness*.
- Küpers, W. & Weibler, J. (2008). "Inter-Leadership - Why and How to Think Leader- and Followership Integrally, *Leadership*' Vol. 4(4), 443-47

	<ul style="list-style-type: none">• Küpers, W. (2020). Aesthetics and Leadership, in Cristina Neesham & Steven Segal, (ed) Handbook, Philosophy of Management, New York: Springer• Manz, C. C. (1986). "Self-Leadership: Towards an Expanded Theory of Self-Influence Processes in Organizations", Academy of Management Review, 11(3), 585-600.• Manz, C. C., and Sims, H. P. (2001). The new superleadership: Leading others to lead themselves. Berrett-Koehler Store.
--	---

Leading Others: Power, Conflict and Negotiation
(POCO, Lead 2)

Status: September 2021

Module-Nr./ Code	POCO
Module title	Leading Others: Power, Conflict and Negotiation
Semester or trimester	2nd semester
Duration of module	One semester
Course type (Mandatory, elective, etc.)	Mandatory
Frequency of module	Once a year
Entry requirements	There are no formal requirements for participation in this module, however successful completion of the module LYPC is recommended. For preparation, please refer to the required and recommended literature in this module description and to the university's internal learning platform.
Applicability of the module	The module is applicable to the Master programs "Master Management" and "Master Social TransFormation: Politics, Philosophy, Economics.
Person responsible for the module	Prof. Dr. Michael Zerr
Name(s) of the instructor(s)	Vinca Bigo, PhD, Associate Professor Prof. Dr. Wendelin Küpers
Teaching language	English
Number of ECTS credits	5
Total workload and its breakdown (e.g. self-study and contact hours)	150 hours, of which 42 are contact hours / 108 self-study hours
Hours per week	3
Assessment type / requirement for the award of credits	The Assessment type is a Case Study according to § 10 (11) Course and Examination Regulations for the Master "Management" (CER); see appendix.
Weighting of the grade within the total grade	0 % (pass/fail)
Qualification objectives of the module	Students who have successfully participated in this module will be able: <ul style="list-style-type: none"> - to understand the phenomenon of leadership as relationship. - to reflect on power as a central force and component of social cooperation and organizational realities and as a source and medium of leader- followership. - to identify and experience power as an

	<p>ambivalent, performative, productive and/or destructive moment.</p> <ul style="list-style-type: none"> - to recognize conflicts as ambivalent and to understand the potential destructive force and/or transformational potential of conflicts. - to understand the per-formative and transformative power (and weakness) of decisions and policies in particular with regard to power and conflict. - to comprehend potentials and limitations of conflict resolution practices such as negotiation, mediation, arbitration and courts ruling. - to be able to use forms of nonviolent communication. - to apply a variety of negotiation competencies to remedy conflicts, claim interests and create added value sustainably. - to integrate ethical issues into leader- and followership practices. - to critically reflect on alternative forms of organization and business designed to deal with power and conflict differently. - to deal appropriately with various types of (team) conflicts
Content of the module	<ul style="list-style-type: none"> - Leadership as relationship - Phenomenon of Power and its forms and origins - Phenomenon of Conflict and its forms and origins - Potentials and limitations of decision and policy making (models, theories) in the field of power and conflict - Negotiation, Mediation, Arbitration and Courts as form of civilized conflict resolution - Competent sustainable value creating Negotiation - Non-violent communication
Teaching and learning methods of the module	<ul style="list-style-type: none"> - “Literature Laboratory” (presentations and discussions) - Simulations - Role-plays - Case Studies - Interactive presentations
Special features (e.g. online activities, event/company visits, guest speakers, etc.)	Invited guest speakers, simulations, real-life case studies
Literature (Required reading/supplementary recommended reading)	<p>Required reading:</p> <ul style="list-style-type: none"> • Bercovitsch, J. and Jackson, R. (2009).

	<p>Conflict Resolution in the 21st Century: Principles, Methods, and Approaches. Ann Arbor: University of Michigan Press.</p> <ul style="list-style-type: none"> • French, J. and Raven, B. (1959). The Bases of Social Power. In Studies in Social Power, D. Cartwright, Ed., pp. 150-167. Ann Arbor, MI: Institute for Social Research. • Ladkin, D. (2008) Rethinking Leadership: A New Look at Old Leadership Questions Cheltenham: Elgar. • Malhotra, D. (2016), Negotiating the Impossible. How to break deadlocks and resolve ugly conflicts, Harvard Business School • Miall, H. (2004). Conflict Transformation: A Multi-Dimensional Task, Berghof Foundation Handbook in A. Austin, M. Fischer and N. Ropers, eds, Transforming Ethnopolitical Conflict: The Berghof Handbook. Berlin: VS Verlag für Sozialwissenschaften. • Rosenberg, M. (2015). Nonviolent Communication: A Language of Compassion, 3rd ed. <p>Recommended reading:</p> <ul style="list-style-type: none"> • Berne, E. (1964). Games people play: the psychology of human relationships. New York: Grove Press. • Fisher, R., Ury, W. (2011). Getting to Yes. Negotiating an agreement without giving in, Harvard Business School • French, J. and Raven, B. (1959). The Bases of Social Power. In Studies in Social Power, D. Cartwright, Ed., pp. 150-167. Ann Arbor, MI: Institute for Social Research. • Galtung, J. (1969). Violence, Peace, and Peace Research, in: Journal of Peace Research 6, 3, 167-191. • Galtung, J. (2000). Conflict Transformation by peaceful means. The TRANSCEND Method UN Manual • Hansson, S.O. (1994) Decision Theory. A Brief Introduction Stockholm: Royal Institute of Technology (KTH) http://home.abe.kth.se/~soh/decisiontheory.pdf • Ladkin, D. (2015) Mastering the Ethical Dimension of Organizations. A Self-Reflective Guide to Developing Ethical Astuteness Cheltenham: Elgar
--	--

- Malhotra, D., Bazermann, M.H. (2008). Negotiation Genius, Harvard Business School
- Miall, H. (2004). Conflict Transformation: A Multi-Dimensional Task, Berghof Foundation Handbook
- Ramsbotham, O., Woodhouse, T., Miall, H. (2011). Contemporary Conflict Resolution: The Prevention, Management and Transformation of Deadly Conflicts, 3rd edition. Cambridge: Polity Press.

Literature for Meta-Reflection

- Sumbeiywo, L. (2009). To be a Negotiator: Strategies and Tactics. Center for Security Studies (CSS), ETH/Zürich,
- UN World Health Organization (WHO), Global Status Report on Violence Prevention 2014, New York.
- United Nations (UN Institute for Training and Research, Department of Political Affairs) (2010) Manual for UN Mediators
<https://peacemaker.un.org/node/1849>

Leading Change: Creativity, Improvisation and Play
(CIPL, Lead 3)

Status: September 2021

Module-Nr./ Code	CIPL
Module title	Leading Change: Creativity, Improvisation and Play
Semester or trimester	3rd semester
Duration of module	One semester
Course type (Mandatory, elective, etc.)	Mandatory
If relevant, course units within the module	–
Frequency of module	Once a year
Entry requirements	There are no formal requirements for participation in this module, however successful completion of the module POCO is recommended. For preparation, please refer to the required and recommended literature in this module description and to the university's internal learning platform.
Applicability of the module	The module is applicable to the Master programs "Master Management" and "Master Social TransFormation: Politics, Philosophy, Economics.
Person responsible for the module	Prof. Dr. Michael Zerr
Name(s) of the instructor(s)	Andrea Naurath / n. n.
Teaching language	English
Number of ECTS credits	5
Total workload and its breakdown (e.g. self-study and contact hours)	150 hours, of which 42 are contact hours / 108 self-study hours
Hours per week	3
Assessment type / requirement for the award of credits	The Assessment type is a Simulation according to § 10 (6) Course and Examination Regulations for the Master "Management" (CER); see appendix.
Weighting of the grade within the total grade	0 % (pass/fail)
Qualification objectives of the module	Students who have successfully participated in this module will be capable: <ul style="list-style-type: none"> - to embrace ambiguity, paradoxes and dilemma work with mysteries and paradoxes and dilemma - Exploring to wonder while bearing states of "not knowing", being overwhelmed and/or emotionally touched as a key to real connection with others - to develop heterotopias and concrete social utopia - to create societal, systemic and organizational

	<p>capabilities for transformation</p> <ul style="list-style-type: none"> - to create open spaces for participation, emancipation and resistance - to navigate in complex, fuzzy and non-deterministic situations - to employ different playful and creative methods/techniques and settings? situationally and flexibly - to improvise in unforeseen situations and respond competently/adequately to emerging events or surprising stimuli. - to deal with processes playfully and intuitively, especially in relation to decisions. - to get to know and interpret their own embodied, personality as affective and mindful medium - to know how to enact agential capabilities and creativity in the service of social, economic and epistemic justice
Content of the module	<ul style="list-style-type: none"> - Cultivating consciousness as a source of expression and communication (some basics in voice training, basics in posture and body work, level of attention and energy) - Developing solutions creatively and playful Exploration different types of theatrical and coaching methods/techniques and performing in different settings - Taking responsibility for own learning and leading process - being supportive to others as well as welcoming support from others - Use transformational processes as inspiration for personal, community and societal development and responsible leadership skills - Build systemic capabilities for transformation - Performing on a stage with audience responsively - Using creativity for capacity- /community building,
Teaching and learning methods of the module	<p>Body and mind exercises, awareness exercises, being present, performing (self-staging), improvisation, learning partnership (buddy work), reflection (single, in the group as well as in writing) discussion and feedback</p>
Special features (e.g. online activities, event/company visits, guest speakers, etc.)	<p>Students perform under professional supervision.</p>

<p>Literature (Required reading/supplementary recommended reading)</p>	<p><u>Required reading:</u></p> <ul style="list-style-type: none"> • Morris, E. (1995). No Acting Please: A Revolutionary Approach to Acting and Living. Angeles: Ermor Foreword, 1-16. Exercises? • Stone, H. and Stone, S. (1993). Embracing your inner critic. Turning self-criticism into a creative asset. New York: Harper One, (pages 3-30 and 175-205). • Zander, R.S. and Zander, B. (2002). The art of possibility. Transforming professional and personal life. New York: Penguin Books, (pages 25-53) <p>Clips of talks provided as internet links</p> <p><u>Recommended reading:</u></p> <ul style="list-style-type: none"> • Brown, St. (2010). Play, How it shapes the Brain, opens the Imagination, and Invigorates the Soul. New York: Penguin, Chapters 1-3 and 5. • Eade, D. (2007). Capacity building: who builds whose capacity? In: Development in Practice, 17 (4-5), 630-639 • O'Brien, K., Reams, J. et al. (2013). You say you want a revolution? Transforming education and capacity building in response to global change. In: Environmental Science & Policy 28, 48-59 • Williams, J. (2010). Screw work, Let's play. How to do what you love and get paid for it. Harlow: Pearson Education,(pages 1-21). <p>Literature for Meta-Reflection</p> <ul style="list-style-type: none"> • Comim, F., Qizilbash, M. and Alkire, S. (eds.), (2008). The Capability Approach. Concepts, Measures and Applications, Cambridge: Cambridge University Press. • Nussbaum, M., (1988). Nature, Functioning and Capability” Oxford Studies in Ancient Philosophy, 6, suppl. vol.: 145–84. • Sen, A. (1985). Commodities and Capabilities, Amsterdam: North-Holland. • Simpson, P., French, R. and Harvey, C. (2002). Leadership and negative capability. Human Relations, 55(10), 1209–26.
--	--

- | | |
|--|--|
| | <ul style="list-style-type: none">• Simpson, P. and French, R. (2006). Negative capability and the capacity to think in the present moment. <i>Leadership</i>, 2(2), 245–55. |
|--|--|

Personal Transformation – Lifelong Learning
(PTLL, Lead 4)

Status: September 2021

Module-Nr./ Code	PTLL
Module title	Personal Transformation – Lifelong Learning
Semester or trimester	4th semester
Duration of module	One semester
Course type (Mandatory, elective, etc.)	Mandatory
If relevant, course units within the module	–
Frequency of module	Once a year
Entry requirements	There are no formal requirements for participation in this module, however successful completion of the module CIPL is recommended. For preparation, please refer to the required and recommended literature in this module description and to the university's internal learning platform.
Applicability of the module	no
Person responsible for the module	Prof. Dr. Michael Zerr
Name(s) of the instructor(s)	Barbara Vossel
Teaching language	English
Number of ECTS credits	3
Total workload and its breakdown (e.g. self-study and contact hours)	90 hours, of which 28 are contact hours / 62 self-study hours (including one week of social work)
Hours per week	2
Assessment type / requirement for the award of credits	The Assessment type is a Learner's Portfolio according to § 10 (5) Course and Examination Regulations for the Master "Management" (CER); see appendix.
Weighting of the grade within the total grade	0 % (pass/fail)
Qualification objectives of the module	Students who have successfully participated in this module will be able: <ul style="list-style-type: none"> - to reflect critically on the qualifications and skills acquired during their studies with regard to their own future and contribution to society. - to see the end of their studies as the beginning of lifelong learning and lifelong personal development. - to develop appropriate tools for continuously renewing their own physical, intellectual, emotional and ethical resources (maintaining a

	<p>work-life balance).</p> <ul style="list-style-type: none"> - to contribute to transformation on a personal, organizational and societal level and to balance the request for transformation and the needs for stability - to network on a long-term basis in order to benefit from lasting personal support. - to say farewell in the context of a separation ritual and leave.
Content of the module	<ul style="list-style-type: none"> - Reflection of academic learning - Lessons learned - Challenges of complexity - Leadership and self - Personal identity and change - Authenticity, truth, trust - Personality, community, organization, society - Responsibility, self-discipline - Empowerment and self-determination - Leadership and relationship - Networking and connectedness - Transformation vs. stability - Myths vs. realistic expectations - Career development and career well-being - Balancing your life - Purpose and meaning in life - Management and spirituality - The „other“
Teaching and learning methods of the module	Self-reflection, intercultural experience, group discussion, moderated reflection
Special features (e.g. online activities, event/company visits, guest speakers, etc.)	Part of the module is a project week in during which students go somewhere to further their personal development
Literature (Required reading/supplementary recommended reading)	<p><u>Required reading:</u></p> <p>Closs, L. and Antonello C.S. (2011). Transformative Learning. Integrating Critical Reflection Into Management Education. In: Journal of Transformative Education, 9, 2, 63-88.</p> <p>Schloemer, S. and Tomaschek, N. (eds.) (2010). Leading in Complexity. New Ways of Management. Heidelberg: Carl-Auer-Systeme. (Selected chapters)</p> <p><u>Recommended reading:</u></p>

Binney, G., Williams, C. and Wilke, G. (2012). Living Leadership. A Practical Guide for Ordinary Heroes. Harlow: Financial Times Press.

Kolb, D. A. (1985). Experiential Learning. Experience as the Source of Learning and Development. Englewood Cliffs: Prentice Hall.

Baker, A.C., Jensen, P.J. and Kolb, D.A. (2002). Conversational Learning. An Experiential Approach to Knowledge Creation. Westport: Quorum.

Morgan, A.D. (2011). Journeys Into Transformation. Travel to An "Other" Place as a Vehicle for Transformative Learning. In: Journal of Transformative Education, 8, 246-268.

Hesse, H. (2011). The Journey to the East, Reprint. London: Owen.

Frost, R. (2010). The Road Not Taken. A Collection of Poems. S.I.: Big Fish Publishing.

Approaching Brands: Products & Services, People & Ideas
(ABRA, BRST 1)

Status: September 2021

Module-Nr./ Code	ABRA
Module title	Approaching Brands: Products & Services, People & Ideas
Semester or trimester	1st semester
Duration of module	One semester
Course type (Mandatory, elective, etc.)	Compulsory Core Elective
If relevant, course units within the module	–
Frequency of module	Once a year
Entry requirements	There are no formal requirements for participation in this module. For preparation, please refer to the required and recommended literature in this module description and to the university's internal learning platform.
Applicability of the module	The module is applicable to the Master programs “Master Management” and “Master Social TransFormation: Politics, Philosophy, Economics
Person responsible for the module	Prof. Dr. Dr. Björn Bohnenkamp
Name(s) of the instructor(s)	Alegra Kaczinski
Teaching language	English
Number of ECTS credits	5
Total workload and its breakdown (e.g. self-study and contact hours)	150 hours of which 42 are contact hours / 108 self-study hours
Hours per week	3
Assessment type / requirement for the award of credits	The Assessment type is a Presentation according to § 10 (7) Course and Examination Regulations for the Master “Management” (CER); see appendix.
Weighting of the grade within the total grade	5 %
Qualification objectives of the module	Students who have successfully participated in this module will be able: <ul style="list-style-type: none"> - to critically debate and reflect on the current discourse on brands, branding and brand management, branded products, services, people and ideas - to understand the mutual importance of brands and culture, markets, society and politics. - to contrast traditional with advanced and alternative approaches on brands.

	<ul style="list-style-type: none"> - to practice qualitative market research methods and differentiate them from quantitative methods.
Content of the module	<p>Theoretical approaches</p> <ul style="list-style-type: none"> - Semiotic approaches - Psychological approaches - Sociological approaches - Cultural approaches - Management approaches <p>Brandscapes</p> <ul style="list-style-type: none"> - Branded Products - Branded Services - Human Branding - Branding in Social and Political Marketing <p>Methods in brand research</p> <ul style="list-style-type: none"> - quantitative methods - ethnographical methods - interviews and focus groups - semiotic methods
Teaching and learning methods of the module	<p>Interactive seminar</p> <p>Application of qualitative and quantitative brand research methods</p>
Special features (e.g. online activities, event/company visits, guest speakers, etc.)	<p>Use of learning platform Moodle</p>
Literature (Required reading/supplementary recommended reading)	<p><u>Required reading:</u></p> <p>Will be provided by lecturer on Moodle platform in the beginning of the lecture.</p> <p><u>Recommended literature:</u></p> <p>Arvidsson, A. (2005). Brands. A critical perspective. In: Journal of Consumer Culture, 5, 2, 235-258.</p> <p>Heding, T., Knudtzen, C.F., Bjerre, M. (2015). Brand management. Research, theory, practice. London: Routledge (chapters)</p> <p>Holt, D.B. (2004). How brands become icons. The principles of cultural branding. Cambridge, MA: Harvard Business School Publishing.</p> <p>McDivitt, Judith (2003). Is there a Role for Branding in Social Marketing?, Social Marketing Quarterly, 9:3, 11-17</p>

	<p>Ormrod, R.P. (2020) From Markets to Stakeholders: Toward a Conceptual Model of Political Stakeholder Orientation, <i>Journal of Political Marketing</i>, 19:4, 331-361</p> <p>Stride, H., & Lee, S. (2007). No Logo? No Way. Branding in the Non-Profit Sector. <i>Journal of Marketing Management</i>, 23(1-2), 107-122.</p> <p>Thomson, M. (2006). Human brands: Investigating antecedents to consumers' strong attachments to celebrities. <i>Journal of marketing</i>, 70(3), 104-119.</p> <p>Torelli, C.J., Keh, H.T. and Chiu, C.-Y. (2010). Cultural symbolism of brands. In: Loken, B., Ahluwalia, R. and Houston, M.J. (eds.): <i>Brands and brand management. Contemporary research perspectives</i>. New York, NY: Routledge, 113-132.</p>
--	--

Brand Storytelling & Addressing Audiences
(BRAS, BRST 2)

Status: September 2021

Module-Nr./ Code	BRAS
Module title	Brand Storytelling & Addressing Audiences
Semester or trimester	2nd semester
Duration of module	One semester
Course type (Mandatory, elective, etc.)	Compulsory Core Elective
If relevant, course units within the module	–
Frequency of module	Once a year
Entry requirements	There are no formal requirements for participation in this module, however successful completion of the module ABRA is recommended. For preparation, please refer to the required and recommended literature in this module description and to the university's internal learning platform.
Applicability of the module	The module is applicable to the Master programs “Master Management” and “Master Social TransFormation: Politics, Philosophy, Economics
Person responsible for the module	Prof. Dr. Dr. Björn Bohnenkamp
Name(s) of the instructor(s)	Prof. Dr. Sangeeta Singh
Teaching language	English
Number of ECTS credits	5
Total workload and its breakdown (e.g. self-study and contact hours)	150 hours of which 42 are contact hours / 108 self-study hours
Hours per week	3
Assessment type / requirement for the award of credits	The Assessment type is a Case Study according to § 10 (11) Course and Examination Regulations for the Master “Management” (CER); see appendix.
Weighting of the grade within the total grade	5 %
Qualification objectives of the module	Students who have successfully participated in this module will be able: <ul style="list-style-type: none"> - to understand that brands need a place (a) in the social arenas (economy, law, politics, culture), (b) in the awareness of consumers and citizens, (c) in the competition with other brands, branded products, people, services or ideas. - to develop brand strategy on the basis of a deep understanding of the consumers' and citizens' needs and organizational identity.

	<ul style="list-style-type: none"> - to systematically create brand strategies and to link them to communication - to apply brand strategies on different social arenas. - to diagnose the narrative structure (stories) of brands and integrate them in the brand navigation. - to develop stories in text or image form and to locate them in space
Content of the module	<ul style="list-style-type: none"> - Methods of market/arena analysis - Basis elements of fundraising - Stakeholder (customers, voters, citizens, donors) need analysis, market segmentation and value proposition - Concepts of brand image, brand identity, reputation and legitimacy - Brand concepts, creative briefs and brand design elements - Brand storytelling and brand narratives - Evaluation of brand performance
Teaching and learning methods of the module	Interactive seminar
Special features (e.g. online activities, event/company visits, guest speakers, etc.)	Use of learning platform Moodle Guest speakers from company and non-profit-organizations
Literature (Required reading/supplementary recommended reading)	<p><u>Required reading:</u></p> <p>Will be provided by lecturer on Moodle platform in the beginning of the lecture.</p> <p><u>Recommended reading:</u></p> <p>Clark, C. (2009). How storytelling and branding techniques can be used to create an effective fundraising communications programme. <i>Journal of Communication in Healthcare</i>, 2(1), 47-53.</p> <p>Czinkota, M., Kaufmann, H. R., & Basile, G. (2014). The relationship between legitimacy, reputation, sustainability and branding for companies and their supply chains. <i>Industrial Marketing Management</i>, 43(1), 91-101.</p> <p>Feldmann, D. (2016). <i>Social Movements For Good: How Companies Create Viral Change</i>, John Wiley & Sons: NJ.</p>

Ibach, H. (2009). How to write an inspired creative brief. Bloomington: iUniverse.com.

Laidler-Kylander, N., Quelch, J. A., & Simonin, B. L. (2007). Building and valuing global brands in the nonprofit sector. *Nonprofit Management and Leadership*, 17(3), 253-277.

Luedicke, M. K., & Markus, G. (2007). Towards a narratology of brands. *ACR European Advances*.

Preece, C., & Kerrigan, F. (2015). Multi-stakeholder brand narratives: An analysis of the construction of artistic brands. *Journal of Marketing Management*, 31(11-12), 1207-1230.

Singh, S. and Sonnenburg S. (2012). Brand performances in social media. In: *Journal of Interactive Marketing*, 26, 4, 189-197.

Woodside, A.G. (2010). Brand-consumer storytelling Theory and Research. Introduction to a Psychology & Marketing Special Issue. In: *Psychology & Marketing*, 27, 6, 531-40.

Transforming Brands & Stories: Trends & Trouble
(TBST, BRST 3)

Status: September 2021

Module-Nr./ Code	TBST
Module title	Transforming Brands & Stories: Trends & Trouble
Semester or trimester	3rd semester
Duration of module	One semester
Course type (Mandatory, elective, etc.)	Compulsory Core Elective
If relevant, course units within the module	–
Frequency of module	Once a year
Entry requirements	There are no formal requirements for participation in this module, however successful completion of the module BRAS is recommended. For preparation, please refer to the required and recommended literature in this module description and to the university's internal learning platform.
Applicability of the module	Master Management
Person responsible for the module	Prof. Dr. Dr. Björn Bohnenkamp
Name(s) of the instructor(s)	Prof. Dr. Markus Giesler
Teaching language	English
Number of ECTS credits	5
Total workload and its breakdown (e.g. self-study and contact hours)	150 hours of which 42 are contact hours / 108 self-study hours
Hours per week	3
Assessment type / requirement for the award of credits	The Assessment type is an Essay according to § 10 (4) Course and Examination Regulations for the Master "Management" (CER); see appendix.
Weighting of the grade within the total grade	5 %
Qualification objectives of the module	Students who have successfully participated in this module will be able: <ul style="list-style-type: none"> - to describe the difference between brand management as a trivial cause-and-effect relationship and brand management as the art of navigation. - to recognize that brands cannot be shaped in a one-sided way, but develop co-creatively - to diagnose the narrative structure (stories) of brands and integrate them in the brand navigation.

	<ul style="list-style-type: none"> - to develop stories in text or image form (e.g. print or TV) and to locate them in space (e.g. brandlands or cyberspace). - to compare the creation with strategy using qualitative methods.
Content of the module	<ul style="list-style-type: none"> - Branding as co-creation - Different types of co-creation - Brand owner and consumer(s) - Brand communities - Brand storytelling and brand narratives - Formal framework and components of a story - Brand Stories and media - Mass media - Social media - Word-of-mouth - Below the line - Space and place
Teaching and learning methods of the module	Interactive seminar
Special features (e.g. online activities, event/company visits, guest speakers, etc.)	Use of learning platform Moodle
Literature (Required reading/supplementary recommended reading)	<p><u>Required reading:</u></p> <p>Will be provided by lecturer on Moodle platform in the beginning of the lecture.</p> <p><u>Recommended reading:</u></p> <p>Baker, L. and Sonnenburg, S. (2013). Branded Spaces. Wiesbaden: SpringerVS.</p> <p>Campbell, J. (2008). The hero with a thousand faces. Novato: New World Library (chapters).</p> <p>Kozinets, R.V., de Valck, K., Wojnicki, A.C. and Wilner, S.J.S. (2010). Networked narratives. Understanding word-of-mouth marketing in online communities. In: Journal of Marketing, 74, March, 71-89.</p> <p>McKee, R. (1998). Story. Substance, structure, style, and the principle of screenwriting. London: Methuen.</p> <p>Sherry, J.F., Kozinets, R.V. and Borghini, S. (2006). Agents in paradise. Experiential co-creation through emplacement, ritualization, and community. In: Carù,</p>

A. and Cova, B. (eds.): Consuming experience. London: Routledge, 17-33.

Singh, S. and Sonnenburg S. (2012). Brand performances in social media. In: Journal of Interactive Marketing, 26, 4, 189-197.

Vera, D. and Crossan, M (2004). Theatrical improvisation: Lessons for Organizations. In: Organization Studies, 25, 5, 727-49.

Vogler, C. (2007). The writer's journey: Mythic structure for writers. Studio City: Michael Wiese Productions

Woodside, A.G. (2010). Brand-consumer storytelling Theory and Research. Introduction to a Psychology & Marketing Special Issue. In: Psychology & Marketing, 27, 6, 531-40.

Woodside, A.G., Sood, S. and Miller, K.E. (2008). When consumers and brands talk. Storytelling theory and research in psychology and marketing. In: Psychology & Marketing, 25, 2, 97-145.

Creativity in Context
(CRCO, CRIN 1)

Status: September 2021

Module-Nr./ Code	CRCO
Module title	Creativity in Context
Semester or trimester	1st semester
Duration of module	One semester
Course type (Mandatory, elective, etc.)	Compulsory Core Elective
If relevant, course units within the module	–
Frequency of module	Once a year
Entry requirements	There are no formal requirements for participation in this module. For preparation, please refer to the required and recommended literature in this module description and to the university's internal learning platform.
Applicability of the module	The module is applicable to the Master programs “Master Management” and “Master Social TransFormation: Politics, Philosophy, Economics
Person responsible for the module	Prof. Dr. Stephan Sonnenburg
Name(s) of the instructor(s)	Stephanie Ehrhart Prof. Dr. Stephan Sonnenburg
Teaching language	English
Number of ECTS credits	5
Total workload and its breakdown (e.g. self-study and contact hours)	150 hours of which 42 are contact hours / 108 self-study hours
Hours per week	3
Assessment type / requirement for the award of credits	The Assessment type is an Essay according to § 10 (4) Course and Examination Regulations for the Master “Management” (CER); see appendix.
Weighting of the grade within the total grade	5 %
Qualification objectives of the module	Students who have successfully participated in this module will be able: <ul style="list-style-type: none"> - to present and evaluate the current state of creativity research. - to describe and critically examine creativity as an individual (psychological) phenomenon. - to reflect on empirical methods of creativity diagnostics - to overcome personal approaches in order to

	<p>break through the context dependency of individual creativity with a multi-disciplinary approach.</p> <ul style="list-style-type: none"> - to compare and evaluate different socio-individual theoretical approaches. - to develop creativity as a communicative phenomenon that is performed by groups and organizations.
Content of the module	<ul style="list-style-type: none"> - P-dimensions of creativity <ul style="list-style-type: none"> - Person - Product - Process - Place - Psychology of creativity <ul style="list-style-type: none"> - Characteristics of creative people - Models of the creative process - Methods of creativity diagnostics <ul style="list-style-type: none"> - Psychometric methods - Experimental techniques - Biographical and case study techniques - Multi-methodological methods - Socio-individual theoretical approaches: <ul style="list-style-type: none"> - component model - system model - interaction approach - Communication approaches: <ul style="list-style-type: none"> - generic model of group creativity - micro-interactional approach - Creaplex approach
Teaching and learning methods of the module	<p>Interactive seminar Critical interpretation in the form of individual and group work Self-study</p>
Special features (e.g. online activities, event/company visits, guest speakers, etc.)	<p>To promote scientific discourse, 1-2 guest lectures by creativity researchers will be integrated, if possible.</p> <p>Self-study using online components</p>
Literature (Required reading/supplementary recommended reading)	<p><u>Required reading:</u></p> <p>Amabile, T. (1996). Creativity in context. Boulder: Westview Press. (Chapter 4)</p> <p>Csikszentmihalyi, M. (1999). Implications of a System Perspective for the Study of Creativity. In: Sternberg, R.J. (ed.): Handbook of Creativity. Cambridge: Cambridge University Press, 313-335.</p>

Kozbelt, A., Beghetto, R.A. and Runco, M.A. (2010). Theories of creativity. In: Kaufman, J. C. and Sternberg, R.J. (eds.): The Cambridge handbook of creativity. Cambridge: Cambridge University Press, 20-47.

Nijstad, B.A. and Paulus, P.B. (2003). Group creativity. Common themes and future directions. In: Paulus, P.B. and Nijstad, B.A. (eds.): Group creativity. Innovation through collaboration. Oxford: Oxford University Press, 326-339.

Plucker, J. (2017). Creativity and innovation: Theory, research, and practice. Waco: Prufrock Press (chapters)

Sawyer, R.K. (2003). Group creativity. Music, theater, collaboration. Mahwah: Lawrence Erlbaum, 74-96.

Sonnenburg, S. (2004). Creativity in communication. A theoretical framework for collaborative product creation. In: Creativity and Innovation Management, 13, 4, 254-262.

Recommended reading:

Amabile, T. (1996). Creativity in context. Boulder: Westview Press.

Kaufman, J.C. and Sternberg, R.J. (eds.) (2010). The Cambridge handbook of creativity. Cambridge: Cambridge University Press.

Runco, M.A. (2007). Creativity. Theories and themes. Research, development, and practice. Burlington: Elsevier.

Sawyer, R.K. (2012). Explaining creativity. The science of human innovation. 2nd ed. Oxford: Oxford University Press.

Woodman, R.W., Sawyer, J.E. and Griffin, R.W. (1993). Toward a theory of organizational creativity. In: Academy of Management Review, 18, 2, 293-321.

Zhou, J. (2015). The Oxford handbook of creativity, innovation, and entrepreneurship. Oxford: Oxford University Press.

Innovation, Conflict & Creative Change
(ICCC, CRIN 2)

Status: September 2021

Module-Nr./ Code	ICCC
Module title	Innovation, Conflict & Creative Change
Semester or trimester	2nd semester
Duration of module	One semester
Course type (Mandatory, elective, etc.)	Compulsory Core Elective
If relevant, course units within the module	–
Frequency of module	Once a year
Entry requirements	There are no formal requirements for participation in this module, however successful completion of the module CRCO is recommended. For preparation, please refer to the required and recommended literature in this module description and to the university's internal learning platform.
Applicability of the module	The module is applicable to the Master programs “Master Management” and “Master Social TransFormation: Politics, Philosophy, Economics
Person responsible for the module	Prof. Dr. Stephan Sonnenburg
Name(s) of the instructor(s)	Prof. Dr. Stephan Sonnenburg
Teaching language	English
Number of ECTS credits	5
Total workload and its breakdown (e.g. self-study and contact hours)	150 hours of which 42 are contact hours / 108 self-study hours
Hours per week	3
Assessment type / requirement for the award of credits	The Assessment type is a Presentation according to § 10 (7) Course and Examination Regulations for the Master “Management” (CER); see appendix.
Weighting of the grade within the total grade	5 %
Qualification objectives of the module	<ul style="list-style-type: none"> - Students who have successfully participated in this module will be able: - - To analyze specific creative industries and organizations. - To examine various concepts, conditions, and constraints of innovation. - To deconstruct tensions and conflict around change and innovation. - To develop & justify a transition management

	strategy based in theoretical considerations for a concrete case.
Content of the module	<ul style="list-style-type: none"> - Socio-Technological Regime - Drivers and Barriers - Lock-In, Path Dependency and Inertia - Niche, Regime, and Landscape - Interests, Institutions, and Ideas - Tensions, Analyses, Choices - Transitions and Change - Transition Management - Niches and Strategic Niche Management - Social-Technological Innovation Systems (STIS) - Multi-Level Perspective - Case Studies in Specific Creative Industries and Organizations
Teaching and learning methods of the module	<p>Interactive seminar Exercises in groups Practical examples and case studies</p>
Special features (e.g. online activities, event/company visits, guest speakers, etc.)	Self-study integrating online components.
Literature (Required reading/supplementary recommended reading)	<p><u>Required reading:</u></p> <p>Béland, D. (2009) Ideas, institutions, and policy change, <i>Journal of European Public Policy</i>, 16:5, 701-718,</p> <p>Craig, P. (2002). Creative selves? Critically reading 'creativity' in management discourse. In: <i>Creativity and Innovation Management</i>, 11, 4, 265-276.</p> <p>Flew, T. (2012). <i>The creative industries. Culture and policy</i>. London: Sage. (Chapters 1 and 7)</p> <p>Florida, R. (2014). <i>The rise of the creative class Revisited</i>. New York: Basic Books, 228-265.</p> <p>Hesmondhalgh, D. and Baker S. (2010). A very complicated version of freedom. Conditions and experiences of creative labour in three cultural industries. In: <i>Poetics</i>, 38, 1, 4-20.</p> <p>Hoppe R. (1999) 'Policy analysis, science, and politics: from "speaking truth to power" to "making sense together"' <i>Science and Public Policy</i>.</p> <p>Jaw, Y.-L., Chen, C.-L. and Chen, S. (2012). Managing innovation in the creative industries. A cultural production innovation perspective. In:</p>

Innovation, Management, Policy & Practice, 14, 2, 256-275.

de Jesus, A. and Mendonça, S. (2018). Lost in Transition? Drivers and Barriers in the Eco-innovation Road to the Circular Economy. In: Ecological Economics, 145, 75-89.

Recommended reading:

Amin, A. and Roberts, J. (eds.) (2008). Community, economic creativity, and organization. Oxford: Oxford University Press.

Csikszentmihalyi, M. (1997). Creativity. Flow and the psychology of discovery and invention. New York: Harper Perennial.

Kunstler, B. (2004). The hothouse effect. Intensify creativity in your organization using secrets from history's most innovative communities. New York

Systems of Creativity and Innovation
(CINN, CRIN 3)

Status: September 2021

Module-Nr./ Code	CINN
Module title	Systems of Creativity and Innovation
Semester or trimester	3rd semester
Duration of module	One semester
Course type (Mandatory, elective, etc.)	Compulsory Core Elective
If relevant, course units within the module	–
Frequency of module	Once a year
Entry requirements	There are no formal requirements for participation in this module, however successful completion of the module ICCC is recommended. For preparation, please refer to the required and recommended literature in this module description and to the university's internal learning platform.
Applicability of the module	The module is applicable to the Master programs “Master Management” and “Master Social TransFormation: Politics, Philosophy, Economics
Person responsible for the module	Prof. Dr. Stephan Sonnenburg
Name(s) of the instructor(s)	Prof. Dr. Stephan Sonnenburg
Teaching language	English
Number of ECTS credits	5
Total workload and its breakdown (e.g. self-study and contact hours)	150 hours of which 42 are contact hours / 108 self-study hours
Hours per week	3
Assessment type / requirement for the award of credits	The Assessment type is a Case Study according to § 10 (11) Course and Examination Regulations for the Master “Management” (CER); see appendix.
Weighting of the grade within the total grade	5 %
Qualification objectives of the module	Students who have successfully participated in this module will be able: <ul style="list-style-type: none"> - To categorize and critically examine societal, economic, political, and technological conditions for creativity and innovation. - to recognize the importance of creative industries as a factor that increases a location’s appeal for business, both nationally and internationally. - To identify fuzzy areas as an opportunity, prerequisite and limitation of creativity and

	<p>innovation.</p> <ul style="list-style-type: none"> - to describe the relationship between creativity and innovation processes. - to develop ideas and see them through to fruition with “spirit” and conviction. - to integrate ethical issues into their actions.
Content of the module	<ul style="list-style-type: none"> - Political Economy of Technological and Ecological Change and Innovation - International and comparative political economy - Societal, economic, political, and technological frames for innovation - Creative Destruction, Liminality and Windows of Opportunity - Cutting-edge, bootlegging and practices of alternative subversion - Reification versus Fluidity - Complex adaptive systems - Soft-Capitalism and the Innovation paradigm - The transition from creativity to innovation (management) - Characteristics of creative work (in organizations) <ul style="list-style-type: none"> - Individual, group and organizational processes - the fuzzy front end - improvisational creativity - Inside and outside the box - Creative work environment - Innovation, Innovation Policy, Governance and Ethics - Case studies in Circular Economy, Digital Economy, Sharing Economy etc. - Different kinds of creative contributions and creativity techniques and the transition from creativity to innovation (management)
Teaching and learning methods of the module	Interactive seminar with practical exercises Individual and group settings
Special features (e.g. online activities, event/company visits, guest speakers, etc.)	Self-study integrating online components such as Skype, Dropbox and the university’s internal download center.
Literature (Required reading/supplementary recommended reading)	<p><u>Required reading:</u></p> <p>Ackoff, R. L. (1998). A Systemic View of Transformational Leadership. In: Systemic Practice and Action Research, 11 (1), 23 - 36</p> <p>Boekholt, P. (2010). The Evolution of Innovation Paradigms and their Influence on Research,</p>

Technological Development and Innovation Policy Instruments. In: Ruud E. Smits & Stefan Kuhlmann & Phillip Shapira (ed.), *The Theory and Practice of Innovation Policy*

Borrás, S., & Edquist, C. (2013). The choice of innovation policy instruments. In: *Technological forecasting and social change*, 80(8), 1513-1522.

Florida, R. (2012). *The rise of the creative class Revisited*. New York: Basic Books.

Wieczorek, A. J., Hekkert, M. P. (2012) Systemic instruments for systemic innovation problems: A framework for policy makers and innovation scholars. In: *Science and Public Policy*, 39 (1), 74–87

Recommended reading:

Selected parts of:

Barrett, F.J. (2002). Creativity and improvisation in jazz and organizations. Implications for organizational learning. In: Kamoche, K.N., Cunha, M.P. and Cunha, J.V. (eds.): *Organizational improvisation*. London: Routledge, 135-162.

Cropley, D.H. et al. (eds.) (2010). *The dark side of creativity*. Cambridge: Cambridge University Press.

Dahlén, M. (2008). *Creativity unlimited. Thinking inside the box for business innovation*. Chichester: Wiley.

Gray, D., Brown, S. and Mananufo, J. (2010). *Gamestorming. A playbook for innovators, rulebreakers, and changemakers*. Sebastopol: O'Reilly.
(Chapters 1 and 2)

Florida, R. (2005). *Cities and the creative class*. New York: Routledge.
(Chapter 2)

Kristiansen, P., Rasmussen, R. (2014). *Building Better Business Using the Lego Serious Play Method*. Hoboken: Wiley (selected chapters)

Kim, J. and Wilemon, D. (2002). Sources and assessment of complexity in NPD projects. In: *R&D Management*, 33, 1, 16-30.

Lewrick, M., Link, P., and Leifer, L. (2018). The Design Thinking Playbook: Mindful Digital Transformation of Teams, Products, Services, Businesses and Ecosystems. Hoboken: Wiley (chapters)

van Lente, H., Hekkert M. et al. (2003). Roles of Systemic Intermediaries in Transition Processes. In: International Journal of Innovation Management 07 (03), 247-279

Peschl, M.F. and Fundneider, T. (2012). Spaces enabling game-changing and sustaining innovations. Why space matters for knowledge creation and innovation. In: Journal of Organizational Transformation and Social Change, 9, 1, 41-62.

Sawyer, K. (2007). Group genius. The creative power of collaboration. New York: Basic Books.

Shan, L. (2008). Shanghai creative industries. The emergence of the creative class in China? In: Aesthesis, International Journal of Art and Aesthetics in Management and Organizational Life, 2, 73-85.

Sonnenburg, S. (2007). Kooperative Kreativität. Theoretische Basisentwürfe und organisationale Erfolgsfaktoren. Wiesbaden: SpringerVS. (Chapter 6)

Sternberg, R.J., Kaufman, J.C. and Pretz, J.E. (2002). The creativity conundrum. A propulsion model of kinds of creative contributions. New York: Psychology Press. (Chapter 1)

Weisbord, M. and Janoff, S. (2012). Future search. An action guide to finding common ground in organizations & communities. San Francisco: Berrett-Koehler.

Culture & Society in Change - History and Trends
(CSI, CCSO 1)

Status: September 2021

Module-Nr./ Code	CSIC
Module title	Culture & Society in Change: History and Trends
Semester or trimester	1st semester
Duration of module	One semester
Course type (Mandatory, elective, etc.)	Compulsory Core Elective
If relevant, course units within the module	–
Frequency of module	Once a year
Entry requirements	There are no formal requirements for participation in this module. For preparation, please refer to the required and recommended literature in this module description and to the university's internal learning platform.
Applicability of the module	The module is applicable to the Master programs “Master Management” and “Master Social TransFormation: Politics, Philosophy, Economics.
Person responsible for the module	Prof. Dr. Stephan Sonnenburg
Name(s) of the instructor(s)	Prof. Dr. Michael Zerr
Teaching language	English
Number of ECTS credits	5
Total workload and its breakdown (e.g. self-study and contact hours)	150 hours, of which 42 are contact hours / 108 self-study hours
Hours per week	3
Assessment type / requirement for the award of credits	The Assessment type is a Presentation according to § 10 (7) Course and Examination Regulations for the Master “Management” (CER); see appendix.
Weighting of the grade within the total grade	5 %
Qualification objectives of the module	Students who have successfully participated in this module will be able to: <ul style="list-style-type: none"> - explain the interconnectedness of individual, cultural and social change referring to historical examples, - identify current fundamental areas of social and cultural transformation globally as well as locally and, based on this, - reflect on the challenges of making sense of transformations while they are happening,

	<ul style="list-style-type: none"> - reflect on the role of politics and economy, management and organizations in the context of social and cultural change.
Content of the module	<ul style="list-style-type: none"> - The connection between individual, organizational, societal and cultural change - Exemplary history and analysis of major social and cultural transformations (e.g. industrialization, the '1968 movement', media transformation) - Current issues and trends of social and cultural change - Making sense of change: challenges of contemporary perspectives on current transformations - Organisational change and society
Teaching and learning methods of the module	<ul style="list-style-type: none"> - Interactive seminar integrating exercises - Reading and discussions - Exercises in groups - Image and film analysis
Special features (e.g. online activities, company visits, guest lectures, etc.)	
Literature (Required reading/supplementary recommended reading)	<p><u>Required reading:</u></p> <p>Bauman, Zygmunt. Liquid Modernity. London et al., Polity, 2000.</p> <p>David Held, and Anthony McGrew, eds. The Global Transformations Reader. An Introduction to the Globalization Debate. 2. ed., completely rev., reprinted ed. Cambridge et al.: Polity, 2008 (excerpts).</p> <p>Mitchell Duneier, Philip Kasinitz, and Alexandra K. Murphy, eds. The Urban Ethnography Reader. Oxford et al.: Oxford Univ. Press, 2014 (excerpts).</p> <p>Reckwitz, Andreas. "Creativity as Dispositif." Culture, Communication, and Creativity. Reframing the Relations of Media, Knowledge, and Innovation in Society. Eds. Hubert Knoblauch, Mark Jacobs, and Rene Tuma. Frankfurt a.M.: Peter Lang, 2014. 23-33.</p> <p><u>Recommended reading:</u></p> <p>Bachmann-Medick, D. (2016). Cultural Turns: New Orientations in the Study of Culture. Berlin: de Gruyter (chapters).</p>

	<p>Giddens, A., and Pierson, C.. Conversations With Anthony Giddens - Making Sense of Modernity. PcvS-Polity Conversations Series, Hoboken: Wiley, 2013 (chapters)</p> <p>Goffman, A.. On the Run. Fugitive Life in an American City. Chicago et al.: Univ. of Chicago Press, 2014 (chapters).</p> <p>Duneier, M., Kasinitz, P., and Murphy, A.K., eds. The Urban Ethnography Reader. Oxford et al.: Oxford Univ. Press, 2014 (chapters).</p> <p>Reckwitz, A. "Creative Subject and Modernity: Towards an Archeology of the Cultural Construction of Creativity." Konstanz, 2007 (chapters).</p>
--	--

Creative Constructions: Performance and Performativity
(PERF, CCSO 2)

Status: September 2021

Module-Nr./ Code	PERF
Module title	Creative Constructions: Performance and Performativity
Semester or trimester	2nd semester
Duration of module	One semester
Course type (Mandatory, elective, etc.)	Compulsory Core Elective
If relevant, course units within the module	–
Frequency of module	Once a year
Entry requirements	There are no formal requirements for participation in this module, however successful completion of the module CSIC is recommended. For preparation, please refer to the required and recommended literature in this module description and to the university's internal learning platform.
Applicability of the module	The module is applicable to the Master programs "Master Management" and "Master Social Transformation: Politics, Philosophy, Economics.
Person responsible for the module	Prof. Dr. Stephan Sonnenburg
Name(s) of the instructor(s)	Prof. Dr. Martin Zierold
Teaching language	English
Number of ECTS credits	5
Total workload and its breakdown (e.g. self-study and contact hours)	150 hours of which 42 are contact hours / 108 self-study hours
Hours per week	3
Assessment type / requirement for the award of credits	The Assessment type is an Essay according to § 10 (4) Course and Examination Regulations for the Master "Management" (CER); see appendix.
Weighting of the grade within the total grade	5 %
Qualification objectives of the module	Students who have successfully participated in this module will be able: <ul style="list-style-type: none"> - to develop an understanding of the concepts of "performance" and "performativity" and their historical development - to relate the idea of "performativity" to social micro-, meso- and macro-phenomena of transformation - to relate the terms "performance" and

	<p>"performativity" to political, economic and organizational contexts for analytical as well as applied purposes.</p> <ul style="list-style-type: none"> - to apply the performative turn and the practice turn to various forms of structuration (case studies) - to analyze the contribution of intermediaries on the meso-level for the transmission and dissemination of individual change to the macro-level and of societal change to the micro-level
Content of the module	<ul style="list-style-type: none"> - Definitions and concepts of performance and performativity - The "Performative turn" and its genealogy: <ul style="list-style-type: none"> o Performativity in linguistic theory o Performance as a theatrical concept o Performance and role theory in sociology - Performance, performativity and transformation - Cultural Pragmatics and Social Performances - Structuration theory - Role of Intermediaries - Critical Performativity in Management Studies
Teaching and learning methods of the module	<p>Interactive seminar integrating exercises Exercises in groups Case studies Image and film analysis</p>
Special features (e.g. online activities, event/company visits, guest speakers, etc.)	<p>Self-study using online components</p>
Literature (Required reading/supplementary recommended reading)	<p><u>Required reading:</u></p> <p>Alexander, J.C. "Cultural Pragmatics: Social Performance Between Ritual and Strategy." <i>Social Performance: Symbolic Action, Cultural Pragmatics, and Ritual</i>. Eds. Jeffrey C. Alexander, Bernard Giesen, and Jason L. Mast. Cambridge: Cambridge University Press, 2006. 29-90.</p> <p>Alvesson, M., and Spicer, A.. "Critical Leadership Studies: The Case for Critical Performativity." <i>Human Relations</i> 65.3 (2012). 367-90</p> <p>Austin, J.L. "Performative Utterances." <i>Philosophical Papers</i>. Oxford: Oxford University Press, 1979. 233-52</p>

Fischer-Lichte, E.. The Transformative Power of Performance: A New Aesthetics. Trans. Saskya Iris Jain. New York et al.: Routledge, 2008 (excerpts).

Goffman, E.. "Keys and Keyings." Frame Analysis. An Essay on the Organization of Experience. London: Penguin Books, 1974. 40-82.

Spicer, A., Alvesson, M. and Kärreman, D.. "Critical Performativity: The Unfinished Business of Critical Management Studies." Human relations 62.4 (2009). 537-60.

Recommended reading:

Austin, J.L. How to Do Things With Words. The William James Lectures Delivered At Harvard University in 1955. [Edited By James O. Urmson.]. Oxford: Oxford University at the Clarendon Press, 1962.

Bachmann-Medick, D. (2016). Cultural Turns: New Orientations in the Study of Culture. Berlin: de Gruyter (chapters).

Bal, M.. Travelling Concepts in the Humanities: A Rough Guide. Toronto: University of Toronto Press, 2002^[L]_[SEP]

Nelson, L.. "Bodies (and Spaces) Do Matter: The Limits of Performativity." Gender, Place and Culture: A Journal of Feminist Geography 6.4 (1999). 331-53.

Schechner, R.. "What is Performance Studies?" Rupkatha Journal on Interdisciplinary Studies in Humanities V.2 (2013). 2-11.

Turner, V.. The Anthropology of Performance. New York: Paj Publications, 1988.

Leadership for Transformation: Betwixt and Between
(BEBE, CCSO 3)

Status: September 2021

Module-Nr./ Code	BEBE
Module title	Leadership for Transformation: Betwixt and Between
Semester or trimester	3rd semester
Duration of module	One Semester
Course type (Mandatory, elective, etc.)	Compulsory Core Elective
If relevant, course units within the module	–
Frequency of module	Once a year
Entry requirements	There are no formal requirements for participation in this module, however successful completion of the module PERF is recommended. For preparation, please refer to the required and recommended literature in this module description and to the university's internal learning platform.
Applicability of the module	The module is applicable to the Master programs “Master Management” and “Master Social Transformation: Politics, Philosophy, Economics.
Person responsible for the module	Prof. Dr. Stephan Sonnenburg
Name(s) of the instructor(s)	Prof. Dr. Michael Zerr Dr. Angelica Marte
Teaching language	English
Number of ECTS credits	5
Total workload and its breakdown (e.g. self-study and contact hours)	150 hours of which 42 are contact hours / 108 self-study hours
Hours per week	3
Assessment type / requirement for the award of credits	The Assessment type is a Seminar Paper according to § 10 (3) Course and Examination Regulations for the Master “Management” (CER); see appendix.
Weighting of the grade within the total grade	5 %
Qualification objectives of the module	Students who have successfully participated in this module will be able: <ul style="list-style-type: none"> - to develop an advanced understanding of politics/economies and management/leadership as cultural and social practices - to analyse possible tensions between cultural and classical political and economic perspectives on “doing change” and to identify possible new

	<p>directions</p> <ul style="list-style-type: none"> - to understand the relation of social and cultural change on a macro-level and the implications for institutions/organizations - to discuss the challenges and limitations of "managing" change and transformation processes in social settings.
Content of the module	<ul style="list-style-type: none"> - Definition of liminal and liminoid phenomena - Correlation between liminality and transformation - Leadership, cultural power and performance in politics and economy - Dynamics of transformation processes and ritual stages (separation, transformation, incorporation) - Processes of institutionalization and de-institutionalization - Different types of liminal practices on the micro-, meso-, and macro- level and their influence on societal and economic transformation
Teaching and learning methods of the module	<p>Interactive seminar</p> <p>Individual and group exercises</p> <p>Case studies</p> <p>Guest workshop(s) with people in leadership or change agent roles in politics, economy, social movements or organizations</p>
Special features (e.g. online activities, event/company visits, guest speakers, etc.)	
Literature (Required reading/supplementary recommended reading)	<p><u>Required reading:</u></p> <p>Backhaus, J., Genus, A. (2018): Social Innovation and Sustainable Consumption: Research and Action for Societal Transformation. Routledge (selected chapters)</p> <p>Krlev, G., Mildemberger, G. et al. (2020). Innovation and societal transformation – what changes when the ‘social’ comes in? In: International Review of Applied Economics 34 (5), 529-540</p> <p>Feola, G. (2015). Societal transformation in response to global environmental change: A review of emerging concepts. Ambio 44, 376–390.</p>

Wittmayer, J.M., Backhaus, J. (2019). Narratives of change: How social innovation initiatives construct societal transformation. In: Futures, 112, 102433

Recommended reading:

Barkin, D. (2012). "Communities Constructing Their Own Alternatives in the Face of Crisis," Mountain Research and Development, 32(S1)

Berkhout, F. (2013). Speed, scope and depth: What counts as a socio-transformation? Paper presented at the International Conference Transformation in a Changing Climate, 19–21 June, 2013

Brown K., S. O'Neill et al. (2013). Social science understanding of transformation. In: International Social Science Council/United Nations Educational, Scientific and Cultural Organization (ISSC/UNESCO). 2013. The World Social Science Report 2013: Changing Global Environments. OECD Publishing/UNESCO Publishing

Conradi, E. (2015). Redoing Care: Societal Transformation through Critical Practice. In: Ethics and Social Welfare 9 (2), 113 - 129

De Haan, J., and J. Rotmans (2011). Patterns in transitions: Understanding complex chains of change. Technological Forecasting and Social Change 78, 90–102.

Ernstson, Henrik (2011). Transformative collective action: A network approach to transformative change in ecosystem-based management. In Social networks and natural resource management: Uncovering the social fabric of environmental governance, ed. Ö. Bodin, and C. Prell, 255–287. Cambridge: Cambridge University Press.

Kapoor, R. (2007). Transforming self and society: Plural paths to human emancipation. Futures 39: 475–486

Marshall, N.A., S.E. Park, et al. (2012). Transformational capacity and the influence of place and identity. Environmental Research Letters 7

Wiek, A., B. Ness, et al. (2012). From complex systems analysis to transformational change: A

	comparative appraisal of sustainability science projects. Sustainability Science 7, 5–24
--	--

Network Culture – Digital Culture
(NECU, DIME 1)

Status: September 2021

Module-Nr./ Code	NECU
Module title	Network Culture – Digital Culture
Semester or trimester	1st semester
Duration of module	One semester
Course type (Mandatory, elective, etc.)	Compulsory Core Elective
If relevant, course units within the module	–
Frequency of module	Once a year
Entry requirements	There are no formal requirements for participation in this module. For preparation, please refer to the required and recommended literature in this module description and to the university's internal learning platform.
Applicability of the module	The module is applicable to the Master programs “Master Management” and “Master Social TransFormation: Politics, Philosophy, Economics.
Person responsible for the module	Prof. Dr. Dr. Björn Bohnenkamp
Name(s) of the instructor(s)	Thomas Zorbach
Teaching language	Englisch
Number of ECTS credits	5
Total workload and its breakdown (e.g. self-study and contact hours)	150 hours, of which 42 are contact hours / 108 self-study hours
Hours per week	3
Assessment type / requirement for the award of credits	The Assessment type is a Learner’s Portfolio according to § 10 (5) Course and Examination Regulations for the Master “Management” (CER); see appendix.
Weighting of the grade within the total grade	5 %
Qualification objectives of the module	Students who have successfully participated in this module will be able: <ul style="list-style-type: none"> - to understand how social relationships, working forms, practices, rituals, objects, ideas and aesthetic designs change under conditions of network culture. - to differentiate between the influence of network culture on everyday culture and the influence of everyday culture on network culture. - to analyze media practices as culture phenomena using inter-disciplinary methods.

	<ul style="list-style-type: none"> - to study new cultural phenomena triggered by the network. - to examine the formation of own ethical standards, aesthetic patterns, public discourses and performative practices in the network. - to comprehend that each phenomenon of the new media culture bears a counter-phenomenon
Content of the module	<p>The digital transformation of...</p> <ul style="list-style-type: none"> - ...network technology and data availability - ...interactivity and participation - ...storytelling and public discourse - ...knowledge and information - ...the public/private distinction - ...fandom and hate - ...media institutions and platforms - ...freedom and governance
Teaching and learning methods of the module	Interactive seminar
Special features (e.g. online activities, event/company visits, guest speakers, etc.)	Use of learning platform Moodle
Literature (Required reading/supplementary recommended reading)	<p><u>Required reading:</u></p> <p>Will be provided by lecturer on Moodle platform in the beginning of the lecture.</p> <p><u>Recommended reading:</u></p> <p>Gibson, W. (1995). Neuromancer, Count Zero, Mona Lisa Overdrive. New York: HarperCollins.</p> <p>Jenkins, H., Ito, M., and Boyd, D. (2017). Participatory culture in a networked era: A conversation on youth, learning, commerce, and politics. Cambridge: Polity Press (selected chapters).</p> <p>Levine, R. (2011). The Cluetrain Manifesto. The end of Business as Usual. 10th anniversary ed. Cambridge: Basic Books, 1-8.</p> <p>McAfee, A., Brynjolfsson, E., Davenport, T. H., Patil, D. J., & Barton, D. (2012). Big data: the management revolution. Harvard business review, 90(10), 60-68.</p>

	<p>Rheingold, H. (2012). Net Smart. How to Thrive Online. Cambridge: Mit Press.</p> <p>Rose, F. (2011). The Art of Immersion. Entertainment in a Connected World. New York: Norton.</p> <p>Rushkoff, D. (2013). Present Shock: When Everything Happens Now: London: Penguin Books.</p> <p>Sachs, J.W. (2012). Winning the Story Wars. Why Those Who Tell-And Live-The Best Stories Will Rule the Future. Boston: Harvard Business Review Press, 13-35.</p> <p>Solis, B. (2011). The End of Business as Usual. Rewire the Way You Work to Succeed in the Consumer Revolution. Hoboken: John Wiley & Sons.</p> <p>Van Dijk, J. (2006). The Network Society. London: Sage</p> <p>Wardrip-Fruin, N. and Montfort, N. (2003). The New Media Reader. Cambridge: MIT Press.</p>
--	--

Managing Digital Communities and Dynamics
(MDCD, DIME 2)

Status: September 2021

Module-Nr./ Code	MDCD
Module title	Managing Digital Communities and Dynamics
Semester or trimester	2nd semester
Duration of module	One semester
Course type (Mandatory, elective, etc.)	Compulsory Core Elective
If relevant, course units within the module	–
Frequency of module	Once a year
Entry requirements	There are no formal requirements for participation in this module, however successful completion of the module NECU is recommended. For preparation, please refer to the required and recommended literature in this module description and to the university's internal learning platform.
Applicability of the module	The module is applicable to the Master programs “Master Management” and “Master Social TransFormation: Politics, Philosophy, Economics.
Person responsible for the module	Prof. Dr. Dr. Björn Bohnenkamp
Name(s) of the instructor(s)	Alegra Kaczinski
Teaching language	English
Number of ECTS credits	5
Total workload and its breakdown (e.g. self-study and contact hours)	150 hours of which 42 are contact hours / 108 self-study hours
Hours per week	3
Assessment type / requirement for the award of credits	The Assessment type is an Essay according to § 10 (4) Course and Examination Regulations for the Master “Management” (CER); see appendix.
Weighting of the grade within the total grade	5 %
Qualification objectives of the module	Students who have successfully participated in this module will be able: <ul style="list-style-type: none"> - to define the most important terms related to the theory of “social networks” and to understand social networks from a theoretical point of view, based on the example of new media. - to identify and explore application examples for relevance with regard to network research in the area of new media.

	<ul style="list-style-type: none"> - to apply qualitative and quantitative methods of network research to investigate communication-related phenomena in the area of new media. - to characterize individual actors in a network - to reflect on how contents spread within social networks, applying network theory - to understand the fundamentals of community management. - to develop suitable strategies and practices for dealing with uncertainty in the area of digital networks. - to reflect on and deal with a communication crisis in digital networks.
Content of the module	<ul style="list-style-type: none"> - Actors: Individuals, Companies, Public Institutions, NGOs - Relations: Liking, Following, Sharing, Commenting - Structures: Connections, Centrality, Topography - Strategies: Staging, Diffusion, Persuasion - Fostering Fandom and Viral Communication - Defending against Hate Speech and Firestorms - Network Research and Result Visualization
Teaching and learning methods of the module	Interactive seminar
Special features (e.g. online activities, event/company visits, guest speakers, etc.)	Use of learning platform Moodle
Literature (Required reading/supplementary recommended reading)	<p><u>Required reading:</u></p> <p>Will be provided by lecturer on Moodle platform in the beginning of the lecture.</p> <p><u>Recommended reading:</u></p> <p>Granovetter, M. (1983). The Strength of Weak Ties. A Network Theory Revisited. In: Sociological Theory, 1, 201-233.</p> <p>Gray-Hawkins, M. (2018). Collective Movements, digital activism, and protest events: The effectiveness of social media concerning the organization of large-scale political participation, Geopolitics, History, and International Relations, 10(2), 64-69.</p>

	<p>Hennig, M. et al. (2012). <i>Studying Social Networks. A Guide to Empirical Research</i>. Frankfurt: Campus.</p> <p>Herhausen, D., Ludwig, S., Grewal, D., Wulf, J., & Schoegel, M. (2019). Detecting, Preventing, and Mitigating Online Firestorms in Brand Communities. <i>Journal of Marketing</i>, 83(3), 1–21.</p> <p>Kratzer, J., Lettl, C., Franke, N., & Gloor, P. A. (2016). The social network position of lead users. <i>Journal of Product Innovation Management</i>, 33(2), 201-216.</p> <p>Kuchmaner, C. A., Wiggins, J., & Grimm, P. E. (2019). The role of network embeddedness and psychological ownership in consumer responses to brand transgressions. <i>Journal of Interactive Marketing</i>, 47, 129-143.</p> <p>Milgram, S. (1967). The small world problem. <i>Psychology today</i>, 2(1), 60-67.</p> <p>Miller, J.H. and Pager, S.E. (2007). <i>Complex Adaptive System. An Introduction to Computational Models of Social Life</i>. Princeton: Princeton University Press.</p> <p>Pfeffer, J. and Carley, K.M. (2013). The Importance of Local Clusters for the Diffusion of Opinions and Beliefs. In: <i>International Journal of Innovation and Technology Management</i>.</p> <p>Rogers, E.M. (1995). <i>Diffusion of Innovations</i>. 4. ed. New York: Free Press.</p> <p>Wang, K.-Y., Chih, W.-H., & Hsu, L.-C. (2020). Building Brand Community Relationships on Facebook Fan Pages: The Role of Perceived Interactivity. <i>International Journal of Electronic Commerce</i>, 24(2), 211–231.</p> <p>Wasserman, S. and Faust, K. (1995). <i>Social Network Analysis. Methods and Applications</i>. Cambridge: Cambridge University Press.</p>
--	--

Digital Society Lab: Transforming Communities
(DISL, DIME 3)

Status: September 2021

Module-Nr./ Code	DISL
Module title	Digital Society Lab: Transforming Communities
Semester or trimester	3rd semester
Duration of module	One semester
Course type (Mandatory, elective, etc.)	Elective
If relevant, course units within the module	–
Frequency of module	Once a year
Entry requirements	There are no formal requirements for participation in this module, however successful completion of the module MDCD is recommended. For preparation, please refer to the required and recommended literature in this module description and to the university's internal learning platform.
Applicability of the module	The module is applicable to the Master programs "Master Management" and "Master Social Transformation: Politics, Philosophy, Economics."
Person responsible for the module	Thomas Zorbach
Name(s) of the instructor(s)	Thomas Zorbach
Teaching language	English
Number of ECTS credits	5
Total workload and its breakdown (e.g. self-study and contact hours)	150 hours, of which 42 are contact hours / 108 self-study hours
Hours per week	3
Assessment type / requirement for the award of credits	The Assessment type is a Project (Reallabor) according to § 10 (8) Course and Examination Regulations for the Master "Management" (CER); see appendix.
Weighting of the grade within the total grade	5 %
Qualification objectives of the module	Students who have successfully participated in this module will be able: <ul style="list-style-type: none"> - to identify the different fields of application of digital network technologies. - to reflect on the lack of control over digital network. - to practice concrete forms of digital practices in a laboratory situation. - to plan and implement service design within digital networks.

	- to create community-based visions for digital futures in different arenas (economy, politics, society, culture)
Content of the module	Current topics, identified by lecturer, team of Future Lab researchers, and students
Teaching and learning methods of the module	Interactive seminar
Special features (e.g. online activities, event/company visits, guest speakers, etc.)	Use of learning platform Moodle Field Study in collaboration with “Culture and Society Future Lab @ ZKM”
Literature (Required reading/supplementary recommended reading)	<u>Required reading:</u> Will be provided by lecturer on Moodle platform in the beginning of the lecture – and will be based on current topics.

Globalization from Below
(GLFB, GGTR 1)

Status: September 2021

Module-Nr./ Code	GLFB
Module title	Globalization from Below
Study Semester (or Trimester)	1 st semester
Duration of module	Single semester
Frequency of module	Once a year
Number of allocated ECTS credits	5
Total workload and its breakdown (e.g. self-study and contact hours)	Total workload = 150 hours (contact hours = 42, self-study = 108 hours)
Hours per week	3
Course type (mandatory, elective, etc.)	Compulsory Core Elective
Applicability of the module	The module is applicable to the Master programs "Master Management" and "Master Social TransFormation: Politics, Philosophy, Economics.
Entry requirements	There are no formal requirements for participation in this module. For preparation, please refer to the required and recommended literature in this module description and to the university's internal learning platform.
Person responsible for the module	Prof. Dr. Anthony Teitler
Name(s) of the instructor(s)	Prof. Dr. Anthony Teitler
Teaching language	English
Assessment type / requirement for the award of credits	The Assessment type is a Field Study according to § 10 (12) Course and Examination Regulations for the Master "Management" (CER); see appendix.
Weighting of the grade within the total grade	5,0 %
Qualification objectives of the module	Students who have successfully participated in this module will be able to <ul style="list-style-type: none"> - Analyse the social and political processes underlying the global circulation of people, ideas, images, values capital, and material things - Explore the implications of these processes for individual and collective identities and everyday lives using ethnographic research - Evaluate the relationship between specific global systems and particular local material realities

	<ul style="list-style-type: none"> - Critically examine the assumptions, presuppositions, and ways of different approaches to global labour, migration and trade - Debate systemic cultural, social, political and economic inequalities in light of globalization processes - Critically reflect and apply theories of globalisation “from above” and “from below” and evaluate various globalisation discourses from an interdisciplinary point of view
Contents of the module	<ul style="list-style-type: none"> - Global systems of production - Cross-cultural consumption of goods and practices - Global distribution of labour and wages - Global migration (incl. forced migration, refugees, asylum, diasporas, precarious living and working conditions) - Citizenship and mobility - Social Construction of identity (e.g. the question of Dual Citizenship in a time of globalization) - Global connectivity and flows of information - Global popular culture(s) and artistic labour - Global dissemination of practices - Global knowledge production - Global imaginaries (including tourism) - Global flows of capital - Social and economic inequalities - Hegemonies and unequal distribution of power and participation (race, gender, class) - Representation, meaning, othering - Imaginaries and ideologies of commonality and difference - Interdependence between global phenomena and individual and collective identities and life worlds - Dichotomy/correspondence between <ul style="list-style-type: none"> o The local and the global o Diversity/homogeneity o Cultural homogenization and diversification o Cultural appropriation, translation, hybridity - Theories of globalisation “from above” and “from below” - Cosmopolitanism - Aesthetic turn in IR and Globalization Studies - Critical theory in IR and Globalization Studies - Ethnographic and interpretative research methods

Special features (e.g. online activities, event/company visits, guest speakers, etc.)	t.b.d.
Literature	<p>Required reading:</p> <ul style="list-style-type: none"> - della Porta, D., Andretta, M. et al. (2006). Globalization From Below: Transnational Activists And Protest Networks (Social Movements, Protest and Contention), Univ Of Minnesota Press - Inda, J. X. and Rosaldo, R, eds. (2008). The Anthropology of Globalization, 2nd ed. Malden, MA: Blackwell Publishing. - Mathews, G, et al., eds. (2012). Globalization from Below: The World's Other Economy. London: Routledge. - Brecher, J. Smith, B. et. al. (2000). Globalization from Below: The Power of Solidarity, South End PR <p>Recommended reading:</p> <ul style="list-style-type: none"> - Adler-Nielsen, R. (2013). Bourdieu in International Relations: Rethinking Key Concepts in IR, Routledge - Appiah, K.A. (2007). Cosmopolitanism: Ethics in a World of Strangers, Penguin - Bleiker, R. (2009). Aesthetics and World Politics, Palgrave Macmillan UK - Eriksen, T. H. (2016). Overheating: An Anthropology of Accelerated Change, Pluto Press. - Campell, David; George, Jim (1990). "Patterns of Dissent and the Celebration of Difference: Critical Social Theory and International Relations". International Studies Quarterly. 34 (3): 269–293. - Cox, Robert W. (2001). "The Way Ahead: Toward a New Ontology of World Order". In Wyn Jones, Richard (ed.). Critical Theory and World Politics. Boulder, Colorado: Lynner Rienner Publishers. pp. 45–60. - Devetak, R. (2005). "Critical Theory" (PDF). In Burchill, Scott; Linklater, Andrew; Devetak, Richard; Donnelly, Jack; Paterson, Matthew; Reus-Smit, Christian; True, Jacqui (eds.). Theories of International Relations (3rd ed.). London: Palgrave MacMillan. pp. 137–160.

- Ferguson, J. (2006). *Global Shadows: Africa in the Neoliberal World Order*. Durham: Duke University Press.
- Linklater, A. (1986). "Realism, Marxism and Critical International Theory". *Review of International Studies*. 12 (4): 301–312.
- Mathews, G. (2000). *Global Culture/Individual Identity: Searching for Home in the Cultural Supermarket*. London: Routledge
- Nederveen, J. 2003. *Global Mélange: Globalization and Culture*. Rowman & Littlefield.
- Roach, S. (2007). *Critical Theory and International Relations: A Reader*, Routledge
- Sassen, S. (1999). *Globalization and Its Discontents: Essays on the New Mobility of People and Money*. New York: New Press.
- Seth, S. (2012). *Postcolonial Theory and International Relations: A Critical Introduction*, Routledge
- de Sousa Santos, Rodríguez-Garavito, C.A. (2009). *Law and Globalization from Below: Towards a Cosmopolitan Legality*, Cambridge University Press
- Steger, M. (2013) *Globalization: A Very Short Introduction*. Oxford: Oxford University Press.
- Sylvester, Christine (2002). *Feminist International Relations: An Unfinished Journey*. Cambridge Studies in International Relations. Cambridge, England: Cambridge University Press.
- Tsing, A. L. (2011). *Friction: An Ethnography of Global Connection*, Princeton University Press.
- Weber, Cynthia (2004). *International Relations Theory: A Critical Introduction* (2nd ed.). Abingdon, England: Taylor & Francis.
- Woons, M., Weier, S. (2017). *Critical Epistemologies of Global Politics, E-International Relation*

Global Trade, Challenges & Alternatives
(GTCA, GGTR 2)

Status: September 2021

Module-Nr./ Code	GTCA
Module title	Global Trade, Challenges & Alternatives
If relevant, course units within the module	-
Study Semester (or Trimester)	2 nd semester
Duration of module	Single semester
Frequency of module	Once a year
Number of allocated ECTS credits	5
Total workload and its breakdown (e.g. self-study and contact hours)	Total workload = 150 hours (contact hours = 42, self-study = 108 hours)
Hours per week	3
Course type (mandatory, elective, etc.)	Compulsory Core Elective
Applicability of the module	The module is applicable to the Master programs “Master Management” and “Master Social TransFormation: Politics, Philosophy, Economics.
Entry requirements	There are no formal requirements for participation in this module, however successful completion of the module GLFB is recommended. For preparation, please refer to the required and recommended literature in this module description and to the university's internal learning platform.
Person responsible for the module	Prof. Dr. Anthony Teitler
Name(s) of the instructor(s)	Prof. Dr. Anthony Teitler
Teaching language	English
Assessment type / requirement for the award of credits	The Assessment type is a Seminar Paper according to § 10 (3) Course and Examination Regulations for the Master “Management” (CER); see appendix.
Weighting of the grade within the total grade	5,0 %
Qualification objectives of the module	Students who have successfully participated in this module will be able to: <ul style="list-style-type: none"> - Understand the possibilities and challenges of globalization for corporate strategies, competitive advantages, market development and resource acquisition - Identify and critically evaluate the consequences of the current global trade regime on businesses, employees, communities and natural resources applying Critical Theory - Analyse the impact of the trade policies of China, EU and USA on the Global South

	<ul style="list-style-type: none"> - Debate various critiques on Free Trade and Globalization including New Protectionism, tribalization, and the Global Justice Movement - Reflect on the post-colonial/decolonial critique of the current Global Trade regime - Investigate the interconnections between global trade and various phenomena, e.g. poverty & economic exclusion, migration/refugees, gender inequality, climate catastrophe, informal labour & exploitation and global health crises - Apply Critical International Relations Theory (CIRT) on global trade regimes
<p>Contents of the module</p>	<ul style="list-style-type: none"> - Outsourcing and its Consequences - MNCs & Global Trade - SME, family businesses & Global Trade - Free Trade vs. Fair Trade - New Protectionism <ul style="list-style-type: none"> o USA o Brexit - Trade Policies of China, EU & USA <ul style="list-style-type: none"> o Their impact on the global South - Centre and Periphery between and within countries - Global Systems of production and consumption - Corporate Expansion - Poverty & economic exclusion - Migration/refugees - Gender Inequality - Climate Catastrophe - Informal labour & Exploitation - Global Health Crisis - Anti-globalist movements - Labour activism
<p>Special features (e.g. online activities, event/company visits, guest speakers, etc.)</p>	<p>t.b.d.</p>
<p>Literature (Required reading/supplementary recommended reading)</p>	<p>Required reading (selected chapters):</p> <ul style="list-style-type: none"> - Della Porta, D., Andretta, M., Calle, A., Combes, H., Eggert, N., Giugni, M. G., & Marchetti, R. (2015). Global justice movement: Cross-national and transnational perspectives. Routledge. - Klein, E., & Morreo, C. E. (Eds.). (2019). Postdevelopment in practice: alternatives, economies, ontologies. Routledge. Selected Chapters.

- Quijano, A. (2000). Coloniality of power and Eurocentrism in Latin America. *International Sociology*, 15(2), 215-232.
- Ravenhill, J. (2020) *Global Political Economy*. Oxford: Oxford University Press
- Stiglitz, J. (2006) *Making Globalization Work*. New York: W. W. Norton

Recommended Reading:

- Arnold, D. (2013). Global Justice and International Business. *Business Ethics Quarterly*, 23(1), 125-143.
- Banerjee, S. B., Carter, C., & Clegg, S. (2009). Managing globalization. *The Oxford handbook of critical management studies*, 186-212
- Borrini, G., Jaireth, H., Farvar, M. T., Pimbert, M., & Kothari, A. (2007). *Sharing power: learning-by-doing in co-management of natural resources throughout the world*. Earthscan.
- Calvano, L. (2008). Multinational corporations and local communities: A critical analysis of conflict. *Journal of Business Ethics*, 82(4), 793-805.
- de LT Oliveira, G., McKay, B., & Plank, C. (2017). How biofuel policies backfire: Misguided goals, inefficient mechanisms, and political-ecological blind spots. *Energy Policy*, 108, 765-775.
- Delgado Wise, R., Márquez Covarrubias, H., & Puentes, R. (2013). Reframing the debate on migration, development and human rights. *Population, space and place*, 19(4), 430-443.
- Delgado-Wise, R., & Covarrubias, H. M. (2007). The reshaping of Mexican labor exports under NAFTA: Paradoxes and challenges. *International Migration Review*, 41(3), 656-679.
- Hassoun, N., & Tucker Sechrest, E. (2015). Globalization and global justice. *The Wiley Blackwell Encyclopedia of Race, Ethnicity, and Nationalism*, 1-4.
- Joutsenvirta, M., & Vaara, E. (2015). Legitimacy struggles and political corporate social responsibility in international settings: A comparative discursive analysis of a contested investment in Latin America. *Organization Studies*, 36(6), 741-777.
- Marshall, S. (2016). *Fair trade, corporate accountability and beyond: Experiments in globalizing justice*. Routledge.
- McKay, B. M. (2017). Agrarian extractivism in Bolivia. *World Development*, 97, 199-211.

- McKay, B. M. (2020). Food sovereignty and neo-extractivism: limits and possibilities of an alternative development model. *Globalizations*, 17(8), 1386-1404.
- Murray, J., Malik, A., & Geschke, A. (Eds.). (2017). *The Social Effects of Global Trade*. CRC Press.
- Reynolds, L. T., Murray, D., & Wilkinson, J. (Eds.). (2007). *Fair trade: The challenges of transforming globalization*. Routledge.
- Routledge, P., & Cumbers, A. (2013). *Global justice networks: Geographies of transnational solidarity*.
- Sarala, R., Vaara, E., & Junni, P. (2019). Beyond merger syndrome and cultural differences.
- Scherer, A. G., & Palazzo, G. (2008). *Globalization and corporate social responsibility*.
- Schierup, C. U., Likic-Brboric, B., Delgado Wise, R., & Toksöz, G. (2019). *Migration, civil society and global governance: An introduction*.
- Smith, A., Harrison, J., Campling, L., Richardson, B., & Barbu, M. (2020). *Free Trade Agreements and Global Labour Governance: The European Union's Trade-Labour Linkage in a Value Chain World*. Routledge.
- Vaara, E., & Fay, E. (2012). Reproduction and change on the global scale: A Bourdieusian perspective on management education. *Journal of Management Studies*, 49(6), 1023-1051.
- Vaara, E., Tienari, J., & Koveshnikov, A. (2019). From cultural differences to identity politics: A critical discursive approach to national identity in multinational corporations. *Journal of Management Studies*.
- Veltmeyer, H., & Bowles, P. (Eds.). (2017). *The essential guide to critical development studies*. Routledge.
- Veltmeyer, H., & Lau, E. Z. (Eds.). (2020). *Buen Vivir and the Challenges to Capitalism in Latin America*. Routledge.
- Venn, C. (2018). *After capital*. Sage.
- Wind, M. (2020). *The Tribalization of Europe: A Defence of Our Liberal Values*. John Wiley & Sons.

Global Governance & Transformation
(GGTF, GGTR 3)

Status: September 2021

Module-Nr./ Code	GGTF
Module title	Global Governance & Transformation
If relevant, course units within the module	-
Study Semester (or Trimester)	3 rd semester
Duration of module	Single semester
Frequency of module	Once a year
Number of allocated ECTS credits	5
Total workload and its breakdown (e.g. self-study and contact hours)	Total workload = 150 hours (contact hours = 42, self-study = 108 hours)
Hours per week	3
Course type (mandatory, elective, etc.)	Compulsory Core Elective
Applicability of the module	The module is applicable to the Master programs "Master Management" and "Master Social TransFormation: Politics, Philosophy, Economics.
Entry requirements	There are no formal requirements for participation in this module, however successful completion of the module GTCA is recommended. For preparation, please refer to the required and recommended literature in this module description and to the university's internal learning platform.
Person responsible for the module	Prof. Dr. Anthony Teitler
Name(s) of the instructor(s)	N.N.
Teaching language	English
Assessment type / requirement for the award of credits	The Assessment type is an Essay according to § 10 (4) Course and Examination Regulations for the Master "Management" (CER); see appendix.
Weighting of the grade within the total grade	5,0 %
Qualification objectives of the module	Students who have successfully participated in this module will be able to <ul style="list-style-type: none"> - Apply Critical International Relations Theory (CIRT) on Global Governance, differentiate this strain of thought from other theoretical perspectives and differentiate and evaluate their respective transformative potential - distinguish key challenges and transformative potential of contemporary global governance and analyse the power of self-organising

	<p>systems of (shared) governance</p> <ul style="list-style-type: none"> - Critically evaluate the effects of different mechanisms and practices of global governance and create potentialities and alternative arrangements - Reconstruct, interpret, and evaluate current debates on global governance
Contents of the module	<ul style="list-style-type: none"> - Critical International Relations Theory - Orthodox Development Theory vs. Critical Development Theory - World-Systems theory - Global & regional governance of international trade - World Trade Organization (WTO) - European Union (EU) - African Union (AU) - Association of Southeast Asian Nations (ASEAN) - MERCOSUR - IMF - World Bank - Institutions of Global Governance - United Nations (UN) - Sustainable Development Goals (SDGs) - OECD, OPEC, NATO etc. - Key challenges of Global Governance and decision-making - Integrating Multi-level Governance - Public and corporate governance - Governance, Power and Authority - Contemporary Policy Debates - Power, Values and the Constitution of International Society - Future of Global Governance
Special features (e.g. online activities, event/company visits, guest speakers, etc.)	t.b.d.
Literature (Required reading/supplementary recommended reading)	<p>Required reading:</p> <p>Held, D., McGrew, A. (2003). The Global Transformations Reader: An Introduction to the Globalization Debate. 2nd ed. Cambridge: Polity Press</p> <p>Kornprobst, M. and Bjola, C. (2014) Arguing Global Governance. Oxford: Routledge</p> <p>Reus-Smit, C. and Snidal, D (2008) Oxford Handbook of International Relations. Oxford: Oxford University</p>

Weiss, T. G. (2013) *Global Governance: Why? What? Whither?*

Weiss, T.G. and Thakur, R. (2010) *Global Governance and the UN: An Unfinished Journey*. Bloomington, Ind: Indiana University Press

Recommended Readings

Baylis,, J. Smith, S. and Owens,, P. (2020, 8th edition) *The Globalization of World Politics*. Oxford: Oxford University Press

Bowles, P. (2020). The developmental state and the study of globalizations. *Globalizations*, 1-18.

Canterbury, D. C. (2018). *Neoextractivism and Capitalist Development*. Routledge

Coccia, M. (2018). World-System Theory: A sociopolitical approach to explain World economic development in a capitalistic economy. *Journal of Economics and Political Economy*, 5(4), 459-465.

Held, D. and McGrew, A (2002) *Governing Globalization: Power, Authority and Global Governance*. Cambridge: Polity

Hurrell, A. (2007) *On Global Order: Power, Values, and the Constitution of International Society*.

Oxford: Oxford University Press

Klein, E., & Morreo, C. E. (Eds.).

(2019). *Postdevelopment in practice: alternatives, economies, ontologies*. Routledge. Selected Chapters.

Moschella, M., & Weaver, C. (Eds.).

(2013). *Handbook of global economic governance*. Routledge.

Roach, S. C. (Ed.). (2008). *Critical theory and international relations: A reader*. Routledge.

Shimizu, K. (Ed.). (2019). *Critical International Relations Theories in East Asia: Relationality, Subjectivity, and Pragmatism*. Routledge.

Smith, A., Harrison, J., Campling, L., Richardson, B., & Barbu, M. (2020). *Free Trade Agreements and Global Labour Governance: The European Union's Trade-Labour Linkage in a Value Chain World*. Routledge.

Veltmeyer, H., & Wise, R. D. (2018). *Critical development studies: An introduction*. Fernwood Publishing.

Vivares, E. (Ed.). (2020). *The Routledge Handbook to Global Political Economy: Conversations and Inquiries*. Routledge.

Weber, C. (2013). *International relations theory: a critical introduction*. Routledge.

Identity
(IDTY, HRDI 1)

Status: September 2021

Module-Nr./ Code	IDTY
Module title	
Semester or trimester	1 st semester
Duration of module	One semester
Course type (Mandatory, elective, etc.)	Compulsory Core Elective
If relevant, course units within the module	–
Frequency of module	Once a year
Entry requirements	According to § 5 Enrolment Regulations. Other than that, there are no formal requirements for participation in this module. For preparation, please refer to the required and recommended literature in this module description and to the university's internal learning platform.
Applicability of the module	No
Person responsible for the module	Prof. Dr. Ella Roininen
Name(s) of the instructor(s)	Prof. Dr. Ella Roininen
Teaching language	English
Number of ECTS credits	5
Total workload and its breakdown (e.g. self-study and contact hours)	150 of which 42 are contact hours
Hours per week	3
Assessment type / requirement for the award of credits	The Assessment type is an Essay according to § 10 (4) Course and Examination Regulations for the Master “Management” (CER); see appendix.
Weighting of the grade within the total grade	5 %

<p>Qualification objectives of the module</p>	<p>Following the successful completion of this course, students should be able to:</p> <ul style="list-style-type: none"> - Draw and model, from a constructivist point of view, the creation of a subject within a discourse - Explain and develop “identity” as a performative repetition of a continuous instability within social orders - Model “identity” as a result of social construction and subjectivation processes - Model and critically analyse the influence of society and culture on the perception of groups and identities especially within the organizational context - Explain inclusion and exclusion processes and social closure within society - Reflect on one’s own identity and diversity and develop an own critical position
<p>Content of the module</p>	<ul style="list-style-type: none"> - Historical and philosophical foundations of identity, diversity and society - Social, cultural and political dimensions of identity - Identity theories and their applications - Cultural turns on identity research, discursive construction of identity - Group identities, inclusion and exclusion, social construction of difference and stereotypes - Feminist, queer and postcolonial views on identity, subjectivity - Intersectional theory of identities and social positions - Gender identity, doing gender, doing difference - Methodological perspectives on identity research - Identity in organisations, organisational subjects and social positions - Identities in relation to immigration and globalisation
<p>Teaching and learning methods of the module</p>	<p>Seminar, classroom exercises and case studies, interactive discussion</p>
<p>Special features (e.g. online activities, event/company visits, guest speakers, etc.)</p>	<p>Self-study via virtual learning tools, guest lecture(s). <i>All required texts are available at Moodle under the respective session.</i></p>
<p>Literature</p>	<p><u>Required readings (selected chapters):</u></p>

<p>(Required reading/supplementary recommended reading)</p>	<p>Atewologun, D., Sealy, R. and S. Vinnicombe (2016). "Revealing intersectional dynamics in organizations: Introducing 'intersectional identity work' ". <i>Gender, Work and Organization</i>, 23(3): 223-247.</p> <p>Banks, N. (2021). "Intersectional identities and analysis". In <i>The Routledge Handbook of Feminist Economics</i>. London: Routledge. pp. 118–126 .</p> <p>Burr, V. (2015). <i>Social Constructionism. Third Edition</i>. East Sussex and New York: Routledge.</p> <p>Dizayi, S. A. (2019). "Locating identity crisis in postcolonial theory: Fanon and Said". <i>Journal of Advanced Research in Social Sciences</i>, 2 (1): 79-86.</p> <p>Elraz, H. (2018). "Identity, mental health and work: How employees with mental health conditions recount stigma and the pejorative discourse of mental illness". <i>Human Relations</i>, 71(5): 722–741.</p> <p>Hall, S., Evans, J. and S. Nixon (eds.) (2003). <i>Representation: Cultural Representations & Signifying Practices. Second Edition</i>. London: Sage.</p> <p>Kenny, K., Whittle, A. and Willmott, H. (2011). <i>Understanding Identity & Organisations</i>.</p> <p>West, C. and Zimmerman, D. (1987). "Doing Gender". <i>Gender & Society</i>, 1: 125-151.</p> <p>Wetherell, M. and Talpade Mohanty, C. (2010). <i>The Sage Handbook of Identities</i>. Los Angeles: Sage.</p>
	<p><u>Recommended further readings:</u></p> <p>Bourdieu, P. (1984). <i>Distinction. A Social Critique of the Judgment of Taste</i>. Boston: Harvard University Press.</p> <p>Butler, J. (1990). <i>Gender Trouble: Feminism and the Subversion of Identity</i>. New York: Routledge.</p> <p>Elliott, A. and Gay, P. du (eds.) (2009). <i>Identity in Question</i>. Los Angeles: Sage.</p>

Hall, S. and du Gay, P. (eds.) (1996) *Questions on Cultural Identity*. London: Sage.

Weedon, C. (1987). *Feminist Practice and Poststructuralist Theory*. Oxford: Blackwell.

Wetherell, M and Taylor, S. (2001) *Discourse as Data: A Guide for Analysis*. London: Sage.

Diversity and Organizational Culture
(DORC, HRDI 2)

Status: September 2021

Module-Nr./ Code	DORC
Module title	Diversity and Organizational Culture
Semester or trimester	2nd semester
Duration of module	One semester
Course type (Mandatory, elective, etc.)	Compulsory Core Elective
If relevant, course units within the module	–
Frequency of module	Once a year
Entry requirements	According to § 5 Enrolment Regulations. Other than that, there are no formal requirements for participation in this module. For preparation, please refer to the required and recommended literature in this module description and to the university's internal learning platform.
Applicability of the module	Master Management
Person responsible for the module	Prof. Dr. Ella Roininen
Name(s) of the instructor(s)	Prof. Dr. Ella Roininen
Teaching language	English
Number of ECTS credits	5
Total workload and its breakdown (e.g. self-study and contact hours)	150 hours of which 42 are contact hours / 108 self-study hours
Hours per week	3
Assessment type / requirement for the award of credits	The Assessment type is a Presentation according to § 10 (7) Course and Examination Regulations for the Master “Management” (CER); see appendix.
Weighting of the grade within the total grade	5 %

<p>Qualification objectives of the module</p>	<p>Students who have successfully participated in this module will be able to:</p> <ul style="list-style-type: none"> - Elaborate on an ontological approach towards diversity, discussing its medial (visibility, conceptual absence, etc.) and epistemological (i.e. post-disciplinary) issues - Develop systematically a communicative construction of reality including major issues (emerging conflicts, arenas, consensus narrative) - Point out and discuss diversity as a phenomenon, social construction and discursive action - Evaluate stereotypes and conflicts as an element of identity and as results of (organizational) learning processes - Apply the related and resulting concepts in organizational arenas and lead these into innovation processes
<p>Content of the module</p>	<p>The two courses DORC and DILE build on one another, and are structured along the four quadrants in the Analytical framework for Inclusion (adapted from Rao et al. 2016). In DORC the focus is on dimensions related to organizational cultures: 1) consciousness and capabilities and 2) social norms and deep structures.</p> <p>In DILE, on understanding the tools and actions leaders have at their disposal, such as: aligning 3) the organization's material and non-material resources and 4) HR rules and policies, to create an inclusive organization.</p> <p>Specific topics for DORC:</p> <ul style="list-style-type: none"> - Construction of diversity through an emergent, social action in organizations (interpretative) - Construction of diversity through an ideological, political interaction (inclusion/exclusion processes) - Construction of diversity through discursive action (effects of power and dominance) - Context of diversity, "doing being diverse" as a methodological principle - Intersectional approach to diversity - Theory of gendered organizations - Organizational learning, sense-making processes in organizations

Teaching and learning methods of the module	Case Studies
Special features (e.g. online activities, event/company visits, guest speakers, etc.)	Self-study integrating online components via virtual learning tools
<p>Literature (Required reading/supplementary recommended reading)</p>	<p><u>Required readings</u> Selected chapters from the following books:</p> <p>Alvesson, M. and Y.D. Billing (2009) Understanding Gender and Organizations, Second Edition. London: Sage.</p> <p>Burr, V. (1995) An Introduction to Social Constructionism. London: Routledge</p> <p>Gardenswartz, L., A. Rowe, P. Digh and M.F. Bennett (2003) The Global Diversity Desk Reference: Managing an International Workforce. San Francisco: Pfeiffer</p> <p>Hall, S. (1997) Representation: Cultural Representations and Signifying Practices. London: Sage.</p> <p>Kirton, D.K. and A-M. Greene (2010) The Dynamics of Managing Diversity. A Critical Approach. Oxford: Elsevier.</p> <p>Plummer, D.L. (2003) Handbook of Diversity Management. Beyond Awareness to Competency Based Learning. Lanham: University Press.</p> <p>Rao, A., J. Sandler, D. Kelleher and C. Miller (2016) Gender at Work: Theory and Practice for 21st Century Organizations. London: Routledge.</p> <p>Actual papers from journals such as:</p> <ul style="list-style-type: none"> • Discourse and Society • Equality, Diversity and Inclusion, an International Journal • Gender and Society • Gender, Work and Organization • Human Relations • The International Journal of Human Resource Management • Work and Occupations <p>All required texts will be digitally available at Infopool.</p>

Diversity and Leadership
(DILE, HRDI 3)

Status: September 2021

Module-Nr./ Code	DILE
Module title	Diversity and Leadership
Semester or trimester	3rd semester
Duration of module	One semester
Course type (Mandatory, elective, etc.)	Compulsory Core Elective
If relevant, course units within the module	–
Frequency of module	Once a year
Entry requirements	According to § 5 Enrolment Regulations Other than that, there are no formal requirements for participation in this module. For preparation, please refer to the required and recommended literature in this module description and to the university's internal learning platform..
Applicability of the module	No
Person responsible for the module	Prof. Dr. Ella Roininen
Name(s) of the instructor(s)	Prof. Dr. Ella Roininen
Teaching language	English
Number of ECTS credits	5
Total workload and its breakdown (e.g. self-study and contact hours)	150 hours of which 42 are contact hours / 108 self-study hours
Hours per week	3
Assessment type / requirement for the award of credits	The Assessment type is a Seminar Paper according to § 10 (3) Course and Examination Regulations for the Master "Management" (CER); see appendix.
Weighting of the grade within the total grade	4%
Qualification objectives of the module	Students who have successfully participated in this module will be able to:

	<ul style="list-style-type: none"> - Reflect and elaborate on the interdependency of power, closure, dominance usurpation, inclusion and exclusion processes and diversity - Identify and evaluate emerging processes related to diversity and draw consequences for the own action from it - Use feminist theories and research methods to understand organisational and societal power relations, and design and propose solutions for a more just and inclusive institutions - Identify the conditions for feminist transformative and ethical leadership in companies, governmental and non-governmental agencies, and the political arena - Design diversity based actions, strategies and policies in organisations and identify the effects of the diversity programs on organisational goals, cooperation and performance (e.g. creativity, synergy, conflict resolution)
Content of the module	<ul style="list-style-type: none"> - Organisational drivers and approaches to diversity, such as equality of opportunity, equality of outcome, and the business-driven approach - Applications of frameworks for diversity leadership, including factors such as individual capabilities for inclusion, social norms and deep structures, material and non-material resources and rules and policies - Individualised leadership of a diverse workforce - Understanding and adapting leadership to the spectrum of organisational diversity and their intersections - Leading heterogeneous teams - Organisational analysis, tools, processes, systems and infrastructure for D&I - Policies and politics of diversity - International diversity networks and scientific and practical diversity events
Teaching and learning methods of the module	<ul style="list-style-type: none"> - Interactive lectures and discussions - Classroom exercises - Cases and projects
Special features (e.g. online activities, event/company visits, guest speakers, etc.)	<ul style="list-style-type: none"> - Self study using the electronic learning platform - Guest lecturer(s) - Congress or networking activities

The required readings are available for downloading at the electronic learning platform.

Literature

(Required reading/supplementary recommended reading)

Required readings (selected chapters)

Acker, J. (1990). 'Hierarchies, jobs, bodies: a theory of gendered organizations'. *Gender and Society*, 4(2): 139-158.

Alvesson, M. and Billing Y.D. (2009). *Understanding Gender and Organizations*, Second Edition. London: Sage.

Gause, S.A.F. (2021). "White privilege, Black resilience: Women of color leading the academy". *Leadership*, 17(1): 74–80.

Hearn, J., Blagojevic, M. and K. Harrison (2015). Eds. *Rethinking Transnational Men. Beyond, Between and Within Nations*. London, Routledge.

Kirton, D.K. and Greene, A.-M. (2010). *The Dynamics of Managing Diversity. A Critical Approach*. Oxford: Elsevier.

Lorbiecki, A. and Jack, G. (2000). "Critical turns in the evolution of Diversity Management", *British Journal of Management*, 11, pp.17-31.

Orupabo, J. and Nadim, M. (2019) "Men doing women's dirty work: Desegregation, immigrants and employer preferences in the cleaning industry in Norway". *Gender, Work and Organization*: <https://doi.org/10.1111/gwao.12378>

Rao, A., J. Sandler, D. Kelleher and C. Miller (2016). *Gender at Work: Theory and Practice for 21st Century Organizations*. London: Routledge.

Riach, K. (2009) 'Managing 'difference': understanding age diversity in practice', *Human Resource Management Journal*, 19(3), pp 319–335.

Risberg, A. and K. Pilhofer (2018). 'Diversity and difference research: a reflection on categories and categorization', *Theory and Politics in Organisation*, 18(1): 131-148.

Syed, J. and Ozbilgin, M. (2019). *Managing Diversity and Inclusion. An International Perspective*. 2nd ed. Sage.

Williams, C., Muller, C. and K. Kilanski (2012). 'Gendered organisations in the new economy'. *Gender & Society*, 26(4): 549-573.

Literature

(Required reading/supplementary recommended reading)

Recommended further readings:

Alvesson, M., Willmott, H. (2009). *The Oxford Handbook of Critical Management Studies*. London: Sage.

Brewis, J. (2001). 'Telling like it is? Gender, language and organizational theory', in R. Westwood and S. Linstead (eds), *The Language of Organization*. London: Sage.

Keloharju, M., Knüpfer, S and Tåg, J. (2016). 'Equal Opportunity? Gender Gaps in CEO Appointments and Executive Pay', Harvard Business School Working Paper.

Plummer, D.L. (2003). *Handbook of Diversity Management. Beyond Awareness to Competency Based Learning*. Lanham: University Press.

Shen, J., Chanda, A., D'Netto, B. and M. Monga (2009). 'Managing diversity through human resource management: an international perspective and conceptual framework', *The International Journal of Human Resource Management*, 20(2): 235–251.

Weedon, C. (1987). *Feminist Practice and Poststructuralist Theory*. Oxford: Blackwell. pp. 1-42.

In addition, project-specific academic books and articles are required to be read and referenced for the individual learning projects.

Approaching Sustainability
(ASUS, SUUD 1)

Status: September 2021

Module-Nr./ Code	ASUS
Module title	Approaching Sustainability
Semester or trimester	1st semester
Duration of module	One semester
Course type (Mandatory, elective, etc.)	Compulsory Core Elective
If relevant, course units within the module	–
Frequency of module	Once a year
Entry requirements	There are no formal requirements for participation in this module. For preparation, please refer to the required and recommended literature in this module description and to the university's internal learning platform.
Applicability of the module	The module is applicable to the Master programs “Master Management” and “Master Social TransFormation: Politics, Philosophy, Economics.
Person responsible for the module	Prof. Dr. Robert Lepenies
Name(s) of the instructor(s)	Dr. Marisol Bock Lan Anh Phan Ti
Teaching language	English
Number of ECTS credits	5
Total workload and its breakdown (e.g. self-study and contact hours)	150 of which 42 are contact hours
Hours per week	3
Assessment type / requirement for the award of credits	The Assessment type is an Essay according to § 10 (4) Course and Examination Regulations for the Master “Management” (CER); see appendix.
Weighting of the grade within the total grade	5 %
Qualification objectives of the module	Following the successful completion of this course, students should be able to: <ul style="list-style-type: none"> - re-construct and de-construct the genealogical formation of sustainability as a contested concept. - understand sustainability as an integral approach combining ecological, economic, societal, and cultural aspects including their conflicts. - re-evaluate the meaning of economic prosperity in relation to socio-cultural values and the 'limits to growth'

	<ul style="list-style-type: none"> - understand and utilize concepts like 'green growth', 'décroissance' / 'degrowth' and 'postgrowth' - apply these conflicting and paradoxical insights about sustainability in order to transform social, economic and business practices.
Content of the module	<ul style="list-style-type: none"> - History of sustainability and the 'making of a concept' - Key ideas and conflicts within sustainability - Central documents and events: From 'Limits to growth' to the 'Green Economy' and 'Degrowth' - The political economy of sustainability - Managerial aspects, tools and standards - Sustainable transitions: theory and application - Current issues in sustainability
Teaching and learning methods of the module	Interactive Seminar
Special features (e.g. online activities, event/company visits, guest speakers, etc.)	Guest lectures, Co-Teaching
Literature (Required reading/supplementary recommended reading)	<p><u>Required reading:</u></p> <p>The list of reading will be provided before the start of the course.</p> <p><u>Recommended reading:</u></p>

Sustainable Urban Development: Conflict & Acceptance
(SURD, SUUD 2)

Status: September 2021

Module-Nr./ Code	SURD
Module title	Sustainable Urban Development: Conflict & Acceptance
Semester or trimester	2nd semester
Duration of module	One semester
Course type (Mandatory, elective, etc.)	Compulsory Core Elective
If relevant, course units within the module	–
Frequency of module	Once a year
Entry requirements	There are no formal requirements for participation in this module, however successful completion of the module ASUS is recommended. For preparation, please refer to the required and recommended literature in this module description and to the university's internal learning platform.
Applicability of the module	The module is applicable to the Master programs “Master Management” and “Master Social TransFormation: Politics, Philosophy, Economics.
Person responsible for the module	Prof. Dr. Robert Lepenies
Name(s) of the instructor(s)	Marisol Bock Monica Muresanu Florin Muresanu Peter Spuhler
Teaching language	English
Number of ECTS credits	5
Total workload and its breakdown (e.g. self-study and contact hours)	150 hours of which 42 are contact hours / 108 self-study hours
Hours per week	3
Assessment type / requirement for the award of credits	The Assessment type is a Presentation according to § 10 (7) Course and Examination Regulations for the Master “Management” (CER); see appendix.
Weighting of the grade within the total grade	5 %
Qualification objectives of the module	Students who have successfully participated in this module will be able to: - differentiate urban development according to

	<p>dimensions like size, geography, populations and wealth.</p> <ul style="list-style-type: none"> - identify various urban actors. - scrutinize institutions and institutional settings concerning sustainable urban development. - analyze interaction dynamics and agendas of relevant players. - recognize conflict patterns and observe strategies for acceptance.
Content of the module	<ul style="list-style-type: none"> - Cities and their (post-)modern narratives - Urban planning schools in changing times - The death of industry and utopianism in urban planning: Situationist disorder - From neoliberalism to gentrification: Limits to postmodernist cities - Beyond modernity: Next cityscapes and new communities
Teaching and learning methods of the module	Interactive seminar, case studies
Special features (e.g. online activities, event/company visits, guest speakers, etc.)	
Literature (Required reading/supplementary recommended reading)	<p><u>Required reading:</u></p> <p>Simmel, G. (1903). The Metropolis and Mental Life. In: Gary Bridge and Sophie Watson (2002 eds.) The Blackwell City Reader. Oxford and Malden: Wiley-Blackwell. Available online: http://tinyurl.com/o7p22cz</p> <p>Park, R.E., Burgess, E., McKenzie, R. (1925). The City. Chicago: University of Chicago Press. (Chapters 1 and 2)</p> <p>Le Corbusier (1929). A Contemporary City. In: LeGates, Richard T. and Stout, Frederic (1996 eds.) The City Reader. London and New York: Routledge.</p> <p>Debord, G (1956). Theory of the Dérive. Les Lèvres Nues. 9 November. Available online: http://www.bopsecrets.org/SI/2.derive.htm</p> <p><u>Recommended reading:</u></p>

	<p>Berman, M (1984). 'Modernism in the Streets'. In: All That is Solid Melts into Air. New York: Simon & Schuster.</p> <p>Evans, G. (2003). Hard-branding the cultural city: from Prado to Prada, <i>International Journal of Urban and Regional Research</i>, 27 (2) 417 - 440.</p> <p>Zukin, S. (2008). Consuming authenticity: from outposts of difference to means of exclusion, <i>Cultural Studies</i> 22 (5) 724 – 748.</p>
--	--

Sustainable Glocal Development: Transition and Transformation
(SGDT, SUUD 3)

Status: September 2021

Module-Nr./ Code	SGDT
Module title	Sustainable Glocal Development: Transition and Transformation
Semester or trimester	3rd semester
Duration of module	One semester
Course type (Mandatory, elective, etc.)	Compulsory Core Elective
If relevant, course units within the module	–
Frequency of module	Once a year
Entry requirements	There are no formal requirements for participation in this module, however successful completion of the module SURD is recommended. For preparation, please refer to the required and recommended literature in this module description and to the university's internal learning platform.
Applicability of the module	The module is applicable to the Master programs “Master Management” and “Master Social TransFormation: Politics, Philosophy, Economics.
Person responsible for the module	Prof. Dr. Robert Lepenies
Name(s) of the instructor(s)	Dr. Erik Sparn-Wolf
Teaching language	English
Number of ECTS credits	5
Total workload and its breakdown (e.g. self-study and contact hours)	150 hours of which 42 are contact hours / 108 self-study hours
Hours per week	3
Assessment type / requirement for the award of credits	The Assessment type is a Field Study according to § 10 (12) Course and Examination Regulations for the Master “Management” (CER); see appendix.
Weighting of the grade within the total grade	5 %
Qualification objectives of the module	Students who have successfully participated in this module will be able to: <ul style="list-style-type: none"> - understand the connection between globalization (diffusion of universals, disembedding of time and space) and localization (locus of globalization, reaction against globalization) - critically reflect the notions of ‘smart city’ and ‘regional clusters’ and their conflicting global political and economic environments

	<ul style="list-style-type: none"> - evaluate urban-based business models and their contribution towards a resilient, low-carbon, socially inclusive and democratic society - understand institutional polyphony in cross-sectoral innovation networks and their socio-spatial boundedness - appreciate the heterogeneity of values and different sources of knowledge (expert, practical, indigenous) that need to be utilized for transforming urban and regional environments
Content of the module	<ul style="list-style-type: none"> - Globalization, localization and the return of time, space and culture - From neoliberal innovation regimes to transition towns - New glocal economics: Connecting makerspaces, community farming and local exchange trading systems - Management and tools for sustainable transitions in polyphonic environments - Beyond the glocal: sustainable development in the Post-2015 world.
Teaching and learning methods of the module	(Interactive) Seminar
Special features (e.g. online activities, event/company visits, guest speakers, etc.)	-
Literature (Required reading/supplementary recommended reading)	<p><u>Required reading:</u> The list of readings will be provided at the beginning of the semester</p> <p><u>Recommended reading:</u></p>

Special Issue: Transformative Research Project
(SIRP, MAST 4)

Status: September 2021

Module-Nr./ Code	SIRP
Module title	Special Issue: Transformative Research Project
Semester or trimester	4 th semester
Duration of module	Single semester
Course type (Mandatory, elective, etc.)	Compulsory Core Elective
If relevant, course units within the module	
Frequency of module	Once a year
Entry requirements	None
Applicability of the module	There are no formal requirements for participation in this module. For preparation, please refer to the required and recommended literature in this module description and to the university's internal learning platform.
Person responsible for the module	Prof. Dr. Wendelin Küpers
Name(s) of the instructor(s)	Professors acting as scientific mentors and co-researchers
Teaching language	English
Number of ECTS credits	5
Total workload and its breakdown (e.g. self-study and contact hours)	150 hours, of which 42 are contact hours / 108 self-study hours
Hours per week	3
Assessment type / requirement for the award of credits	The Assessment type is a Written assignment according to § 10 (2) Course and Examination Regulations for the Master "Social TransFormation: Politics, Philosophy, Economics" (CER); see appendix.
Weighting of the grade within the total grade	5 %
Qualification objectives of the module	Students who have successfully participated in this module will be able to, <ul style="list-style-type: none"> - delve into a scientific issue from different perspectives - develop and implement an effective action research plan - create an arena for scholarly discourse - present and convey their approach, findings and conclusions to a group of experts and deal with

	<p>criticism in a reflecting and convincing manner</p> <ul style="list-style-type: none"> - put into writing their scientific position and together create a scholarly piece (in the format of a scientific journal's "special issue") - reflect about ethical issues of (action) research and their role as researcher
Content of the module	<ul style="list-style-type: none"> - Preparation of scientific research - Opportunities for and limitations of transformation by action research - Approaching a topic - Reading for research - (Action) Research strategy - Project Management - Sense-making and empowerment of stakeholders in the research process - Collecting data - Analysing data - Scientific writing - Paper presentation - Academic discussion - Review process - Publishing and editing
Teaching and learning methods of the module	<p>Symposium with each student presenting a paper to one aspect of an overarching research topic and two other students presenting additional discussion papers from a different perspective and a different disciplinary or transdisciplinary point of view. Professionals and scholars (adjunct professors) will be invited to participate.</p>
Special features (e.g. online activities, event/company visits, guest speakers, etc.)	<p>A scholar offers one of his/her own ongoing research topics to the students, who become co-researchers. The final product should be a "Special Issue" on this research topic with individual and joint contributions by the students.</p> <p>The students work together in different roles (e.g.: editor, reviewer, proofreader) to accomplish this goal as a team.</p>
Literature (Required reading/supplementary recommended reading)	<p>Required reading:</p> <p>No specific literature requirements. Academic advisor and students will individually agree on the required readings for the sessions according to the overarching research topic.</p>

Recommended reading:

Alley, M. (2003). *The Craft of Scientific Presentations. Critical Steps to Succeed and Critical Errors to Avoid*. New York: Springer.

Baumfield, V. Hall, E. & Wall, K. (2008). *Action Research in the classroom*. London: SAGE

Davis, M., Davis, K.J. and Dunagan, M. (2012). *Scientific Papers and Presentations*. 3rd ed. Amsterdam: Elsevier.

Fløttum, K.(2008). *Language and Discipline Perspectives on Academic Discourse*. Newcastle: Cambridge Scholars Publishing.

Gregory, I. (2003). *Ethics in Research*. London: Continuum International

Hofmann, A. H. (2010). *Scientific Writing and Communication. Papers, Proposals, and Presentations*. New York: Oxford University Press.

Johnson, A. P. (2007). *A short guide to action research (3rd ed.)*. Boston: Allyn and Bacon

Swales, J. M. (2004). *Research Genres. Explorations and Applications*. Cambridge: Cambridge University Press.

Internship: Transformative Practice Project
(ITTP, MAST 4)

Status: September 2021

Module-Nr./ Code	ITPP
Module title	Internship: Transformative Practice Project
Semester or trimester	4 th semester
Duration of module	Single semester
Course type (Mandatory, elective, etc.)	Compulsory Core Elective
If relevant, course units within the module	
Frequency of module	Once a year
Entry requirements	None
Applicability of the module	This module is targeted at the transfer between transformative theory and practice and has interconnections to all earlier modules of the program.
Person responsible for the module	Prof. Frank Widmayer
Name(s) of the instructor(s)	Professors acting as mentors
Teaching language	Depends on the institution, organization, company or project
Number of ECTS credits	5
Total workload and its breakdown (e.g. self-study and contact hours)	150 hours (equivalent to 1 month)
Hours per week	37,5 h
Assessment type / requirement for the award of credits	The Assessment type is a project work according to § 10 (8) Course and Examination Regulations for the Master “Social TransFormation: Politics, Philosophy, Economics” (CER); see appendix.
Weighting of the grade within the total grade	5 %
Qualification objectives of the module	Students who have successfully participated in this module will be able to: <ul style="list-style-type: none"> – apply and transfer the theoretical knowledge they acquired during their studies to practical transformation problems and use their academic knowledge to critically question their practical experience – describe challenges of transformation in the institution or project where they carry out the internship – put into context and reflect their own experiences in the institution or project, generate ideas from

	<p>practice for their own (lifelong) learning and their thesis and critically question practice with the methods of their subject</p> <ul style="list-style-type: none"> – identify problems and obstacles when trying to implement/incite/further transformative change and develop criteria for a successful transfer between theory and practice – draw up a project plan to support this transfer on the basis of self-evaluation of their own strengths and weaknesses and organise learning partnerships, networks to exchange experiences or follow-up measures
Content of the module	<ul style="list-style-type: none"> – Practical transformative project in an institution, organisation, company or self-defined project – Analytical reflection of practical experience – Identification of relevant questions for the thesis – Analysis of problems/obstacles when applying what they have learnt – Development of critical factors when transferring into practice – Development of a project plan
Teaching and learning methods of the module	<ul style="list-style-type: none"> – Practical activity – Mentoring by a professor for the preparation and assignment and guidance with reflection during the activity
Special features (e.g. online activities, event/company visits, guest speakers, etc.)	<ul style="list-style-type: none"> – Guidance with reflection during the activity is provided online in the form of e-learning. The module can be done in an institution, organisation, company or as a self-defined project. – The Module can be combined with the Master Thesis and according to para. 12 (2) Examination Regulations extended to a maximum of 6 months.
Literature (Required reading/supplementary recommended reading)	<p>Appropriate use of the literature given in prior modules</p> <p>Recommended Reading:</p> <p>Danowski, W.A. (2004). In the Field: A Guide for the Social Work Practicum. 2nd ed., Upper Saddle River: Prentice Hall</p>

Research Colloquium
(RECO, MAST 4)

Status: September 2021

Module-Nr./ Code	RECO
Module title	Research Colloquium
Semester or trimester	4th semester
Duration of module	One Semester
Course type (Mandatory, elective, etc.)	Mandatory
If relevant, course units within the module	–
Frequency of module	Once a year
Entry requirements	None
Applicability of the module to other programs	-
Person responsible for the module	Prof. Dr. Wendelin Küpers
Name(s) of the instructor(s)	Prof. Dr. Wendelin Küpers
Teaching language	English
Number of ECTS credits	2
Total workload and its breakdown (e.g. self-study and contact hours)	60 hours of which 35 are contact hours / 25 self-study hours
Hours per week	3
Assessment type / requirement for the award of credits	The Assessment type is a Seminar Paper according to § 10 (3) Course and Examination Regulations for the Master “Management” (CER); see appendix.
Weighting of the grade within the total grade	0 % (fail/pass)
Qualification objectives of the module	<p>Students who have successfully participated in this module will have acquired and trained a firm grounding in the process and theory of identifying, discussing and solving academic research issues. They will be able to</p> <ul style="list-style-type: none"> - Structure and pursue a research process with defined milestones - Construct, revise, and research an issue - Give presentations on the issue meeting both academic and professional standards - Guide a thoughtful, and constructive discussion and participate in a rigorous, thoughtful, and constructive peer review - Defend their own work in a thoughtful and constructive manner, applying professional and academic rituals

Content of the module	<ul style="list-style-type: none"> - Contribute topics and issues for further discussion and research - Discuss research approached - Creation of an extended abstract - Draft of a Working Paper - Preparation of a Conference Presentation
Teaching and learning methods of the module	Academic colloquium, issues to prepared by the students
Special features (e.g. online activities, event/company visits, guest speakers, etc.)	Professionals and scholars (adjunct professors) will be invited to participate on a regular basis and introduce issues to be discussed in class
Literature (Required reading/supplementary recommended reading)	<p><u>Required reading:</u></p> <p>No specific literature requirements. Professor and students will individually agree on the required readings for the sessions</p> <p><u>Recommended reading:</u></p> <p><i>Bryman, A. (2016). Social Research Methods (5th ed.). London: Oxford University Press.</i></p> <p>Flick, U (2009). An Introduction to Qualitative Research. 4th ed. London: Sage.</p> <p>Flick, U., Kvale, S. and Angrosino, M. (2007). The Sage Qualitative Research Kit. Los Angeles: Sage.</p> <p>Fisher, D. and Harrison, T. (1999). Citing References. London: Blackwell.</p> <p>Saunders, M.N.K., Lewis, P. and Thornhill, A. (2012). Research Methods for Business Students. 6th ed. Harlow: Pearson.</p> <p>Silverman, D. (2011). Interpreting Qualitative Data. 4th ed. London: Sage.</p>

Master Thesis
(MAST, MAST 4)

Status: September 2021

Module-Nr./ Code	MAST
Module title	Master Thesis
Semester or trimester	4th semester
Duration of module	One semester
Course type (Mandatory, elective, etc.)	Mandatory
If relevant, course units within the module	–
Frequency of module	Once a year
Entry requirements	Completion of 90 ECTS in this program
Applicability of the module to other programs	No
Person responsible for the module	Prof. Dr. Wendelin Küpers
Name(s) of the instructor(s)	Supervisor in accordance with the study and examination regulations
Teaching language	English
Number of ECTS credits	20
Total workload and its breakdown (e.g. self-study and contact hours)	16 weeks (19 ECTS) plus 30 hours preparation for the defense (1 ECTS)
Hours per week	
Assessment type / requirement for the award of credits	Master thesis and its defense (grades weighted 4:1)
Weighting of the grade within the total grade	20 %
Qualification objectives of the module	In accordance with the study and examination regulations students who have successfully participated in this module will be able to: <ul style="list-style-type: none"> - Investigate and answer an academic question independently using academic methods within a given time period - Give a presentation summarizing the results of their work and defend it with informed academic arguments in a discussion (max. 30 min)
Content of the module	- Master thesis and defense of the master thesis in accordance with the study and examination regulations

Teaching and learning methods of the module	Bibliographical research and empiric research if indicated, self-directed scientific analysis, compilation and presentation Support and feedback by the instructor in charge or other instructors maybe solicited
Special features (e.g. online activities, event/company visits, guest speakers, etc.)	None
Literature (Required reading/supplementary recommended reading)	<p><u>Required reading:</u></p> <p>The literature requirements depend on the subject of the thesis and will be result of self-directed bibliographical research</p> <p><u>Recommended reading:</u></p> <p>Silverman, D. (2011). Interpreting Qualitative Data. 4th ed. London: Sage.</p> <p>Flick, U (2009). An Introduction to Qualitative Research. 4th ed. London: Sage.</p> <p>Flick, U., Kvale, S. and Angrosino, M. (2007). The Sage Qualitative Research Kit. Los Angeles: Sage.</p>

Appendix

Excerpt from the Study and Examination Regulations

§ 10 Forms of examinations

- (1) Possible forms of examinations during the course of study are Written Assignment, Seminar Paper, Essay, Learner's Portfolio, Simulation, Presentation, Project Work, Written Examination, Oral examination, Case Study, and Field Study.
- (2) A written assignment is an independent written elaboration in which a scientific question is dealt with. The length of the student research project should be between 30,000 and 40,000 characters including spaces (+/- 15%). In seminar papers, students should prove that they can scientifically work on a problem corresponding to the qualification goals of the respective module.
- (3) A seminar paper consists of an independent, in-depth written examination of a topic from the work context of the module, taking into account the relevant scientific literature, as well as a presentation and a discussion of the paper and its results. The written paper should comprise between 16,000 and 24,000 characters including spaces (+/- 15%); the oral presentation and the discussion together should not exceed 20 minutes. In the presentation, the students prove that they are able to deal with a specific subfield in depth, to structure the chosen topic, to process the state of the literature and to present the findings and results in an oral presentation.
- (4) An essay is a critical examination of a scientific position. The essay should contain between 10,000 and 20,000 characters including spaces (+/- 15%). With essays, students show that they are able to present scientific positions, weigh them up against each other argumentatively, question them critically, take a stand independently and make connections.
- (5) A learner's portfolio is a written presentation of the student's own work, selected by the student according to previously defined criteria, with which he or she demonstrates his or her learning progress and level of achievement at a certain point in time and in relation to a defined content. The selection of the work, its relation to the student's own learning progress and its significance for the

achievement of the qualification objectives must be justified. In the learning portfolio, students should prove that they have taken responsibility for their learning process and have achieved the qualification objectives documented in the module description. Depending on the module description, the components of successful self-learning checks of the learning portfolio can be, in particular, works with application relevance, websites, weblogs, bibliographies, analyses, thesis papers as well as graphical preparations of an issue or a question. The learning portfolio usually comprises 40,000 to 60,000 characters including spaces (+/- 15%).

- (6) A simulation is an associative and reflected game situation for testing personality, leadership, and action competencies. In a simulation, students demonstrate that they are able to systematically present simulated competence experiences using suitable media.
- (7) A presentation is a systematic, structured oral presentation visually supported by suitable media (such as beamers, slides, posters, videos), in which specific topics or results are illustrated and summarized and complex issues are reduced to their essential core.
- (8) The course-related project work is a group work with which a defined goal is to be achieved in an interdisciplinary manner in several phases (initiation, problem definition, role allocation, idea generation, criteria development, decision, implementation, presentation, written evaluation) in a defined time. In the project work, the students should prove that they are able to solve complex tasks from their professional field in a team. The contribution to be assessed as examination performance in each case must be clearly individually recognizable and assessable. This also applies to the individual contribution to the group result. Project work includes a presentation of the results. The essential objects and results of the project work as well as the reasons for the assessment shall be recorded in a protocol. The result shall be communicated immediately.
- (9) A written examination is a supervised written work. The duration of the examinations shall be at least 60 and at most 240 minutes in accordance with the respective module description. In written examinations, students shall

demonstrate in a limited time and with limited aids that they have achieved the qualification objectives documented in the module descriptions.

- (10) An oral examination is a time-limited examination discussion on specific topics and concrete questions to be answered. In oral examinations, students should prove that they have achieved the qualification objectives documented in the module descriptions, recognise the interrelationships of the examination area and are able to classify specific questions in these interrelationships. The duration of the examination shall be at least 10 and at most 20 minutes. The essential subjects and the result of the examination shall be recorded in a protocol. The result shall be communicated immediately.
- (11) A case study is a written treatment of a case study. The duration of the processing shall be at least 36 and at most 60 hours in accordance with the respective module description. In case studies, students shall prove that they are able to master an entrepreneurial design task in a limited period of time with the help of their analytical knowledge and methodological competences corresponding to the qualification objectives.
- (12) A field study is a systematic scientific observation under natural conditions in a real life context. With the field study, students demonstrate that they are able to systematically present results from observations in writing and orally using appropriate media.
- (13) Other forms of course-related examinations are permissible with the consent of the examination board. They must be announced to the university public before the beginning of the semester, stating the assessment criteria and processing time.
- (14) The assessment procedure for written examinations shall not exceed four weeks.