

<b>Academic Skills and Transcultural Competences</b>						
<b>Module Code</b>	<b>Workload</b>	<b>Credits</b>	<b>Semester</b>	<b>Frequency of Module</b>		<b>Duration</b>
HFU - 01	150 h	6	1 <sup>st</sup> semester	Each semester		1 Semester
<b>1</b>	<b>Module Components</b>		<b>Teaching Language</b>	<b>Contact Hours</b>	<b>Self Study</b>	<b>Class Size</b>
	a) Academic Skills & Onboarding b) Transcultural Competences		English	a) 3 SWS / 30 h b) 3 SWS / 30 h	a) 45 h b) 45 h	a) 25 b) 25
<b>2</b>	<p><b>Learning Outcomes</b></p> <p><b>a) Academic Skills &amp; Onboarding</b></p> <p>Upon completion of this course, the students will have achieved the following learning targets:</p> <p>Knowledge:</p> <ul style="list-style-type: none"> <li>• Access the details of the study program as well as the information on the structures, policies and services available at the university.</li> <li>• Recall fundamental academic principles such as academic integrity, critical thinking, lifelong learning and respect for diversity.</li> </ul> <p>Comprehension:</p> <ul style="list-style-type: none"> <li>• Understand the requirements and expectations of the study program.</li> <li>• Reflect on the features of academic culture, including effective time management, effective communication, adapting to diverse classroom dynamics, engaging in collaborative learning practices and utilizing feedback to support the personal learning processes.</li> </ul> <p>Application:</p> <ul style="list-style-type: none"> <li>• Demonstrate the ability to use the university's online learning platform and tools.</li> <li>• Practice basic research, citation and referencing techniques.</li> <li>• Apply effective learning techniques and self-management strategies to enhance the learning process and balance workload.</li> <li>• Participate in activities that promote interpersonal connections and teamwork within the group.</li> </ul> <p>Analysis:</p> <ul style="list-style-type: none"> <li>• Compare different writing formats (e.g., academic papers, essays, reports, and reflections) to understand their specific features.</li> <li>• Learn to work with feedback on academic work to identify areas for improvement.</li> <li>• Reflect on individual roles within a team to understand team dynamics and contributions.</li> </ul> <p>Synthesis:</p> <ul style="list-style-type: none"> <li>• Develop a personal study plan and time management strategies.</li> <li>• Collaborate and connect with each other's' diverse skills and perspectives</li> </ul> <p>Evaluation:</p> <ul style="list-style-type: none"> <li>• Critically reflect on personal study habits and adjust for individual goals, well-being and efficiency.</li> <li>• Evaluate the credibility and relevance of sources for an academic assignment.</li> <li>• Reflect on group work experiences to identify strengths and areas for development in teamwork.</li> </ul> <p><b>b) Transcultural Competences</b></p> <p>Upon completion of this course, the students will have achieved the following learning targets:</p> <p>Knowledge:</p> <ul style="list-style-type: none"> <li>• Access current debates on inter- and transcultural communication and cooperation, particularly on their practical relevance.</li> <li>• Describe cultural models and frameworks, their merits and pitfalls.</li> </ul>					

	<p>Comprehension:</p> <ul style="list-style-type: none"> <li>• Understand the role of culture with regard to their own and other people's behaviors, attitudes and values.</li> <li>• Relate to models of competence development in dealing with cultural complexity.</li> <li>• Debate the dynamics of living and working internationally.</li> </ul> <p>Application:</p> <ul style="list-style-type: none"> <li>• Use cultural models to interpret international professional situations.</li> <li>• Practice competent communication in cross-cultural contexts, including non-violent communication and conflict mediation.</li> </ul> <p>Analysis:</p> <ul style="list-style-type: none"> <li>• Analyze intercultural encounters and assess the relevance of culture.</li> <li>• Transfer the learnings to their own current and future experiences at university and in work environments.</li> </ul> <p>Synthesis:</p> <ul style="list-style-type: none"> <li>• Demonstrate their progress in interacting and communicating in culturally complex situations, including their development of dialogue and mediation skills.</li> <li>• Develop ideas on how they can initiate and help shape transcultural learning processes themselves.</li> </ul> <p>Evaluation:</p> <ul style="list-style-type: none"> <li>• Critically reflect on the complexity of culture and its impacts on international relations, business and society, as well as on their personal and professional life.</li> <li>• Evaluate practical tools to implement transcultural communication and cooperation processes.</li> </ul>
3	<p><b>Individual Component Content</b></p> <p><b>a) Academic Skills &amp; Onboarding</b> This course is designed to accompany students as they start their studies by introducing them to fundamental academic skills and supporting their onboarding and teambuilding. This is based on the following content:</p> <ul style="list-style-type: none"> <li>• Introduction to study program, university life, university tools and platforms</li> <li>• Academic culture and time management</li> <li>• Citation, referencing techniques and academic writing skills</li> <li>• Effective learning techniques and self-management, including project planning and goal setting</li> <li>• Teamwork and personal reflection</li> <li>• Feedback analysis and collaborative learning</li> </ul> <p><b>b) Transcultural Competences</b> This course focuses on exploring, experiencing and reflecting on the relevance and potential of cultural factors for successful cooperation in contexts of cultural complexity, including the development and strengthening of respective practical skills and competences. The course content is structured in three interrelated parts:</p> <ul style="list-style-type: none"> <li>• Culture and "I": concepts of culture   prevalent cultural theories and metaphors   cultural self-awareness and self-reflection   stereotyping and unconscious biases</li> <li>• Culture and "the Other": cultural diversity and the perception of cultural differences   comparative approaches, including their critical reflection   acculturative stress</li> <li>• Culture and "We": commonalities and strategies of cooperation   perspective taking, cross-cultural communication and dialogue tools   conflict resolution and mediation   transcultural learning and transcultural management</li> </ul>
4	<p><b>Teaching Methods</b></p> <p>a) The course combines input by the professor, self-study, group work and individual coaching sessions. It can apply a blended learning approach.</p> <p>b) The course combines lectures, reading, self-study, group work and practical experiences. It includes interactive sessions, exercises, experience-based learning, and case studies. It can apply a blended learning approach.</p>
5	<p><b>Prerequisites</b> none</p>
6	<p><b>Methods of Assessment</b></p>

	<p>a) <b>Academic Skills &amp; Onboarding:</b> Written assignment (1 A)  b) <b>Transcultural Competences:</b> Written exam (1 K, 90 Min.)</p>
7	<p><b>Applicability of Module</b>  Obligatory module in the study programs International Economics, Business and Cultural Diplomacy (EBCD) and International Relations and Cultural Diplomacy (IRCD)</p>
8	<p><b>Person Responsible for Module</b>  Prof. Dr. Julika Baumann Montecinos  <b>Lecturers</b>  a) <b>Academic Skills &amp; Onboarding:</b> Prof. Dr. Julika Baumann Montecinos &amp; Prof. Dr. Katrin Sontag  b) <b>Transcultural Competences:</b> Prof. Dr. Julika Baumann Montecinos</p>
9	<p><b>Reading List (Core Texts and Recommended Texts)</b></p> <p>a) <b>Academic Skills &amp; Onboarding</b></p> <ul style="list-style-type: none"> <li>• Bailey, S. (2022). Academic Writing for University Students. Routledge.</li> <li>• Booth, W. C., Colomb, G. G., &amp; Williams, J. M. (2008). The Craft of Research, Third Edition. University of Chicago Press.</li> <li>• Hopkins, D., &amp; Reid, T. (2024). The Academic Skills Handbook. Your Guide to Success in Writing, Thinking and Communicating at University. Second Edition. SAGE.</li> </ul> <p>b) <b>Transcultural Competences</b></p> <ul style="list-style-type: none"> <li>• Appiah, K. A. (2006). Cosmopolitanism: Ethics in a World of Strangers. W.W. Norton &amp; Co.</li> <li>• Baumann Montecinos, J., &amp; Grünfelder, T. (2022). What if we focus on developing commonalities? Results of an international and interdisciplinary Delphi study on transcultural competence. International Journal of Intercultural Relations 89, 42-55.</li> <li>• Bennett, M. J. (2017). Developmental Model of Intercultural Sensitivity. In: Y. Kim (Ed.). International encyclopedia of intercultural communication. Wiley.</li> <li>• Demes, K. A., &amp; Geeraert, N. (2015). The Highs and Lows of a Cultural Transition: A Longitudinal Analysis of Sojourner Stress and Adaptation Across 50 Countries. Journal of Personality and Social Psychology, 109(2), 316- 337.</li> <li>• Fang, T. (2006). From “Onion” to “Ocean”. Paradox and Change in National Cultures. International Studies of Management &amp; Organizations, 35(4), 71-90.</li> <li>• Hale, N. (2023). The Essence of Multilogue, Nudges, and Queries: Enabling Un-Alienated Collaboration Spaces. In: J. Baumann Montecinos, T. Grünfelder &amp; J. Wieland (Eds.). A Relational View on Cultural Complexity (pp. 193-213). Springer.</li> <li>• Meares, M. M., &amp; Bennett, J. M. (2020). Cross-Cultural Management and Intercultural Communication. In: B. Szkudlarek, L. Romani, D. V. Caprar &amp; J. S. Osland (Eds.). The SAGE Handbook of Contemporary Cross-Cultural Management (pp. 313-325). SAGE.</li> <li>• Steenkamp, Y. &amp; Fourie, W. (2023). In search of commonalities: Ubuntu and the Transcultural Approach. In: J. Baumann Montecinos, T. Grünfelder &amp; J. Wieland (Eds.). A Relational View on Cultural Complexity (pp. 49-65). Springer.</li> <li>• Steers, R., Osland, J. S., &amp; Szkudlarek, B. (2024). Management Across Cultures. Challenges, Strategies, and Skills, 5th Edition, Cambridge University Press.</li> </ul>

<b>Business Strategy and Sustainability</b>						
<b>Module Code</b>	<b>Workload</b>	<b>Credits</b>	<b>Semester</b>	<b>Frequency of Module</b>	<b>Duration</b>	
HFU_02	150 h	6	1 <sup>st</sup> semester	Each semester	1 semester	
<b>1</b>	<b>Module Components</b>		<b>Teaching Language</b>	<b>Contact Hours</b>	<b>Self Study</b>	<b>Contact Hours</b>
	a) International Business Strategy b) Sustainable Development and Management		English	a) 3 SWS / 30 h b) 3 SWS / 30 h	a) 45 h b) 45 h	a) 25 b) 25
<b>2</b>	<b>Learning Outcomes</b>					
	<p><b>a) International Business Strategy</b></p> <p>Upon completion of the course, students are able to ...</p> <ul style="list-style-type: none"> <li>• know and apply the fundamental theory and principles of strategic management</li> <li>• be familiar with the process of how strategy for an industry, an enterprise, and in competition is formulated, and implemented.</li> <li>• comprehend various dimensions and schools of thought of strategic management.</li> <li>• sort out (from the available - generally a comprehensive, complex case situation) the important from the not-so-important, being articulate and being explicit about strategic alternatives.</li> <li>• perform strategic assessments on different levels - for an institution, or a division, or a unit within an institution, and across various contexts and industries.</li> <li>• put it all together in a strategic course of action which describes not only what to do, but also how to do it and when.</li> <li>• interpret and learn to cope with complex decision-making in uncertain environments and appreciate the power of organizations when linking implementation to strategy formulation.</li> </ul> <p><b>b) Sustainable Development and Management</b></p> <p>Upon completion of the course, students are able to ...</p> <ul style="list-style-type: none"> <li>• understand the international trends regarding sustainable development and their meaning for business organizations.</li> <li>• apply selected tools of financial and management accounting in order to support sustainable business decisions (e.g., Carbon footprint)</li> <li>• analyze and assess the changes in the business environment regarding sustainable development and the role and changing attitudes of various stakeholder groups.</li> <li>• evaluate business organizations throughout their entire supply and value chain with regard to the requirements of sustainable management.</li> <li>• assess the consequences of external effects of business activities</li> </ul>					
<b>3</b>	<b>Individual Component Content</b>					
	<p><b>a) International Business Strategy</b></p> <ul style="list-style-type: none"> <li>• Introduction to Strategy: The historical and the contemporary context</li> <li>• The Personal Aspect of Strategy: Madonna (and more on the personal career strategy assignment)</li> <li>• Understanding competitive Advantage: Value Creation and the Resource-Based View of the Firm</li> <li>• Value Creation in Retail: Aldi and McDonald's</li> <li>• Industry economics and the Five Forces Framework</li> </ul>					

	<ul style="list-style-type: none"> <li>• Understanding Industry Change: the drivers and PESTEL</li> <li>• Outside the Industry: Government and Chance</li> <li>• Beyond Industry Analysis: National/Regional Competitive Advantage</li> <li>• The Balanced Scorecard: Principles and use</li> <li>• OGSAM – a useful framework for the practice</li> <li>• Innovation and competition: Blue Ocean and the concept of total value strategy</li> </ul> <p><b>b) Sustainable Development and Management</b></p> <ul style="list-style-type: none"> <li>• Sustainable development: history and meaning</li> <li>• How to measure sustainable development?</li> <li>• Sustainable development and business organizations: business environment, stakeholders and their objectives</li> <li>• Sustainable management throughout the supply and value chain: concepts and tools</li> <li>• Sustainability Accounting and Reporting</li> <li>• Externalities and how to internalize them</li> </ul>
<b>4</b>	<p><b>Teaching Methods</b></p> <p><b>a) International Business Strategy</b> Lectures on Strategic Management theory as well as preparation, analysis, and discussion of cases, and solving of problems, will expose students to the major issues, problems, challenges, and realities analyzing, developing, and changing the organization's structures and processes to make (or keep) it effective and efficient under constantly changing circumstances. We will also study the decisions and leadership required of general managers when formulating corporate (and marketing) strategy and organizing the firm's resources to accomplish its goals and objectives.</p> <p><b>b) Sustainable Development and Management</b> Lecture, group work, classroom experiments</p>
<b>5</b>	<p><b>Prerequisites</b> None</p>
<b>6</b>	<p><b>Methods of Assessment</b></p> <p>a) <b>International Business Strategy:</b> Written examination (1 K, 90 Min.) b) <b>Sustainable Development and Management:</b> Written examination (1 K, 90 Min.)</p>
<b>7</b>	<p><b>Applicability of Module</b> Obligatory module in the study program International Economics, Business and Cultural Diplomacy (EBCD)</p>
<b>8</b>	<p><b>Person Responsible for Module</b> Prof. Dr. Frank Kramer</p> <p><b>Lecturers</b></p> <p>a) <b>International Business Strategy:</b> Prof. Dr. Niels Behrmann b) <b>Sustainable Development and Management:</b> Prof. Dr. Frank Kramer</p>

<b>9</b>	<p><b>Reading List (Core Texts and Recommended Texts)</b></p> <p><b>a) International Business Strategy</b>  This course is designed around cases and original journal articles, without a classic theory text. Those students, however, who feel more at ease with the backup of a summary text may wish to look at</p> <ul style="list-style-type: none"> <li>• Grant, R. M. (2024). Contemporary Strategy Analysis. 11<sup>th</sup> or 12<sup>th</sup> edition.</li> <li>• Cases: Madonna, Aldi (2024); McDonald's (2024); Apple</li> </ul> <p>Additional/recommended readings:</p> <ul style="list-style-type: none"> <li>• Mauborgne, R., &amp; Chan, K. W. (2022). Blue Ocean Shift: Beyond Competing.</li> <li>• Rumelt, R. (2023). The Crux: How Leaders Become Strategists.</li> <li>• Final Reading (required): Drucker (1999). Managing Oneself (HBR, Mar - Apr 1999, p. 65)</li> </ul> <p>Additional readings and materials will be handed out in the introductory session and in class, as listed in our detailed course syllabus</p> <p><b>b) Sustainable Development and Management:</b>  Kramer, F. (2024). Textbook "Sustainable Management".</p>
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<b>International Cultural Diplomacy</b>						
<b>Module Code</b>	<b>Workload</b>	<b>Credits</b>	<b>Semester</b>	<b>Frequency of Module</b>	<b>Duration</b>	
ICD_01	300 h	12	1. Sem.	Each semester	1 semester	
<b>1</b>	<b>Module Components</b>		<b>Teaching Language</b>	<b>Contact Hours</b>	<b>Self Study</b>	<b>Class Size</b>
	a) The History and Evolution of Cultural Diplomacy b) International Case Studies in applied Cultural Diplomacy		English	a) 4 SWS / 40 h b) 4 SWS / 40 h	a) 110 h b) 110 h	a) 25 b) 25
<b>2</b>	<b>Intended Learning Outcomes</b>					
	<b>a) The History and Evolution of Cultural Diplomacy</b>  After successful completion of this course, the students... <ul style="list-style-type: none"> <li>• have a comprehensive overview of the history and evolution of Cultural Diplomacy;</li> <li>• know the basis for an understanding of how cultural diplomacy works;</li> <li>• understand how agents and the different media played a role in Cultural Diplomacy;</li> <li>• know certain countries, which have played a leading role in several aspects of cultural diplomacy in some detail;</li> <li>• are able to identify cultural diplomacy patterns.</li> <li>• develop a broad approach for understanding the main evolutions, tendencies, and concepts relevant for the development of cultural diplomacy.</li> <li>• develop the capacity of analyzing the work, performances and inevitable drawbacks and failures in cultural diplomacy endeavors.</li> <li>• demonstrate a critical understanding of a range of the specialized theories, principles and concepts as they relate to the areas of the programs (International Relations/International Economics and Business) and the role in which in cultural diplomacy can play in cases within the areas of interest (International Relations/International Economics and Business).</li> </ul>					
	<b>b) International Case Studies in applied Cultural Diplomacy</b>  After successful completion of this course, the students... <ul style="list-style-type: none"> <li>• understand how contemporary approaches to cultural diplomacy, and the application of cultural diplomacy, differ across the world.</li> <li>• know selected examples of the practice of cultural diplomacy in the public sector, private sector, and civil society around the world.</li> <li>• are able to analyze case studies with a particular focus on funding and control, target audience, methods, timescale, actors and organizations, and aims.</li> <li>• are able to analyze the context within which cultural diplomacy case studies takes place across the world,</li> <li>• can use empirical techniques to consider the external factors that contribute towards a country's approach to cultural diplomacy.</li> <li>• know a diverse array of possible cultural diplomacy strategies that can be applied in different settings and contexts around the world.</li> <li>• are able to identify the differences between public diplomacy, soft power and digital diplomacy.</li> <li>• gain knowledge of the communication process with traditional media and social media for a Public diplomacy policy.</li> <li>• are able to elaborate on the narrative and strategy proposed by countries through case studies.</li> </ul>					

	<ul style="list-style-type: none"> <li>develop a critical point of view on tools used in the field and are able to apply a range of standard and specialized research or equivalent instruments and techniques to the study of the areas of interest (International Relations/International Economics and Business).</li> </ul>
<b>3</b>	<p><b>Individual Component Content</b></p> <p><b>a) The History and Evolution of Cultural Diplomacy</b> This course offers an overview of the history and evolution of Cultural Diplomacy, focusing on cultural exchanges between nations from early attempts to the present. It analyzes 20th-century efforts during the Cold War and beyond, providing insights into how cultural diplomacy functions. The course examines various successful and unsuccessful initiatives, considering socio-economic and political contexts, and highlights the roles of nations like the former Soviet Union, USA, UK, Germany, France, China, and Japan. Additionally, it explores how smaller countries also engage in cultural diplomacy.</p> <p><b>b) International Case Studies in applied Cultural Diplomacy</b> The course provides students with an understanding of how contemporary approaches to cultural diplomacy, and the application of cultural diplomacy, differ across the world. The course will explore cultural diplomacy through case studies in the public sector, private sector, and civil society globally. Students will analyze these cases, focusing on funding, target audience, methods, actors, and objectives. We will examine the context of cultural diplomacy, using empirical techniques to assess external factors like political culture, geo-strategic location, economic structures, and historical influences. The course will also highlight various cultural diplomacy strategies in both bilateral and multilateral contexts. A section will discuss recent changes in Public Diplomacy, including the rise of concepts like “new public diplomacy” and “networked public diplomacy.” Additionally, we will analyze the impact of changing media landscapes and the integration of digital diplomacy, soft power, and multiple communication channels in coherent diplomatic practices. We will review different countries’ approaches, noting successes and shortcomings in narrative coherence and asset utilization.</p>
<b>4</b>	<p><b>Teaching Methods</b></p> <p>Lecture, discussions, case studies, embassies/ states social media accounts monitoring and analysis</p>
<b>5</b>	<p><b>Prerequisites</b></p> <p>none</p>
<b>6</b>	<p><b>Methods of Assessment</b></p> <p><b>a) The History and Evolution of Cultural Diplomacy:</b> Mid-term exam (1 K, 50%); Final Exam: (1 K, 50%)</p> <p><b>b) International Case Studies in applied Cultural Diplomacy:</b> Written assignment, combining social media account monitoring and analysis (1 H, 40%); Final written assignment (1 H, 60%)</p>
<b>7</b>	<p><b>Applicable Course of Study</b></p> <p>Obligatory module in the study programs International Economics, Business and Cultural Diplomacy (EBCD) and International Relations and Cultural Diplomacy (IRCD)</p>

8	<b>Person Responsible for Module</b> Rosie Vilnius, ICD (organizer) <b>Lecturers (a + b):</b> Dr. Kishore CHAKRABORTY, Ed.D Mark C. Donfried Dr. Olivier Arifon
9	<b>Reading List (Core Texts) (a + b):</b> Textbooks, online resources, presentations, mandatory readings assigned to each topic and further general and recommended reading are provided. Core Texts: Arifon, O., Zhao, A. H., Zheng, Y., & Zyw Melo, A. (2019). Comparing Chinese and European discourses regarding the “Belt and Road Initiative.” <i>Revue Française des Sciences de l’Information et de la Communication</i> , (17). Arndt, R. T. (2005). <i>The first resort of kings: American cultural diplomacy in the twentieth century</i> . Potomac Books. Bound, K., Briggs, R., Holden, J., & Jones, S. (2007). <i>Cultural diplomacy</i> . Demos. Bourdieu, P. (1983). The forms of capital. In J. G. Richardson (Ed.), <i>Handbook of theory and research for the sociology of education</i> (pp. 241–258). Greenwood Press. Clarke, D. (2020). <i>Cultural diplomacy</i> . Oxford Research Encyclopedias: International Studies. Oxford University Press. Feigenbaum, H. B. (2001). <i>Globalization and cultural diplomacy</i> . Center for Arts and Culture. Gienow-Hecht, J. C. E., & Donfried, M. C. (2010). <i>Searching for a cultural diplomacy</i> . Berghahn Books. Grincheva, N. (2023). The past and future of cultural diplomacy. <i>International Journal of Cultural Policy</i> , 30(2), 172–191. Huntington, S. P. (1997). <i>The clash of civilizations and the remaking of world order</i> . Touchstone. Pamment, J. (2018). Diplomacy and digitization: A profession adapting to new networks of power. <i>Revista Mexicana de Política Exterior</i> , (113). Said, E. W. (2003). <i>Orientalism</i> (Ch. 1). Penguin Classics.

<b>Electives Cultural Diplomacy</b>						
<b>Module Code</b>	<b>Workload</b>	<b>Credits</b>	<b>Semester</b>	<b>Frequency of Module</b>	<b>Duration</b>	
ICD_02	Normal track: 450 h Short track: 150 h	Normal track: 18 Short track: 6	Normal track: 1 <sup>st</sup> + 2 <sup>nd</sup> semester Short track: 1 <sup>st</sup> semester	Each semester	1 semester	
<b>1</b>	<b>Module Components</b> a) Nation Branding & unilateral Cultural Diplomacy b) Soft Power, Hard Power and Smart Power c) International Governance: Trade, Finance and Common Pool Resources d) European Studies and Politics e) International Organizations f) Cultural Diplomacy in Conflict Zones		<b>Teaching Language</b>  English	<b>Contact Hours</b>  Each elective: 4 SWS/40 h	<b>Self Study</b>  Each elective: 110 h	<b>Planned Group Size</b>  10 - 25
<b>2</b>	<p><b>Learning Outcomes</b></p> <p>After successful completion of the module the students are able to:</p> <p><b>a) Nation Branding &amp; unilateral Cultural Diplomacy</b></p> <ul style="list-style-type: none"> <li>understand the theoretical and practical insight into the concept of Nation Branding</li> <li>understand of how nations are perceived abroad, how they are presented abroad and how nation branding can influence both of these</li> <li>know the methods and factors for critical analysis</li> <li>evaluate, analyze and asses country performance, using e.g. the Anholt Hexagon or a SWOT (Strengths-Weaknesses- Opportunities-Threats) analysis and other country Indexes criteria</li> <li>asses the future potential of Nation Branding for cities, countries &amp; regions</li> <li>apply the methods and strategies learned in the course to the private sector, public sector, or civil society to the study of the areas of interest (International Relations/International Economics and Business)</li> </ul> <p><b>b) Soft Power, Hard Power and Smart Power</b></p> <ul style="list-style-type: none"> <li>understand the theoretical and practical insight into the concepts of Hard Power, Soft Powers, Smart Power</li> <li>understand and know the sources and uses of hard power, soft power and their combination, smart power.</li> <li>assess how hard, soft and smart power are operationalized by different power blocs and individual countries</li> <li>analyze Successes and failures in the use of these various powers by nations</li> <li>provide independent analyses of various uses of power and suggest recommendations based on context</li> <li>apply the methods and strategies learned in the course to the private sector, public sector, or civil society to the study of the areas of interest (International Relations/International Economics and Business)</li> </ul> <p><b>c) International Governance: Trade, Finance and Common Pool Resources</b></p> <ul style="list-style-type: none"> <li>understand the theoretical and practical insight into the concept of International Governance, Global Trade, Finance and Common Pool Resources (CPRs) and understand the correlation between them</li> <li>understand the meaning and definitions of comparative advantage, the Global Value Chain (GVC) and the role of the WTO and trade blocs/agreements in world trade</li> <li>construct and analyze GVCs and be able to point out local labor issues with globalization</li> <li>understand the basics of macroprudential finance and what central banks do</li> </ul>					

	<ul style="list-style-type: none"> <li>• know how international finance works and is coordinated</li> <li>• suggest appropriate central bank and government actions as a nation goes through business cycles</li> <li>• understand of the various ways of cooperating over CPRs</li> <li>• operationalize CPR concepts from transaction costs economics and Ostrom's ideas on managing CPRs.</li> </ul> <p><b>d) European Studies and Politics</b></p> <ul style="list-style-type: none"> <li>• have a clear overview of European Studies and Politics</li> <li>• know the basics of European history, the continent's development in economic and political term, as well as European institutional structure up to today</li> <li>• know the basics of European integration and co-operation, as materialized in the European Union, the Council of Europe and the Organization for Security and Co-operation in Europe (OSCE)</li> <li>• develop a broad approach for understanding the main currents in Europe in the context of future development</li> <li>• develop capacity of analyzing the work, performances, and inevitable drawbacks of such an approach</li> <li>• analyze internal and external relations of the EU, and identify today's main political, economic and social challenges</li> <li>• work with source material related to cases of individual states</li> <li>• relate the topics in the framework of international relations, international economics &amp; business.</li> </ul> <p><b>e) International Organizations</b></p> <ul style="list-style-type: none"> <li>• understand the definition and concept and types of International Organizations</li> <li>• understand how the various types of international organizations function</li> <li>• obtain tools to bear on problem identification and issues faced by such organizations</li> <li>• to provide strategic recommendations to an organization regarding its performance with respect to stakeholders</li> <li>• analyze and identify today's main political, economic and social challenges with regards to the scope of work of international organizations</li> <li>• work with source material related to cases of individual organizations</li> <li>• relate the topics in the framework of international relations &amp; international economics &amp; multinational business</li> </ul> <p><b>f) Cultural Diplomacy in Conflict Zones</b></p> <ul style="list-style-type: none"> <li>• have fundamental understanding the role Cultural Diplomacy can play in shaping the inter-state relations, in dealing with conflict zones</li> <li>• have fundamental thematically understanding and the ability to analyze the grassroot causes of different kind of conflicts, such as the long duration conflicts, the conflicts related to national minorities, and the conflicts that developed in the former third World</li> <li>• have a background knowledge essential to the requirements for activity in the international institutions/structures with regards to Conflict zones and the practical ability to work with texts and documents issued either by national actors in the field of foreign policy, or by international organizations</li> <li>• have fundamental understanding of negotiations dimensions, modules and principles</li> <li>• be familiar with the process of negotiations and mediations, the strategy, formulation, and implementation.</li> <li>• develop the communications and negotiation methods and skills,</li> <li>• implement modules, strategies and methods learned and participate in practical work of negotiations and mediation in the fields of international relations &amp; international economics &amp; multinational business, in the private sector, public sector, or civil society.</li> </ul>
<p><b>3</b></p>	<p><b>Individual Component Content</b></p> <p><b>a) Nation Branding &amp; unilateral Cultural Diplomacy</b></p> <p>The concept Nation Branding will be exhaustibly presented and analyzed by the lecturers and discussed with students, to provide the students with both theoretical and practical insight into the concept of Nation Branding. Concepts such as "Image Management" und "Trust" will be discussed as part of the definition discourse. The history of "Nation branding" will be presented and comparisons made to earlier concepts of cultural diplomacy such as "peaceful coexistence through cultural exchange" and various forms of political propaganda through culture and arts. The differences between</p>

“nation branding” and “national brands” will be discussed as well as the opportunities and limits differing “nation branding” from branding of a product or a service. The most common instruments for nation branding, including the work of embassies and cultural institutes, will be presented, and discussed, and some national organizational models examined.

Topics include:

- The History and Development of Nation Branding
- Concepts, Issues, Practice of Nation-Branding:
- Soft Power as nation branding and foreign relations tool
- Nation Branding case studies: UK, Sweden; African Nations; Branding new small Nations; Germany and European cooperation
- Nation Branding & National identity in times of war
- Critics against Nation branding, other Role Models as alternatives to Nation Branding

#### **b) Soft Power, Hard Power and Smart Power**

This course examines the emergence of soft power as a concept, further development and refinement since its formulation by Nye in 1990 and its juxtaposition and comparison with hard power in the combination of the two as smart power. Theory and practical examples with applications of these concepts will form part of the course.

The goal of this course is to examine the sources and uses of hard power, soft power and their combination, smart power. This includes examining how hard, soft and smart power are operationalized by different power blocs and individual countries. Successes and failures in the use of these various powers by nations will be examined.

Topics include:

- Introduction to Soft Power
- The elaboration of Soft Power
- Evaluation of Soft Power
- Introduction to Hard Power: Military and Economic Power
- Hard Power Elaborations
- Introduction to Smart Power
- Smart Power Elaborations
- Non-Western Approaches to Power
- Cases- Analysis

#### **c) International Governance: Trade, Finance and Common Pool Resources**

This course examines the practice of global governance in trade, finance and common pool resources (CPR) and the correlation between these. Theory and practical examples with applications of these theoretical concepts will form part of the course.

There are three parts to the course: Global Governance of Trade, Finance and Common Pool Resources (CPR).

The first part of Global Governance of Trade will explore the meaning of comparative advantage & the Global Value Chain (GVC). The role of the WTO and trade blocs/agreements in world trade will be presented and discussed, to provide students with the ability to construct and analyze GVCs and be able to point out local labor issues with globalization.

In the second part of the course, students will examine the basics of macroprudential finance and what central banks do, and will learn how international finance works and is coordinated. Students will be provided with skills and tools to be able to suggest appropriate central bank and government actions as a nation goes through business cycles.

In the third part of the course, students will be presented with various ways of cooperating over CPRs and provided with skills and tools to be able to operationalize CPR concepts from transaction costs economics and Ostrom's ideas on managing CPRs.

Topics include:

- International Governance: Introduction
- The elaboration of International Governance
- Global Trade: Introduction

- Global Trade: Problems
- Introduction to Global Finance
- Global Finance: Regulation for Crisis Prevention & Mitigation
- Global Financial Management: The Future
- Introduction to the management of Global Common Pool Resources
- International Common Pool Resource Management: Global Warming

#### **d) European Studies and Politics**

The course will provide an overview of modern European history, the continent's development in economic and political terms as well as European institutional structure up to today and will analyze trends in European politics. It will introduce the basics of European integration and co-operation, as materialized in the European Union, the Council of Europe and the Organization for Security and Co-operation in Europe (OSCE).

The course will look, in terms of internal EU relations, at European identity/identities and the different national interpretations of the meaning of a membership in the EU. Issues of European values and responsibilities will also be discussed in this framework.

In terms of external relations, it will discuss the role of Russia, Ukraine and other former Soviet republics and/or allies in a pan-European context. The complicated role of Turkey in relation to EU, NATO, the Middle East and Asia will also be discussed. The international role of the EU in general and its relations with the USA, Russia, China and Africa in particular will be presented and discussed.

Finally, the course will provide insights on the current serious challenges. The state of EU integration will be analyzed and today's main political, economic and social challenges for the Union will be discussed.

Topics include:

- A history of Europe's political integration
- European democratic tradition, European values, UN Human Rights Declaration
- The defenders of a stronger/deeper European integration, the most active member countries, and some less active
- EU's international relations with neighboring countries
- EU-relations with USA and China
- Russia, Turkey and Europe
- UK and Europe-The Brexit-Story
- Challenges for the Euro and European economic integration
- Nationalist and populist challenges for the EU

#### **e) International Organizations**

The International Organizations (IO) course is a course geared toward understanding how the various types of international organizations function. Tools are brought to bear on issues and problems faced by such organizations and issue and problem identification.

by an analysis of these problems and issues faced by organizations under review, providing the core areas of attention. Students will be provided with set of tools in order to be able to produce strategic recommendations to an organization regarding its performance with respect to stakeholders.

This course is organized around examining functioning international organizations of various types. In looking at how these different types of organizations are viable over time the course will follow the outline below:

- What is an organization? Why do organizations exist?
- How does an organization succeed? How is success defined? The role of Vision, Mission, Goals and Strategy in organizational success is examined.
- Sustainable Success: A Model of Stakeholder Satisfaction
- Examination of the performance of international organizations through this Model.

Through segments on inter-governmental, NGO, multinational and multi-domestic international organizations the students will explore how the analysis of organizational functioning for stakeholder satisfaction can help managers assess performance, making it sustainable over time through the proper formulation, implementation and evaluation of strategies.

Topics include:

- Introduction to Organizations: Inside the Organization, Organizations as Social Systems, Organizational Leadership
- Transaction Cost Economics (TCE)
- Institutions: Background for framework of analysis; The structure of Organizations; Environmental, Stakeholder and Scenario Analysis- International Organizations Theories
- Introduction to the UN & NGOs
- Effects of the UN, NGOs, IGOs, Multinationals and Multi-Domestic Corporations.
- The World Bank & International Monetary Fund
- The Multinational Firm: CSR; Intro to Diversification and Markets; Intro to Value Chain Analysis and the Impact of Globalization

#### **f) Cultural Diplomacy in Conflict Zones**

This first part of the course outlines the general framework for the CD functioning, and therefore pays attention both to its conceptual dimension, and to the institutional and practical instruments used in the operational aspects of different CD initiatives.

Then the focus of this course is laid down on case studies, that have a particular relevance for the post-Cold War security, with a careful balance between issues related to Europe and other relevant processes of global security agenda. The post-conflict rehabilitation efforts, based on contact between distinct cultures and peoples, will be thus also carefully discussed. For each and every case study there is an adequate examination of the historical context of the specific conflict situations where CD initiatives – both successful and unsuccessful – were considered, and this procedure is followed in relationship with the specific trends of the post-Cold War world, thus laying the grounds for a detailed analysis of the CD attempts

The second part of the course will introduce the students to negotiation fundamentals and will include thereafter Peace Negotiation Simulation, which will conclude with assignment of writing a peace agreement. Further to the fundamental understanding of conflict negotiations modules and principles, it equips students with communications and negotiation skills, and prepares students to practical work in the field of negotiations and mediation.

Topics include:

- Introduction to the various actors and systems involved in Conflict prevention and resolution
- The long duration conflicts. The Middle East case
- The long duration conflicts in Europe. The Cyprus issue
- The issue of national minorities. The Bosnian case
- The Post-Colonial Conflicts. The Post-Apartheid South Africa
- The Post-Colonial Conflicts. The Kashmir Issue
- Introduction to negotiation fundamentals
- Mediation stages, phases & techniques:
- Conflict Analysis (CA): Actors and interest mapping exercises
- Simulation: Peace agreement negotiations and agreement drafting, based on scenarios, play roles and mandates

#### **4 Teaching Methods**

- a) Lectures, case studies, interactive discussions, case studies through guests visits and lectures, study field trips and visits to embassies/cultural institutions, student presentations
- b) Lectures, interactive case studies analysis, interactive discussions, class exercises and assignments towards lectures
- c) Lectures, interactive case studies analysis, and interactive discussions, class exercises and reading assignments preparation towards lectures, Handouts throughout the lectures
- d) Lectures, case studies, interactive discussions, case studies through guests lectures, study field trips and visits to European institutions, student presentations and group discussions

	<p>e) Lectures, interactive case studies analysis, and interactive discussions, class exercises and reading assignments preparation towards lectures, Handouts throughout the lectures</p> <p>f) Lectures, teamwork and group discussions, simulation exercise, students results presentations and interactive discussions</p>
<b>5</b>	<p><b>Pre-requisites</b></p> <p>none</p>
<b>6</b>	<p><b>Methods of Assessment</b></p> <p>a) + d) Class participation and activities, Oral Presentation, Final paper</p> <p>b) + c) +e) Class Participation, Mid-term Exam, Final Exam</p> <p>f) Class and activities participation Assignment, combining participation in the simulation and formulating a peace agreement and Final paper</p>
<b>7</b>	<p><b>Applicability of Module</b></p> <p>This obligatory module consists of Electives, applicable in the study programs International Economics, Business and Cultural Diplomacy (EBCD) and International Relations and Cultural Diplomacy (IRCD).</p>
<b>8</b>	<p><b>Person Responsible for Module</b></p> <p>Rosie Vilnius, ICD (organizer)</p> <p><b>Lecturers</b></p> <p>a) Dr. Elke Ritt; Ambassador Dr. h.c Karl-Erik Norrman</p> <p>b) Dr. Kishore Chakraborty, Ed.D</p> <p>c) Dr. Kishore Chakraborty, Ed.D</p> <p>d) Prof. Dr. Ulrich Brückner; Ambassador Dr. h.c Karl-Erik Norrman</p> <p>e) Dr. Kishore Chakraborty, Ed.D</p> <p>f) Dr. Mihail Dobre; Frans Schram</p>
<b>9</b>	<p><b>Reading List (Core Texts and Recommended Texts)</b></p> <p><b>a) Nation Branding &amp; unilateral Cultural Diplomacy</b></p> <p>Textbooks, online resources, presentations, mandatory readings assigned to each topic and further general and recommended reading.</p> <p>Core Texts:</p> <p>Anholt, S. (2011). Beyond the nation brand: The role of image and identity in international relations. Exchange: The Journal of Public Diplomacy, 2(1), Article 1.</p> <p>Dinnie, K. (2008). Nation-Branding: Concepts, Issues, Practice. Routledge.</p> <p>Olins, W. (2002). Branding the nation – the historical context. Journal of Brand Management, 9(4/5).</p> <p>Szondi, G. (2008). Public Diplomacy and Nation Branding: Conceptual Similarities and Differences. Clingendael Institute.</p> <p>Tijani, A., Majeed, M., Ofori, K. S., &amp; Abubakari, A. (2024). Country branding research: a decade's systematic review. Cogent Business &amp; Management, 11(1).</p> <p>Winder, R. (2020). Soft Power: The New Great Game (Chapters 3-5). Little, Brown.</p> <p><b>b) Soft Power, Hard Power and Smart Power</b></p> <p>Textbooks, case studies, presentations, and handouts in class are provided.</p> <p>Core Texts:</p>

- Armitage, R. L., & Nye, J. S. (2007). CSIS Commission on Smart Power: A Smarter, More Secure America. CSIS.
- Chitty, N., Ji, L., & Rawnsley, G.D. (Eds.). (2023). *The Routledge Handbook of Soft Power* (2nd ed.). Routledge.
- McClory, J. (2019). *The Soft Power 30 Index: Global Ranking of Soft Power*. Portland.
- Nye, J. S. (1990). Soft power. *Foreign Policy*, 80, 153-171.
- Nye Jr, J. S. (2008). Public diplomacy and soft power. *The Annals of the American Academy of Political and Social Science*, 616(1).
- Nye, J. S. (2021). Soft power: The evolution of a concept. *Journal of Political Power*, 14(1), 196–208.
- Waltz, K. N. (1988). The origins of war in neorealist theory. *The Journal of Interdisciplinary History*, 18(4).
- Wilson, E. J. (2008). Hard power, soft power, smart power. *The Annals of the American Academy of Political and Social Science*, 616(1), 110-124.

### **c) International Governance: Trade, Finance and Common Pool Resources**

Textbooks, case studies, presentations, handouts in class are provided.

#### Core Texts:

- Afilalo, A., & Patterson, D. (2018). Global economic constitutionalism and the future of global trade. *University of Pennsylvania Journal of International Law*, 40, 323.
- Boonen, C., et al. (2019). Governing as commons or as global public goods: Two tales of power. *International Journal of the Commons*, 13(1), 553–577.
- Bughin, J., Manyika, J., & Woetzel, J. (2017). *The New Dynamics of Financial Globalization*. McKinsey Global Institute.
- Park, A., Nayyar, G., & Low, P. (2013). *Supply Chain Perspectives and Issues: A Literature Review*. WTO and Fung Global Institute.
- Rodrik D. (2024). Reimagining the Global Economic Order. *Review of Keynesian Economics*. 12 (3): 396-407.
- Saval, N. (2017). Globalisation: The rise and fall of an idea that swept the world. *The Guardian*, 14.
- Stiglitz, J. E., & Rodrik, D. (2024). Rethinking global governance: cooperation in a world of power. Research Paper. Cambridge, MA.
- Van Grastek, C. (2013). *The History and Future of the World Trade Organization*. WTO.
- Woods, N., Betts, A., Prantl, J., & Sridhar, D. (2013). Transforming global governance for the 21st century. UNDP-HDRO Occasional Papers, 2013/09.

### **d) European Studies and Politics**

Textbooks, online resources, presentations, mandatory readings assigned to each topic and further general and recommended reading are provided.

#### Core Texts:

- Becker, P. (2020). A European economic policy in the making: Success with modest means. SWP Research Papers, 13/2020. Stiftung Wissenschaft und Politik (SWP), German Institute for International and Security Affairs.
- Fine, S. (2019). All at sea: Europe's crisis of solidarity on migration. *European Council on Foreign Relations*
- Hix, S., & Hoyland, B. (2011). *The political system of the European Union*. Palgrave Macmillan.
- Paun, S. (2011). The democratic legitimacy of European governance. *Geopolitics, History, and International Relations*, 3(1), 34–52.
- Minzarari, D., & Pistrinciu, V. (2020). A problem shared: Russia and the transformation of Europe's eastern neighbourhood. *European Council on Foreign Relations*.
- Theuns T.J.H. (2024). *Protecting democracy in Europe: Pluralism, autocracy and the future of the EU*. London / New York: Hurst / Oxford University Press.
- Urwin, D. W. (2017). *The community of Europe: A history of European integration since 1945* (2nd ed.). Routledge.

### **e) International Organizations**

Textbooks, case studies, presentations, handouts in class are provided.

#### Core Texts:

- Cole, D. H. (2017). Laws, norms, and the institutional analysis and development framework. *Journal of Institutional Economics*, 13(4), 829–847.
- Gilligan, M. J. (2009). The transaction costs approach to international institutions. In *Power, interdependence, and nonstate actors in world politics* (pp. 50–65). Princeton University Press.
- Gutner, T., & Thompson, A. (2010). The politics of IO performance: A framework. *The Review of International Organizations*, 5(3), 227–248.
- Haas, P. M., & Haas, E. B. (2002). Pragmatic constructivism and the study of international institutions. *Millennium*, 31(3), 573–601.
- Hafner-Burton, E. M., von Stein, J., & Gartzke, E. (2008). International organizations count. *Journal of Conflict Resolution*, 52(2), 175–188.
- Hurd, I. (2024). *International organizations: Politics, law, practice* (5th ed.). Cambridge University Press.
- Koremenos, B., Lipson, C., & Snidal, D. (2001). The rational design of international institutions. *International Organization*, 55(4), 761–799.
- McCormick, John (2024). *International organizations*. Bloomsbury Publishing.
- McMillan, M., Rodrik, D., & Verduzco-Gallo, Í. (2014). Globalization, structural change, and productivity growth, with an update on Africa. *World Development*, 63, 11–32.

#### **f) Cultural Diplomacy in Conflict Zones**

Textbooks, case studies, presentations, Scenario case, agreement draft sample, Role plays and Mandates provided by the lecturer.

##### Core Texts:

- Belloni, R., & Strazzari, F. (2014). Corruption in post-conflict Bosnia-Herzegovina and Kosovo: A deal among friends. *Third World Quarterly*, 35(5).
- Bradshaw, G., & Haines, R. (2015). After Marikana: Rethinking conflict resolution in Africa. The South African case. *Stability: International Journal of Security & Development*, 4(1).
- Brahimi, L., & Ahmed, S. (2008). In pursuit of sustainable peace: The seven deadly sins of mediation. Center on International Cooperation (CIC).
- Jacob, H. (2020). Toward a Kashmir endgame? How India and Pakistan could negotiate a lasting solution (Special Report No. 474). United States Institute for Peace.
- Ker-Lindsay, J. (2015). The Cyprus problem. In A. Bebler (Ed.), "Frozen conflicts" in Europe. Verlag Barbara Budrich.
- Nets-Zehngut, R. (2022). A three-fold model for addressing the aftermath of collective conflict: Active reconciliation, passive reconciliation, and self-healing in the context of the Israeli-Palestinian conflict. Tel Aviv.
- United Nations. (2012). Guidance for effective mediation (Annex to the report of the Secretary-General on Strengthening the role of mediation in the peaceful settlement of disputes, conflict prevention and resolution, A/66/811).
- Verlaan, S. (2022). The Misapplication of Western Conflict and Reconciliation Theories on New World Wars. In: N. Weiß (Ed.): *Transitional Justice. Theoretical and Practical Approaches* (Potsdamer Studien zu Staat, Recht und Politik 7), Potsdam, Universitätsverlag. 11–38.

<b>Future Trends in International Relations and Cultural Diplomacy</b>						
<b>Module Code</b>	<b>Workload</b>	<b>Credits</b>	<b>Semester</b>	<b>Frequency of Module</b>	<b>Duration</b>	
ICD_04	225 h	9	Normal track: 3 <sup>rd</sup> semester Short track: 2 <sup>nd</sup> semester	Each semester	1 semester	
<b>1</b>	<b>Module Components</b>		<b>Teaching Language</b>	<b>Contact Hours</b>	<b>Self Study</b>	<b>Class Size</b>
	a) Future Trends in International Relations and Cultural Diplomacy b) Case studies in Future Trends		English	a) 4 SWS / 40 h b) 2 SWS / 20 h	a) 110 h b) 55 h	a) 25 b) 25
<b>2</b>	<b>Learning Outcomes</b> <b>a) Future Trends in International Relations and Cultural Diplomacy</b> After successful completion of this course, the students... <ul style="list-style-type: none"> <li>will develop a broad approach for understanding the main currents in cultural diplomacy &amp; International Relations in the context of future developments</li> <li>will develop capacity to analyze the work, performances and inevitable drawbacks of such an approach. Students will be able to draw links between a nation's geographic location, history, contemporary foreign policy goals and its approach to cultural diplomacy, and to associate different types of initiatives with specific contexts as they look to the future</li> <li>are able to analyze the extent to which the process of globalization will influence the future conduct of international relations &amp; cultural diplomacy, and to understand what role cultural diplomacy can play in a dramatically changing world,</li> <li>understand the role of social media, sports, pop culture, mega events, and other new trends and tools, such as video games, in the future conduct of international relations &amp; cultural diplomacy,</li> <li>are aware of Culture Diplomacy and Gender equality, as well as the role of ideology and religion, in the future conduct of international relations &amp; cultural diplomacy,</li> <li>are able to reflect and analyze how the future trends in cultural diplomacy are linked to issues such as multiculturalism, human rights, international terrorism and freedom of expression,</li> <li>develop a critical point of view on new tools used in the field, so as to develop equivalent instruments and techniques, based on the new trends and digital and technologies developments, especially at times of transitions, conflict and international aggression, and are able to apply these tools to the study of the areas of interest (International Relations/International Economics and Business).</li> </ul> <b>b) Case studies in Future Trends</b> After successful completion of this course, the students... <ul style="list-style-type: none"> <li>will be able to understand how to apply theoretical general future trends to real world issues and case studies in International Relations and Cultural Diplomacy,</li> <li>will be able to develop a critical point of view on the current practices in real world issues and case studies, apply the methods and strategies learned in the course and design/ suggest new strategies and practical tools to the private sector, public sector, or civil society to the study of the areas of interest (International Relations/International Economics and Business).</li> </ul>					

3	<p><b>Individual Component Content</b></p> <p><b>a) Future Trends in International Relations and Cultural Diplomacy</b></p> <p>This course will analyze the extent to which the process of globalization will influence the future conduct of cultural diplomacy, and will explore what role cultural diplomacy can play in a dramatically changing world, taking into account e.g. climate change, world population increase, increasing inequalities between rich and poor and global efforts to achieve a sustainable development.</p> <p>Culture Diplomacy and Gender equality will be discussed as well as the role of ideology and religion, not least in the light of the latest developments in the Middle East. Concepts like “West or East” or “West and the Rest” will be discussed. The future role of China and other Asian Powers will be analyzed in a CD perspective.</p> <p>In addition, the students will reflect and analyze on how the future trends in cultural diplomacy are linked to issues such as multiculturalism, human rights, international terrorism and freedom of expression. The course will examine the future prospects for cultural diplomacy as a field and will analyze a variety of specific examples of successes and failures in cultural diplomacy from the contemporary period and the challenges that await cultural diplomacy &amp; international relations of the future, such as the lack of inter-religious dialogue or the large distance and lack of dialogue that exists between certain cultures and societies of the world.</p> <p>Reflecting on the future, new Trends, such as the role of social media will be analyzed, as well as the increasing role of sports, pop culture, Mega events and other new trends, such as Video games, in the future conduct of CD and IR. Students will be required, based on the course presentations and discussions, to develop and critically assess new forms of public sector, private sector and civil-society based cultural diplomacy initiatives.</p> <p><b>b) Case studies in Future Trends in International Relations and Cultural Diplomacy</b></p> <p>Real world case studies in International Relations and Cultural Diplomacy based on articles from academic journals (e.g. Foreign Affairs) and presentations of various practitioners (e.g. representatives of organizations; embassies: media; arts &amp; music, etc.).</p>
4	<p><b>Teaching Methods</b></p> <p>a+b): Lecture, Discussions, student presentations, real world case studies presentations by practitioners (e.g. representatives of organizations; embassies: media; arts &amp; music, etc.)</p>
5	<p><b>Prerequisites</b></p> <p>Successful participation in the module “International Cultural Diplomacy” and “International Relations” (only IRCD)</p>
6	<p><b>Methods of Assessment</b></p> <p>a) Class participation and activities, 1 A (20%) Oral Presentation, 1 PN (20%) Final paper, 1 H (60%).</p> <p>b) Class participation and activities, 1 A (pass/fail)</p>
7	<p><b>Applicability of Module</b></p> <p>Obligatory module in the study programs International Economics, Business and Cultural Diplomacy (EBCD) and International Relations and Cultural Diplomacy (IRCD)</p>
8	<p><b>Person Responsible for Module</b></p> <p>Rosie Vilnius, ICD</p> <p><b>Lecturers (a+b)</b></p> <p>Ambassador Dr. h.c Karl-Erik Norrman</p> <p>Mark C. Donfried</p>

<b>9</b>	<p><b>Reading List (Core Texts and Recommended Texts)</b></p> <p>a+b): Textbooks, online resources, presentations, mandatory readings assigned to each topic and further general and recommended reading are provided.</p> <p>Core Texts:</p> <p>Baker, C., Atkinson, D., Grabher, B., &amp; Howcroft, M. (2024). Soft power, cultural relations and conflict through Eurovision and other mega-events: a literature review. British Council.</p> <p>Brzezinski, Z. (2016). Toward a global realignment. <i>The American Interest</i>, 11(6), 1–3.</p> <p>Dzihic, V. (2024). Trends in International Politics 2024: New global (dis)order - about a world that frightens us. OIIP - Austrian Institute for International Affairs.</p> <p>Espinola, A. (2021). Video games as tools for non-state cultural diplomacy: A case study of the video game <i>Never Alone</i>. Public Deposited.</p> <p>Grincheva, N. (2022). 'The Future of Cultural Diplomacy: From Digital to Algorithmic.' <i>The Oxford Handbook of Arts and Cultural Management</i>, edited by Yuha Jung, et al., Oxford, Oxford University Press.</p> <p>Iakhnis, E., &amp; Badawy, A. (2019). Networks of power: Analyzing world leaders' interactions on social media.</p> <p>Jin, D. Y. (2024). The rise of digital platforms as a soft power apparatus in the New Korean Wave era. <i>Communication and the Public</i>, 9(2), 161–177.</p> <p>Jora, L. (2013). New Practices and Trends in Cultural Diplomacy. <i>Pol. Sc. Int. Rel.</i> X(1): 43–52.</p> <p>Kim, H. (2017). Bridging the theoretical gap between public diplomacy and cultural diplomacy. <i>The Korean Journal of International Studies</i>, 15(2), 293–326.</p> <p>Köchler, H. (2022). Idea and politics of world order. <i>Uncommon Thought</i>.</p> <p>Manor, I., &amp; Huang, Z. A. (2022). Digitalization of public diplomacy: Concepts, trends, and challenges. <i>Communication and the Public</i>, 7(4), 167–175.</p> <p>Panasiuk, V., et al. (2022). Music as a communication factor in foreign policy. <i>Studies in Media and Communication</i>, 10(3), Special Issue.</p> <p>Westra, L. (2011). <i>Globalization, violence and world governance</i> (Chapter 1). Brill.</p>
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<b>Economics and International Financial Markets</b>						
<b>Module Code</b>	<b>Workload</b>	<b>Credits</b>	<b>Semester</b>	<b>Frequency of Module</b>	<b>Duration</b>	
HFU_03	225 h	9	Normal track: 3 <sup>rd</sup> semester Short track: 2 <sup>nd</sup> semester	Each semester	1 semester	
<b>1</b>	<b>Module Components</b> a) Economics b) International Financial Markets and Institutions		<b>Teaching Language</b> English	<b>Contact Hours</b> a) 3 SWS / 30 h b) 3 SWS / 30 h	<b>Self Study</b> a) 95 h b) 70 h	<b>Class Size</b> a) 25 b) 25
<b>2</b>	<p><b>Learning Outcomes</b></p> <p><b>a) Economics</b></p> <p>Upon completion of this course, students are able to ...</p> <ul style="list-style-type: none"> <li>• outline and present the main economic tools used for the description of business phenomena within the firms' competitive and regulatory environment,</li> <li>• outline and present the foundations of international microeconomic and macroeconomic theory and policy,</li> <li>• understand, describe, and explain the most relevant business strategies available to a firm in specific market configurations and the conditions under which such strategies increase the long-term economic value of the firm,</li> <li>• understand, describe, and explain the principles, goals, advantages, and disadvantages of government policies towards international goods markets and financial markets,</li> <li>• apply the acquired tools in simulated and real business situations that challenge the long-term perspectives of a firm,</li> <li>• analyse, evaluate, and assess countries' trade, macroeconomic, and economic policy environments and to use the results as an input for strategic investment and production decisions at the firm level.</li> </ul> <p><b>b) International Financial Markets and Institutions</b></p> <p>Upon completion of this course, students are able to ...</p> <ul style="list-style-type: none"> <li>• know and understand the main structures and processes which characterize financial systems at national and international level,</li> <li>• recognize the vulnerability of financial markets and can explain the patterns and reasons of (international) financial crises,</li> <li>• know core financial topics from individual decision-making to the patterns and developments of the international financial systems,</li> <li>• understand the basic principles and elements of financial and investment decisions,</li> <li>• be familiar with measures of raising funds for different business situations (equity, hybrid and debt financing), distinguish between external and internal financing sources,</li> <li>• apply and evaluate selected methods and instruments for financial analysis and decision-making.</li> </ul>					
<b>3</b>	<p><b>Individual Component Content</b></p> <p><b>a) Economics</b></p> <ul style="list-style-type: none"> <li>• Theoretical foundations of microeconomics</li> </ul>					

	<ul style="list-style-type: none"> <li>• Quantitative analysis of demand and supply</li> <li>• The production process and cost structures within a firm</li> <li>• The organization of the firm and the nature of the industry</li> <li>• Managing in competitive, monopolistic, and monopolistically competitive markets</li> <li>• Pricing strategies with market power</li> <li>• Advance Business Strategies: Limit and predatory pricing, price discrimination, R&amp;D and innovation, Advertising and Timing of product introductions</li> <li>• Regulation, competition policy and the role of governments in the marketplace</li> <li>• Open Economy, long-run open macroeconomics, short-run open macroeconomics</li> <li>• Monetary and fiscal policy</li> </ul> <p><b>b) International Financial Markets and Institutions</b></p> <ul style="list-style-type: none"> <li>• Key financial concepts and financial market issues</li> <li>• Basic concepts of corporate funding on international financial markets (debt, hybrid, equity based)</li> <li>• Basic methods in financial decision-making</li> <li>• Investment decisions: capital appraisal techniques, i.e. Net Present Value approach</li> <li>• Specific aspects of financial management in global organizations and corporations</li> <li>• Characteristics of the international financial system: actors, structure and development of international financial markets</li> <li>• Exchange rate regimes: types, functioning, application problems</li> <li>• Instability of the international financial system - patterns and causes of financial crises</li> </ul>
<p><b>4</b></p>	<p><b>Teaching Methods</b></p> <p><b>a) Economics</b> Lecture, Exercises</p> <p><b>b) International Financial Markets and Institutions:</b> Lecture, Group discussions, Students will be required to prepare for the lectures and to contribute actively to in-class discussions</p>
<p><b>5</b></p>	<p><b>Prerequisites</b> None</p>
<p><b>6</b></p>	<p><b>Methods of Assessment</b></p> <p><b>a) Economics:</b> Written final examination (1 K, 90 Min.)</p> <p><b>b) International Financial Markets and Institutions :</b> Written final examination (1 K, 90 Min.)</p>
<p><b>7</b></p>	<p><b>Applicability of Module</b> Obligatory module in the study program International Relations and Cultural Diplomacy (IRCD)</p>

<p><b>8</b></p>	<p><b>Person Responsible for Module</b></p> <p>Prof. Dr. Michael Lederer</p> <p><b>Lecturers</b></p> <p>a) <b>Economics</b> : Prof. Dr. Daniel Cerquera</p> <p>b) <b>International Financial Markets and Institutions</b>: Prof. Dr. Michael Lederer</p>
<p><b>9</b></p>	<p><b>Reading List (Core Texts and Recommended Texts)</b></p> <p><b>a) Economics</b></p> <ul style="list-style-type: none"> <li>• Course material provided by the lecturer (available on the course's FELIX website).</li> <li>• Baye, M. R. (2021). Managerial Economics and Business Strategy. 10th edition. McGraw-Hill International Edition.</li> <li>• Krugman, P., &amp; Wells, R. (2024). Economics. 7th edition. MacMillan.</li> <li>• Mankiw, N. G., &amp; Taylor, M. P. (2023). Economics. 6th edition. Cengage Learning.</li> <li>• Published research in leading business and economic journals.</li> </ul> <p><b>b) International Financial Markets and Institutions</b></p> <ul style="list-style-type: none"> <li>• Course material provided by the lecturer (available on the course's FELIX website): handouts; cases; exercises, supplements</li> <li>• Fabozzi, Modigliani, Jones (2013). Foundations of Financial Markets and Institutions. 4th Edition, Pearson.</li> <li>• Krugman, P. R., Obstfeld, M., &amp; Melitz, M. J. (2022). International Economics. Theory and Policy. Global Edition. 12th Edition. Pearson.</li> <li>• Mishkin, Eakins (2023). Financial Markets and Institutions. Global Edition, 10th Edition, Pearson.</li> <li>• Moles, Parrino, Kidwell (2011). Corporate Finance. European Edition. Wiley.</li> </ul>

<b>International Marketing and Management</b>						
<b>Module Code</b>	<b>Workload</b>	<b>Credits</b>	<b>Semester</b>	<b>Frequency of Module</b>	<b>Duration</b>	
HFU_04	300 h	12	Normal track: 3 <sup>rd</sup> semester Short track: 2 <sup>nd</sup> semester	Each semester	1 semester	
<b>1</b>	<b>Module Components</b>		<b>Teaching Language</b>	<b>Contact Hours</b>	<b>Self Study</b>	<b>Class Size</b>
	a) Global Management Perspectives b) International Marketing c) Business Simulation		English	a) 3 SWS / 30 h b) 3 SWS / 30 h c) 3 SWS / 30 h	a) 95 h b) 70 h c) 45 h	a) 25 b) 25 c) 25
<b>2</b>	<b>Learning Outcomes</b>					
	<p><b>a) Global Management Perspectives</b> After successful completion of the course, the students are able to...</p> <ul style="list-style-type: none"> <li>...understand the basic mechanics of globalization</li> <li>...position themselves in terms of converging and diverging markets and attitudes (a flat or spiky world)</li> <li>...understand the basics of internationalizing an organization (mindset, HR, ...)</li> <li>... evaluate opportunities and risks of entering foreign markets</li> <li>...understand key concepts like "Bottom of the Pyramid"</li> <li>...combine scientific insights with management aspects of their international career strategy</li> <li>...analyze and calculate management accounting reports, financial results and competitors' activities</li> <li>...categorize the main success drivers for change in international businesses</li> </ul> <p><b>b) International Marketing</b> After successful completion of the course, the students are able to...</p> <ul style="list-style-type: none"> <li>...use the marketing mix model in case-study analysis</li> <li>...carry out an analysis of a market using a number of marketing models</li> <li>...demonstrate the ability to synthesize information and present a marketing case solution both orally and in writing</li> <li>...draw up a simple marketing plan using the concepts of segmentation, targeting and positioning</li> <li>...evaluate and critically reflect on the principles and process of marketing management</li> </ul> <p><b>c) Business Simulation</b> After successful completion of the course, the students are able to...</p> <ul style="list-style-type: none"> <li>...interpret and learn to cope with complex decision-making in teams in uncertain situations through the use of a computer-based planning model</li> <li>...experience and evaluate links to business management by adopting a holistic approach</li> <li>...understand the nature of basic business decisions and the problems experienced when running a company</li> <li>...interpret and learn to cope with complex decision-making in teams in uncertain situations through the use of a computer-based planning model</li> <li>...understand different leadership requirements</li> <li>...assess the challenges of leadership in an international context</li> <li>...evaluate different leadership models regarding their adaptability</li> </ul>					
<b>3</b>	<b>Individual Component Content</b>					

**a) Global Management Perspectives**

- History of globalization - Mini case "Globalization of a British pastime"
- Centralization vs Decentralization / flat vs. spikey  
(The role of headquarter; Regional headquarters)
- International Human Resource Management (case "Digital nomads")
- The changing role of expatriation and impatriation
- Profiles of international managers
- The "Bottom of the Pyramid" revisited
- Risks and Country Attractiveness
- Leadership models/Leadership development
- Implications of Social Cognitive Neuroscience and Organizational Neuroscience for Leadership development
- Leadership assessment tools

**b) International Marketing**

- Marketing – a quick review.
- Introductory case: Absolut Vodka
- From Export Marketing to Global Business
- The internationalization process: Case Zara-Inditex
- Product mix decisions - Case Ferrero in India
- Pricing for export and international markets - Case Reh Kendermann
- Market Entry Strategy – Case Occitane in Brazil
- International Distribution – Case Jarlsberg

**c) Business Simulation**

Four to six decision phases ("periods") requiring management decisions concerning the following business functions:

- Marketing and Sales (marketing mix decisions)
- Purchasing/inventory management; production capacities and capital expenditure
- Research and development; human resource management
- Finance (planning of financial requirements and funding)
- Interpretation of management accounting reports and financial results
- Analysis of competitors' activities and own company's performance

Group presentations of company strategy, financial performance and outlook in an "Investors' meeting" and a final "General Assembly".

4	<p><b>Teaching Methods</b></p> <p><b>a) Global Management Perspectives</b> The sessions will consist of a combination of lectures, exercises, interactive case studies, and student presentations. Cases and exercises will be prepared by the participants in advance. Classroom sessions will be used for presentations of more complex topics by the lecturer, followed by in-class discussion of readings, cases, exercises and examples.</p> <p><b>b) International Marketing</b> The sessions will consist of a combination of lectures, exercises, interactive case studies, and student presentations. Cases and exercises will be prepared by the participants in advance via blended learning. Classroom sessions will be used for short presentations of more complex topics by the lecturer, followed by in-class discussion of readings, cases, exercises and examples.</p> <p><b>c) Business Simulation</b> Computer-based business simulation; workshop with lectures, presentations and decision-taking phases in groups.</p>
5	<p><b>Prerequisites</b></p> <p>Successful participation in the course “International Business Strategy”</p>
6	<p><b>Methods of Assessment</b></p> <p><b>a) Global Management Perspectives:</b> Written examination (1 K, 90 Min.)  <b>b) International Marketing:</b> Written examination (1 K, 90 Min.)  <b>c) Business Simulation:</b> Group performance, possible adjustments based on presentations and/or individual contributions (1 A; attendance obligatory)</p>
7	<p><b>Applicability of Module</b></p> <p>Obligatory module in the study program International Economics, Business and Cultural Diplomacy (EBCD)</p>
8	<p><b>Person Responsible for Module</b></p> <p>Prof. Dr. Rütger Conzelmann</p> <p><b>Lecturers</b></p> <p><b>a) Global Management Perspectives:</b> Prof. Dr. Christoph Mergard &amp; Prof. Dr. Eva Kirner  <b>b) International Marketing:</b> Prof. Dr. Paul Taylor  <b>c) Business Simulation:</b> Prof. Dr. Rütger Conzelmann</p>

<b>9</b>	<p><b>Reading List (Core Texts and Recommended Texts)</b></p> <p><b>a) Global management perspectives</b></p> <ul style="list-style-type: none"> <li>• Course material (articles, videos) provided by the lecturer, i.e.:</li> <li>• Braw, E. (2024). Goodbye Globalization. The Return of a Divided World. Yale University Press</li> <li>• Evans, P., Pucik, V., &amp; Björkman, I. (*2023). The Global Challenge. International Human Resource Management. New York</li> <li>• Goldblatt, D. (2020). The Age of Football: The Global Game in the Twenty-first Century</li> <li>• Ord, T. (2020). The Precipice. Existential Risk and the Future of Humanity</li> <li>• Steger, M. B. et al (Eds.) (2023). Globalization Past, Present, Future. University of California Press</li> <li>• Day, D.V. (2024). Developing Leaders and Leadership. Principles, Practices and Processes. Palgrave Macmillan.</li> <li>• Hoffmann, C. (2023). Brain adapted leadership. Effective leadership acc. to neuropsychological findings. Springer</li> <li>• McHale, L. (2022). Neuroscience for organizational communication. A guide for communicators and leaders. Palgrave Macmillan.</li> </ul> <p><b>b) International Marketing</b></p> <ul style="list-style-type: none"> <li>• Hollensen, S. (2022). Global Marketing Prentice Hall</li> <li>• Albaum, G., &amp; Duerr, E. (2011). International Marketing and Export Management. Financial Times/Prentice Hall, ISBN 9780- 273-74388-0</li> <li>• Dicken, P. (2007). Global Shift: Mapping the Changing Contours of the World Economy. Sage ISBN 1412929555</li> <li>• Johansen, J. K. (2009). Global Marketing: Foreign Entry, Local Marketing and Global Management. McGraw Hill ISBN 007126362-4</li> <li>• Usunier, J.-C., &amp; Lee, J. A. (2005). Marketing Across Cultures. Financial Times/Prentice Hall ISBN 0273685295</li> </ul> <p><b>c) Business Simulation</b></p> <p>TOPSIM General management II, Participants' manual.</p>
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<b>Master Thesis</b>						
<b>Module Code</b>	<b>Workload</b>	<b>Credits</b>	<b>Semester</b>	<b>Frequency of Module</b>	<b>Duration</b>	
HFU_05	Normal track: 750 h Short track: 675 h	Normal track: 30 Short track: 27	Normal track: 4 <sup>th</sup> semester Short track: 3 <sup>rd</sup> semester	Each Semester	1 Semester	
<b>1</b>	<b>Module Components</b>		<b>Teaching Language</b>	<b>Contact Hours</b>	<b>Self Study</b>	<b>Class Size</b>
	a) Academic Research and Writing b) Master thesis		English	a) 3 SWS / 30 h b) 0 SWS / 0 h	a) 45 h b) 675 h / 600 h	a) 25
<b>2</b>	<b>Learning Outcomes</b>					
	<p>According to § 4 Abs. 3 StAkkrVO , the master's thesis demonstrates the ability to independently work on a problem from the respective subject using scientific methods within a given period of time . Therefore, after successful completion of the module the students should be able to:</p> <ul style="list-style-type: none"> <li>• understand the scientific standards of writing an academic paper at master's level</li> <li>• understand the criteria for good academic writing</li> <li>• understand the nature of academic research</li> <li>• independently select a topic for an academic text</li> <li>• understand the principles of data collection and analysis</li> <li>• be able to carry out an exercise in data analysis</li> <li>• apply different methods of literature research; find and review relevant literature and sources to a defined thesis topic</li> <li>• perform the process of academic writing on the example of one topic: from topic identification, literature research, structuring of the content and actual writing of a short academic paper</li> <li>• Select a topic appropriate for research at master's level</li> <li>• Write a research proposal for a scientific paper to the standards required for publication within the university</li> <li>• Design an academic poster and present a research topic</li> <li>• Write a Master thesis</li> </ul>					
<b>3</b>	<b>Individual Component Content</b>					
	<p><b>a) Academic Research and Writing</b></p> <p>The course "Academic Research and Writing" aims to prepare students to research and write their master's thesis. Methods of scientific writing, citation guidelines, academic rules and ethical standards are discussed. Students learn how to set up a thesis proposal, consisting of problem discussion, goals and methodology of their thesis.</p> <ul style="list-style-type: none"> <li>- Reading: finding suitable sources</li> <li>- Reading and note-taking; skimming and scanning literature</li> <li>- Working with literature: summarizing, paraphrasing, synthesizing</li> <li>- Writing critically, building arguments and discussion</li> </ul>					

	<ul style="list-style-type: none"> <li>- Researching literature; using subscriber databases</li> <li>- Organizing writing. Compiling bibliographies, citation and referencing</li> <li>- Presenting data. Working with tables and charts</li> </ul> <p><b>b) Master thesis</b></p> <p>It is the responsibility of the individual student to find a topic. Possible sources might be commercial organizations, partner universities, members of the teaching staff, other students. The student has a choice of a research-based thesis or a thesis focused on an external client problem or a write-up of a case or a series of cases.</p>
<b>4</b>	<p><b>Teaching Methods</b></p> <p><b>a) Academic Research and Writing</b> The sessions will consist of a combination of lectures, exercises, interactive case studies, and student presentations. Cases and exercises will be prepared by the participants in advance via blended learning. Classroom sessions will be used for short presentations of more complex topics by the lecturer, followed by in-class discussion of readings, cases, exercises and example.</p> <p><b>b) Master thesis</b> Independent work with supervision of a faculty professor. The thesis presentation is pass/fail.</p>
<b>5</b>	<p><b>Prerequisites</b> This module is built on all other modules of this program. Successfully accomplishing “Academic Research and Writing” (a) is required to start writing the thesis (b).</p>
<b>6</b>	<p><b>Methods of Assessment</b></p> <p><b>a) Academic Research and Writing:</b> Presentation with documentation (1 R, pass/fail)</p> <p><b>b) Master thesis:</b> The thesis will be assessed independently by first-and second-markers. The final mark will be the arithmetic mean of the two marks. The accompanying thesis presentation is pass/fail.</p>
<b>7</b>	<p><b>Applicability of Module</b></p> <p>Obligatory module in the study programs International Economics, Business and Cultural Diplomacy (EBCD) and International Relations and Cultural Diplomacy (IRCD)</p>
<b>8</b>	<p><b>Person Responsible for Module</b> Prof. Dr. Paul Taylor</p> <p><b>Lecturers</b></p> <p><b>a) Academic Research and Writing:</b> Prof. Dr. Paul Taylor</p> <p><b>b) Master thesis:</b> Various supervisors, all from HFU</p>

**9 Reading List (Core Texts and Recommended Texts)**

**a) Academic Research and Writing**

- Main course text (Skript) Taylor, Paul 2022 Research Handbook
- Bailey, S. (2011). Academic writing: A handbook for international students (3rd ed.). Milton Park, Abingdon, Oxon, New York: Routledge.
- Booth, W. C., Colomb, G. G., Williams, J. M., & Turabian, K. L. M. f. w. o. t. p. t. a. d. (2018). A manual for writers of research papers, theses, and dissertations: Chicago style for students and researchers / Kate L. Turabian ; revised by Wayne C. Booth, Gregory G. Colomb, Joseph M. Williams, and the University of Chicago Press editorial staff (Eighth edition). Chicago guides to writing, editing, and publishing. Chicago.: The University of Chicago Press..
- Creme, P., & Lea, M. R. (2008). Writing at university: A guide for students / Phyllis Creme and Mary R. Lea (3rd ed.). Open UP study skills. Maidenhead: McGraw-Hill Open University Press.
- Gillett, A., Hammond, A., & Martala-Lockett, M. (2009). Successful academic writing. Harlow: Pearson/Longman..
- Iacobucci, D., & Churchill, G. A. (2010). Marketing research: Methodological foundations (10th ed. / Dawn Iacobucci, Gilbert A. Churchill). Mason, Ohio: South-Western.
- Ridley, D. (2012). The literature review: A step-by-step guide for students / Diana Ridley (2nd ed.). Sage study skills. London: SAGE.
- Saunders, M., Lewis, P., & Thornhill, A. (2019). Research methods for business students (6th ed.). Harlow, England, New York: Pearson.

**b) Master thesis**

Depending on the topic of the thesis

<b>Professional Development Training Program</b>						
<b>Module Code</b>	<b>Workload</b>	<b>Credits</b>	<b>Semester</b>	<b>Frequency of Module</b>	<b>Duration</b>	
ICD_03	Normal track: 450 h Short track: 75 h	Normal track: 18 Short track: 3	Normal track: 2 <sup>nd</sup> semester Short track: 3 <sup>rd</sup> semester	each semester	1 semester	
<b>1</b>	<b>Module Components</b> Professional Development Training Program		<b>Teaching Language</b> English	<b>Contact Hours</b> None	<b>Self Study</b> Normal track: 450 h Short track: 75 h	<b>Planned Group Size</b> individual
<b>2</b>	<p><b>Learning Outcomes</b></p> <p>The Professional Development Training Program aims to advance students professionally, and equip them with the relevant skill sets, knowledge, professional experience and professional relationships, and to enhance employability upon completion of the degree. It provides students with the opportunity to apply in practice what they learn in theory in their studies and to gain valuable professional experience.</p> <p>Skills aimed to be acquired through the practical experience:</p> <ul style="list-style-type: none"> <li>• Organizational skills;</li> <li>• Practical skills and competences in the fields related to the practical experiences</li> <li>• Ability to work independently;</li> <li>• Ability to use own initiative;</li> <li>• Language skills;</li> <li>• Developed the ability to work in international and diverse teams;</li> <li>• Research skills;</li> <li>• Intercultural communication.</li> </ul>					
<b>3</b>	<p><b>Individual Component Content</b></p> <p>As the students are coming from various different academic &amp; professional background, and also have a wide range of specific interests and plans ahead (e.g. employment in the private sector, civil society or public sectors, fields of business, int. economics, IR, Humanitarian aid, etc.), the component/s of the Program are designed individually with each of the students, according to personal interests and priorities, and is composed of part or all of the following main components (not a closed list):</p> <p>a) Cultural Diplomacy related own Research project</p> <p>Students will have the opportunity to choose an example of cultural diplomacy from either: Global Governance Institutions (Including the UN, the EU, and the African Union); Governments; Parliaments Economic Global Institutions &amp; Corporations; NGOs.</p> <p>The specific topics and outline for this research should be decided together with the student and their advisor from the ICD Faculty, on an individual basis. Students are expected to deliver a lecture based on this research.</p> <p>b) Development of Cultural Diplomacy own Initiative:</p> <p>Students can choose to create, develop and implement one program of cultural diplomacy that is relevant to the student's career goals. The program itself can take a format such as an event, an exchange program, an artistic or</p>					

	<p>musical event, a youth outreach program, a grass-roots initiative and campaign with a certain thematic focus and etc. The specific topic and outline for this Program should be decided together with the student and their advisor from the ICD Faculty, on an individual basis, as the ICD supports students throughout the program, from design to execution of the program/event.</p> <p>c) Participating in and Contributing to ICD's Projects, Activities and Conferences:</p> <p>Students will be engaged in enterprise activities through the curriculum and supported in developing key skills and competencies in this area (e.g. event pitching tasks, presentation of a paper at a 'conference-style' event, interviews with high ranked personalities and speakers to the events, etc). By actively participating in the activities and through working with others in these projects, students will be encouraged to be culturally aware, socially responsible and participating citizens, who are globally facing, work ready and prepared for a contemporary world increasingly characterised by uncertainty, unpredictability and 'super-complexity'. Students will become independent and autonomous lifelong learners with the ability to take ownership of their learning experiences and engage with others in building networks and relationships.</p> <p>d) Internship in external Organizations and Institutes:</p> <p>Employment (students jobs) or voluntary activities, which enhance and develop skills as part of the professional path - the ICD actively supports with individual advice and guidance to search for possible positions, and introduce the students to the ICD's extended network, to allocate practical positions in Embassies, organizations and companies, in Berlin, Germany, Europe and beyond (according to the interest of the student)</p> <p>e) Courses and trainings which are taken by the students to advance their skills,</p> <p>such as German language courses, or other professional trainings, can be considered to be part of the professional development. Students can enroll to practical training and courses to advance their skills in particular areas they wish to advance to professionally (such as digital skills, courses focused on specific topics, etc.), so as to German language courses, to advance their German proficiency, to increase employability in Germany.</p>
<p><b>4</b></p>	<p><b>Teaching Methods</b></p> <p>Individually defined training program:</p> <p>A+b+c) Individual meetings and guidance; written feedback; monitoring d+e) by the external organization</p>
<p><b>5</b></p>	<p><b>Prerequisites</b></p> <p>None</p>
<p><b>6</b></p>	<p><b>Methods of Assessment</b></p> <p>a), b), c), d):</p> <p>1. Written report by the student, which includes:</p> <ul style="list-style-type: none"> <li>- scope of hours invested in the project/program</li> <li>- tasks involved and completed</li> <li>- evaluation on skills and tools developed</li> <li>- weak points and skills to be strengthened, as concluded by the student</li> </ul> <p>2. Evaluation of the mentor/ external organization, taking into account the number of hours invested, accomplishments, strong personal and professional skills, and the improvements the student has reached in: language, technical, organizational and teamwork skills acquired by the students, etc.</p> <p>e) External evaluation through the course provider</p>
<p><b>7</b></p>	<p><b>Applicability of Module</b></p>

	Obligatory module in the study programs International Economics, Business and Cultural Diplomacy (EBCD) and International Relations and Cultural Diplomacy (IRCD)
8	<b>Person Responsible for Module</b> Rosie Vilnius, ICD (Organizer)
9	<b>Reading List (Core Texts and Recommended Texts)</b> Depending on the individually defined training program.