

## **MODULES HANDBOOK**

### **Human Development (B.A.)**

*Fulltime Online Programme – Blended Learning Format*

**CVJM-Hochschule  
International YMCA University of Applied Sciences (IYU)  
Kassel, Germany**

## Overview of the Modules

### *B.A. in Human Development*

#### **Basic Modules**

Introduction: Human Development and Psychological Foundations HuD (B1) (6 Credits).....	1
Theological and Philosophical Anthropology: The Image of Man HuD (B2) (6 Credits).....	4
Research Methods & Academic Writing HuD (B3) (9 Credits).....	7
Ethics and Civility HuD (B4) (6 Credits).....	11
Comprehensive Communication & Coaching Competence HuD (B5) (9 Credits).....	15
Intercultural Competence: Mindfully Encountering Otherness HuD (B6) (9 Credits ).....	19
Leadership Competencies: Neuro-Leadership, Teambuilding, Facilitation HuD (B7) (9 Credits).....	22
Management, Organization & Governance (level I) HuD (B8) (9 Credits).....	29
Legal Systems, Human Rights, Political Ideologies & History HuD (B9) (9 Credits).....	28
Community Development & Citizenship Education HuD (B10) (6 Credits).....	32

#### **Consolidating / Advanced Modules**

Identity in Theory and Practice: Personal & Cultural Identity HuD (C1) ( 6 Credits).....	35
Theology in Cross-Cultural Dialogue HuD (C2) (6 Credits).....	37
Philosophy Applied HuD (C3) (6 Credits).....	41
Peace Skills, Mediation and Alternative Dispute Resolution HuD (C4) (9 Credits).....	44
Principles of Restorative (Justice) Dialogue HuD (C5) (6 Credits).....	47
Advanced Leadership Theories HuD (C6) (6 Credits).....	50

Management, Organization and Governance (level II)	
HuD (C7) (6 Credits).....	54

Specialized Community Development	
HuD (C8) (6 Credits).....	56

### ***Elective Modules***

Gender Issues through a Cultural Lens	
HuD (E1) (6 Credits).....	58

Creative Human Development	
HuD (E2) (6 Credits).....	62

Aspects of Sustainable Development	
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Trauma and Disease in Intercultural Contexts	
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Languages: English, Spanish, German	
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### ***Applied Research Project (ARP)***

International Field Practice / Research Practicum	
HuD (ARP) (18 Credits) .....	73

### ***Final Academic Work***

Bachelor-Thesis (12 Credits ) .....	74
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Module Title	HUMAN DEVELOPMENT & PSYCHOLOGICAL FOUNDATIONS	
Module Code	HuD (B1)	
Category	Basic Module	
Semester	1.	
Language	English	
Included Course Titles & Delivery Mechanism	1	<b>Introduction: Meeting of the Other &amp; Establishing Common Ground</b>   <b>Face-to-Face</b> 1 <sup>st</sup> Residency (1 week)
	2	<b>Human Development and Social Responsibility</b>   <b>Online Interactive</b>
Credit Points	6	
Work Load	<b>Total hours: 180</b> <b>Contact hours: 60</b> (30 face-to-face and 30 online interactive) <b>Independent Work hours: 120</b>	
Learning Outcomes & Core Competencies	<p>With this introductory module students shall be introduced to each other, to the program and to the topic of Human Development and Leadership.</p> <p><b>HuD B1.1:</b>  <u>Introduction: Meeting of the other &amp; Establishing Common Ground</u>            During the first week of the first residency, the main focus lies on building the foundation to mastering self-development throughout the programme. Getting to know each other and establishing common ground to successfully journey through the programme, will be the main focus. This is particularly important for the long phases in which the students will have to work with each other in the online-environment. Jointly students will develop a Code of Conduct, and reflect and exchange on their own identity, learning styles, and cultural inclinations in communication processes.</p> <p>They will be equipped with the necessary strategies and soft skills (e.g. self-awareness, effective online communication, setting goals, time and stress-management balancing school, family and work) as well as the hard skills (technical ability, usage of the E-learning platform Moodle, basic academic writing skills, etc.) needed to enjoy their learning adventures.</p> <p>Students will hear about the human brain, the power of emotions, the intricacies of cognitive development and some basics of neuro-science and how it impacts human development and leadership.</p> <p>Besides the learning that takes place in the classroom, the outdoors shall also be used to enhance the effectiveness of the capacity and skills development (e.g.).</p> <p><b>HuD B1.2:</b>  <u>Human Development and Social Responsibility</u>            Students learn about the social, physical, spiritual, and psychological roots and commonalities of humankind in spite (or in light) of obvious personal, cultural, social and ethnic differences and backgrounds.</p> <p>Key topics will be: Understanding the importance of basic human needs, the necessity and the natural resistance to change, development and social responsibility in times of a globalizing world (the question of good governance and leadership), the difficulties of defining and measuring human development and human capabilities. Students will appreciate the significance of cultural differences for human development (as outlined in the UNESCO declaration on cultural diversity).</p>	

	<p>General anthropological foundations will be brought into dialogue with unique singular cultural expressions. This happens theoretically as well as self-reflectively. Students will be asked to reveal aspects of their personal and cultural roots gaining a new awareness of their humanness and what they share with others highlighting their differences.</p> <p>Based on this awareness educational and developmental potentials of will be discussed, especially under social and socio-structural perspectives. Questions of responsibility and power are going to play a major role here as well.</p>
<b>Content</b>	<p><b>HuD B1.1:</b>  <u>Introduction: Establishing Common Ground &amp; Meeting of the other</u></p> <ul style="list-style-type: none"> <li>▪ Introductions: the program, instructors, fellow learners</li> <li>▪ Getting to know each other, establishment of a Code of Conduct (based on a discussion of fears &amp; expectations), creation of a web of meaning</li> <li>▪ Moodle in theory and practice: the social-constructionist approach to adult education – how to effectively study online</li> <li>▪ Basic academic writing (short introduction)</li> <li>▪ Working in culturally diverse teams: dealing with differences and creating synergy, using the outdoors for team development</li> <li>▪ Self-reflection and perception sharing: understanding our own needs, capabilities and our perception of our own self-development.</li> <li>▪ Cognitive Development as holistic movement of body, mind and spirit</li> <li>▪ The human brain and the power of emotions</li> <li>▪ Basics of Neuro-Science for human development and leadership studies</li> <li>▪ Key factors of building capacity: learning, growth, and development</li> <li>▪ Self-awareness: learning-styles, best practices, cultural inclinations, etc.</li> <li>▪ Self-(time, stress, anger, work-life) management, prioritizing</li> </ul> <p><b>HuD B1.2:</b>  <u>Human Development and Social Responsibility</u></p> <ul style="list-style-type: none"> <li>▪ The psychology of basic human needs (several theories)</li> <li>▪ Cultural Diversity (UNESCO 2002) and Development as Human Rights</li> <li>▪ The human necessity and the natural resistance to change</li> <li>▪ Defining and measuring human development</li> <li>▪ Human development and social responsibility - implications of just global development</li> </ul>
<b>Criteria: Exams, Tests, Essays, etc.</b>	<p>Participation (online and f2f)          Online-Team-Presentation (PPT) , accompanied by a brief individual essay</p>
<b>Pre-requisites</b>	None
<b>Length of the Module</b>	One Semester
<b>Frequency</b>	Annual
<b>Applicability of the Module</b>	Partly for the B.A. in Social Work (Online)
<b>Literature</b> (recommended selection)	<p><b>HuD B1.1:</b>          COVEY, S.R. (1989). <i>The 7 habits of highly effective people</i>. New York: Simon &amp; Schuster, Inc.          FRANKL, V. (1963). <i>Man's search for meaning</i>. New York: Simon &amp; Schuster, Inc.          GOFFMAN, E. (1956). <i>The presentation of self in everyday life</i>. New York: Doubleday          GOFFMAN, E. (1963). <i>Stigma: Notes of the management of spoiled identity</i>.</p>

	<p>New York: Simon &amp; Schuster, Inc.</p> <p>KATZENBACH, J., &amp; SMITH, D. (1999). <i>The wisdom of teams: Creating the high-performance organization</i>. New York: Harper Business Book.</p> <p><b>HuD B1.2:</b></p> <p>BATESON, G. (1979). <i>Mind and nature: A necessary unity</i>. New York: Bantam</p> <p>BRUCE, R.-L., &amp; HANLON, E. (Eds.) (1990). <i>Human development report 1990: Defining and measuring human development</i>. Retrieved from UN Development Programme: <a href="http://hdr.undp.org/en/media/hdr_1990_en_chap1.pdf">http://hdr.undp.org/en/media/hdr_1990_en_chap1.pdf</a></p> <p>CRAIG, G. J., &amp; DUNN, W. (2007). <i>Understanding human development</i>. Upper Saddle River, N.J.: Pearson/Prentice Hall.</p> <p>DENEULIN, S. (2006). <i>The capability approach and the praxis of development</i>. Basingstoke [England]: Palgrave Macmillan.</p> <p>FUKUDA-PARR, S., &amp; SHIVA KUMAR, A. K. (2004). <i>Readings in human development: concepts, measures and policies for a development paradigm</i>. New Delhi: Oxford University Press.</p> <p>GARDINER, H. W., &amp; KOSMITZKI, C. (2011). <i>Lives across cultures: cross-cultural human development</i>. Boston, MA: Allyn &amp; Bacon/Pearson.</p> <p>LUHMANN, N. (1996). <i>Social systems</i>. Palo Alto: Stanford University Press.</p> <p>NUSSBAUM, M. C. (2011). <i>Creating capabilities: the human development approach</i>. Cambridge, Mass: Belknap Press of Harvard University Press.</p> <p>SEN, A. (1999). <i>Development as freedom</i>. New York: Alfred A. Knopf.</p> <p>SEN, A. (2006). <i>Identity and violence: The illusion of destiny</i>. New York: W.W. Norton &amp; Company, Inc.</p> <p>SENGE, P. (1990). <i>The fifth discipline - The art &amp; practice of the learning organization</i>. Currency Doubleday.</p> <p>SENGE, P., SCHARMER, O., JAWORSKI, J., &amp; FLOWERS, B. S. (2005). <i>Presence: An exploration of profound change in people, organizations, and society</i>. New York: Random House.</p> <p>SHORT, R. (1998). <i>Learning in relationship: Foundation for personal and professional success</i>. Bellevue: Learning in Action Technologies.</p> <p>TODARO, M., &amp; SMITH, S. (2002). <i>Economic development</i>. (8<sup>th</sup> edition) Addison Wesley.</p> <p>UN Development Reports. (1990-2011). Retrieved from <a href="http://hdr.undp.org/en/reports/">http://hdr.undp.org/en/reports/</a></p> <p>UNESCO. (2002). <i>Universal Declaration on Cultural Diversity</i>. France, Paris</p> <p>WALLACHER, J. (1998). <i>Entwicklung als Freiheit: Zum Entwicklungsverständnis von Amartya Sen</i>. In <i>Stimmen der Zeit</i> 219 (2001), 2, 133-136.</p> <p>WATZLAWICK, P.; WEAKLAND, J., FISCH, R. (1974). <i>Change: Principles of Problem Formation and Problem Resolution</i>. W. W. Norton &amp; Company</p>
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<b>Module Title</b>	<b>THEOL. &amp; PHIL. ANTHROPOLOGY IN DIALOGUE: THE IMAGE OF MAN</b>	
<b>Module Code</b>	HuD (B2)	
<b>Category</b>	Basic Module	
<b>Semester</b>	1.	
<b>Language</b>	English	
<b>Included Course Titles &amp; Delivery Mechanism</b>	1	<b>Theological Anthropology</b> <b>Online</b> Interactive
	2	<b>Philosophical Anthropology</b> <b>Online</b> Interactive
<b>Credit Points</b>	6	
<b>Work Load</b>	<b>Total hours:</b> 180 <b>Contact hours:</b> 60 (online interactive) <b>Independent Work hours:</b> 120	
<b>Learning Outcomes &amp; Core Competencies</b>	<p>The module aims at establishing an awareness and basic knowledge of theological and philosophical anthropology by discussing its main positions in interdisciplinary dialogue. This is going to happen in light of the multi-cultural composition of the group. Students will be asked to reflect and describe their own image of man sharing and comparing it with their fellow classmates. This will make people attentive to the role of the image of man for one's understanding of self, for a culture, and for the difficulty of cross-cultural dealings.</p> <p><b>HuD B2.1:</b> <u>Theological Anthropology</u> Students will learn how humanness can be theologically interpreted by an intensive study of Genesis 1-11 – man and woman made in the image and likeness of the creator. Basic hermeneutical themes like a historical interpretation of the Bible and the relation of creation and evolution (Creationism and Darwinism) will be touched on. Further students will have understood the relevance of Jesus Christ as the perfect image of God for the image of man. Several different theological positions with regards to the image of man will be related to the biblical basis and philosophical perspectives.</p> <p><b>HuD B2.2:</b> <u>Philosophical Anthropology</u> Students will be exposed to key philosophical concepts and perceptions of what the anthropological question entails. Starting with a brief historical account of Western philosophical traditions (Greece, Rome, Mediaeval, Renaissance, Modern, Contemporary), further anthropological concepts (e.g. Asian, African, indigenous) shall be explored. By the discussion of philosophical and theological concepts, students will earn their own view of seeing human beings and dealing with them in the many and diverse challenges of social and church work.</p>	
<b>Content</b>	<p><b>HuD B2.1:</b> <u>Theological Anthropology</u></p> <ul style="list-style-type: none"> <li>▪ Humans created in the image of God</li> <li>▪ Creation, sin, time, death, reconciliation, responsibility, identity</li> <li>▪ Implications of the humanity of Christ</li> <li>▪ Humans in relation to God, to others and to the world</li> <li>▪ Specific theological concepts of anthropology (e.g. Brunner, Barth)</li> </ul>	

	<p><b>HuD B2.2:</b> <u>Philosophical Anthropology</u></p> <ul style="list-style-type: none"> <li>▪ Worldviews and the image of man in the history of Western philosophy (e.g. Plato, Thomas, Reformation to Enlightenment, humanism, materialism and evolutionism)</li> <li>▪ Further anthropological concepts in Africa, Asia, Latin America, the Caribbean, Australia, Russia, Indigenous cultures, etc.</li> <li>▪ Cultural Anthropology: Cross-cultural analysis of anthropological thoughts and belief systems</li> <li>▪ Influences of the different understandings and how they play a role in real life encounters</li> <li>▪ Reflection on one's perception of religion and comparing personal religious backgrounds and cultural traditions</li> <li>▪ The role of religion for the image of man: Philosophical and Theological Anthropology in Dialogue</li> <li>▪ Reflection of the impact of one's personal anthropological conception (based on religion &amp; culture) on professional dealings with people</li> </ul>
<b>Criteria: Exams, Tests, Essays, etc.</b>	Written Exam: Short Essay
<b>Pre-requisites</b>	None
<b>Length of the Module</b>	One Semester
<b>Frequency</b>	Annual
<b>Applicability of the Module</b>	B.A. in Social Work (On Camus & Online), integrated B.A. in Christian Education & Social Work (On Camus & Online), M.A. in Ethical Management (Online)
<b>Literature</b> (recommended selection)	<p><b>HuD B2.1:</b></p> <p>BARTH., K. (2004). <i>Church dogmatics Vol. 3 Part 2: The Doctrine of Creation</i>. (Trans. Knight, H.). Edinburgh: T&amp;T Clark (German original 1948)</p> <p>BILEZIKIAN, G. (2006). <i>Beyond sex roles: What the Bible says about a woman's place in church and family</i>. Baker Book House.</p> <p>BRUNNER, E. (1939). <i>Man in revolt. A Christian anthropology</i>. (Trans. Wyon, O.) New York: Charles Scribner's Sons (German original 1937).</p> <p>BOWEN, J. R. (2011). <i>Religions in practice: an approach to the anthropology of religion</i>. Boston: Prentice Hall.</p> <p>GRAY, J. (2002). <i>Straw dogs: Thoughts on humans and other animals</i>. Granta Books.</p> <p>HAUGHTON, R. (1967). <i>The transformation of man</i>. London, Dublin, Melbourne: Geoffrey Chapman.</p> <p>MOLTMANN, J. (1979). <i>Man: Christian anthropology in the conflicts of the present</i>. (Trans. Sturdy, J.) Philadelphia: Fortress Press. (German original, 1971).</p> <p>PANNENBERG, W. (1968). <i>Jesus—God and man</i>. (Trans. Wilkins L., Priebe D.) Philadelphia: Westminster Press. (German original, 1964).</p> <p>PANNENBERG, W. (1985). <i>Anthropology in theological perspective</i>. (Trans. J. O'Connell, M.) Westminster: John Knox.</p> <p>PETERS, A. (1979). <i>Der Mensch</i>. Gütersloh.</p> <p>RENARD, J. (2011). <i>Islam and Christianity: theological themes in comparative</i></p>

	<p><i>perspective</i>. Berkeley: University of California Press.</p> <p>SACHS, J. R. (1992). <i>The Christian vision of humanity: Basic Christian anthropology</i>. Collegeville, Minnesota: Liturgical Press.</p> <p>THIERING, B. (2011). <i>Jesus the man</i>. London: Corgi Publisher.</p> <p>WOLFF, H. W. (1974). <i>Anthropology of the Old Testament</i>. Philadelphia: Fortress Press. (German original, 1973).</p> <p><b>HuD B2.2:</b></p> <p>There will be a selection of key original readings for students to discuss (Plato, Aristotle, Augustine of Hippo, Thomas Aquinas, Descartes, Hobbes, Hegel, Kant, Nietzsche) these readings will be organized in a student reader.</p> <p>COPPLESTON, F. (1973). <i>A history of philosophy</i>. New York: Image Books.</p> <p>GAARDER, J. (1996). <i>Sophie's world: A novel about the history of philosophy</i>. New York: Berkley.</p> <p>KIERKEGAARD, S. (1986). <i>Fear and Trembling</i>. (Trans. Hannay, A.) Penguin Classics</p>
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Module Title	RESEARCH METHODS & ACADEMIC WRITING	
<b>Module Code</b> <b>Category</b> <b>Semester</b> <b>Language</b>	HuD (B3) Basic Module 1./2. English	
<b>Included Course Titles &amp; Delivery Mechanism</b>	1   <b>Academic Writing Skills</b>	<b>Online</b> Interactive
	2   <b>Research and Social Transformation: “Research from the Margins”</b>	<b>Online</b> Interactive
	3   <b>Needs &amp; Impact Assessments / Research Design</b>	<b>Online</b> Interactive
<b>Credit Points</b>	9	
<b>Work Load</b>	<b>Total hours:</b> 270 <b>Contact hours:</b> 90 (online interactive) <b>Independent Work hours:</b> 180	
<b>Learning Outcomes &amp; Core Competencies</b>	<p><b>HuD B3.1:</b>  <u>Academic Writing Skills</u>                      The students of this program will come from very diverse educational backgrounds. This course seeks to bring them on a similar level by equipping them with the writing skills necessary to fulfill the academic requirements of the program. Studying relevant texts, they will practice to read, summarize, and comment critically on them. They will learn how to grasp core arguments, how to write abstracts, and how to analyze the logical structure of a text. They will be exposed to reading journals, articles, and related books and to draw sources of information and reference points for their own work. Learners will experience essay writing, dwelling on assignments, and learning to edit documents. They will work on analytical reflections using comparative notes and critical reflections experiencing contextual systems. The students will learn how to use annotated bibliography, how to paraphrase, and how to cite appropriately without plagiarizing using the APA or MLA style guide.</p> <p><b>HuD B3.2:</b>  <u>Research &amp; Social Transformation</u>                      Students shall gain insights in the ambivalent role of research: on the one hand maintaining oppressive structures and on the other hand serving the interests of dominated, exploited, and oppressed groups. They will learn about the subjectivity of social research, the social construction of knowledge. Therefore, they shall become aware of the fact that people are often treated as research objects instead of subjects. They will be challenged to begin their own research with the people’s experience, and they will be asked to deal responsibly with the information gained. They will also think of ways to use research to transform societies mindfully to empower particularly marginalized groups.</p> <p>Through their own small research projects and case studies in teams, students will attempt to explore aspects, new horizons, and understandings of human development and social transformation. The worldwide YMCA network offers great opportunities to practice research methods in concrete contexts doing real tasks (e.g. needs and impact assessments) for the learners to see the vast transformative power of social research. Because of the</p>	

	<p>multi-cultural composition, they will be able to come to a multitude of reflections overlapping to craft a bigger picture.</p> <p><b>HuD B3.3:</b>  <u>Needs &amp; Impact Assessments / Research Design</u>                  Learners will learn about the necessity of needs and impact assessments to ensure the quality of social programming with the YMCA and beyond. They will be exposed to effective concepts of assessment, measurement tools, and quantitative and qualitative research methods – particularly to report and give evidence for social transformation.</p> <p>They will learn how to find the right research approach, fitting to what it is they want to explore. They will learn how to come up with a critical contextual diagnosis to identify and analyze needs and gaps – especially looking through a cultural diverse lens. In addition, the students will be exposed to the World Alliances of YMCA’s enlisted Global Operating Plan impact measurement tools and processes – and they will learn to critically assess them.</p>
<p><b>Content</b></p>	<p><b>HuD B3.1:</b>  <u>Academic Writing Skills</u></p> <ul style="list-style-type: none"> <li>▪ The structure of an argument and the logical flow of an academic paper</li> <li>▪ Citations, bibliography, and academic conduct (plagiarism &amp; copyright)</li> <li>▪ Using the library, the internet, and other sources to find pertinent literature</li> <li>▪ Effective reading and writing (paraphrasing, summarizing, drafting, editing, differences between creative and academic writing, writing reports, essays, articles)</li> </ul> <p><b>HuD B3.2:</b>  <u>Research &amp; Social Transformation</u></p> <ul style="list-style-type: none"> <li>▪ Normal vs. Post-normal science</li> <li>▪ The foundations of social sciences and social research (assumptions, paradigms, social theory, logical systems, cultural peculiarities)</li> <li>▪ The role of research for social transformation and human development</li> <li>▪ Applied Social Research as a tool for the human services and youth work</li> <li>▪ Coming up with strong arguments for social change based on research</li> <li>▪ The ethics of political and social research</li> <li>▪ Participatory Action Research as transformational tool</li> <li>▪ Critical reflection on the power of knowledge to maintain oppressive relations, and the subjectivity of knowledge and the social construction of scientific paradigms</li> </ul> <p><b>HuD B3.3:</b>  <u>Needs &amp; Impact Assessments / Research Design</u></p> <ul style="list-style-type: none"> <li>▪ Modes of Operation: Experiments, Survey Research, Qualitative Field and Action Research, Unobtrusive Research, Evaluation Research (Impact)</li> <li>▪ Structuring of Inquiry: research design and conceptualization; operationalization and measurement; indexes, scales and typologies; the logic of sampling)</li> <li>▪ Methods of distinguished needs assessments (e.g. appreciative inquiry)</li> <li>▪ Issues in problem formulation, analysis and interpretation</li> <li>▪ Writing for research: grant proposals and report writing</li> </ul>
<p><b>Criteria: Exams, Tests, Essays, etc.</b></p>	<p>Research (Team) Project including a Written Report <a href="#">?? See Mackenzie!</a></p>

<b>Pre-requisites</b>	None
<b>Length of the Module</b>	One Semester
<b>Frequency</b>	Annual
<b>Applicability of the Module</b>	B.A. in Social Work (On Camus & Online), integrated B.A. in Christian Education & Social Work (On Camus & Online) Certificate Program: "Research Methods and Academic Writing"
<b>Literature</b> (recommended selection)	<p><b>HuD B3.1:</b></p> <p>AMERICAN PSYCHOLOGICAL ASSOCIATION - APA (2009). <i>Publication manual</i> (6<sup>th</sup> edition).</p> <p>BARKER, A., MANJI, F. (2000). <i>Writing for Change. An Interactive Guide to Effective Writing, Writing for Science, and Writing for Advocacy</i>. IDRC</p> <p>BOEGLIN, M. (2007). <i>Wissenschaftlich arbeiten Schritt für Schritt. Gelassen und effektiv studieren</i>. München: W.Fink (UTB 2927).</p> <p>CRESWELL, J. W. (2009). <i>Research design: qualitative, quantitative, and mixed methods approaches</i>. Los Angeles: Sage.</p> <p>CORBIN, J. M., STRAUSS, A. L., &amp; STRAUSS, A. L. (2008). <i>Basics of qualitative research: techniques and procedures for developing grounded theory</i>. Los Angeles, Calif.: Sage Publications</p> <p>ECO, U. (2005). <i>Wie man eine wissenschaftliche Abschlussarbeit schreibt</i>. (11. Aufl.) Heidelberg: C. F. Müller (UTB 1512). Original title (1977): <i>Come si fa una testa di laurea</i>. Milano: Gruppo Editoriale Fabbri-Bompani.</p> <p>KRUSE, O. (2004). <i>Keine Angst vor dem leeren Blatt - ohne Schreibblockaden durchs Studium</i>. (Bd. 16, 10. Aufl.) Frankfurt: campus concret.</p> <p>MODERN LANGUAGE ASSOCIATION OF AMERICA – MLA (2009). <i>MLA handbook for writers of research papers</i> (7. ed.).</p> <p>STANDOP, E. (1990). <i>Die Form der wissenschaftlichen Arbeit</i> (13. ed.). Heidelberg/Wiesbaden (UTB 272).</p> <p>STRUNK, W., &amp; WHITE, E. B. (1999, 4th ed.). <i>The elements of style</i>. Longman York Press.</p> <p>THEISEN, M. R. (1996). <i>Wissenschaftliches Arbeiten</i>. (8. ed.), München: Vahlen.</p> <p><b>HuD B3.2:</b></p> <p>BERGER, P., &amp; LUCKMANN, T. (1966). <i>The social construction of Reality: A Treatise in the Sociology of Knowledge</i>. Doubleday.</p> <p>BERNARD, H. R. (2011). <i>Research Methods in Anthropology. Qualitative and Quantitative Approaches</i>. (5<sup>th</sup> edition). New York: Alta Mira</p> <p>BLAIKIE, N. (2011). <i>Designing Social Research. To logic of Anticipation</i>. (3<sup>rd</sup> edition). Cambridge: Polity Press</p> <p>BOURDIEU, P. (1997). <i>Outline of a theory of practice</i>. Cambridge University Press.</p> <p>BROCK, K, &amp; MCGEE, R. (ed.) (2002). <i>Knowing poverty: Critical reflections on participatory research and policy</i>. London: Earthscan.</p> <p>GARNER, M., WAGNER, C., KAWULICH, B. (2009). <i>Teaching Research Methods in the Social Sciences</i>. Burlington: Ashgate.</p> <p>HOWSON, R. &amp; SMITH, K. (2008). <i>Hegemony: Studies in consensus and coercion</i>. New York: Routledge.</p>

KIRBY, S., & MCKENNA, K. (1989). *Experience research social change: Methods from the margins*. Aurora: Garamond.

LAKOFF, G., & JOHNSON, M. (1981). *Metaphors we live by*. Chicago, IL: University of Chicago Press.

MCLEAN, C. (2010). *Shaping change: Transforming communities creative and critical studies*. UBC: Okanagan Campus, Kelowna, BC.

SCHON, D. A., & REIN, M. (1994). *Frame reflection: Toward the resolution of intractable policy controversies*. New York: Basic Books.

SCHÜTZ, A. (1967). *The phenomenology of the social world*. Northwestern University Press.

TAYLOR, J. (1998). *Transformation and development: A South African perspective*. Community Development Resource Association.

THOMAS, A. (ed.) (1998). *Finding out Fast. Investigative Skills for Policy and Development*. London: Sage

**HuD B3.3:**

BABBIE, E. (2007). *The practice of social research* (11<sup>th</sup> edition) Belmont: Thomson.

FOUCAULT, M. (1972). *The archaeology of knowledge*. NY: Routledge.

MONETTE, D, SULLIVAN, T, & DEJONG, C. (2005). *Applied social research: A tool for the human services* (6<sup>th</sup> edition). Toronto, Ontario: Nelson.

MOSER, H. (1995). *Grundlagen der Paxisforschung*. Freiburg: Lambertus.

MYRDAL, G. (1971). *Objektivität in der Sozialforschung*. (2. Aufl.) Frankfurt: Suhrkamp.

PALYS, T., & ATCHISON, C. (2008). *Research decisions: Quantitative and qualitative perspectives*. (4<sup>th</sup> edition). Toronto: Nelson.

Module Title	ETHICS & CIVILITY		
<b>Module Code</b>	HuD (B4)		
<b>Category</b>	Basic Module		
<b>Semester</b>	2.		
<b>Language</b>	English		
<b>Included Course Titles &amp; Delivery Mechanism</b>	1	<b>Ethics applied</b>	<b>Online</b> Interactive
	2	<b>World Economics, Ethics &amp; Globalization</b>	<b>Online</b> Interactive
<b>Credit Points</b>	9		
<b>Work Load</b>	<b>Total hours:</b> 270 <b>Contact hours:</b> 90 (online interactive) <b>Independent Work hours:</b> 180		
<b>Learning Outcomes &amp; Core Competencies</b>	<p><b>HuD B4.1:</b>  <u>Ethics applied</u>  Students will learn about different ethical concepts and how they necessarily relate to and interact with their worldview. They will be exposed to a variety of theological and philosophical ethical schools of thought and will be asked to critically assess them based on their own world view and practical relevance. Students shall become aware of and will be asked to critically evaluate their own ethos counterbalancing it with other perceptions. Through that process they will gain a robust argument for their own ethical belief and ensuing dealings with people professionally and personally.</p> <p>They will also learn to deal with ethical dilemma in developmental work acquiring a meta-perspective through the application of relevant theoretical frameworks. Learners will be asked to discuss if there could be something like “world ethics” in light of cultural diversity and the need for global solidarity, maybe even as a foundation for human rights.</p>		
	<p><b>HuD B4.2:</b>  <u>World Economics, Ethics &amp; Globalization</u>  Since global trends influencing human leadership development intensively, the students learn to understand and to reconstruct the impact of globalization in its ethical dimensions. They will be exposed to the sociological and economical mechanisms bringing forth recent developments of globalization. They will develop a deeper understanding of the liberalization of trade, the logic of the international finance system with its impact on poverty, and wealth, international mobility trends, international flows of knowledge, digitalization, and the role of information and communications technology (ICT), the digital divide, phenomenon like “brain drain”, urbanization, migration, and the HIV pandemic impact etc.</p> <p>Students shall become aware of how global trends are influencing capacity development and how to make use out of it for development strategies. For the first time, the Millennium Development Goals (MDGs) offer a global partnership involving shared responsibility for development, internationally agreed outcome targets and choices on policies to achieve them</p>		
<b>Content</b>	<b>HuD B4.1:</b> <u>Ethics applied</u> <ul style="list-style-type: none"> <li>▪ Theological ethics</li> </ul>		

	<ul style="list-style-type: none"> <li>▪ Philosophical ethics</li> <li>▪ Dealing with ethical dilemma professionally and personally (particularly working in the field development)</li> <li>▪ The “clash” versus the “dialogue” among civilizations and defining its relation to civility and ethics.</li> <li>▪ Construction of an ethical framework based on theological and philosophical considerations and belief systems</li> <li>▪ Steps to come to ethical conclusions and genuine argumentations</li> <li>▪ Ethics in light of cultural diversity and the human rights dilemma</li> </ul> <p><b>HuD B4.2:</b> <u>World Economics, Ethics &amp; Globalization</u></p> <ul style="list-style-type: none"> <li>▪ Understanding globalization and global governance</li> <li>▪ Mechanisms and impact of world economics</li> <li>▪ Understanding the MDGs in light of global poverty and the right to development</li> <li>▪ Range and limitations of the political system</li> <li>▪ Introducing the concept of global solidarity: changes &amp; limits</li> <li>▪ The ethics of globalization</li> <li>▪ ICT and its impact of globalization</li> <li>▪ Methods of implementing and up-scaling ethical standards on an international level</li> </ul>
<b>Criteria: Exams, Tests, Essays, etc.</b>	Written Exam: Essay
<b>Pre-requisites</b>	None
<b>Length of the Module</b>	One Semester
<b>Frequency</b>	Annual
<b>Applicability of the Module</b>	B.A. in Social Work (On Camus & Online), integrated B.A. in Christian Education & Social Work (On Camus & Online)
<b>Literature</b> (recommended selection)	<p><b>HuD B4.1:</b> There will be a selection of key philosophical original readings for students to discuss anthropological concepts (e.g. Aristotle, Immanuel Kant, John Locke, Thomas Hobbes, J.S. Mill, Martin Buber, Karl Marx, Emmanuel Levinas, Søren Kierkegaard)</p> <p>ANZENSBACER, A (1992). <i>Einführung in die Ethik</i>. Düsseldorf: Patmos.</p> <p>ARISTOTELES (2009). <i>Nicomachean ethics</i> (Trans. Ross, D.). Oxford University Press.</p> <p>BONHOEFFER, D. (1995). <i>Ethics</i>. Touchstone.</p> <p>BUBER, M. (2000). <i>I and Thou</i> (Trans. Smith, R.). Scribner Classics.</p> <p>KANT, I. (2011). <i>Fundamental principles of the metaphysic of morals</i>. CreateSpace.</p> <p>KÜNG, H. (1998). <i>A global ethic for global politics and economics</i>. Oxford University Press.</p> <p>LEVINAS, E. (2005). <i>Humanism of the Other</i> (Trans. Poller, N.). University of Illinois Press.</p> <p>LIENEMANN, W. (2008). <i>Grundinformation Theologische Ethik</i>. Göttingen.</p> <p>MILL, J.S. (2006). <i>Utilitarianism: Der Utilitarismus</i>. Stuttgart: Reclam.</p> <p>NIEBUHR, H.R. (1956). <i>Christ and culture</i>. Harper &amp; Row.</p>

- NIEBUHR, H.R. (1999). *The responsible Self. An essay in Christian moral philosophy*. Westminster: John Knox Press.
- PECK, M. S. (1993). *A world waiting to be born: civility rediscovered*. New York: Bantam Books.
- SIDE, R.J. (2005). *Rich Christians in an Age of Hunger: Moving from Affluence to Generosity*. Thomas Nelson
- SINGER, P. (2011). *Practical ethics*. Cambridge University Press (3. ed.).
- SPAEMANN, R. (1987). *Ethik Lesebuch von Platon bis heute*. München: Piper
- STASSEN, G., GUSHEE, D. (2003). *Kingdom ethics: Following Jesus in contemporary society*. Downers Grove, IL: Intervarsity Press.
- TAYLOR, M.L. (2011). *The theological and the political: On the weight of the world*. Minneapolis: Fortress Press.
- THIELICKE, H. (1969). *Theological ethics*. Fortress Press.
- WILKENS, S. (1995). *Beyond bumper sticker ethics: An Introduction to theories of right and wrong*. Downers Grove, IL: Intervarsity Press.
- HuD B4.2:**
- BOFF, L. (1997). *Cry of the earth, cry of the poor (Ecology and Justice)*. New York: Orbis Books.
- BRINKERHOFF, J. M., SMITH, S. C., & TEEGEN, H. (2007). *NGOs and the Millennium Development Goals: citizen action to reduce poverty*. New York: N.Y., Palgrave Macmillan
- COLLIER, P. (2007). *The Bottom Billion: Why the Poorest Countries are Failing and What Can Be Done About It*. Oxford University Press.
- CROCKER, D. (2008). *Ethics of global development: Agency, capability, and deliberative democracy*. Cambridge: Cambridge University Press.
- CROUCH, C. (2004). *Post-Democracy (Themes for the 21st Century)*. Cambridge: John Wiley & Sons.
- CROUCH, C. (2011). *The Strange non-death of Neo-liberalism*. Cambridge: John Wiley & Sons.
- DEBERRI, E. P., & HUG, J. E. with HENRIOT, P. J. / SCHUDTHEIS, M. J. (2003). *Catholic Social Teaching: Our Best Kept Secret (4., rev. and expanded ed.)*. Maryknoll, NY: Orbis
- EASTERLY, W. (2006). *The white man's burden: Why the west's efforts to aid the rest have done so much ill and so little good*. New York: Penguin Press.
- GLOBAL ETHIC FOUNDATION (ed.) (2009). *Global economic ethic: Consequences for global business. A manifesto*. Tübingen.
- GROODY, D.G. (2007). *Globalization, spirituality and justice*. New York: Orbis Books.
- HIMES, K. et al. (eds.) (2005). *Modern Catholic Social Teaching. Commentaries and Interpretations*, Washington: Georgetown UP
- MÜLLER, J. (1997). *Entwicklungspolitik als globale Herausforderung. Methodische und ethische Grundlegung*. Stuttgart: Kohlhammer.
- PONTIFICAL COUNCIL FOR JUSTICE AND PEACE (2004). *Compendium of the Social Doctrine of the Church*, Vatican City: Libreria Editrice Vaticana
- SASSEN, S. (2007). *A sociology of globalization*. University of Chicago and

	<p>London School of Economics.</p> <p>SEN, A. (1999). <i>Development as freedom</i>. New York: Alfred A. Knopf.</p> <p>STIGLIZ, J. (2006). <i>Making globalisation work</i>. W.W. Norton &amp; Company, Inc.</p>
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Module Title	<b>COMPREHENSIVE COMMUNICATION &amp; COACHING COMPETENCE</b>		
<b>Module Code</b>	HuD (B5)		
<b>Category</b>	Basic Module		
<b>Semester</b>	1./2.		
<b>Language</b>	English		
<b>Included Course Titles &amp; Delivery Mechanism</b>	1	<b>Basics Communication</b>	<b>Online</b> Interactive
	2	<b>Coaching as Capacity Development</b>	<b>Face-to-Face</b> 1 <sup>st</sup> Residency (1 week)
	3	<b>Conflict Coaching</b>	<b>Online</b> Interactive
<b>Credit Points</b>	9		
<b>Work Load</b>	<b>Total hours:</b> 270 <b>Contact hours:</b> 90 (30 face-to-face and 60 online interactive) <b>Independent Work hours:</b> 180		
<b>Learning Outcomes &amp; Core Competencies</b>	<p><b>HuD B5.1:</b>  <u>Basics Communication</u>  Students will obtain comprehensive knowledge of the key components of communication processes (including the significance of non-verbal communication particular in cross-cultural encounters). They will understand the dynamic complexity of communication and how it creates and shapes cultures, systems, and resistant patterns.  They will learn about the interplay of intra- and interaction and the interdependence of communication and self-esteem. They will also hear of the importance of constructive feedback and study how to give and receive such feedback to foster development and growth in themselves and others.  Moreover, students will acquire a variety of analytical tools to investigate where communication processes broke down or are most vulnerable to fail.</p> <p><b>HuD B5.2:</b>  <u>Coaching as Capacity Development</u>  Students explore the science and the art of using conversation to bring out transformational insight in others to become better leaders, managers, mentors, coaches, educators, or even parents.  Students will build a foundation of tools, skills, and resources to coach themselves and others. This will be achieved through hands-on practice of each new skill after its introduction. Students will work in triads and take turns as coach, coachee, and observer for a full-spectrum experience. They will be challenged to step out of their comfort zone, try on unfamiliar concepts, and reflect upon their experiences in journals and online discussion forums.</p> <p>By the end of the course they will be able to:</p> <ul style="list-style-type: none"> <li>▪ conduct a basic coaching session in triads - online and face-to-face</li> <li>▪ reflect on their ability to apply the skills in real life situations through journaling and online group discussion</li> <li>▪ demonstrate their ability to choose appropriate questioning and listening techniques with a coaching client by analyzing a tape review online with their fellow learners</li> <li>▪ demonstrate the ability to recruit 3 volunteer coaching clients and conduct a basic coaching session with each client; and prepare an evaluation form to elicit feedback for each session</li> </ul>		

	<p><b>HuD B5.3:</b> <u>Conflict Coaching</u></p> <p>By developing a deeper understanding of the brain, and how to observe and steer it, students learn to facilitate the flow of creativity in problem solving and decision making. They will gain a deeper understanding of themselves, their language and behaviour patterns and traits which influence how they facilitate change. Learners will be introduced to the effective skill of emotion regulation. Understanding the social nature of the brain is important when it comes to reducing conflicts, collaborating with, and influencing others.</p> <p>Students learn that conflict coaching is a future-focused, one-on-one process in which a coach helps clients to increase their conflict competency, to be able to prevent unnecessary disputes, and to resolve those that do arise. Students work with coachees on many things, including their specific issues with conflict and the behaviors that get in the way of collaborative problem solving. In conflict coaching, students learn not only to handle their own issues with others, but to approach dispute situations in other capacities, e.g. as a facilitator or mediator, with more self-awareness and skill.</p> <p>Through self-reflection, skill-building exercises, discussion, simulations, demonstrations, and role plays, students develop and practice conflict coaching techniques and skills. Students will leave this course with a developed capacity for core value thinking and further tools for powerful coaching conversations – particularly when confronted with differences.</p> <p>Learners will demonstrate their understanding of conflict coaching to specifically identify and deconstruct his/her:</p> <ul style="list-style-type: none"> <li>▪ particular conflict management style.</li> <li>▪ triggers and automatic reactions to conflict.</li> <li>▪ conflict approaches that are the most and least comfortable.</li> <li>▪ conduct and that of others, that may interfere with managing conflict.</li> <li>▪ goals and action plans for managing conflict more effectively.</li> </ul>
<p><b>Content</b></p>	<p><b>HuD B5.1:</b> <u>Basics Communication</u></p> <ul style="list-style-type: none"> <li>▪ Communication components and the complexity of their interplay</li> <li>▪ Non-verbal communication, interpretation and the role of culture</li> <li>▪ Communication Analysis: the 5 Axioms of communication (Watzlawick), the four messages in one (Schulz v. Thun)</li> <li>▪ Communication &amp; Self-esteem (V. Satir)</li> <li>▪ Giving and receiving feedback (Feedback vs. Failure Frame, JOHARI window, etc.)</li> <li>▪ Meta-Communication</li> </ul> <p><b>HuD B5.2:</b> <u>Coaching as Capacity Development</u></p> <p>In the first part of the program, students explore some of the origins of coaching, looking specifically at contemporary neuroscience and its implications on coaching and facilitating change. Learners then move in to developing key coaching communication skills that will transform the way they communicate and relate to others.</p> <p>Topics include:</p> <ul style="list-style-type: none"> <li>▪ Think about thinking, Listen for potential and Speak with intent</li> <li>▪ The Integrated Coaching Model</li> <li>▪ Triggering insight and new thinking</li> </ul>

	<ul style="list-style-type: none"> <li>▪ The role of feelings</li> <li>▪ Establish a coaching relationship and build trust</li> <li>▪ Set powerful goals and develop strategies for success</li> <li>▪ Get their clients into action</li> <li>▪ Manage coaching sessions</li> <li>▪ Work with habits</li> <li>▪ Operate as a Coach</li> <li>▪ Follow and use ethical guidelines and standards for coaches</li> </ul> <p><b>HuD B5.3:</b> <u>Conflict Coaching</u></p> <p>Once students have learned how to communicate like a coach, they move in to applying these new skills to key coaching processes based on neuro-scientific research particularly aiming at solving conflicts.</p> <p>Topics include to understand:</p> <ul style="list-style-type: none"> <li>▪ how conflict coaching is different from other types of coaching</li> <li>▪ the principles and methods specific to conflict coaching, with emphasis on how it applies to the workplace</li> <li>▪ the stages of conflict coaching</li> <li>▪ the “how tos” of coaching individuals about conflict</li> <li>▪ qualities and skills required to be an effective conflict coach</li> <li>▪ the different types of conflict coaching and their application</li> </ul>
<b>Criteria: Exams, Tests, Essays, etc.</b>	<p><b>HuD B5.1+2:</b></p> <ul style="list-style-type: none"> <li>▪ Learning Journal</li> <li>▪ Triad coaching sessions (100% mandatory participation/attendance!)</li> <li>▪ Recorded coaching session and written reflection</li> <li>▪ <a href="#">Book-chapter(s) Review</a></li> <li>▪ <a href="#">Ongoing Participation in Discussions</a></li> </ul> <p><b>HuD-B5.2+3:</b></p> <ul style="list-style-type: none"> <li>▪ <del>Learning Journal (focus on mindfulness)</del></li> <li>▪ Recorded LAB Profile conversation and written analysis</li> <li>▪ <del>Final Paper (e.g. summarizing neuro-scientific research, aspects of the LAB Profile, advanced coaching techniques, conflict coaching)</del></li> <li>▪ <del>Triad coaching sessions (100% mandatory participation/attendance!)</del></li> </ul>
<b>Pre-requisites</b>	None for HuD B5.1 HuD B5.1 is a pre-requisite for HuD B5.2+3
<b>Length of the Module</b>	Two Semesters
<b>Frequency</b>	Annual
<b>Applicability of the Module</b>	<u>Certificate Programme: “Coaching 101”</u>
<b>Literature</b> (recommended selection)	<p><b>HuD B5.1:</b></p> <p>SATIR, V. (1967). <i>Conjoint family therapy: A Guide to theory and technique</i>. Palo Alto, California: Science and Behavior Books, Inc.</p> <p>SCHUDZ V. THUN, F. (1981). <i>Miteinander reden 1: Störungen und Klärungen</i>. Hamburg: Rowohlt.</p> <p>SCHUDZ V. THUN, F. (1989). <i>Miteinander reden 2: Stile, Werte und Persönlichkeitsentwicklung</i>. Hamburg: Rowohlt.</p> <p>SCHUDZ V. THUN, F. (1998). <i>Miteinander reden 3: Das Innere Team und situationsgerechte Kommunikation</i>. Hamburg: Rowohlt.</p> <p>WATZLAWICK, P., LEDERER, W., &amp; JACKSON, D. (1967). <i>Pragmatics of human</i></p>

*communication: A study of interactional patterns, pathologies and paradoxes.* New York: W. W. Norton.

**HuD B5.2:**

ATKINSON, M., & CHOIS, R.T. (2007). *Inner dynamics of coaching.* Exalon Publishing Limited.

ATKINSON, M., & CHOIS, R.T. (2007). *Step-by-step coaching.* Exalon Publishing Limited.

DE SHAZER, S. (1988). *Clues: Investigating solutions in brief therapy.* New York: Norton.

GOSSEN, P. (2007). *Business transformed.* Vancouver, Canada: Leadership Inc. Press.

HASSED, C. (1999). *Know thyself: The stress release programme.* South Yarra, Australia: Michelle Anderson Publishing.

JACKSON, P. (2007). *Solutions focus: Making coaching and change S.I.M.P.L.E.* (2nd edition). Boston: Brealey.

**HUD B5.3:**

CHARVET, R. C. (1997). *Words that change minds: Mastering the language of influence* (2nd edition). Dubuque: Kendall/Hunt.

JONES, T. S., & BRINKERT, R. (2008). *Conflict coaching: Conflict management strategies and skills for the individual.* Thousand Oaks: Sage Publications.

PAGE, L., & ROCK, D. (2009). *Coaching with the brain in mind.* Hoboken, NJ: Wiley & Sons.

ROCK, D. (2006). *Quiet leadership.* New York: HarperCollins.

Module Title	INTERCULTURAL COMPETENCE IN THEORY & PRACTICE		
<b>Module Code</b>	HuD (B6)		
<b>Category</b>	Basic Module		
<b>Semester</b>	4./5.		
<b>Language</b>	English		
<b>Included Course Titles &amp; Delivery Mechanism</b>	1	<b>Intercultural Philosophy</b>	<b>Online</b> Interactive
	2	<b>Interreligious Dialogue</b>	<b>Online</b> Interactive
	3	<b>Cross-cultural Awareness, Understanding &amp; Competence</b>	<b>Face-to-Face</b> 2 <sup>nd</sup> Residency (1 week)
<b>Credit Points</b>	9		
<b>Work Load</b>	<b>Total hours:</b> 270 <b>Contact hours:</b> 90 (online interactive) <b>Independent Work hours:</b> 180		
<b>Learning Outcomes &amp; Core Competencies</b>	<p><b>HuD B6.1:</b>  <u>Intercultural Philosophy</u>  Learners will be exposed to basic concepts of intercultural philosophy, its implications, questions, and current answers. They will be taught the basics of this “science of peace” (Yousefi, 2007) in order to understand and to be able to apply its dialogic principles and phenomenological as well as hermeneutic methods.</p> <p><b>HuD B6.2:</b>  <u>Interreligious Dialogue</u>  This course is going to deal with the intricacy of interreligious dialogue. Hereby the role of religion as a cultural “meaning-making system” (Geertz, 1973) will be particularly emphasized.</p> <p>Students will learn about and discuss the inherent ambivalence of religion with its difficulties and have chances to dialogue in meaningful ways with other religions, belief systems, or faiths. Tools to foster interreligious dialogue and the positive traits that all great world religions encompass shall be explored and means to utilize these constructed.</p> <p>Students will be exposed to all of the large world religions and will be encouraged to reflect about positive ways their own religious background could serve as bridge for meaningful encounters with other spiritual traditions living in the tension between inclusiveness and keeping a clear faith-based identity. Also, the role of religion with regards to the hot topics of fundamentalism, gender issues, the war on terror, HIV, and suppression will be touched on.</p> <p><b>HuD B6.3:</b>  <u>Cross-cultural Awareness, Understanding &amp; Competence</u>  During a one week intensive, skills-based training will be able to sharpen learners' cross-cultural awareness and understanding of otherness. This will be achieved through practicing a multitude of skills related to multi-cultural communication settings.</p> <p>Students will gain an awareness of the interdependence dealing with their own inner unknown parts and the fear of the foreign otherness. Sharing their own life stories and their own cultural symbols will help them to gain a</p>		

	deeper understanding of themselves and their fellow learners coming from a variety of different socio-cultural backgrounds. Based on that understanding, core principles of international affairs will be studied, developed, and critically assessed.
<b>Content</b>	<p><b>HuD B6.1:</b> <u>Intercultural Philosophy</u></p> <ul style="list-style-type: none"> <li>▪ Current theories on intercultural philosophy</li> <li>▪ The role of culture and ethnicity in philosophy, critical aspects of euro-centrism and power imbalances in philosophical traditions</li> <li>▪ Globalization, superior worldviews, and their implications for development</li> <li>▪ Democracy in intercultural perspective, philosophical underpinnings of the concept of global governance</li> </ul> <p><b>HuD B6.2:</b> <u>Interreligious Dialogue</u></p> <ul style="list-style-type: none"> <li>▪ Religion as a meaning-making system, orientation, and guide</li> <li>▪ The relationship and intrinsic connection of culture and religion</li> <li>▪ The ambivalence of religion: warmongers or peace missionaries?</li> <li>▪ World religions in light of historical progression, modernization, and globalization</li> <li>▪ The difficult tension between inclusiveness and exclusiveness</li> <li>▪ Religion and its role in terrorism, HIV, gender issues, and other hot topics</li> </ul> <p><b>HuD B6.3:</b> <u>Cross-cultural Competence</u></p> <ul style="list-style-type: none"> <li>▪ Key principles of cross-cultural communication in theory and practice</li> <li>▪ Religious identity, faith-based esteem, and its impact on communication across cultures</li> <li>▪ The unknown in us and its intrinsic connection with our dealings with otherness</li> <li>▪ Aspects of cross-cultural conflict resolution</li> </ul>
<b>Criteria: Exams, Tests, Essays, etc.</b>	Team-Presentation during R3, accompanied by an Individual Paper
<b>Pre-requisites</b>	None
<b>Length of the Module</b>	Two Semesters
<b>Frequency</b>	Annual
<b>Applicability of the Module</b>	<u>Certificate Programme: "Intercultural Competence in Theory and Practice"</u>
<b>Literature</b> (recommended selection)	<p><b>HuD B6.1:</b> FISHER, M. P. (1997). <i>Living religions</i>. Upper Saddle River, N.J.: Prentice Hall. GADAMER, R. A. (2004). <i>Truth and method</i>. (2nd edition, Trans. J. Weinsheimer and D. G. Marshall). New York: Crossroad. GEERTZ, C. (2000). <i>Available light: Anthropological reflections on philosophical topics</i>. Princeton: Princeton University Press. HENGELBROCK, J. (2009). <i>Religion und Philosophie: Interkulturelle Fragen</i>. JACOBS, M., HANRAHAN, N. (ed.) (2005). <i>The Blackwell Companion to the Sociology of Culture</i>. Blackwell Publishing. LEVINAS, E. (1999). <i>Alterity and transcendence</i>. (Smith, M.B. Trans). New York: Columbia University Press.</p>

	<p>MALL, R. A. (2000). <i>Intercultural philosophy</i>. Maryland: Rowman &amp; Littlefield.</p> <p>PAUL, G. (2008). <i>Einführung in die interkulturelle Philosophie</i>, Darmstadt.</p> <p>TUHIWAI SMITH, L. (1999). <i>Decolonizing methodologies: Research and indigenous peoples</i>. Zed Books.</p> <p>WALDENFELS, B. (1997). <i>Topographie des Fremden: Studien zur Phänomenologie des Fremden (Band 1)</i>. Frankfurt: Suhrkamp.</p> <p>WIMMER, F.M. (2002). <i>Essays on intercultural philosophy</i>. Chennai: Satya Nilayam Publications.</p> <p>YOUSEFI, H. (2007). <i>On the theory and practice of intercultural philosophy</i>. In <i>On community: Community and civil society</i>. 12, 47/48, 105-124.</p> <p><b>HuD B6.2:</b></p> <p>ARMSTRONG, K. (1993). <i>A history of God: the 4000-year quest of Judaism, Christianity, and Islam</i>. New York: A.A. Knopf.</p> <p>BRÜCK, v. M (1987). <i>Dialog der Religionen: Bewußtseinswandel der Menschheit</i> (Emerging consciousness for a new humankind). München: Goldmann.</p> <p>FOUCAULT, M., &amp; CARRETTE, J. R. (1999). <i>Religion and culture</i>. New York: Routledge.</p> <p>GEERTZ, C. (1973). <i>The interpretation of cultures</i>. New York: Basic Books.</p> <p>PANIKKAR, R. (1998). <i>The intrareligious dialogue</i>. Paulist Press.</p> <p>RACE, A., &amp; SHAFER, I. H. (2002). <i>Religions in dialogue: from theocracy to democracy</i>. Aldershot: Ashgate.</p> <p>SCHREITER, R. (1992). <i>Abschied vom Gott der Europäer. Zur Entwicklung regionaler Theologien</i>. Salzburg: Pustet.</p> <p><b>HuD B6.3:</b></p> <p>BOTZ-BORNSTEIN, T., &amp; HENGELBROCK, J. (2006). <i>Re-ethnicizing the minds? Cultural revival in contemporary thought</i>. Rodopi.</p> <p>GEERTZ, C. (1983). <i>Local knowledge</i>. New York: Basic Books.</p> <p>LEBARON, M. (2001). <i>Transforming cultural complexity in an age of complexity</i>. In <i>Berghof handbook for conflict transformation</i>. Berlin: Berghof Research Center for Constructive Conflict Management.</p> <p>LEBARON, M., &amp; PILLAY, V. (2006). <i>Conflict across cultures: A unique experience of bridging differences</i>. Boston: Intercultural Press.</p> <p>LEDERACH, J.P. (1995). <i>Preparing for peace: Conflict transformation across cultures</i>. New York: Syracuse University Press.</p> <p>MICHAEL, M. S., &amp; PETITO, F. (2009). <i>Civilizational dialogue and world order: the other politics of cultures, religions, and civilizations in international relations</i>. New York: Palgrave Macmillan</p> <p>SHARMA, A. (2009). <i>The world's religions after September 11</i>. Westport, Conn: Praeger.</p> <p>SUE, D, &amp; SUE, D. (2007). <i>Counseling the culturally diverse: Theory and practice</i> (5<sup>th</sup> edition). Wiley.</p>
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Module Title	BASIC LEADERSHIP COMPETENCIES		
<b>Module Code</b>	HuD (B7)		
<b>Category</b>	Basic Module		
<b>Semester</b>	4./5.		
<b>Language</b>	English		
<b>Included Course Titles &amp; Delivery Mechanism</b>	1	<b>Neuro-Leadership</b>	<b>Online Interactive</b>
	2	<b>Resource-focused &amp; Outcome-oriented Team Development</b>	<b>Face-to-Face</b> 3 <sup>rd</sup> Residency (1 week)
	3	<b>Rhetoric, Moderation &amp; Facilitation</b>	<b>Face-to-Face</b> 3 <sup>rd</sup> Residency (1 week)
<b>Credit Points</b>	9		
<b>Work Load</b>	<b>Total hours:</b> 270 <b>Contact hours:</b> 90 (60 face-to-face and 30 online interactive) <b>Independent Work hours:</b> 180		
<b>Learning Outcomes &amp; Core Competencies</b>	<p><b>HuD B7.1:</b>  <u>Neuro-Leadership</u>  The goal of this course is for students to gain insight into the observable aspects of neuro-science (behavior, memory, emotions), thus enabling them to modulate their interventions in the workplace to improve leadership, learning, and change initiatives.</p> <p>Neuroscience provides evidence-based, ‘hard’ science to assist in the development of those leadership skills traditionally considered ‘soft’ skills. Students will develop an understanding of neuro-science, and particularly social cognitive neuro-science, as it has many of the same research objectives as leadership and leadership development:</p> <ul style="list-style-type: none"> <li>▪ Decision-making and problem-solving</li> <li>▪ Emotional regulation</li> <li>▪ Collaborating with and influencing others, and</li> <li>▪ Facilitating change</li> </ul> <p>Learners will be participating in online discussion forums which will focus on chapters from the book <i>Your Brain At Work</i> (Rock, 2009) and will be required to reflect on experiences in their own lives where the learning of brain-based strategies can be applied to. They will peruse research literature and write brief essays translating theories into practical applications in day-to-day life. Students will design interventions for facilitating change in their final exam.</p> <p><b>HuD B7.2:</b>  <u>Resource-focused, Outcome-oriented Team Development</u>  Students will be introduced to current concepts of team development and will learn how to build effective teams. They will learn about team support structures, practical tools to craft an infrastructure for innovation, and practice distributed leadership in action. This course will be delivered on campus, and students will interact frequently as they practice new skills and tools. They learn that saying “yes” to being the leader is also saying “yes” to setting clear boundaries; to their own agendas and challenges; to their personal strength; and to experiencing joy being in the leading role. Students will demonstrate in role plays and practice groups how they improve communication by effectively dealing with difficult situations, e.g. handling dis-</p>		

	<p>ruptions.</p> <p>Learners will be able to recognize psychological and biological components of motivation and apply techniques to revive or raise the level of enthusiasm in a team. Learners will engage in managing conflict and demonstrate their ability to recognize passive and aggressive and to diffuse the situation by using assertive behavior.</p> <p>Students will engage in participatory decision-making and practice the concept of ‘the Diamond of Participatory Decision-Making’ (Kaner et al, 2007). The Diamond describes the process a group goes through to solve a difficult problem. By legitimizing the awkward, uncomfortable, yet entirely normal dynamics of diversity, the Diamond of Participatory Decision-Making helps facilitators give their groups more meaningful support during difficult times. Students will learn to tap the enormous potential of group decision-making through role-plays and observation.</p> <p><b>HuD B7.3:</b> <u>Rhetoric, Moderation &amp; Facilitation</u></p> <p>In demonstrating effective rhetoric, learners will be proficient in the areas of self-worth, communication, self-motivation, and authority based on mutual trust and respect. They will have developed strategies for “what if” situations and have learned to deal with unforeseen disruptions.</p> <p>Students will have explored going ‘beyond presentation skills’ and will have learned the structural design for effective presentations, including the use of visual aids, media, and non-verbal communication.</p> <p>Learners have practiced preparing for presentations and facilitations by using check lists as well as their intuition. They are able to choose a method by following a list of criteria. Learners have a good understanding of neuroscience and the brain’s cognitive abilities. This understanding enables learners to plan for peak performance and for appropriate brain-health breaks.</p> <p>Learners have to demonstrate their ability to facilitate a meeting based on the model of a facilitation ‘primer’ for meetings. It is recognized that many meetings involve teams. However, there also exist many situations where meetings are held to share information and make decisions, in which the participants are not recognized as a team. It is for these kinds of meetings that this primer is being introduced, although the information provided to students is equally applicable to team meetings.</p>
<p><b>Content</b></p>	<p><b>HuD B7.1:</b> <u>Neuro-Leadership</u></p> <p>Introduction to the Brain’s Anatomy &amp; Physiology / Frontal Cortex / Memory / Attention and the Optimal Arousal Paradigm / Conscious &amp; Unconscious Thought / Multi-tasking / Prioritization / Insight / Limbic System / Evolution of Threat and Reward / Emotional theory / Expectations / Neurobiology of Mindfulness / Anatomy of a Social Brain / Philosophy of a Social Brain / Introduction to the SCARF model / Neuro-Plasticity / Goals / Feedback / Cultural Change / Attention Density / Adaptive Integrated Brain</p> <p><b>HuD B7.2:</b> <u>Resource-focused, Outcome-oriented Team Development</u></p> <ul style="list-style-type: none"> <li>▪ Acknowledging authority and dealing with power</li> <li>▪ Improving team communication and increasing team motivation</li> <li>▪ Managing conflict in teams</li> </ul>

	<ul style="list-style-type: none"> <li>▪ Setting goals, defining action steps, sharing the load based on talents</li> <li>▪ Complex dynamics of group / participatory decision making</li> <li>▪ Building sustainable agreements</li> <li>▪ Core Values, Reaching Closure</li> </ul> <p><b>HuD B7.3:</b> <u>Rhetoric, Moderation &amp; Facilitation</u></p> <ul style="list-style-type: none"> <li>▪ Rhetoric: the art of persuasive communication</li> <li>▪ Grounding Principles</li> <li>▪ Facilitator Fundamentals</li> <li>▪ Prepare with Purpose</li> <li>▪ Using Methods and Tools genuinely and effectively</li> <li>▪ What is a Facilitator? Roles and Expectations</li> <li>▪ Meeting Focus &amp; Staying on Track</li> <li>▪ Intervention Tables</li> <li>▪ Data Management</li> </ul>
<b>Criteria: Exams, Tests, Essays, etc.</b>	<p><b>HuD B7.1:</b></p> <ul style="list-style-type: none"> <li>▪ Book Review in teams online: post relevant comments for each chapter</li> <li>▪ PowerPoint Presentation prepared in teams online on designated Chapters from <i>Your Brain At Work</i> (Rock, 2009)</li> <li>▪ Participation in forums</li> <li>▪ Short Quizzes</li> </ul> <p><b>HuD B7.2+3:</b></p> <ul style="list-style-type: none"> <li>▪ Learning Journals: index of tools &amp; learning experiences</li> <li>▪ Moderate a Discussion Topic (in small group)</li> <li>▪ Short Quizzes</li> <li>▪ In-Class Presentation including a Peer Evaluation</li> <li>▪ Participation in Role-Plays (mandatory attendance)</li> </ul>
<b>Pre-requisites</b>	None for HuD B7.1 HuD B7.1 is a pre-requisite for HuD B7.2+3
<b>Length of the Module</b>	Two Semesters
<b>Frequency</b>	Annual
<b>Applicability of the Module</b>	Certificate Programme: "Leadership through a Cross-Cultural Lens." Partly for M.A. in Ethical Management
<b>Literature</b> (recommended selection)	<p><b>HuD B7.1:</b></p> <p>DOIDGE, N. (2007). <i>The brain that changes itself</i>. New York: Penguin Books.</p> <p>HASSED, C. (1999). <i>Know thyself: The stress release programme</i>. South Yarra, Australia: Michelle Anderson Publishing.</p> <p>IACOBONI, M. (2008, 2009). <i>Mirroring people: The science of empathy and how we connect with others</i>. New York: Farrar, Straus &amp; Giroux.</p> <p>LANGER, E.J. (1989). <i>Mindfulness</i>. Cambridge: Perseus Books Group.</p> <p>LEHRER, J. (2010). <i>How we decide</i>. New York: Houghton Mifflin Harcourt Publishing.</p> <p>ROCK, D. (2009). <i>Your brain at work: Strategies for overcoming distraction, regaining focus, and working smarter all day long</i>. New York: HarperCollins Publishers.</p> <p>SIEGEL, D. (2010). <i>Mindsight: The new science of personal transformation</i>. New York: Random House.</p>

	<p><b>HuD B7.2:</b></p> <p>ANCONA, D. &amp; BRESMAN, H. (2007). <i>X-Teams: How to build teams that lead, innovate and succeed</i>. Boston: Harvard Business School Publishing.</p> <p>FITZGERALD, M. (2006). <i>Corporate circles: Transforming conflict and building trusting teams</i>. North Hollywood: Quinn Publishing.</p> <p>KANER, S., LIND, L., TOLDI, C. &amp; FISK, S. (2007). <i>Facilitator's guide to participatory decision-making</i>. San Francisco: Jossey-Bass.</p> <p>LAHNINGER, P. (1999). <i>Leiten, präsentieren, moderieren: Arbeits- und Methodenbuch für Teamentwicklung und qualifizierte Aus- &amp; Weiterbildung</i>. Münster: Oekotopia-Verlag.</p> <p>SCHUMAN, S. (2010). <i>The IAF handbook of group facilitation: Best practices from the leading organization in facilitation</i>. San Francisco: Jossey &amp; Bass.</p> <p><b>HuD B7.3:</b></p> <p>DAFT, R. L. (2010). <i>The executive and the elephant: A leader's guide to building inner excellence</i>. San Francisco: John Wiley &amp; Sons.</p> <p>PENTLAND, A. (2008). <i>Honest signals: How they shape our world</i>. Cambridge: Massachusetts Institute of Technology.</p> <p>REYNOLD, G. (2008). <i>Presentation zen: Simple ideas on presentation design and delivery</i>. Berkeley: New Riders, Div. of Pearson Education.</p>
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Module Title	MANAGEMENT – ORGANISATION – GOVERNANCE (level I)		
<b>Module Code</b>	HuD (B8)		
<b>Category</b>	Basic Module		
<b>Semester</b>	3.		
<b>Language</b>	English		
<b>Included Course Titles &amp; Delivery Mechanism</b>	1	<b>Introduction into Management &amp; Organizational Studies</b>	Online Interactive
	2	<b>Strategy Development in Organizations and Networks</b>	Online Interactive
	3	<b>Project Management</b>	Online Interactive
<b>Credit Points</b>	9		
<b>Work Load</b>	<b>Total hours: 270</b> <b>Contact hours: 90 (online interactive)</b> <b>Independent Work hours: 180</b>		
<b>Learning Outcomes &amp; Core Competencies</b>	<p><b>HuD B8.1:</b>  <u>Introduction into Management &amp; Organizational Studies</u>  This introductory course leads students to a deeper understanding of the key concepts of management, organizations, and the role of governance structures. Taking into account the cross-cultural mix of the study group, the different cultural approaches of management within organizations and networks shall be reflected upon and critically assessed. The students are expected to develop a profound understanding of their own historical, social, and cultural frames of reference for management, organization, and organizational networks. They will gain an appreciation of the special role governance structures play for the management process.</p> <p>As foundational framework learners will acquire knowledge of the characteristic approach of systemic management, which describes a genuine holistic, circular, and non-mechanistic form of management. In addition the students will learn about the importance of effective interest-based negotiation within social networks.</p> <p><b>HuD B8.2:</b>  <u>Strategy Development in Organizations and Networks</u>  This course focuses on basic concepts of strategy development. The students will become acutely aware of the importance of strategy formation for organizations and organizational networks: How the world takes shape tomorrow will be determined by the way people look at it today. The more constraints, problems, and restrictions we see, the more we will lose confidence in our resources and ability to grow. If we see it as a world of change and options, unexpected opportunities for action and potential will arise.</p> <p>The strategic orientation of any organization or organizational network must therefore engage with innate visions, perspectives and hopes of the actors: How do others perceive future perspectives? What do they do and what do they hope to achieve? What is it they lack which they would need to realize their goals? These kinds of questions clearly show that strategic development must be organized as a living process of interest based negotiation. In addition to that the students will obtain significant tools for strategy development and implementation.</p>		

	<p><b>HuD B8.3:</b> <u>Project Management</u> <i>Project Management</i> will give an introduction into the basic principles of project management and provides tools and ideas for more effectively executing the students' projects. The students will learn how to plan, manage and evaluate projects successfully in terms of applying these basic instruments.</p> <p>The project management concepts stand in direct relation with the advanced module "Management, Organization and Governance (level II)"</p>
<b>Content</b>	<p><b>HuD B8.1:</b> <u>Introduction into Management &amp; Organizational Studies</u></p> <ul style="list-style-type: none"> <li>▪ Current theories on the role of management in organizations and networks</li> <li>▪ Critical aspects of causality and mechanistic approaches</li> <li>▪ The role of systems thinking for management processes</li> <li>▪ Principles of "ethical management" and "good governance"</li> </ul> <p><b>HuD B8.2:</b> <u>Strategy Development in Organizations and Networks</u></p> <ul style="list-style-type: none"> <li>▪ Concepts of strategy development and implementation</li> <li>▪ Tools for strategy development and implementation</li> </ul> <p><b>HuD B8.3:</b> <u>Project Management</u></p> <ul style="list-style-type: none"> <li>▪ Basic principles of comprehensive project management (e.g. PCM)</li> </ul>
<b>Criteria: Exams, Tests, Essays, etc.</b>	Case Study (Application & Transfer Tasks)
<b>Pre-requisites</b>	None
<b>Length of the Module</b>	One Semesters
<b>Frequency</b>	Annual
<b>Applicability of the Module</b>	<u>Certificate Programme:</u> "Management, Organization, Governance" M.A. in Ethical Management
<b>Literature</b> (recommended selection)	<p><b>HuD B8.1:</b> ALVESSON, M., &amp; WILLMOTT, H. (1996). <i>Making sense of management: A critical introduction</i>. London: Sage.</p> <p>BOLMAN, L.G., &amp; DEAL, T.E. (2008). <i>Reframing organizations: Artistry, choice, and leadership</i> (4<sup>th</sup> ed.). NY: John Wiley &amp; Sons.</p> <p>CAPACITY WORKS (2009). The management model of the German Corporation for International Cooperation (GIZ).</p> <p>DRUCKER, P. F. (1999). <i>Management: Tasks, responsibilities, practices (new edition)</i>. Gulf Professional Publishing.</p> <p>HATCH, M. J. (2006). <i>Organization theory: Modern, symbolic, and postmodern perspectives</i> (2<sup>nd</sup> ed.). Oxford University Press.</p> <p>MORGAN, G. (1996). <i>Images of organizations</i> (2<sup>nd</sup> ed.). Sage Publications.</p> <p>SENGE, P. (2006). <i>The fifth discipline: The art and practice of the learning organization</i>. Doubleday/Currency.</p>

	<p><b>HuD B8.2:</b> DRUCKER, P. F. (1990). <i>Managing the non-profit organization</i>. Gulf Professional Publishing.</p> <p>PHILLS, J. A. (2005). <i>Integrating mission and strategy for nonprofit organizations</i>. Oxford University Press.</p> <p>SCOTT, W. R., &amp; DAVIS, G. F. (2006). <i>Organizations and organizing: Rational, natural and open systems perspectives</i>. Prentice Hall: Pearson.</p> <p><b>HuD B8.3:</b> BINDER, J. (2007). <i>Global project management: Communication, collaboration and management across borders</i>. Ashgate.</p> <p>DAVID, I., &amp; IRELAND, L. R. (2006). <i>Project management: Strategic design and implementation</i>. McGraw-Hill Professional.</p> <p>SCHMIDT, T. (2009). <i>Strategic project management made simple: Practical tools for leaders and teams</i>. Wiley.</p>
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Module Title	LEGAL SYSTEMS – HUMAN RIGHTS – POLITICAL IDEOLOGIES		
<b>Module Code</b>	HuD (B9)		
<b>Category</b>	Basic Module		
<b>Semester</b>	4.		
<b>Language</b>	English		
<b>Included Course Titles &amp; Delivery Mechanism</b>	1	<b>Law and its Manifestations</b>	<b>Online</b> Interactive
	2	<b>Human Rights</b>	<b>Online</b> Interactive
	3	<b>Politics &amp; History in a Global Perspective</b>	<b>Online</b> Interactive
<b>Credit Points</b>	9		
<b>Work Load</b>	<b>Total hours:</b> 270 <b>Contact hours:</b> 90 (online interactive) <b>Independent Work hours:</b> 180		
<b>Learning Outcomes &amp; Core Competencies</b>	<p><b>HuD B9.1:</b>  <u>Law and its Manifestations</u>  Students learn the basic structure of the six main legal systems in the world, namely civil law, common law, mixed legal systems, socialist law, Islamic law, and indigenous law. They gain the tool box to assess the legal system of a society and the ability to deal with it in an effective manner.</p> <p><b>HuD B9.2:</b>  <u>Human Rights</u>  Students gain an appreciation of human rights as they have evolved through the United Nations. Based on their historical roots and the nature of international law, students gain a deeper understanding of the complexity of human rights and their present challenges. In addition, students conduct case studies to gain the competency to assess a society's interpretation of human rights and a society's commitment to human rights. Students thus gain the competency to use human rights effectively for humanitarian interventions based on the ability to use human rights for cross cultural work through political and legal interventions. Moreover, students are given an in-depth analysis and understanding the emblem of rights in relation to the state, positive and negative obligations of the state and the United Nations human rights system and available human rights advocacy mechanisms.</p> <p><b>HuD B9.3:</b>  <u>Politics &amp; History in a Global Perspective</u>  The course analyzes different political ideologies and their manifestations in different cultural and historical contexts. The students learn to identify a political system based on its underlying political philosophy. They thus gain the competency to understand the <i>Leitbild</i> of the political organization of a particular society based on an appreciation of its philosophical orientation. This will be practiced through case studies of libertarian, authoritarian, liberal, socialist, religious, fascist, tribal, and indigenous societies.</p>		
<b>Content</b>	<p><b>HuD B9.1:</b>  <u>Law and its Manifestations</u></p> <ul style="list-style-type: none"> <li>▪ Introduction to the philosophy of law</li> <li>▪ Theory and Practice of the six main legal systems in the world</li> </ul>		

	<ul style="list-style-type: none"> <li>▪ The role of law for culture and the people’s self-understanding</li> <li>▪ Analysis of the legal system of a society and assessment of its impact and underlying workings</li> </ul> <p><b>HuD B9.2:</b> <u>Human Rights</u></p> <ul style="list-style-type: none"> <li>▪ The historical evolution of human rights, its philosophical implications and contemporary critique</li> <li>▪ Positive and negative rights in international human rights in relation to the obligations of the state</li> <li>▪ The cultural relativist debate versus the universalist perception of human rights</li> <li>▪ The present challenges facing the applicability of human rights: Are human rights legally enforceable rights or a mere rhetoric?</li> <li>▪ International humanitarian law (the laws of war and the Geneva Conventions)</li> <li>▪ The United Nations human rights system and human rights advocacy mechanisms.</li> <li>▪ Human rights as expressed by the United Nations and looked at through YMCA lens (what is happening in the movement with regards to HR?)</li> <li>▪ International enforcement options (understanding their limitations and their chances)</li> <li>▪ Assessing the utility of human rights for cross cultural work as being dependent on the involved societies</li> </ul> <p><b>HuD B9.3:</b> <u>Politics &amp; History in a Global perspective</u></p> <ul style="list-style-type: none"> <li>▪ Study of political ideologies (right wing liberalism, left wing liberalism, libertarianism, authoritarianism, socialism, religious political systems, fascism, tribal societies, and indigenous societies)</li> <li>▪ Case studies to assess the political ideology of a political entity</li> <li>▪ Analyses of historical and present violent conflicts</li> <li>▪ “Third World” and the Cold War: Global visions and strategies of the super-powers</li> <li>▪ A better world-order? The Millennium-Project of the UN through the lens of developing countries</li> <li>▪ The critical relationship of the South and the North</li> <li>▪ The curse and blessing of development aid</li> <li>▪ Recent trends in the conduct and repercussions of war (e.g. core values and key competencies of peace professionals)</li> </ul>
<b>Criteria: Exams, Tests, Essays, etc.</b>	Written Exam
<b>Pre-requisites</b>	None
<b>Length of the Module</b>	One Semesters
<b>Frequency</b>	Annual
<b>Applicability of the Module</b>	
<b>Literature</b> (recommended selection)	<p><b>HuD B9.1:</b> REIMANN, M., &amp; ZIMMERMANN, R. (2008): <i>The Oxford handbook of comparative law</i>. Oxford: Oxford University Press.</p> <p><b>HuD B9.2:</b> DONNELLY, J., &amp; HOWARD, R E. (1987): <i>International Handbook of Human</i></p>

	<p><i>Rights</i>. Greenwood Press.</p> <p>FREIRE, P. (1970 / 2007): <i>Pedagogy of the oppressed - 30th anniversary edition</i>. New York: Continuum.</p> <p>HAYDEN, P. (2001). <i>The philosophy of human rights: readings in context</i>. New York: Paragon House.</p> <p>KENNEDY, D. (2001). <i>The international human rights movement: part of the problem?</i> European Human Rights Law Review.</p> <p>KNEEN, B. (2009). <i>The tyranny of rights</i>. Ottawa: The Ram's Horn.</p> <p>STEINER, H. J., &amp; ALSTON, P. (2000). <i>International human rights in context: law, politics, morals</i>. Oxford: Oxford University Press.</p> <p>TAJFEL, H. (1981): <i>Human groups and social categories</i>. Cambridge.</p> <p>United Nations materials on human rights available on the United Nations website including case decisions, e.g. UNITED NATIONS DEVELOPMENT GROUP DOCUMENTS (2000- current). Online, New York.</p> <p>ROMERO, M., MARGOLIS, N. (ed.) (2005). <i>The Blackwell Companion to Social Inequalities</i>. Blackwell Publishing</p> <p><b>HuD B9.3:</b></p> <p>BEEM, C. (1999). <i>The necessity of politics: Reclaiming American public life</i>. Chicago: University of Chicago Press.</p> <p>BERGER, D., EASTERLY, W., NUNN, N., &amp; SATYANATH, S. (2010). <i>Commercial imperialism? Political influence and trade during the Cold War</i>. Cambridge, MA.</p> <p>DAHL, R. A. (1989). <i>Democracy and its critics</i>. New Haven: Yale University Press.</p> <p>DARENDORF, R. (1959). <i>Social structure, group interests and conflict groups</i>. In Olsen, M.E. (Ed., 1970): <i>Power in Societies</i>. New York: Macmillan.</p> <p>ECCLESHALL, R. et al. (2003). <i>Political ideologies. An introduction</i>. London: Routledge.</p> <p>ELDRED, M. (2008). <i>Social ontology: Recasting political philosophy through a phenomenology of whoness</i>. Frankfurt: ontos.</p> <p>GALTUNG, J., &amp; JACOBSEN, C. G. (2000). <i>Searching for peace: The road to TRANSCEND</i>. London: Pluto Press.</p> <p>HOLLOWAY, J. (2002). <i>Change the world without taking power</i>. London: Pluto Press.</p> <p>MEYER, L, &amp; MATRAVERS, M. (ed.) (2009). <i>Justice, equality and democracy: Critical review of international social and political philosophy</i>. London.</p> <p>SAID, E. (2003). <i>Culture and Resistance</i>. Cambridge, MA.</p> <p>SENGHOR, L. (1964). <i>On African Socialism</i>. London: Pall Mall Press and New York: Praeger.</p> <p>TOURAINE, A. (1997). <i>What is democracy?</i> Boulder: Westview Press.</p> <p>WESTAD, O. A. (2005). <i>The global cold war: Third world interventions and the making of our times</i>. Cambridge.</p> <p>Current, pertinent articles out of the <i>American Journal of Political Science</i>.</p> <p>Materials for case studies on violent conflicts.</p> <p>Materials from the <i>Civilian Peace Service of Canada</i>.</p>
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Module Title	<b>COMMUNITY DEVELOPMENT &amp; CITIZENSHIP EDUCATION (level I)</b>	
<b>Module Code</b>	HuD (B10)	
<b>Category</b>	Basic Module	
<b>Semester</b>	4.	
<b>Language</b>	English	
<b>Included Course Titles &amp; Delivery Mechanism</b>	1	<b>Social Economics: the role of the Civil Society &amp; the Third Sector</b>   <b>Online Interactive</b>
	2	<b>Citizenship Education: “From Subject to Citizen” (African Alliance of YMCAs)</b>   <b>Online Interactive</b>
<b>Credit Points</b>	6	
<b>Work Load</b>	<b>Total hours: 180</b> <b>Contact hours: 60 (online interactive)</b> <b>Independent Work hours: 120</b>	
<b>Learning Outcomes &amp; Core Competencies</b>	<p><b>HuD B10.1:</b>  <u>Social Economics: the role of the Civil Society &amp; the Third Sector</u>  Learners will engage in critical analysis of larger social issues and contemporary global challenges that affect societies by sharing their own respective national stories. Understanding the workings of civil societies, they will gain insights into their challenges as well as their potential for congruent development “from the inside out”. They will critically analyze terms like wealth and power. They will appreciate civil societies as vital for democracy because they build social capital, trust, and shared values, which are immediately conveyed into the political and economic spheres where they can be utilized with great potential.</p> <p>Learners will be encouraged to participate in a dialogue, contemporarily interpreting for example the civil rights slogan “I have a Dream” by Martin Luther. Jr., and design contextual imageries of that dream for a civil world.</p> <p>The study of civil movements and indigenous stories will facilitate an understanding of the global scenario and help strengthen capacities, strategies, and governance performances. Students will examine the meaning of poverty, gender, race, crime, and terrorism – particularly in light of civil societies as the “voluntary”, “third”, or “charitable” sector. They will start to think in terms of resources instead of being focused on lacking them. The understanding of “social capital” and the relation of culture to economic outcomes (cultural economics) will be explored.</p> <p><b>HuD B10.2:</b>  <u>Citizenship Education: “From Subject to Citizen” (S2C)</u>  Along the successful African Alliance of YMCAs’ (AAY) initiative “From Subject to Citizen” (S2C), models of youth engagement and empowerment will be explored. Students will be exposed to the four creative and pragmatic S2C components: Civic Action, Transformative Masculinity, Youth Justice, and Economic Renaissance. They will be challenged to develop a similar model for their own context. In doing so they will reflect on the process of building social-civic competence that could be transmitted to their situation with adaptive originality. This will motivate and enable them to facilitate a process of capacity building for justice and employment initiatives similar to S2C.</p> <p>Moreover, analyzing and using the competence building tool, S2C, will help</p>	

	<p>participants to reflect on global challenges and also specific issues encountered by Africa. They will be asked to draw comparisons and seek for similarities in a global context. They will be engaged in a discussion around the phrase “African Renaissance” and its chances in light of an overpowering global economy that makes many developing nations parasites than equal players. As a possible answer to global injustices, students will be introduced to the concept of “global citizenship” and “global solidarity”. They will be asked to critically assess both.</p>
<b>Content</b>	<p><b>HuD B10.1:</b>  <u>Social Economics: the role of the Civil Society &amp; the Third Sector</u></p> <ul style="list-style-type: none"> <li>▪ Basic theories of community and its workings: introduction to the physical characteristics and fabrics of communities, the relationship between contextual realities and dynamics of social relationships, the process of community organization, social change, justice issues, etc.</li> <li>▪ Historic and contemporary models of community development: e.g. Participatory Rural Appraisal (PRA), and Participatory Learning &amp; Action (PRA), e.g. watershed management (R. Chambers)</li> <li>▪ Understanding and utilizing the workings of the “third sector”</li> <li>▪ Aspects of globalization and world economics for community development, theories of economic development and the “third world phenomena”</li> <li>▪ Social capital, social economics, social enterprise, and social marketing</li> <li>▪ Civic societies: organization, mobilization, and participation of the community both as process and as institution</li> <li>▪ Community initiatives, socio-metry, dynamics of consensus, democracy, building partnerships, community ethics, social values identifying indicators for satisfaction, and campaign building</li> <li>▪ Exploration of the concepts of wealth and power in communities</li> <li>▪ The challenge of changing mindsets</li> <li>▪ Movement strengthening and sustainability</li> <li>▪ Case studies from YMCA initiatives around the world</li> </ul> <p><b>HuD B10.2:</b>  <u>Citizenship Education: “From Subject to Citizen”</u></p> <ul style="list-style-type: none"> <li>▪ Models of civic education and engagement: <i>From Subject to Citizen</i> (AAY)</li> <li>▪ Components of youth justice and empowerment</li> <li>▪ Economic renaissance, capacity building and sustainability</li> <li>▪ Models of advocacy (e.g. media, youth)</li> </ul>
<b>Criteria: Exams, Tests, Essays, etc.</b>	Case Study (Application & Transfer Tasks)
<b>Pre-requisites</b>	None
<b>Length of the Module</b>	One Semesters
<b>Frequency</b>	Annual
<b>Applicability of the Module</b>	<u>Certificate Programme: “Community Development”</u>
<b>Literature</b> (recommended selection)	<p><b>HuD B10.1:</b>  AFRICA ALLIANCE OF YMCAS: Materials on “From Subject to Citizen”  AKERLOF, G.A., &amp; KRANTON, R.E. (2010). <i>Identity economics: how our identities shape our work, wages, and well-being</i>. Princeton: Princeton University Press.</p>

	<p>ALBROW, M., &amp; SECKINELGIN, H. (2011). <i>Global civil society 2011: Globality and the absence of justice</i>. Palgrave Macmillan.</p> <p>BECK, U. (1992). <i>Risk society: Towards a new modernity</i>. London: Sage.</p> <p>BERG, M., &amp; GEYER, M. H. (2002). <i>Two cultures of rights: The quest for inclusion and participation in modern America and Germany</i>. Cambridge University Press.</p> <p>COLEMAN, J. C. (1990, 1994). <i>Foundations of social theory</i>. Cambridge, MA: Harvard University Press.</p> <p>COMMUNITY DEVELOPMENT JOURNAL. Oxford University Press – singular articles addressing current topics will be used.</p> <p>EDWARDS, M. (2004). <i>Civil society</i>. Cambridge: Polity.</p> <p>FIELD, J. (2003). <i>Social capital</i>. London: Routledge.</p> <p>IIED (2011). <i>How wide are the ripples? From local participation to international organizational learning</i>. Participatory Learning and Action 63. London.</p> <p>LEVY.B.P. (1998). <i>The civil rights movements. Greenwood Press Guides to Historic Events of the Twentieth Century</i>. Greenwood Press.</p> <p>MAX-NEEF, M. (1992). <i>From the outside looking in: Experiences in 'Barefoot Economics'</i>. Zed Books.</p> <p>PUTNAM, R. D. (2000). <i>Bowling alone: The collapse and revival of American community</i>. New York: Simon and Schuster.</p> <p>SENNETT, R. (1998). <i>The corrosion of character: The personal consequences of work in the new capitalism</i>. New York: Norton.</p> <p><b>HuD B10.2:</b></p> <p>ALBERT, M. (2002). <i>The trajectory of change: Activist strategies for social transformation</i>. South End Press.</p> <p>ALINSKY, S. (1989). <i>Rules for radicals</i>. Vintage Books.</p> <p>AMER, E. (1992). <i>Taking action: Working together for positive change in your community</i>. Self Counsel Press.</p> <p>BORNSTEIN, D. (2004). <i>How to change the world: Social entrepreneurs and power of new ideas</i>. New York: Oxford University Press.</p> <p>CAMPFENS, H. (1997). <i>Community development around the world: Practice, theory, research, training</i>. Toronto: Univ. of Toronto Press.</p> <p>IFE, J.; TESORIERO, F. (2006). <i>Community development</i> (2<sup>nd</sup> edition). Canada: Pearson Education.</p> <p>IIED (2011). <i>Young citizens: Youth and participatory governance in Africa</i>. Participatory Learning and Action 64. London.</p> <p>OSBORNE D., GAEBLER, T. (1993). <i>Reinventing government</i>. Penguin Paperbacks.</p> <p>RUBIN, H., RUBIN, I. (2007). <i>Community organizing and development</i> (4<sup>th</sup> edition). Allyn &amp; Bacon.</p> <p>VENKATESH, S. A. (2006). <i>Off the books: The underground economy of the urban poor</i>. Harvard University Press.</p>
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Module Title	IDENTITY IN THEORY AND PRACTICE		
<b>Module Code</b>	HuD (C1)		
<b>Category</b>	Consolidating Module		
<b>Semester</b>	1.		
<b>Language</b>	English		
<b>Included Course Titles &amp; Delivery Mechanism</b>	1	<b>The Self – Inner Exploration and Personal Development</b>	<b>Face-to-Face</b> 1 <sup>st</sup> Residency (1 week)
	2	<b>Identity &amp; Culture – Cultural Identity</b>	<b>Online Interactive</b>
<b>Credit Points</b>	6		
<b>Work Load</b>	<b>Total hours: 180</b> <b>Contact hours: 60 (online interactive)</b> <b>Independent Work hours: 120</b>		
<b>Learning Outcomes &amp; Core Competencies</b>	<p><b>HuD C1.1:</b> <u>The Self –Inner Exploration and Personal Development</u> The students will learn about their own inner plurality, about the complexity and difficulty of being oneself, and living a life of authenticity and congruence. They will be exposed to theories and practical tools to be able to solve inner conflicts, and to find harmony, meaning, purpose and balance. They will learn how to include parts of their shadow (C.G. Jung) using the potential the unconsciousness holds for them (e.g. the law of positive opposites). They will be able to engage in meaningful processes of personal development for themselves and as coaching tools with others. This will enhance their capacity of self-reflection, self-awareness, and leading themselves before leading others. They will understand the intrinsic connection of the ways we communicate with ourselves and with others. For this a comprehensive mix of theories will be applied: neuro-science, systemic family therapy, analytical psychology, Aristotelian ethics, and logotherapy (V. Frankl).</p> <p><b>HuD C1.2:</b> <u>Identity and Culture – Cultural Identity</u> Students will learn about the importance of culture as a shared meaning-making system. They will understand the significance of symbols (e.g. language) for the creation of a web of meaning which allows for the development of personal and cultural identity. Students will also understand the intricate relationship between socio-economic difficulties and the loss of culture. They will obtain a new awareness and appreciation of their own cultural background, and they will learn about the importance of being able to embrace the unknown in oneself in order to encounter otherness in meaningful ways. Learners will be asked to share “thick descriptions” (Geertz, 1973) of their cultural learning to listen “thickly” to others. This will enhance their capacity to converse across cultures, and this will increase their ability to empower people helping them to work on effective “web of meanings” to find orientation and meaning.</p>		
<b>Content</b>	<p><b>HuD C1.1:</b> <u>The Self –Inner Exploration and Personal Development</u></p> <ul style="list-style-type: none"> <li>▪ The model of the Inner Team (ScHuDz v. Thun)</li> <li>▪ The drama triangle (Karpman, Burne, Harper)</li> <li>▪ Our multiple selves, understanding inner plurality (Schwartz)</li> </ul>		

	<ul style="list-style-type: none"> <li>▪ Understanding and exploring the inner shadow</li> <li>▪ Unconscious: hidden resources, meeting the unknown in us</li> </ul> <p><b>HuD C1.2:</b>  <u>Identity and Culture – Cultural Identity</u></p> <ul style="list-style-type: none"> <li>▪ The concept of culture as web of meaning and "thick" description</li> <li>▪ Dialogical ethnography</li> <li>▪ The role of identity for culture and the role of culture for identity</li> <li>▪ Semiotics: the importance of symbols and their interpretation</li> </ul>
<b>Criteria: Exams, Tests, Es-says, etc.</b>	<p>Cultural Self-Representation</p> <p>Participation in Online Discussions</p>
<b>Pre-requisites</b>	None
<b>Length of the Module</b>	One Semesters
<b>Frequency</b>	Annual
<b>Applicability of the Module</b>	Certificate Program: "Coaching 101"
<b>Literature</b> (recommended selection)	<p><b>HuD C1.1:</b></p> <p>JUNG, C. G., &amp; FRANZ v., M.-L. (1964). <i>Man and his symbols</i>. Doubleday.</p> <p>LAING, R. D. (1990). <i>The divided self</i>. Penguin Books.</p> <p>ROWAN, J. (1990). <i>Subpersonalities: The people inside us</i>. New York/London: Routledge.</p> <p>SCHUDZ V. THUN, F. (1998). <i>Miteinander reden 3: Das Innere Team und situationsgerechte Kommunikation</i>. Hamburg: Rowohlt.</p> <p>SCHWARTZ, R. C. (1995). <i>Internal family systems therapy</i>. New York/London: The Guilford Press.</p> <p>WILSON, T. D. (2002). <i>Strangers to ourselves: Discovering the adaptive unconscious</i>. Harvard University Press.</p> <p><b>HuD C1.2:</b></p> <p>FRANKL, V. E. (1959). <i>Man's search for meaning</i>. New York: Pocket.</p> <p>GEERTZ, C. (1973). <i>The interpretation of cultures</i>. New York: Basic Books.</p> <p>MCGOLDRICK, M., GIORDANO, J, &amp; GARCIA-PRETO, N. (eds.) (2005). <i>Ethnicity and family therapy</i> (3. ed.). The Guilford Press.</p> <p>NARAYAN, U. (1997). <i>Dislocating cultures: Identities, traditions, and third world feminism</i>. NY: Routledge.</p> <p>THOMAS, A., &amp; SCHWARZBAUM, S. (2010). <i>Culture and identity: Life stories for counselors and therapists</i>. Sage.</p>

Module Title	THEOLOGY IN CROSS-CULTURAL DIALOGUE		
<b>Module Code</b>	HuD (C2)		
<b>Category</b>	Consolidating Module		
<b>Semester</b>	2.		
<b>Language</b>	English		
<b>Included Course Titles &amp; Delivery Mechanism</b>	1	<b>Hermeneutics &amp; Liberation Theology</b>	<b>Online</b> Interactive
	2	<b>Christianity in times of Cultural Diversity and Fundamentalism</b>	<b>Online</b> Interactive
<b>Credit Points</b>	6		
<b>Work Load</b>	<b>Total hours:</b> 180 <b>Contact hours:</b> 60 (online interactive) <b>Independent Work hours:</b> 120		
<b>Learning Outcomes &amp; Core Competencies</b>	<p><b>HuD C2.1:</b>  <u>Hermeneutics &amp; Liberation Theology</u>  The students will learn important approaches and main problems of interpreting holy texts (hermeneutics), especially biblical hermeneutics in a cross-cultural setting. They will explore different approaches of understanding the Bible in its various historical and socio-cultural contexts. Main emphases are the paradigm shift in hermeneutics in the European enlightenment and a critical reflection of exclusive approaches, which are analogous in other religions and their interpretation of fundamental texts. Through this students gain an awareness of the intrinsic relationship between faith and culture, religion and society and relate it to their own cultural and religious backgrounds.</p> <p>Learners will be asked to think of the potential the bible holds to impact and criticise society and politics (e.g. the Christian understanding of the image of man, Christian ethics), and vice versa how the socio-cultural context always affects hermeneutics. This leads into the topic of liberation theology, a Christian movement (which originated as a movement within the Roman Catholic church in Latin America in the 1950s–1960s), which is particularly relevant for development because it interprets the teachings of Jesus Christ in terms of liberation from unjust economic, political, or social conditions.</p> <p>Students will hear about key people of the movement like Gustavo Gutiérrez (<i>A Theology of Liberation</i>), Leonardo Boff (Brazil), Jon Sobrino (El Salvador), and Juan Luis Segundo (Uruguay). Students will be challenged to also interpret the Christian faith through the poor's suffering, their struggle and hope. This will enable them to gain a meta-perspective of their own realities using a different lens which hopefully empowers them to actively wanting to transform society.</p> <p><b>HuD C2.2:</b>  <u>Christianity in times of Cultural Diversity and Fundamentalism</u>  Students will contrast world view, values and key principles of the Christian faith with other religious perspectives. This will help them to see differences, but also similarities. They will be made aware of the emerging challenges of a post-modern, plural and globalizing world where believers across the globe feel endangered to lose their faith, their means to orient themselves. They will realize that fundamentalism as counter-reaction is a critical challenge for peace and interreligious dialogue. They will also examine the difficulty of</p>		

	<p>religions in their current fragile position to fall prone to instrumentalization and abuse through economic and political powers.</p> <p>Students also learn that it is important to be self-aware, honest and clear about one's faith to develop identity and authenticity. This is needed for the difficult encounter with people from other religious backgrounds and to have a solid ground for their arguments being resistant to manipulation.</p> <p>Students will be exposed to different concepts of dealing with complex diversities (e.g. multi-culturalism and multi-nationalism, melting-pot) and their implications both from a theological and social perspective. They will study explanations for fundamentalist phenomena and how to encounter them sensitively and effectively. Learners will be encouraged to share their own experiences and understandings. They will find similarities and differences when it comes to "fundamentals" within the Christian tradition, but they will also be encouraged to look at other religions and their tendency to exclusivity and aggression.</p> <p>Together the learners will be challenged to come up with ways to be able to deal with an increasingly plural world. They will think of ways to be open and accepting without sacrificing or dissolving their own faith but rather to become critical and self-aware, to position themselves with a clear profile in order to encounter others in meaningful dialogue.</p>
<b>Content</b>	<p><b>HuD C2.1:</b> <u>Hermeneutics &amp; Liberation Theology</u></p> <ul style="list-style-type: none"> <li>▪ The indistinguishable relationship between zeitgeist, hermeneutics and socio-cultural embeddedness.</li> <li>▪ Interpretation of fundamental religious texts in culturally and historically diverse settings. Critical analysis of chances and limits.</li> <li>▪ Understanding and applying biblical hermeneutics in cross-cultural dialogue. Different approaches to reading Bible.</li> <li>▪ The history, necessity and theory of liberation theology. Critical reflection of its role today.</li> </ul> <p><b>HuD C2.2:</b> <u>Christianity in times of Cultural Diversity and Fundamentalism</u></p> <ul style="list-style-type: none"> <li>▪ Pluralism, particularism and diversity as challenges for religious traditions; exclusiveness in times of fluid societies.</li> <li>▪ The importance of religious stability (fundamentals) to gain peace of mind, develop identity and to find orientation</li> <li>▪ Critical aspects of cultural influence in social life and faith</li> <li>▪ Christ and Culture: an empirical analysis</li> <li>▪ Cross-cultural Christian faith and understanding in culturalisation as a transformative process</li> <li>▪ Re-reading the Bible with new eyes, both culturally and theologically</li> <li>▪ The study of creed from a contemporary perspective</li> <li>▪ How to balance being clear about one's faith and being open at the same time, how to encounter fundamentalist narrow-mindedness without losing one's fundament.</li> </ul>
<b>Criteria: Exams, Tests, Essays, etc.</b>	Written Exam
<b>Pre-requisites</b>	None
<b>Length of the Module</b>	One Semesters

<b>Frequency</b>	Annual
<b>Applicability of the Module</b>	
<b>Literature</b> (recommended selection)	<p><b>HuD C2.1:</b></p> <p>ABRAHAM, K. C. (1990). <i>Third world theologies: Commonalities and divergences</i>. New York: Orbis Books.</p> <p>AATEEK, N. (2008). <i>A Palestinian Christian cry for reconciliation</i>. New York: Orbis Books.</p> <p>BOFF, L. (1980). <i>Jesus Christ Liberator: A critical Christology for our time</i>. New York: Orbis Books.</p> <p>BOFF, L. (1984). <i>Salvation and liberation</i>. New York: Orbis Books.</p> <p>CARR, D. (2008). <i>Rereading the Bible with new eyes: Some basic questions</i>. Bangalore: UTC Department of Biblical Studies.</p> <p>CONE, J. (1997). <i>God of the oppressed</i>. New York: Orbis Books.</p> <p>GEBARA, I. (1999). <i>Longing for running water: Ecofeminism and liberation</i>. (Trans. Molineaux, D.) Minneapolis: Fortress.</p> <p>GUTIÉRREZ, G. (1988). <i>A theology of liberation: History, politics and salvation</i>. New York: Orbis Books.</p> <p>MARTEY, E. (1993). <i>African Iheology: Inculturation and liberation</i>. New York: Orbis Books.</p> <p>RICOEUR, P., &amp; RICO, P. (1976). <i>Interpretation Theory: Discourse and the Surplus of Meaning</i>. Texas Christian University Press</p> <p>SCHROER, S. &amp; BIETENHARD, S. (eds.) (2003). <i>Feminist interpretation of the Bible and the hermeneutics of liberation</i>. Sheffield: Sheffield Press.</p> <p>SEGOVIA, F., TOLBERT A. (eds.) (1995). <i>Reading from this place: Social location and biblical interpretation in global perspective</i> (Vol. 2). Minneapolis: Fortress.</p> <p>SHIRI, G. (ed.) (2007). <i>Contextualization. A rereading of M.M. Thomas</i>. Tiruvalla: Christian Institute for the Study of Religion and Society.</p> <p>SOBRINO, J. (1994). <i>Jesus the Liberator: A historical-theological reading of Jesus of Nazareth</i>. New York: Orbis Books.</p> <p>SUGIRTHARAJAH, S. R. (1998). <i>Asian biblical hermeneutics and postcolonialism: Contesting the interpretations</i>. New York: Orbis Books.</p> <p>SUGIRTHARAJAH, S. R. (ed.) (2006). <i>Voices from the margin: Interpreting the Bible in the third world</i> (3. edition). New York: Orbis Books.</p> <p><b>HuD C2.2:</b></p> <p>ARIARAJHA, W. (1995). <i>Gospel and culture</i>. Geneva: WCC.</p> <p>ARMSTRONG, K. (2001). <i>The battle for god: A history of fundamentalism</i>. New York: Ballantine Books.</p> <p>BÜTTNER, G. (2007). <i>Zwischen Nachbarschaft und Abgrenzung: Fremde Religionen in der Bibel. Ein Symposium zu Ehren von Hans Grewel</i>. Münster: Dortmunder Beiträge zu Theologie und Religionspädagogik 1,.</p> <p>DARSON, D. A. (2008). <i>Christ &amp; culture Revisited</i>. Cambridge: William B Eerdmans.</p> <p>HEMPELMANN, H. (1995). <i>Toleranz gegenüber dem Fremden. Wie wir den Angehörigen anderer Religionen begegnen können</i>: ThBeitr 26,136-164.</p> <p>JURJI, E. J. (1969). <i>Religious pluralism and world community: Interfaith and</i></p>

	<p><i>intercultural communication</i>. Leiden: E.J. Brill.</p> <p>KÜSTER, V. (1999). <i>The many faces of Jesus Christ. Intercultural Christology</i> (Trans. Bowden, J.). Neukirchen-Vluyn.</p> <p>KÜSTER, V. (2011). <i>Einführung in die Interkulturelle Theologie</i>. Göttingen.</p> <p>MONTEIRO, E. (2004). <i>Church and culture. Communion in pluralism</i>. Delhi: Indian Society for Promoting Christian Knowledge.</p> <p>SCHREITER, R. J. (1997). <i>The new catholicity: Theology between the global and the local</i> (Trans. Hintersteiner, N., Ried, M.). Frankfurt.</p> <p>SCHREITER, R., &amp; SUGIRTHARAJA, R.S. (1993). <i>Faith and cultural services: Asian faces of Jesus</i>. New York: Orbis Books.</p> <p>SEN, A. (2006). <i>Identity and violence: The illusion of destiny</i>. Norton &amp; Company.</p> <p>SENATA, J.A. (1977). <i>Churches participation in development</i>. Geneva: WCC.</p> <p>WOLTERS, H. (1996). <i>Theology of prophetic participation</i>. UTC: ISPCK.</p> <p>WOODHEAD, L. (2002). <i>Religions in the modern world: Traditions and transformations</i>. London: Routledge.</p>
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Module Title	PHILOSOPHY APPLIED	
<b>Module Code</b>	HuD (C3)	
<b>Category</b>	Consolidating Module	
<b>Semester</b>	2.	
<b>Language</b>	English	
<b>Included Course Titles &amp; Delivery Mechanism</b>	1	<b>Justice Studies</b> Online Interactive
	2	<b>Phenomenology, Ontology, Semiotics and Deconstruction</b> Online Interactive
<b>Credit Points</b>	6	
<b>Work Load</b>	<b>Total hours:</b> 180 <b>Contact hours:</b> 60 (online interactive) <b>Independent Work hours:</b> 120	
<b>Learning Outcomes &amp; Core Competencies</b>	<p><b>HuD C3.1:</b>  <u>Justice Studies</u>  The course <i>Justice Studies</i> exposes the students to the most influential philosophical justice considerations that have influenced (to varying degrees) the most important legal systems in the world, that is, common law, civil law, mixed legal systems, socialist law and Islamic law. They also can be traced in the emergence of modern indigenous law.</p> <p>The students are expected to develop a deeper understanding of their own legal framework as well as an appreciation of the foundations of other views on law and society. This should greatly facilitate cross-cultural work by means of helping the students to develop appropriate communication strategies for approaching legal issues in different cultures.</p> <p><b>HuD C3.2:</b>  <u>Phenomenology, Ontology, Semiotics and Deconstruction</u>  The learning outcomes for this course have primarily to do with understanding the philosophical environment in which the justice discourse is situated, and with developing interpretive and analytical skills.</p> <p>It introduces students to the philosophy of phenomenology. Phenomenology has developed a methodology that allows us to <i>bracket</i> all considerations that we cannot assess as human beings. In addition, it recommends an approach that allows us to investigate issues and to develop an adequate understanding of them. This entails a deep appreciation that understanding is necessarily culturally situated and driven by <i>doxa</i>. This in turn allows bracketing one's <i>doxa</i> to conduct a generative phenomenological investigation into one's own cultural as well as the cultural understanding of the Other. This ontological endeavor allows for models about one's identity and the structure of identity of the other. This can be foundational for concepts of human justice.</p> <p>Through teaching semiotics and deconstruction, the students understand meaning in its obvious and hidden manifestations. They also learn the tools to reveal what is often concealed in texts and other human manifestations. This will be particularly relevant to critically analyze policies which are usually taken for granted.</p>	

<b>Content</b>	<p><b>HuD C3.1:</b> <u>Justice Studies</u></p> <ul style="list-style-type: none"> <li>▪ Plato's concept of justice in the <i>Republic</i></li> <li>▪ Thomas Aquinas understanding of justice in the <i>Summa Theologica</i></li> <li>▪ Thomas Hobbes and laws of nature</li> <li>▪ John Locke's idea of justice</li> <li>▪ The deontological view of justice (Immanuel Kant)</li> <li>▪ Utilitarian concepts of justice (John Stuart Mill)</li> <li>▪ Law as superstructure of society (Karl Marx)</li> <li>▪ Justice as scientific approach (positivism – H.L.A. Hart)</li> <li>▪ Hans Kelsen's <i>Grundnorm</i></li> <li>▪ Distributive justice in light of John Rawls</li> <li>▪ Ronald Dworkin's <i>Law's Empire</i></li> <li>▪ Amartya Sen's conceptualization of the idea of justice</li> <li>▪ John Braithwaite's (restorative justice) reflections on indigenous laws</li> </ul> <p><b>HuD C3.2:</b> <u>Phenomenology, Ontology, Semiotics and Deconstruction</u></p> <ul style="list-style-type: none"> <li>▪ Understanding phenomenology and the generative phenomenology of the late Edmund Husserl (using John Steinbock's <i>Home and Beyond. Generative Phenomenology after Husserl</i>)</li> <li>▪ Conceptualizing ontology based on phenomenology using Martin Heidegger, Emmanuel Levinas, and recent writers in phenomenology addressing bodily consciousness as well as writers in the field of neuroscience and philosophy</li> <li>▪ Questioning and problematizing the justice discourse by looking at philosophical positions that aren't normally considered justice-related: literary theory (deconstruction, semiotics)</li> <li>▪ Excerpts from the work of Jacques Derrida to understand deconstruction</li> <li>▪ Semiotics: the study and interpretation of signs</li> </ul>
<b>Criteria: Exams, Tests, Essays, etc.</b>	Essay
<b>Pre-requisites</b>	None
<b>Length of the Module</b>	One Semesters
<b>Frequency</b>	Annual
<b>Applicability of the Module</b>	
<b>Literature</b> (recommended selection)	<p><b>HuD C3.1:</b> A reader will be put together with excerpts of the following basic literature: ANSTEY, P. R. (2003). <i>The philosophy of John Locke: new perspectives</i>. London: Routledge. AQUINAS, T.: <i>Summa Theologica</i> BRAITHWAITE, J. (1989). <i>Crime, shame and reintegration</i>. Cambridge: Cambridge University Press. DWORKIN, R. (1986). <i>Law's empire</i>. Cambridge, MA: Harvard University Press. ELSTER, J. (ed.) (1986). <i>The Karl Marx reader</i>. Cambridge: Cambridge University Press. HART, H.L.A. (1961). <i>The concept of law</i>. Oxford: Oxford University Press. HEIDEGGER, M. (1996). <i>Being and time</i>. New York: SUNY Press. HOBBES, T.: <i>Leviathan</i></p>

	<p>KANT I.: <i>Foundations of a Metaphysics of Law</i></p> <p>KELSEN, H. (1967). <i>Pure theory of law</i>. Berkeley: University of California.</p> <p>LEVINAS, E. (1998). <i>Discovering existence with Husserl</i>. Evanston: Northwestern University Press.</p> <p>MILL, J. S.: <i>Utilitarianism</i></p> <p>PLATO: <i>The Republic</i></p> <p>RAWLS, J. (1971). <i>A theory of justice</i>. Cambridge, Massachusetts: Belknap Press of Harvard University Press.</p> <p>SEN, A. (2009). <i>The idea of justice</i>. Cambridge, Mass: Belknap Press of Harvard University Press.</p> <p>SIMMONS, A. J. (1992). <i>The Lockean theory of rights</i>. Princeton, N.J.: Princeton University Press.</p> <p>STEINBOCK, A. (1995). <i>Home and beyond: Generative phenomenology after Husserl</i>. Evanston. Northwestern University Press.</p> <p><b>HuD C3.2:</b></p> <p>DERRIDA, J. (1992). <i>Before the law</i>. In Attridge, D. (ed.). <i>Acts of Literature</i>,. Routledge: New York,; 181-220.</p> <p>KAMUF, P. (ed.) (1991). <i>A Derrida reader</i>. New York: Columbia University Press.</p> <p>TIEFENBRUN, S. (1992). <i>Semiotics and Martin Luther King's 'Letter from Birmingham Jail.'</i> Cardozo Studies in Law and Literature 4: 255-87.</p> <p>WELTON, D. (ed.) (1999). <i>The body: Classic and contemporary readings</i>. Blackwell.</p> <p>BALKIN, J. (1996). <i>Deconstruction</i>. Retrieved from <a href="http://www.yale.edu/lawweb/jbalkin/articles/deconessay.pdf">http://www.yale.edu/lawweb/jbalkin/articles/deconessay.pdf</a></p> <p>CHANDLER, D. (2005). <i>Semiotics for beginners</i>. Aberystwyth University. Retrieved from <a href="http://www.aber.ac.uk/media/Documents/S4B/semiotic.html">http://www.aber.ac.uk/media/Documents/S4B/semiotic.html</a></p>
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Module Title	PEACE SKILLS – MEDIATION – ALTERNATIVE DISPUTE RESOLUTION		
Module Code	HuD (C4)		
Category	Consolidating Module		
Semester	3.		
Language	English		
Included Course Titles & Delivery Mechanism	1	Peace Skills, Mediation, Alternative Dispute Resolution I	Face-to-Face 2 <sup>nd</sup> Residency (1 week)
	2	Peace Skills, Mediation, Alternative Dispute Resolution II	Face-to-Face 2 <sup>nd</sup> Residency (1 week)
	3	Peace Skills, Mediation, Alternative Dispute Resolution III	Online Interactive
Credit Points	9		
Work Load	<b>Total hours:</b> 270 <b>Contact hours:</b> 90 (60 face-to-face and 30 online interactive) <b>Independent Work hours:</b> 180		
Learning Outcomes & Core Competencies	<p><b>HuD C4.1:</b>  <u>Peace Skills, Mediation, ADR I</u>            This program presents theory, skills, and practical approaches for understanding, facilitating, and resolution of conflict in a collaborative way in order to appreciate people’s concerns and maintain relationships. Students will learn proactive techniques to frame conflicts as both-gain opportunities. They will be able to demonstrate the use of practical tools for mediating conflicts between others. The program provides an opportunity for learners to reflect on their own personal attitudes/reactions to conflict, what they bring “to the table”, and how they present themselves.</p> <p>Upon completion of this program, learners will be able to:</p> <ul style="list-style-type: none"> <li>▪ understand the nature, sources, and dynamics of conflict,</li> <li>▪ identify when a conflict exists and see it as an opportunity,</li> <li>▪ identify different styles of conflict,</li> <li>▪ understand their response to conflict and how this relates to the outcome,</li> <li>▪ understand the dispute resolution continuum,</li> <li>▪ use interest-based communication skills to create greater understanding in the conflict situation,</li> <li>▪ understand the use of a process for facilitation of meetings,</li> <li>▪ realize the importance of their “attitude” when using the ‘process’ and ‘skills’.</li> </ul> <p><b>HuD C4.2:</b>  <u>Peace Skills, Mediation, ADR II</u>            Learners experience hands-on opportunities to engage in mediations and practice the skills learned to assist parties with divergent interests to reach a resolution.            The advanced program integrates recent neuro-science findings into conflict management processes.            These findings provide</p> <ul style="list-style-type: none"> <li>▪ insights into how to facilitate change in the brain,</li> <li>▪ stay cool (emotionally balanced) under pressure and</li> <li>▪ improve problem solving.</li> </ul>		

	<p><b>HuD C4.3:</b> <u>Peace Skills, Mediation, ADR III</u></p> <p>Learners will gain theoretical and practical knowledge and skills in Multiparty Negotiation, particularly multiparty process design and implementation. Students will be able to identify the skills needed to convene a multiparty process and then work to develop the skills. They will be able to identify strategies to resolve some of the unique issues that arise in these complex, time-consuming events, which tend to focus on public policy issues involving anywhere from 5 to 100 different groups. They will become familiar with proceeding through three distinct stages: (1) pre-negotiation or convening, (2) conducting the negotiation, and (3) concluding and implementing the agreement.</p> <p>The students will undertake to examine the mutual gains approach to negotiation in the light of seeking to develop solutions which meet the interests of all the parties involved in the conflict. They will gain a clear understanding of consensus, interests, issues, and positions, as well as BATNA and WATNA (best and worst alternative to negotiated agreements). They will be able to distinguish between multiparty negotiation and public consultation. Students will participate in a case development exercise. They will analyze a situation and prepare a brief on how they would proceed as facilitators, from convening the table, to dealing with process issues, and finally concluding the process by preparing an agreement.</p>
<b>Content</b>	<p><b>HuD C4.1:</b> <u>Peace Skills, Mediation, ADR I</u></p> <p>Learners will be introduced to interest-based conflict management processes and communication skills:</p> <ul style="list-style-type: none"> <li>▪ Key concepts and factors affecting conflict</li> <li>▪ Personal styles for dealing with conflict</li> <li>▪ Conflict sources</li> <li>▪ Dispute resolution continuums</li> <li>▪ A process / model for dispute resolution</li> <li>▪ Third-party conflict management</li> <li>▪ Barriers to communication</li> <li>▪ Strategies for collaborative dialogue</li> <li>▪ Guidelines for reflective listening</li> <li>▪ Characteristics of non-verbal communication</li> <li>▪ Case studies to analyze conflict</li> <li>▪ Role-plays to practice being a mediator</li> </ul> <p><b>HuD C4.2:</b> <u>Peace Skills, Mediation, ADR II</u></p> <p>Now equipped with basic mediation skills, students move to advance and deepen their practice of mediation by becoming proficient in:</p> <ul style="list-style-type: none"> <li>▪ Negotiation tactics</li> <li>▪ Mediation models: critical assessment and further research</li> <li>▪ Anger management, dealing with power imbalances</li> <li>▪ Application of Neuroscience: Cognition and Emotion</li> </ul> <p><b>HuD C4.3:</b> <u>Peace Skills, Mediation, ADR III</u></p> <ul style="list-style-type: none"> <li>▪ The Mutual Gains Approach to negotiation</li> <li>▪ Interest-based negotiation – An Overview</li> <li>▪ Characteristics of multiparty disputes</li> </ul>

	<ul style="list-style-type: none"> <li>▪ Convening the Table</li> <li>▪ Dealing with process issues</li> <li>▪ Dealing with roadblocks to successful negotiation</li> <li>▪ Concluding the process</li> </ul>
<b>Criteria: Exams, Tests, Essays, etc.</b>	<p>Case Study: Rather than using samples and following a rigid protocol to examine limited number of variables, case study methods involve an in-depth, longitudinal examination of a single instance or event: a case. Case studies provide a systematic way of looking at events, collecting data, analyzing information, and reporting the results. As a result learners may gain a sharpened understanding of why the instance happened as it did, and what might become important to look at more extensively in future conflict analysis. Case studies lend themselves to both generating and testing hypotheses. In-class presentation (“teach-back”) in teams (including peer evaluation)</p> <p>Learning Journal</p> <p>Mediation Role-Play Assessment (taped) including a Self-Evaluation</p> <p>Participation in Role-Plays (100 % mandatory attendance)</p>
<b>Pre-requisites</b>	HuD B5 (Communication & Coaching) is a pre-requisite for HuD C4
<b>Length of the Module</b>	One Semesters
<b>Frequency</b>	Annual
<b>Applicability of the Module</b>	Certificate Programme: “Mediation and Conflict Transformation”
<b>Literature</b> (recommended selection)	<p><b>HuD C4.1:</b>  ARBINGER INSTITUTE. (2008). <i>The anatomy of peace: Resolving the heart of conflict</i>. San Francisco: Berrett-Koehler Publishers, Inc.</p> <p>FURLONG, G. T. (2005). <i>The conflict resolution tool box: Models &amp; maps for analyzing, diagnosing and resolving conflict</i>. Mississauga: John Wiley &amp; Sons Canada.</p> <p>KRAYBILL, R.S. (2001). <i>Peace skills: Manual for community mediators</i>. San Francisco: Jossey-Bass Inc.</p> <p>LIPTON, B. (2005). <i>The biology of belief: Unleashing the power of consciousness, matter and miracles</i>. Santa Rosa, CA: Mountain of Love/Elite Books.</p> <p><b>HuD C4.2:</b>  FOLGER, J. P., BARUCH BUSH, R. A. &amp; DELLA NOCE, D. J. (2010). <i>Transformative mediation: A sourcebook</i>. Institute for the Study of Conflict Transformation.</p> <p>LEWICKI, R., SAUNDERS, D. &amp; BARRY, B. (2009, 6th ed.). <i>Negotiation</i>. Boston, MA: McGraw-Hill/Irwin.</p> <p>WINSLADE, J. &amp; MONK, G. D. (2008). <i>Practicing narrative mediation: Loosening the grip of conflict</i>. San Francisco: John Wiley &amp; Sons.</p> <p><b>HuD C4.3:</b>  HOFFMAN, B. (1990). <i>Conflict power persuasion: Negotiating effectively</i>. North York, Ontario: Captus Press Inc.</p> <p>TIDWELL, A. (1998). <i>Conflict resolved? A critical assessment of conflict resolution</i>. New York: Continuum.</p> <p>ZUTTER, D. (2007, 2<sup>nd</sup> ed.). <i>Preparing for mediation: A dispute resolution guide</i>. Vancouver, Canada: Abundance Solutions, Inc.</p>

Module Title	RESTORATIVE (JUSTICE) DIALOGUE		
<b>Module Code</b> <b>Category</b> <b>Semester</b> <b>Language</b>	HuD (C5) Consolidating Module 3. English		
<b>Included Course Titles &amp; Delivery Mechanism</b>	1	Restorative Dialogue I	<b>Face-to-Face</b> 2 <sup>nd</sup> Residency (1 week)
	2	Restorative Dialogue I	<b>Online</b> Interactive
<b>Credit Points</b>	6		
<b>Work Load</b>	<b>Total hours:</b> 180 <b>Contact hours:</b> 60 (30 face-to-face and 30 online interactive) <b>Independent Work hours:</b> 120		
<b>Learning Outcomes &amp; Core Competencies</b>	<p><b>HuD C5.1:</b>  <u>Restorative Dialogue I</u></p> <p>This course focuses on developing the skills and approaches necessary to design restorative dialogue processes in multi-cultural settings. It is based on the premise that all parties impacted by crime come with varying life experiences, values, beliefs, attitudes, conflict styles, and pre-conditioned resolution structures. Students will study the UN’s Principals of Restorative Justice and the theories and models represented in the international field of Restorative Justice. They will also be given an introduction to various applications for restorative dialogue.</p> <p>The course begins with participants identifying the terminology that is used in their environment for naming crimes and defining options available to help individuals and communities heal from the impact of crime. They will identify steps that are most frequently followed by people impacted by crime in their environment. This will lead them into topics such as diversity, conflict development theory, restorative justice, and cultural responses to crime. Skills will be focused on those necessary for eliciting and listening to the information necessary to design a restorative dialogue process that meets the needs of the parties.</p> <p>They will be able to:</p> <ul style="list-style-type: none"> <li>▪ lead structured elicitive conversations to uncover the needs of all parties related to a restorative dialogue process.</li> <li>▪ to demonstrate their knowledge of the theories covered by achieving a minimum of 70% on a written exams.</li> <li>▪ show their ability to apply the skills in real life situations through the writings in their personal journal, which will be submitted daily.</li> <li>▪ to demonstrate their ability to use the micro-skills during role-play scenarios in class.</li> <li>▪ to prove their ability to choose appropriate processes for the parties impacted by crime by making a presentation to the entire class and explaining reasons for choosing or creating processes for a specific case scenario.</li> <li>▪ show that they have the confidence to allow disputing party’s input into the design of the restorative dialogue process.</li> </ul>		

	<p><b>HuD C5.1:</b> <u>Restorative Dialogue II</u></p> <p>This advanced course introduces students to the spiritual roots of restorative justice and challenges them to design a restorative dialogue process that brings parties of two different cultures and spiritual beliefs together to discuss the impacts of a crime one committed against the other.</p> <p>The focus of this advanced course will be on the students ability to:</p> <ul style="list-style-type: none"> <li>▪ research international situations that they believe would benefit from a restorative dialogue process;</li> <li>▪ create criteria for conducting a 1st level assessment of the appropriateness of those situations;</li> <li>▪ use the criteria they create to assess the appropriateness; develop a 2nd level process for eliciting from each party their needs related the dialogue process;</li> <li>▪ create a summary of the process they feel a Restorative Dialogue Facilitator should follow to meet the needs of the parties.</li> </ul>
<b>Content</b>	<p><b>HuD C5.1:</b> <u>Restorative Dialogue I</u></p> <ul style="list-style-type: none"> <li>▪ UN's Principle's of Restorative Justice</li> <li>▪ Restorative Justice Theories and Models</li> <li>▪ Cultural Application of Restorative Justice</li> <li>▪ Micro-skills for interviewing victims and offenders</li> <li>▪ Needs of victims and offenders - post-traumatic stress</li> <li>▪ Models of Restorative Justice</li> <li>▪ Role play practice</li> </ul> <p><b>HuD C5.2:</b> <u>Restorative Dialogue II</u></p> <ul style="list-style-type: none"> <li>▪ Researching impact of crimes against individuals and communities</li> <li>▪ Conducting assessments for appropriateness of situations for Restorative Dialogue Processes</li> <li>▪ Designing an intercultural restorative dialogue process for parties of different spiritual beliefs</li> </ul>
<b>Criteria: Exams, Tests, Essays, etc.</b>	<p><b>HuD C5.1</b> Learning Journal (Conflict Logs) Role play sessions (100% Participation/Attendance) Short Essay</p> <p><b>HuD C5.2</b> Applied Research (development of a Restorative Process Design) Final Paper: Summarizing the research/process design/direction to be considered by the Restorative Dialogue Facilitator</p>
<b>Pre-requisites</b>	HuD B5 (Communication & Coaching) and HuD C4 (Mediation) are pre-requisites for HuD C5
<b>Length of the Module</b>	One Semesters
<b>Frequency</b>	Annual
<b>Applicability of the Module</b>	<u>Certificate Programme: "Restorative Justice Dialogue"</u>
<b>Literature</b> (recommended selection)	<b>HuD C5.1:</b> BAZEMORE, G. S., & SCHIFF, M. (2001). <i>Restorative community justice: Repairing harm and transforming communities</i> . Cincinnati: Anderson Pub.

	<p>SULLIVAN, D, &amp; TIFFT, L. (ed.) (2008). <i>Handbook of restorative justice</i>. Oxon: Routledge.</p> <p>ZEHR, H. (2002). <i>The little book of restorative justice</i>. PA: Good Books.</p> <p><b>HuD C5.2:</b></p> <p>HADLEY, M. (ed.) (2001). <i>The spiritual roots of restorative justice</i>. New York: SUNY Press.</p> <p>LEDERACH, J.P. (1995). <i>Preparing for peace: Conflict transformation across cultures</i>. New York: Syracuse University Press.</p>
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Module Title	ADVANCED LEADERSHIP THEORIES		
<b>Module Code</b>	HuD (C6)		
<b>Category</b>	Consolidating Module		
<b>Semester</b>	6.		
<b>Language</b>	English		
<b>Included Course Titles &amp; Delivery Mechanism</b>	1	<b>Dialogical Leadership</b>	<b>Online</b> Interactive
	2	<b>Transformative Leadership</b>	<b>Online</b> Interactive
	3	<b>Power &amp; Power Imbalance</b>	<b>Online</b> Interactive
<b>Credit Points</b>	9		
<b>Work Load</b>	<b>Total hours:</b> 270 <b>Contact hours:</b> 90 (online interactive) <b>Independent Work hours:</b> 180		
<b>Learning Outcomes &amp; Core Competencies</b>	<p>This module seeks to look at leadership through different lenses. Learners shall be enabled to assess their own leadership style and get a better feeling of what approach or philosophy fits and serves them best.</p> <p><b>HuD C6.1:</b>  <u>Dialogical Leadership</u>  This leadership frame will enable the students to lead towards social justice and inclusion. Dialogue here means a lot more than just talking. It captures an attitude of encountering the other by opening oneself. Learners will study some key theories and philosophies on dialogue (e.g. Gabriel Marcel, Martin Buber, Hans-Georg Gadamer, Mikhail Bakhtin, Gordon Wells, Jürgen Habermas, etc.) being asked to think of ways of how to incorporate these into their work as leaders.</p> <p>Students will also learn of the importance of genuine dialogue in the process of understanding the unknown, they will be exposed to dialogue as bridge to another culture. They will look at reasons why a large number of people and communities remain unheard and voiceless, why dialogue fails so often. Becoming aware that actuality develops in the sphere <i>in-between</i>, they will engage in a discussion on current social realities looking at dialogue as transformative power.</p> <p>Hereby participatory concepts will also be touched on and critically assessed. Students learn how to initiate meaningful dialogue at all levels in the community facilitating an appropriate and concurrent style that might suit to challenge the present and invoke change for better.</p> <p><b>HuD C6.2:</b>  <u>Transformative Leadership</u>  The transformational approach of leadership seeks to cause meaningful change in individuals and social systems. It envisions empowering people to create beneficial transformation in people with the end goal of developing followers into leaders and passive citizens into active members of society.</p> <p>Learners will realize why it is so difficult to initiate change. They will learn how to deal with resistance, find out what it takes to change and how to make transformation sustainable.</p>		

	<p>Students will be introduced to key principles of <i>change management</i>, an important organizational strategy, as a structured approach to shifting/transitioning individuals, teams, and organizations from a current state to a desired future state.</p> <p>Students will also critically assess the role of values, vision and identity to change. They will think of ways to give back the responsibility for change to civil movements and people's initiative through democratic processes.</p> <p><b>HuD C6.3:</b> <u>Power &amp; Power Imbalance</u></p> <p>Learners will be introduced to the concept and implications of power. They will learn about the negative and positive side of power becoming aware that power is important and omnipresent, but needs to be made conscious in order to be able to use it in mindful ways and to prevent it from becoming manipulative and abusive. Learners will learn how to address and deal with power imbalances and how to deal with their own power as leaders or social agents in reflective ways.</p> <p>Students will be exposed to relevant concepts, explanations and analysis of power: Michael Foucault, Hannah Arendt, Anthony Giddens, Alfred Adler, Karl Marx, Max Weber, Friedrich Nietzsche, Martha Nussbaum, movies by Leni Riefenstahl, Silvia Staub-Bernasconi, Niklas Luhmann, Marshall Rosenberg, Heinrich Popitz, Judith Butler, Abderrahmane Sissako). They will be able to explain complex mechanisms of discrimination and marginalization. The learners will also be exposed to various factors that contribute to the victimization of people and community and also the power structures that cause dominance, dependency, and powerlessness.</p>
<b>Content</b>	<p><b>HuD C6.1:</b> <u>Dialogical Leadership</u></p> <ul style="list-style-type: none"> <li>▪ Introducing the concept of dialogue in leadership studies</li> <li>▪ Dialogical leadership in cross-cultural settings (dialogue is more than language, it builds bridges across deep diversities)</li> <li>▪ Being with, advocacy and social analysis: speaking with, speaking about or speaking for?</li> <li>▪ Theories on dialogue and their application: Gabriel Marcel, Martin Buber, Hans-Georg Gadamer, Mikhail Bakhtin, Gordon Wells, Jürgen Habermas</li> <li>▪ Creating a new actuality by establishing and using the space in-between</li> <li>▪ Aspects and critical analysis of participatory leadership</li> <li>▪ Core values and key competencies of dialogical leadership</li> </ul> <p><b>HuD C6.2:</b> <u>Transformative Leadership</u></p> <ul style="list-style-type: none"> <li>▪ Key principles of transformative leadership</li> <li>▪ Change and dealing with resistance to change</li> <li>▪ Cybernetics and systems theory, constructivism</li> <li>▪ Changing from the inside out, change mindfully and meaningfully</li> <li>▪ The challenge of making transformation sustainable</li> <li>▪ Creativity and the generation of intrinsic motivation</li> <li>▪ Creating visions, setting goals and moving into action</li> </ul> <p><b>HuD C6.3:</b> <u>Power &amp; Power Imbalance</u></p> <ul style="list-style-type: none"> <li>▪ Theories of power, their relevance for analytical and practical purposes</li> </ul>

	<ul style="list-style-type: none"> <li>▪ The positive and negative side of power</li> <li>▪ Dealing with power imbalances and the perception of power</li> <li>▪ Victimhood and victimology, the power of being a victim</li> <li>▪ Power struggle and empowerment</li> <li>▪ Addressing power dominance and facilitate social integration</li> <li>▪ Power and knowledge – the power of knowledge</li> </ul>
<b>Criteria: Exams, Tests, Essays, etc.</b>	Essay; Team projects online
<b>Pre-requisites</b>	HuD B7 (Basic Leadership Competencies)
<b>Length of the Module</b>	One Semesters
<b>Frequency</b>	Annual
<b>Applicability of the Module</b>	<u>Certificate Programme</u> : “Leadership through a Cross-Cultural Lens.” M.A. in Ethical Management
<b>Literature</b> (recommended selection)	<p><b>HuD C6.1:</b>            BAKHTIN, M. (1981). <i>The dialogic imagination: Four essays</i>. Austin: University of Texas Press.            BOYATZIS, R., MCKEE, A., &amp; GOLEMAN, D. (2002). <i>Primal leadership realizing the power of emotional intelligence</i>. Cambridge, MA: Harvard Business Press.            BUBER, M. (2000). <i>I and Thou</i>. (Trans. R. Smith). Scribner.            FREIRE, P. (1970). <i>Pedagogy of the oppressed</i>. New York: Continuum Books.            HABERMAS, J. (1984). <i>The theory of communicative action</i>. Volume I: <i>Reason and the rationalization of society</i>; Volume II: <i>Lifeworld and system: A critique of functionalist reason</i>. Boston: Beacon Press.            ISAACS, W. (1999). <i>Dialogue: The art of thinking together</i>. Crown Business.            WELLS, G. (1999). <i>Dialogic inquiry: Towards a sociocultural practice and theory of education</i>. Cambridge: Cambridge University Press.            WREN, T. J. (1995). <i>Leaders companion: Insights on leadership through the ages</i>. Free Press.</p> <p><b>HuD C6.2:</b>            ARBINGER INSTITUTE (2010). <i>Leadership and self-deception: Getting out of the box</i>. Mcgraw-Hill Professional.            BASS, B. (1997). <i>Does the transactional-transformational leadership paradigm transcend organizational and national boundaries?</i> In <i>American Psychologist</i>, 52, 2, pp. 130-139.            BASS, B., &amp; AVOLIO, B. (eds.). (1994). <i>Improving organizational effectiveness through transformational leadership</i>. Thousand Oaks, CA: Sage Publications.            BASS, B., &amp; RIGGIO, R. (2005). <i>Transformational leadership</i> (2. edition). Hillsdale, NJ: Lawrence Erlbaum Associates.            BURNS, J. (1978). <i>Leadership</i>. NY: Harper &amp; Row, Publishers.            HICKMAN, G. (1997). <i>Transforming organizations to transform society</i>. In <i>Kellogg Leadership Studies Project, Transformational Leadership Working Papers</i>.            KEENEY, B. (2002). <i>Aesthetics of change</i>. The Guilford Press.            PIELSTICK, C. (1998). <i>The transforming leader: A meta-ethnographic analysis</i>. <i>Community College Review</i>, 26, 3, pp. 15-34.            TICHY, N., &amp; DEVANNA, M. (1997). <i>The transformational leader: The key to</i></p>

*global competitiveness*. New Jersey: John Wiley & Sons.

WATZLAWICK, P., WEAKLAND, J., & FISCH, R. (1974). *Change: Principles of problem formation and problem resolution*. W. W. Norton & Company.

**HuD C6.3:**

ARENDRT, H. (1958). *The human condition*. Chicago: University of Chicago Press.

BUTLER, J. (2002). *Psyche der Macht: Das Subjekt der Unterwerfung*. Frankfurt: Suhrkamp.

FOUCAULT, M. (2002). *The order of things: An archaeology of the human sciences* (2. edition). Routledge.

KRAUS, B. (ed.) (2010). *Macht in der Sozialen Arbeit – Interaktionsverhältnisse zwischen Kontrolle, Partizipation und Freisetzung*. Lage: Jacobs.

MARX, K. (1992). *Capital: Volume 1: A critique of political economy*. (Trans. Fowkes, B.). Penguin Classics.

PIP, J. (2008). *Introducing social theory*. Cambridge: Polity Press.

POPITZ, H. (1986). *Phänomene der Macht*. Tübingen: Mohr.

SIDANIUS, J., & PRATTO, F. (2001). *Social dominance: An intergroup theory of social hierarchy and oppression*. Cambridge University Press.

Module Title	MANAGEMENT – ORGANISATION – GOVERNANCE (level II)	
Module Code	HuD (C7)	
Category	Consolidating Module	
Semester	6.	
Language	English	
Included Course Titles & Delivery Mechanism	1	Knowledge Management & IT, QM & Assessment Online Interactive
	2	Ressource Management (Planning & Budgeting) Online Interactive
Credit Points	6	
Work Load	<b>Total hours:</b> 180 <b>Contact hours:</b> 60 (online interactive) <b>Independent Work hours:</b> 120	
Learning Outcomes & Core Competencies	<p><b>HuD C7.1:</b>  <u>Knowledge Management &amp; IT, QM &amp; Assessment</u>  <i>Knowledge Management &amp; IT</i> will provide a solid understanding for the students what the key drivers for a solid knowledge management are, why a systematical knowledge management is important and how it can be implemented in organizations and organizational networks. Since learning and innovation are based on knowledge, the students know the difference between different levels of knowledge creation: individually, organizationally, within networks and within a specific political sector. Additionally the students can distinguish various tools for knowledge management (e.g. document management, file sharing systems, web based solutions, group ware) and know the potential and limitations of technology in this regard.</p> <p><i>Quality Management (QM) and Assessment</i> delivers a solid overview about the potential and the pitfalls of quality management issues for organizations. The students are able to describe and to visualize processes and organizational routines as a key prerequisite for quality management. Furthermore the students are able to apply appropriate assessment approaches to measure and to control quality for their daily work outcomes.</p> <p><b>HuD C7.2:</b>  <u>Resource Management (Planning and Budgeting)</u>  <i>Resource Planning and Budgeting</i> will show the high importance of efficient resource allocation for the performance of organizations and the effectiveness of organizational networks. Getting an introduction into the basic planning tools for resource management (such as business planning, budgets, balance sheets, financial statements, spreadsheets, needs assessments, evaluations etc.) the students will learn to apply a useful selection of these instruments for their own practice.</p>	
Content	<p><b>HuD C7.1:</b>  <u>Knowledge Management &amp; IT, QM &amp; Assessment</u></p> <ul style="list-style-type: none"> <li>▪ Current theories and concepts on knowledge management</li> <li>▪ Tools for knowledge management and information technology</li> <li>▪ Current theories and concepts on quality management and assessment</li> <li>▪ Tools for quality management such as process mapping</li> <li>▪ Assessment frameworks</li> </ul>	

	<p><b>HuD C7.2:</b> Resource Management (Planning and Budgeting)</p> <ul style="list-style-type: none"> <li>▪ Basic planning and budgeting approaches</li> <li>▪ Tools for planning and budgeting (business plan, calculations etc.)</li> </ul>
<b>Criteria: Exams, Tests, Es-says, etc.</b>	Case Study (Application & Transfer Tasks)
<b>Pre-requisites</b>	None
<b>Length of the Module</b>	One Semesters
<b>Frequency</b>	Annual
<b>Applicability of the Module</b>	Certificate Programme: "Management, Organization, Governance" M.A. in Ethical Management
<b>Literature</b> (recommended selection)	<p><b>HuD C7.1:</b> Capacity WORKS (2009). <i>The management model of the German Corporation for International Cooperation</i> (GIZ). HOYLE, D. (2007). <i>Quality management essentials</i>. Butterworth-Heinemann. NONAKA, I., &amp; TAKEUCHI, H. (1995). <i>The knowledge-creating company: How Japanese companies create the dynamics of innovation</i>. Oxford University Press. SENGE, P. M. (2006). <i>The fifth discipline: The art and practice of the learning organization</i>. Doubleday/Currency. UNDP (2007). <i>Capacity assessment methodology</i>.</p> <p><b>HuD C7.2:</b> KEMP, S., &amp; DUNBAR, E. (2003). <i>Budgeting for managers</i>. McGraw-Hill. LALLI, W. R. (2012). <i>Handbook of budgeting</i>. Wiley Corporate F&amp;A.</p>

Module Title	SPECIALIZED COMMUNITY DEVELOPMENT (level II)	
<b>Module Code</b>	HuD (C8)	
<b>Category</b>	Consolidating Module	
<b>Semester</b>	5.	
<b>Language</b>	English	
<b>Included Course Titles &amp; Delivery Mechanism</b>	1	<b>Micro-Financing &amp; Financial Development</b> <b>Online Interactive</b>
	2	<b>Entrepreneurship Development &amp; Youth Empowerment</b> <b>Online Interactive</b>
<b>Credit Points</b>	6	
<b>Work Load</b>	<b>Total hours:</b> 180 <b>Contact hours:</b> 60 (online interactive) <b>Independent Work hours:</b> 120	
<b>Learning Outcomes &amp; Core Competencies</b>	<p><b>HuD C8.1:</b>  <u>Micro-Financing &amp; Financial Development</u>  Students will be introduced to the history and theory behind micro-financing and micro-credits. They will also be encouraged to think critically (chances and limits) about the concept of making low-income individuals capable of lifting themselves out of poverty by giving them access to financial services. Research shows that youth significantly benefit from access to basic financial services that promote asset-building and sustainable livelihoods. Financial services for youth are especially effective when coupled with training in entrepreneurship and financial education. Students will learn how to introduce people to micro-finance possibilities and what skills are needed to start small businesses.</p> <p><b>HuD C8.2:</b>  <u>Entrepreneurship &amp; Youth Empowerment</u>  High unemployment rates are great obstacles to development and a huge threat for any society. Young people are a tremendous resource often left unused when there are no job opportunities after they graduate from school. Often, even if they were able to gain a university degree, they are not able to enter the job market.  Therefore, it is crucial to equip people to explore their potential, to create their own jobs, and to be able to start sustainable businesses. In this course students learn how to trigger the entrepreneurial spirit in young people to become “job creators” instead of solely being “job seekers”. They learn how to find the niches and opportunities; they will be able to help people writing project proposals and business plans, understanding the legal requirements of starting a business, and conducting feasibility studies. This course encourages the young people to think creatively and provides the skills for taking initiative, implementing innovative ideas and becoming confident about their future career.  Some African YMCAs have been extremely successful in implementing youth enterprise and capacity building programmes. Some of their best practices will be taught in this course.</p>	
<b>Content</b>	<p><b>HuD C8.1:</b>  <u>Micro-Financing &amp; Financial Development</u></p> <ul style="list-style-type: none"> <li>▪ History, status, current trends and facts about efficiency of micro-credits</li> <li>▪ Chances, limits and problems of micro-credits</li> </ul>	

	<ul style="list-style-type: none"> <li>▪ Skills to start a business with micro-credits: writing business plans, strategy development, risk assessments, sustainability, etc.</li> </ul> <p><b>HuD C8.2:</b> <u>Entrepreneurship Development &amp; Youth Empowerment</u></p> <ul style="list-style-type: none"> <li>▪ Students learn how to come up with business ideas – for themselves and they learn how to coach others.</li> <li>▪ Writing a convincing business plan based on their business idea</li> <li>▪ Introduction to the business world</li> <li>▪ Development of comprehensive entrepreneurial skills</li> <li>▪ Participants have to engage in a marketing exercise (i.e. they have to imagine they are at a Trade Fair where they have to sell their product)</li> <li>▪ business people are invited as guest speaker to inspire young people about becoming entrepreneurs, providing positive role models and real life stories</li> <li>▪ Participants are requested to present their business plan to a panel of two to three judges who come from both the corporate/business sector and the community sector</li> </ul>
<b>Criteria: Exams, Tests, Essays, etc.</b>	Case Study (Application & Transfer Tasks)
<b>Pre-requisites</b>	None
<b>Length of the Module</b>	One Semesters
<b>Frequency</b>	Annual
<b>Applicability of the Module</b>	<u>Certificate Programme: “Community Development”</u>
<b>Literature</b> (recommended selection)	<p><b>HuD C8.1:</b> BOUDREAU, K., &amp; COWEN, T. (2008). <i>The micromagic of microcredit</i>. In <i>The Wilson Quarterly</i>, 32, 1, pp. 27-31.</p> <p>ELKINGTON, J., &amp; HARTIGAN, P. (2008). <i>The power of unreasonable people: How social entrepreneurs create markets that change the world</i>. Harvard Business Review Press.</p> <p>LEDGERWOOD, J. (1999). <i>Microfinance handbook: An institutional and financial perspective</i>. Washington, D.C.: World Bank.</p> <p>MAHAJAN, V., &amp; BANGA, K. (2005). <i>The 86 percent solution: How to succeed in the biggest market opportunity of the 21st century</i>. Wharton School Publ.</p> <p>ROBINSON, M. (2001). <i>The microfinance revolution: Sustainable finance for the poor</i>. Washington, D.C.: World Bank.</p> <p>UN Capital Development Fund (2011). <i>Listening to youth: Market research to design- financial and non-financial services for youth in sub-Saharan Africa</i>. New York.</p> <p>UNTAD. (2010). Creative economies report. Retrieved from <a href="http://www.unctad.org/en/docs/ditctab20103_en.pdf">http://www.unctad.org/en/docs/ditctab20103_en.pdf</a></p> <p>YUNUS, M. (2007). <i>Creating a world without poverty: Social business and the future of capitalism</i>. New York: PublicAffairs.</p> <p><b>HuD C8.2:</b> BYGRAVE, W. D. (1994). <i>The portable MBA in entrepreneurship</i>. John Wiley.</p> <p>UNDP, Evaluation Office (1999). <i>Entrepreneurship Development</i>. In <i>Essentials</i>. New York.</p>

Module Title	GENDER ISSUES THROUGH A CULTURAL LENS	
<b>Module Code</b>	HuD (E1)	
<b>Category</b>	Elective Module	
<b>Semester</b>	2. or 3. or 4.	
<b>Language</b>	English	
<b>Included Course Titles &amp; Delivery Mechanism</b>	1	<b>Concepts of Woman Empowerment &amp; Transformative Masculinity</b> Online Interactive
	2	<b>Gender &amp; Religion</b> Online Interactive
<b>Credit Points</b>	6	
<b>Work Load</b>	<b>Total hours:</b> 180 <b>Contact hours:</b> 60 (online interactive) <b>Independent Work hours:</b> 120	
<b>Learning Outcomes &amp; Core Competencies</b>	<p><b>HuD E1.1:</b> <u>Concepts of Woman Empowerment &amp; Transformative Masculinity</u> the heart and core of development and the achievement of the UN Millennium Development Goals. And yet, despite the progress that has been made, women are often among the most disadvantaged, dominated, and are systematically subjected to violence.</p> <p>Students will learn of historical, socio-cultural and religious reasons for these discriminatory facts (e.g. the social construction of gender roles: to be male means to be dominant, or male aggression as a result of a long history of the white rule in Africa). Students will be introduced to the intrinsic relation between religion and culture in relation to women's rights as practiced in traditional societies (e.g. Arab countries). They will be exposed to the difficulties realizing gender equality (cultural inertia) and obstacles of women empowerment.</p> <p>They will critically assess concepts of gender equality and their implications, questions, and current answers (e.g. gender mainstreaming). They will become aware of the interconnectedness of the roles man and women are taking on growing up in a particular society. Importance will be given to understanding and analyzing the structure and ideology of patriarchy in its many facets.</p> <p>Utilizing the Africa Alliance of YMCAs' program "Transformative Masculinity", students will be able to study a grass-roots initiative that became very impactful in many African countries. This will enable learners to gain an understanding and practical skills to promote gender equality and women empowerment through education, training, and social activities.</p> <p>Throughout the course, learners will be asked to reflect upon their own values and experiences. Sharing their life stories with focus on gender, they will gain a deeper awareness of themselves and others. That way they will also learn to be careful not to judge too quickly or to see their worldview as panacea.</p> <p><b>HuD E1.2:</b> <u>Gender &amp; Religion</u> This course will address the core components of attitude formation based on inherent religious leanings and traditional practices which become opera-</p>	

	<p>tional in everyday life. Students will learn to see gendering as a spiritual practice, they will become aware of the important role religion plays in that process.</p> <p>Students will be critically analyzing the gender lenses through which a culture perceives ultimate reality. They will be challenged to deconstruct concepts of how male and female roles are formed in different religious systems. They will hear of theories comprising the “gender-critical turn”: the examination of ways male-female differences are conceptualized in particular cultures; interrogating constructions, representations, and performances of masculinity and femininity in religious traditions; detecting the underlying, often hidden, gender patterns that represent the deep structures of religious life. Becoming aware of the power of religion as meaning-making system, they will understand why it is so hard for women to escape male domination.</p> <p>One area of inquiry will be that of body and religion because the body is most often not simply a biological entity, rather it is also a social and symbolic construct – often mystified.</p>
<p><b>Content</b></p>	<p><b>HuD E1.1:</b>  <u>Concepts of Woman Empowerment &amp; Transformative Masculinity</u></p> <ul style="list-style-type: none"> <li>▪ Understand, unmask, and deconstruct patriarchy, address various facts and forms of male domination and suppression, even violence against women, and analyzing the role of media.</li> <li>▪ Current theories on gender: gender equality as a human right, gender awareness, gender mainstreaming, gender roles, and structures in government and civil society.</li> <li>▪ History of women rights, gender equality, and emancipation in the West and why these experiences are not simply transferable to other traditions.</li> <li>▪ Becoming aware of one’s own identity as man or women growing up in a particular socio-cultural context</li> <li>▪ Learning how to provide appropriate support for women and how to empower women without demonizing man, but rather helping man and women to see themselves as complementary partners.</li> <li>▪ Procedures and techniques: self-awareness, collecting and reporting, evaluating, acting</li> <li>▪ The program “Transformative Masculinity” as an idea to start deconstructing gender roles.</li> </ul> <p><b>HuD E1.2:</b>  <u>Gender &amp; Religion</u></p> <ul style="list-style-type: none"> <li>▪ The role of religion in the construction of gender roles and why they are resistant to change</li> <li>▪ Different gender roles in various religious traditions</li> <li>▪ Learning to read holy texts based on new interpretations that are pertinent to a new time empowering women</li> <li>▪ Aspects of the “gender-critical turn”</li> <li>▪ Women empowerment “from the inside out”: culturally and religiously sensitive processes of empowerment as the only way to be accepted and therefore effective</li> <li>▪ Women as agents of Transformation in church, society, and the economic well-being of a family (micro-credits and the critical role of women)</li> </ul>

<b>Criteria: Exams, Tests, Essays, etc.</b>	Essay
<b>Pre-requisites</b>	None
<b>Length of the Module</b>	One Semesters
<b>Frequency</b>	Annual, depending on interest and enrollment
<b>Applicability of the Module</b>	
<b>Literature</b> (recommended selection)	<p><b>HuD E1.1:</b>  ARGAWAL, B. (2010). <i>Gender and green governance: The political economy of women's presence within and beyond community forestry</i>. New York, NY: Oxford University Press.</p> <p>BATLIWALA, S. (1994). <i>The meaning of women's empowerment: New concepts from action</i>. In SEN, GERMAIN G. A., CHEN, L. C. (eds.), <i>Population Policies Reconsidered: Health, Empowerment and Rights</i>, pp. 127-38. Boston: Harvard University Press.</p> <p>KABEER, N. (1999). <i>Resources, agency, achievements: Reflections on the measurement of women's empowerment</i>. <i>Development and Change</i>, 30, 3, July. Blackwell Publishing.</p> <p>KEDDIE, N. R., &amp; BARON, B. (1991). <i>Women in Middle Eastern history: shifting boundaries in sex and gender</i>. New Haven: Yale University Press.</p> <p>NDULO, M., &amp; GRIECO, M. (2009). <i>Power, gender, and social change in Africa</i>. Newcastle upon Tyne, UK: Cambridge Scholars Pub.</p> <p>NUSSBAUM, M. C. (2000). <i>Women and human development: The capabilities approach</i>. Cambridge, UK: Cambridge University Press.</p> <p>OXAAL, Z., &amp; BADEN, S. (1997). <i>Gender and empowerment: Definitions, approaches and implications for policy</i>. BRIDGE Report No. 40.</p> <p>SABBAGH, S. (1996). <i>Arab women: between defiance and restraint</i>. New York: Olive Branch Press.</p> <p>SEN, G., &amp; GROWN, C. (1985). <i>Development, crisis, and alternative visions: Third world women's perspectives</i>. DAWN.</p> <p>World Survey on the Role of Women In Development. (2009). <i>Women's control over economic resources and access to financial resources, including microfinance</i>. New York: United Nations.</p> <p><b>HuD E1.2:</b>  Africa Alliance of YMCAs: Materials on <i>Transformative Masculinity</i>.</p> <p>ARVIND, S. (ed.) (1987). <i>Women in world religions</i>. McGill studies in the history of religion, SUNY Press.</p> <p>CASTELLI, E. A., &amp; RODMAN, R. C. (2001). <i>Women, gender, religion: A reader</i>. New York: Palgrave.</p> <p>COAKLEY, S. (1997). <i>Religion and the body</i>. Cambridge Studies in Religious Traditions 8. New York: Cambridge University Press.</p> <p>CRYSDALE, C. S. W. (1999). <i>Embracing travail. Retrieving the cross today</i>. New York: Continuum.</p> <p>KING, U., &amp; BEATTIE T. (ed.) (2004). <i>Gender, religion and diversity: Cross-cultural perspectives</i>. New York: Continuum.</p> <p>REID, B. (2007). <i>Taking up the cross: New Testament interpretations through latina and feminist eyes</i>. Minneapolis: Augsburg Fortress.</p>

	<p>RENDELL, J., (et al, ed.) (2000). <i>Gender space architecture: An interdisciplinary introduction</i>. London: Routledge.</p> <p>WARNE, R.R. (2000). <i>Making the gender-critical turn</i>. In JENSEN, T., &amp; ROTHSTEIN, M. (ed.), <i>Secular theories on religion: Current perspectives</i>, 249-60. Copenhagen: Museum Tusulanum Press.</p>
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Module Title	CREATIVE HUMAN DEVELOPMENT		
<b>Module Code</b>	HuD (E2)		
<b>Category</b>	Elective Module		
<b>Semester</b>	2. or 3. or 4.		
<b>Language</b>	English		
<b>Included Course Titles &amp; Delivery Mechanism</b>	1	<b>Leadership and Art – the Art of Leadership</b>	Online Interactive
	2	<b>Sports, Adventure, Recreation for Development</b>	Online Interactive
<b>Credit Points</b>	6		
<b>Work Load</b>	<b>Total hours: 180</b> <b>Contact hours: 60 (online interactive)</b> <b>Independent Work hours: 120</b>		
<b>Learning Outcomes &amp; Core Competencies</b>	<p><b>HuD E2.1:</b>  <u>Leadership and Art – the Art of Leadership</u>  A growing number of artists, working with diverse communities around the world, are creating positive and profound social change through the process of art-making, helping to create insight, social cohesion, and political engagement. Students will be exposed to many ways of how the arts can be used to foster development, social change, and leadership skills.</p> <p>Art triggers creativity, educates, and develops capacity. It is a means for communication among groups with different socio-cultural backgrounds. It can be used as tool for peace building initiatives. Art is a powerful messenger to voice injustices, issues of discrimination, or prejudices. It promotes human rights, democracy, and good-governance. Art helps strengthening institutional capacity-building; and it builds partnerships to support the workings of the third sector by empowering individuals for socio-economic development. It serves as a tool to enhance inter-cultural understanding and social justice. It helps children and youth to express feelings and to overcome traumas caused by armed conflicts. It strengthens their self-esteem, confidence, and tolerance. Art can provide alternative ways for troubled youth to deal with aggression and improve their attitude towards school.</p> <p>Art is central in helping people to find new ways to see the world and in developing models that integrate and celebrate imaginative thinking, leading to mobilization and effective action. Learners will learn to express their vision, innovative thinking, and leadership style through art and self-expression.</p> <p><b>HuD E2.2:</b>  <u>Sports, Adventure, Recreation for Development</u>  The YMCA is known for promoting sports and fitness worldwide. Developing the whole human being with body, mind, and spirit is at the core of its philosophy. In this course students will learn about the value of sports and recreation for therapeutic, healing, and developmental purposes.</p> <p>Experiencing the outdoors, stepping out of one’s comfort zone, or venturing into the unknown in wilderness settings or unfamiliar environments helps to gain a deeper self-awareness. It helps to build strong teams or to practice leadership roles experiencing adventures in safe settings. Doing things together instead of sitting and discussing or talking about different world views helps people to relate across cultures and diverse religious beliefs.</p>		

	<p>Working on joint projects, climbing a mountain, or playing a game connects people and helps bonding or understanding differences. In wilderness settings, everybody has to deal with the same challenges and people have to rely on each other.</p> <p>In terms of sport and how it relates to development, the UN states: "Sport has been increasingly recognized and used as a low-cost and high-impact tool in humanitarian, development and peace-building efforts, not only by the UN system but also by non-governmental organizations (NGOs), governments, development agencies, sports federations, armed forces and the media." (<a href="http://www.un.org/wcm/content/site/sport/home/sport">http://www.un.org/wcm/content/site/sport/home/sport</a>, 28.11.11) This course seeks to instill this notion and the skill to use sports in development and peace-building efforts in the learners. They should be able to discuss international and national policy frameworks that guides sport for development initiatives. They will also critically assess varying approaches (international, local) to sport for development and they will be able to identify ways sport may be used as a mechanism for social change and how to identify how networks and partnerships facilitate sport for development.</p>
<b>Content</b>	<p><b>HuD E2.1:</b> <u>Leadership and Art – the Art of Leadership</u></p> <ul style="list-style-type: none"> <li>▪ Art and how to use it for sustainable, effective social change and community development</li> <li>▪ Exploring the skills, leaders can learn from artists</li> <li>▪ Art as a means to communicate between cultures and to restore peace</li> <li>▪ Utilizing the arts to advocate for human rights issues</li> <li>▪ Art to help express trauma, needs and visions</li> </ul> <p><b>HuD E2.2:</b> <u>Sports, Adventure, Recreation for Development</u></p> <ul style="list-style-type: none"> <li>▪ Principles and practices of sport as a development strategy to achieve broader social, education, economic, health and humanitarian goals in communities within national and international contexts</li> <li>▪ The importance of developing the whole human being with body, mind and spirit</li> <li>▪ Using the outdoors and wilderness experience for capacity development, the creation of a deeper self-awareness and self-esteem</li> <li>▪ Team-building skills and leadership competencies through sports, adventure and recreation</li> <li>▪ Sport as a powerful cross-cutting tool: Fundraising, advocacy, mobilization and raising public awareness; promoter of social integration and economic development, health promotion and disease prevention, promotion of gender equality, social integration and the development of social capital, post-disaster/trauma relief and normalization of life, communication and social mobilization.</li> </ul>
<b>Criteria: Exams, Tests, Essays, etc.</b>	Practical experience & reflection
<b>Pre-requisites</b>	None
<b>Length of the Module</b>	One Semesters
<b>Frequency</b>	Annual, depending on interest and enrollment
<b>Applicability of the Module</b>	
<b>Literature</b> (recommended selection)	<b>HuD E2.1:</b> BURN, S. (2011). <i>What art offers leadership: Looking beneath the surface</i> . In

	<p><i>Leadership for Transformation</i>, International Leadership Association's Building Leadership Bridges Series. Jossey-Bass/Wiley.</p> <p>JAWORSKI, J (1996). <i>Synchronicity: The inner path of leadership</i>. San Francisco: Berrett-Koehler Publishers.</p> <p>JONES, M. (2006). <i>Artful leadership: Awakening the commons of the imagination</i>. Pianoscapes.</p> <p>MCLEAN, C. (ed.) (2011). <i>Creative arts in research for community and cultural change</i>. Calgary: Detselig Enterprises.</p> <p>MCNIFF, S. (1998). <i>Trust the process: An artist's guide to letting-go</i>. Shambhala.</p> <p>SCHARMER, O. (2007). <i>Theory U: Leading into the emerging future</i>. Cambridge, MA: Society for Organizational Learning.</p> <p>SENGE, P., &amp; JAWORSKI, J., et al (2004). <i>Presencing: Human purpose and the field of the future</i>. Cambridge, MA: Society for Organizational Learning.</p> <p>UNTAD. (2010). Creative economies report. Retrieved from <a href="http://www.unctad.org/en/docs/ditctab20103_en.pdf">http://www.unctad.org/en/docs/ditctab20103_en.pdf</a></p> <p><b>HuD E2.2:</b></p> <p>DANISH, S.J., PETITPAS, A.J., &amp; HALE, B.D. (1990). <i>Sport as a context for developing competence</i>. In GULLOTTA, T.P, ADAMS, G.R., MONTEMAYOR, R. <i>Developing social competency in adolescence</i>, 169 – 194. Newbury Park, CA: Sage Publications.</p> <p>Foer, F. (2004). <i>How soccer explains the world: An unlikely theory of globalization</i>. Harper.</p> <p>FOWLIE, F., MOSES, P. (2006). <i>Prayer road</i>. PublishAmerica.</p> <p>MASSAO P. B., STRAUME S. (2011). <i>Urban youth and sport for development</i>. UN Habitat.</p> <p>RIGHT TO PLAY (2010). <i>Right to play's program manuals: Learning through play and sport</i>. Retrieved from <a href="http://www.righttoplay.com/International/news-and-media/Documents/2010RTPBrochureFINAL.pdf">http://www.righttoplay.com/International/news-and-media/Documents/2010RTPBrochureFINAL.pdf</a></p> <p>SPAALJ, R. (2009). <i>The social impact of sport: Diversities, complexities and contexts</i>. In <i>Sport in Society</i>, 12:9, 1109-1117.</p> <p>UN Materials: <i>Sport for development and peace</i>. Retrieved from <a href="http://www.un.org/wcm/webdav/site/sport/shared/sport/pdfs/SDP%20IWG/Final%20SDP%20IWG%20Report.pdf">http://www.un.org/wcm/webdav/site/sport/shared/sport/pdfs/SDP%20IWG/Final%20SDP%20IWG%20Report.pdf</a>, 07.12.11</p>
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Module Title	ASPECTS OF SUSTAINABLE DEVELOPMENT		
<b>Module Code</b> <b>Category</b> <b>Semester</b> <b>Language</b>	HuD (E3) Elective Module 2. or 3. or 4. English		
<b>Included Course Titles &amp; Delivery Mechanism</b>	1	<b>Climate Change, Justice and Poverty</b>	<b>Online</b> Interactive
	2	<b>Concepts of Friendly Energy</b>	<b>Online</b> Interactive
<b>Credit Points</b>	6		
<b>Work Load</b>	<b>Total hours:</b> 180 <b>Contact hours:</b> 60 (online interactive) <b>Independent Work hours:</b> 120		
<b>Learning Outcomes &amp; Core Competencies</b>	<p><b>HuD E3.1:</b>  <u>Climate Change, Justice and Poverty</u>            Climate change drivers: The students will have the chance to address the theory behind climate change in order to understand its main drivers. By doing so, they will develop the necessary skills to engage in climate change-related discussion bearing in mind the global interconnectedness among environmental, political, and economic spheres. They will also become familiarized with the current debates on climate change science and will elicit the importance of informed environmental advocacy.</p> <p>Geopolitics of climate change: Climate change also entails differentiated responsibilities and, more importantly, the existence of negative externalities stemming from the world economy. There are, consequently, interests at stake and a complex web of agents interacting at the interface between civil society, international bodies, and the private sector. The learners will get to know these actors and be able to characterize their narratives so as to recognize the implications of the international negotiations on climate change and their impact at the global scale.</p> <p>Vulnerabilities and ethical considerations: Some peoples are clearly more affected by climate change than others and this, in many instances, broadens the well-being gap between developed and developing countries. Also the climate change impacts directly traditional ways of being (e.g. subsistence economy in the Northern regions of the planet is endangered, which forces Inuit human rights activist Sheila Watt-Cloutier to claim “We have a right to be cold”). Despite mainstream neo-classical approaches to market efficiency and market-based tools to deal with climate change, students will be able to contrast such arguments with ethically-inspired calls for global compensation schemes and consumption patterns. In this sense, we foresee for them to become advocates of a more ethically-driven and less profit-seeking world.</p> <p><b>HuD E3.2:</b>  <u>Concepts of Friendly Energy</u>            Students will gain an in-depth understanding of basic concepts of energy production and innovative “friendly energy” technologies (e.g. wind mills, solar energy, water power, geothermal heat). They learn about challenges and chances, opportunities and threats of sustainable energy technologies.</p>		

	<p>They will also be made aware of the difficulties of oil exploration, coal, gas, and the scarcity of these energy sources. They will also be confronted with the potential dangers of using nuclear power.</p> <p>Learners will be encouraged to think creatively to build effective energy sources with what is available in specific environments and contexts (e.g. geo-thermo, bio-gas-energy). Students will also learn to communicate the newest knowledge of friendly energy to the people in the communities in a way that they can develop such technologies. In order to be successful developing sustainable energy sources, these new environmentally friendly sources need to be introduced with cultural sensitivity, and they have to fit the socio-cultural and religious context of a people. The introduction of new technologies in development settings can only be sustainable and successful if the locals want it and develop it themselves. Students will be aware of this fact and learn to work together with the people in local communities.</p>
<b>Content</b>	<p><b>HuD E3.1:</b> <u>Climate Change, Justice and Poverty</u></p> <ul style="list-style-type: none"> <li>▪ Environmental justice issues in cross-cultural perspectives</li> <li>▪ Climate change drivers: general concepts on climate change, greenhouse gases and the industrial revolution, food production, and climate change</li> <li>▪ Geopolitics of climate change: United Nations Framework Convention on Climate Change, science and myths around climate change, advocacy on climate change</li> <li>▪ Vulnerabilities and ethical considerations: geography of vulnerability, reduced emissions from deforestation and forest degradation, water scarcity, market tools, or climate justice?</li> <li>▪ Exploration of the complex relationship of poverty and climate change and thinking of strategies of how to mitigate both</li> </ul> <p><b>HuD E3.2:</b> <u>Concepts of Friendly Energy</u></p> <ul style="list-style-type: none"> <li>▪ Non-renewable energy sources and the problem of scarcity</li> <li>▪ Difficulties arising because of the gap between energy consumption of the North and South</li> <li>▪ The problem of the growing energy-need of developing countries and the issue of responsibility</li> <li>▪ Newest development of sustainable energy technologies, basic concepts of energy production innovative “friendly energy” and “green products”</li> <li>▪ The difficulties of establishing new renewable energy sources (political will, cost, cultural aspects, tradition, power, lobbying, etc.)</li> <li>▪ Contextual, culturally sensitive ways of introducing new sustainable energy concepts as participatory projects.</li> </ul>
<b>Criteria: Exams, Tests, Essays, etc.</b>	Essay
<b>Pre-requisites</b>	None
<b>Length of the Module</b>	One Semesters
<b>Frequency</b>	Annual, depending on interest and enrollment
<b>Applicability of the Module</b>	
<b>Literature</b> (recommended selection)	<p><b>HuD E3.1:</b> DOWNEY, M. (2009). <i>Oil 101</i>. Wooden Table Press.</p> <p>HALLETT, S., &amp; WRIGHT, J. (2011). <i>Life without oil: Why we must shift to a</i></p>

	<p><i>new energy future</i>. Prometheus Books.</p> <p>HEINBERG, R. (2011). <i>The end of growth: Adapting to our new economic reality</i>. New Society Publishers.</p> <p>HEINBERG, R., &amp; LERCH, D. (eds.) (2010). <i>The post carbon reader: Managing the 21st century's sustainability crises</i>. University of California Press.</p> <p>MARTENSON, C. (2011). <i>The crash course: The unsustainable future of our economy, energy, and environment</i>. Wiley.</p> <p>REN21 (2011). <i>Renewables 2011 global status report</i>. Paris: REN21 Secretariat.  <a href="http://www.ren21.net/Portals/97/documents/GSR/GSR2011_Master18.pdf">http://www.ren21.net/Portals/97/documents/GSR/GSR2011_Master18.pdf</a></p> <p>UNEP Frankfurt School (2011). <i>Global trends in renewable energy investment 2011</i>.</p> <p>YERGIN, D. (2008). <i>The prize: The epic quest for oil, money &amp; power</i>. Free Press.</p> <p><b>HuD E3.2:</b></p> <p>ADGER, W.N. (ed.) (2006). <i>Fairness in adaptation to climate change</i>. Cambridge/Mass.: The MIT Press.</p> <p>Crichton, M. (2004). <i>State of fear</i>. Harper.</p> <p>GARDINER, S. M. (2004). <i>Ethics and climate change</i>. <i>Ethics</i> 114: 555-600</p> <p>HEZRI, A., HOFMEISTER, W. (eds.) (2012). <i>Towards a green economy: in search of sustainable energy policies for the future</i>. Singapur: Konrad-Adenauer Stiftung.</p> <p>LOHMANN, L. (2008). <i>Carbon trading, climate justice and the production of ignorance: Ten examples</i>. <i>Development</i> 51: 359-365.</p> <p>NELSON, G. (2009). <i>Climate change: Impact on agriculture and costs of adaptation</i>. Washington, DC.</p> <p>OECD (s.d.). <i>Poverty and climate change. Reducing the vulnerability of the poor through adaptation</i>: Retrieved from  <a href="http://www.oecd.org/dataoecd/60/27/2502872.pdf">http://www.oecd.org/dataoecd/60/27/2502872.pdf</a>, Access 5.12.11</p> <p>PAGE, E. A. (2006): <i>Climate change. Justice and future generations</i>. Cheltenham: Edward Elgar Publishing.</p> <p>POSNER, E. A., &amp; SUNSTEIN, C. R. (2007). <i>Climate change justice</i>. Working Paper No. 354. Law School. University of Chicago.</p> <p>THOMAS, D.S.G., &amp; TWYMAN, CH. (2005). <i>Equity and justice in climate change adaptation amongst natural-resource-dependent societies</i>. <i>Global Environmental Change</i> 15: 115-124.</p> <p>THORNTON, P.K. (2006). <i>Mapping climate vulnerability and poverty in Africa</i>. Nairobi.</p> <p>UNEP (2007). <i>Global environment outlook 2007 (GEO 4)</i>. New York: Environment for Development.</p> <p>WORLD BANK (2009). <i>World development report 2010. Development and climate change</i>. Washington, DC.</p>
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Module Title	TRAUMA AND DISEASE IN INTERCULTURAL SETTINGS	
<b>Module Code</b>	HuD (E4)	
<b>Category</b>	Elective Module	
<b>Semester</b>	2. or 3. or 4.	
<b>Language</b>	English	
<b>Included Course Titles &amp; Delivery Mechanism</b>	1	<b>Domestic Violence, Addictions and Suicide</b> <b>Online Interactive</b>
	2	<b>HIV / Aids</b> <b>Online Interactive</b>
<b>Credit Points</b>	6	
<b>Work Load</b>	<b>Total hours: 180</b> <b>Contact hours: 60 (online interactive)</b> <b>Independent Work hours: 120</b>	
<b>Learning Outcomes &amp; Core Competencies</b>	<p><b>HuD E4.1:</b>  <u>Domestic Violence, Addiction and Suicide</u>                      In this course students learn about stress factors and trauma and how they impact individuals, families, societies, and cultures. They will be exposed to negative coping mechanisms like domestic violence, abusive behavior, addictions, and suicide. They will also become aware of the importance of parental skills and how one generation passes on the trauma it experienced to the next generation. This is particularly obvious looking at the negative inter-generational consequences that colonization had on many societies worldwide. Arbitrarily drawn borders, segregating or displacing people, and assimilating or oppressing people leaves scars which don't heal for generations. They cause harm and suffering through aggression, violence, and war, and they leave a feeling of hopelessness and loss of meaning.</p> <p>In exchanging experiences and thoughts, learners will realize that the awareness, perception, definition, and documentation of domestic violence differs widely in space and time.</p> <p>Students will explore ways to deal with these stressors, with symptomatic behavior like drug abuse, suicide, binge drinking, terroristic acts, child neglect, and family or intimate partner violence. They will learn about root causes and their circular complexity instead of confusing problems with symptoms. They will become aware of the multiple reasons for domestic violence and addictive behavior, and how they interplay (mental illness and biological factors (e.g. fetal alcohol syndrome (FAS), psychological trauma, social stigmatization, loss of a cultural and religious web of meaning, etc.).</p> <p>Learners will study and research ideas on how to help people to become aware of underlying factors, of the importance of meaning in life, and how to become self-awareness and regain power.</p>	
	<p><b>HuD E4.2:</b>  <u>HIV / AIDS</u>                      HIV is one of the world's leading infectious killers, claiming more than 25 million lives over the past three decades. The newest progress report (2011) of the WHO on HIV/AIDS states that global progress in both preventing and treating the epidemic emphasizes the benefits of sustaining investment in HIV/AIDS prevention over the longer term.</p>	

	<p>In this course students will learn about the biological make-up, the history, and the impact of HIV/AIDS. They will study effective treatment options with antiretroviral drugs, where patients can control the virus and enjoy healthy and productive lives. They will delve into the complexity of the difficulties of preventing and healing the disease critically assessing the role of religion, culture, and economic status (e.g. gender roles, believe systems).</p> <p>Learners will also share facts about HIV/AIDS in their countries by exchanging thoughts on how to deal with it in meaningful ways (e.g. special programs, education, working with churches, changing mindsets, handing out condoms, testing and counseling, raising the awareness of the community on HIV/AIDS, and minimizing the effects amongst orphaned children etc.). Especially many African YMCAs run effective HIV/AIDS programs which will be introduced and studied.</p>
<p><b>Content</b></p>	<p><b>HuD E4.2:</b>  <u>Domestic Violence, Addiction, and Suicide</u></p> <ul style="list-style-type: none"> <li>▪ Definition of domestic violence and addiction</li> <li>▪ The cycle of abuse</li> <li>▪ Effects of domestic violence and drug abuse on children</li> <li>▪ Intergenerational and historic patterns of violence and abuse (culture of abuse, fetal alcohol syndrome, trauma, victimization, etc.)</li> <li>▪ Root causes of the phenomena of domestic violence, addiction, depression, and suicide</li> <li>▪ The complex interplay of body, mind and spirit, social, cultural, and religious aspects – exploration of the systemic approach</li> <li>▪ Theories of relational and mental disorders: chances and limits of their explanatory power</li> <li>▪ Possible ways to become aware of root causes and to deal with them in effective and sustainable ways, breaking the cycle of abuse targeting the multitude of causes.</li> <li>▪ Crime and abusive behavior, criminological theories &amp; crime prevention</li> <li>▪ Risk assessment, prevention and safety planning</li> <li>▪ Religion and domestic violence: the culture of silence and acceptance among abuse victims (biblical patriarchy, interpretations of shari’a and violence against women, aggression against homosexuals, etc.)</li> <li>▪ Dealing with victims and dealing with offenders, understanding their behaviors, emotions, and needs.</li> </ul> <p><b>HuD E4.3:</b>  <u>HIV / AIDS</u></p> <ul style="list-style-type: none"> <li>▪ History and facts of HIV/AIDS, the multitude of factors for the high prevalence rate</li> <li>▪ The role of poverty, development, and religion for the distribution of HIV/AIDS</li> <li>▪ Myths about HIV/AIDS, HIV/AIDS in intercultural dialogue: talking about different perceptions</li> <li>▪ Programs to deal with the disease: what works and what doesn’t? (e.g. WHO and YMCA programs)</li> <li>▪ The role of education and how to educate</li> <li>▪ Differences of the experience of man and women</li> <li>▪ High risk groups: adolescent girls, prostitutes, injecting drug users, men who have sex with men, and other marginalized population groups</li> <li>▪ Health and the increase of education and economic activity</li> </ul>

<b>Criteria: Exams, Tests, Essays, etc.</b>	Applied project and essay
<b>Pre-requisites</b>	None
<b>Length of the Module</b>	One Semesters
<b>Frequency</b>	Annual, depending on interest and enrollment
<b>Applicability of the Module</b>	
<b>Literature</b> (recommended selection)	<p><b>HuD E4.1:</b>  FREEMAN, M. (ed.) (2008). <i>Domestic violence</i>. Aldershot: Ashgate.  HEYMAN, G.M. (2010). <i>Addiction: A disorder of choice</i>. Harvard University Press.  JAMES, K. (2010). <i>Domestic violence within refugee families: Intersecting patriarchal culture and the refugee experience</i>. The Australian and New Zealand Journal of Family Therapy, Vol. 31, No. 3, pp. 275-284.  SHENOY, M. (2007). <i>Domestic violence issues and perspectives</i>. Jaipur, India: Aavishkar Publishers.  WEISS, E. (2004). <i>Surviving domestic violence: Voices of women who broke free</i>. Volcano Press.</p> <p><b>HuD E4.2:</b>  NOLEN, S. (2008). <i>28 Stories of AIDS in Africa</i>. Walker &amp; Company.  PEPIN, J. (2011). <i>The origins of AIDS</i>. Cambridge University Press.  WHO, UNICEF, UNAIDS (2011). <i>Progress report 2011: Global HIV/AIDS response</i>. Geneva.  Africa Alliance of YMCAs: material from several programs</p>

<b>Module Title</b>	<b>LANGUAGES (ENGLISH, SPANISH, GERMAN)</b>
<b>Module Code</b>	HuD (E5)
<b>Category</b>	Elective Module
<b>Semester</b>	2. or 3. or 4.
<b>Language</b>	English, Spanish, German
<b>Credit Points</b>	6 (with the advanced course more)
<b>Work Load</b>	<b>Total hours:</b> 180 <b>Contact hours:</b> 60 (online interactive) <b>Independent Work hours:</b> 120
<b>Learning Outcomes &amp; Core Competencies</b>	The students will either improve their active and passive speaking and listening capacity in a language they are already familiar with or learn a new language.  Because of the international setup of the program, the learners will have plenty of possibilities to practice working together in small teams with people from various countries of the world.  Learning a new language also opens the eyes for a foreign culture, and it gives students access to a different understanding of the world.
<b>Content</b>	Grammar and Conversation in a new or not so familiar language. If possible students can work on a (research) project or conduct a practicum in the country where the language to be learned is spoken.
<b>Criteria: Exams, Tests, Essays, etc.</b>	Written Exam and small tests throughout
<b>Pre-requisites</b>	None
<b>Length of the Module</b>	At least 2 semesters to fulfill the requirements of the module; however, depending on the demand, another semester with an advanced course can be offered.
<b>Frequency</b>	Annual, depending on interest and enrollment
<b>Applicability of the Module</b>	Languages are relevant for all other programs offered at the university.
<b>Literature</b> (recommended selection)	Work book and material in respective language, to be chosen by instructor.

Module Title	APPLIED RESEARCH PROJECT – FIELD PRACTICE
<b>Module Code</b> <b>Category</b> <b>Semester</b> <b>Language</b>	ARP Qualifying Module 5. English
<b>Credit Points</b>	18
<b>Work Load</b>	<b>Total hours:</b> 540 <b>Contact hours:</b> 180 (online interactive) <b>Independent Work hours:</b> 360
<b>Learning Outcomes &amp; Core Competencies</b>	<p>Students will be exposed to practical work in the field relevant to this program (social transformation and development in the broadest sense). Their task will be to work with practitioners in the field and to “shadow” them. Based on that experience, learners will be asked to analyze and examine their impressions and observations by applying the knowledge and the skills gained throughout the program. This results in an applied research project report.</p> <p>They will be coached and supervised by experts and professionals in the field and also by academic supervisors online. They will be asked to share their reflections in Moodle forums with their peers. This will enable them to give each other feedback and to learn with and from each other.</p> <p>Learners are required to spend a minimum of 120 hours in the field. During the applied research project, learners are to investigate a topic or situation related to human development and/or leadership. The site supervisor of the host organization should allow a learner enough exposure in order for the learner to do a meaningful analysis in light of the knowledge the learner has gained through his or her studies in the program. The applied research project can be done in small teams, and it can be done in various fields around the world utilizing the worldwide YMCA network.</p> <p>The academic analysis will be guided through the definition of concrete theoretical lenses students are asked to apply. Hereby the main emphasis lies (1) on an ethical assessment of what they observe and (2) on the question of the transfer of theoretical knowledge into the field and practical knowledge into theories.</p> <p>The two principal learning outcomes of the HuD applied research project are to give the learner (1) an occasion to apply their knowledge/skills based on an actual field experiences and (2) an opportunity to develop their analytical, research, and human development and leadership skills.</p> <p>Students should also practice their self-reflective competence writing learning journals and demonstrate their mastery of HuD learning outcomes.</p>
<b>Content</b>	<ul style="list-style-type: none"> <li>▪ Practical experience in the field, exposure to development work in the broadest sense (social work, social transformation, NGOs, projects,...)</li> <li>▪ Theories on participatory observation and action research (“shadowing”)</li> <li>▪ Ethics of development: comprehensive philosophical and cross-cultural considerations</li> <li>▪ Theory-Practice-Transfer: the importance of relevant application in both ways to develop good best-practices and convincing theories.</li> <li>▪ Quality assessment/management tools for development work</li> <li>▪ Giving and receiving feedback in Moodle forums, peer assessments</li> </ul>

	<ul style="list-style-type: none"> <li>▪ Writing academic reflections about practical experiences in the field</li> <li>▪ Leading conversations with field supervisors and project coordinators, leaders in the field</li> </ul>
<b>Criteria: Exams, Tests, Es-says, etc.</b>	Applied Research Project Report
<b>Pre-requisites</b>	None
<b>Length of the Module</b>	1 Semester
<b>Frequency</b>	Annual
<b>Applicability of the Module</b>	
<b>Literature</b> (recommended selection)	Students have to find relevant literature themselves. They will be guided by their instructor.

Module Title	BACHELOR THESIS
<b>Module Code</b>	BA Thesis
<b>Category</b>	Qualifying Module
<b>Semester</b>	6.
<b>Language</b>	English
<b>Credit Points</b>	12 (this includes the bachelor thesis, a colloquium as accompanying seminar.)
<b>Work Load</b>	<b>Total hours:</b> 360 <b>Bachelor-Thesis:</b> 300 hours <b>Contact hours (colloquium):</b> 60 (online interactive)
<b>Learning Outcomes &amp; Core Competencies</b>	<p>With this capstone project of the program, the learners show that they are able to work academically. Writing their Bachelor thesis, they have to apply what they learned throughout the program in terms of theories, research, practical reflection, and writing skills. They have to structure their work logically, and they are able to delve deeper in a topic of their interest.</p> <p>Through the colloquium, students practice to come up with compelling arguments. They learn to present them in a way that others can follow their stream of thoughts through commenting and giving constructive feedback.</p>
<b>Content</b>	
<b>Criteria: Exams, Tests, Essays, etc.</b>	Bachelor thesis
<b>Pre-requisites</b>	A minimum amount of 160 Credit Points is needed.
<b>Length of the Module</b>	1 Semester
<b>Frequency</b>	Annual
<b>Applicability of the Module</b>	--
<b>Literature</b> (recommended selection)	Students find their own literature, guided by the academic supervisor.