

UNIVERSITY OF SOUTHERN DENMARK

Curriculum for

**The Master's Degree in  
Business, Language and Culture**

The Cand. negot. Programme  
in Arabic, English, Spanish and German  
**2017**

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## **I. Provisions for the Master's programme in Business, Language and Culture (The Cand. negot. programme)**

The Master's programme in Business, Language and Culture (The Cand. negot. programme) is offered in pursuance of regulation no. 1328 of 15<sup>th</sup> of November 2016 regarding Bachelor and Master's Programmes at universities.

### **A. Aims and requirements**

#### **§ 1. The aims of the programme**

The Master's programme in Business, Language and Culture (The Cand. negot. programme) with Arabic, English, Spanish or German is a 2-year full-time programme that comprises 120 ECTS points. The programme belongs under the Academic Study Board of Negot. studies and under the corps of external examiners for Business Economics (Erhvervsøkonomi) and Business Language (Erhvervsprog).

The aim of the programme is to provide students with a number of subject-specific and subject-related competences – including joint competences in the humanities (language and culture) and business economics.

The programme builds upon the skills acquired by students on their BA course in the areas of business economics, marketing and organisation on the one hand, and language, culture and communication on the other. In addition to the common subjects, students must specialise in one of 5 profiles: Global Marketing Management, Human Resource Management, International Communication Management, International Relations and International Sales Management. Special subjects, thesis and the core subjects (constituent subjects) comprise in all 90 ECTS.

Also included are electives from the humanities and the social sciences, which give students some latitude in influencing their course profile (30 ECTS in all).

The programme contains equal proportions of humanities and social science subjects, taking account of the fact that students can choose to write their thesis in one of the two areas or combine the two. The thesis comprises 30 ECTS and can be written in collaboration with a private or public company.

The aim of the programme is

- to ensure that graduates are capable of finding independent solutions to subject-specific problems and to carry out relevant investigations on the basis of broadly based skills both in international business economics and management and in culture and communication theory, and that they master foreign language skills at a high level and, depending on their profile, master specialist knowledge in Global Marketing Management, Human Resource Management, International Communication Management, International Relations and International Sales Management
- to qualify students to conduct and participate in academic work and to apply to continue to a Ph.d.

## **§ 2. Competence description**

The programme aims at developing the following target skills:

### **General competence objectives:**

Students should be able to

1. delimit and define a problem in their subject area
2. investigate, analyse and solve problems in their subject area with the aid of relevant theories and methods
3. systematise complex quantities of knowledge and data and to prioritise elements that are essential to a given topic
4. make a critical assessment of the subject's various theories and methods
5. make precise and consistent use of concepts and terminology
6. base their arguments on tenable, academic foundations
7. enter into qualified dialogue
8. have clear focus and consistency in the solution of tasks
9. take a critical stance to sources employed and to provide documentation for them with the aid of references, notes and bibliographies
10. employ language – both written and spoken – that is subject-related, precise and correct
11. convey complex subject matter in such a way that it is relevant and understandable for a variety of target groups
12. be able to enter into collaborative partnership, including being able to accept criticism of their own work and give constructive criticism to others
13. work in an independent and disciplined manner, with structure and singleness of purpose, and to be able to respect deadlines and formal requirements
14. make use of IT as a tool both to seek information and to make oral and written presentations
15. understand and employ subject-specific texts in English and in the Scandinavian languages
16. articulate themselves on subject areas in a foreign language

### **Subject-specific competence objectives:**

The subject-specific competence objectives relate to the programme's academic core competences and are divided into knowledge, skills and competences according to the "New Danish qualifications framework for higher education".

#### *Knowledge:*

Candidates should:

- depending on their choice of profile, have specialist knowledge based on the highest level of international research in the areas of Global Marketing Management, Human Resource Management, International Communication Management, International Relations and International Sales Management
- have an understanding of theoretical issues relating to culture and communication
- understand and on a scientific basis reflect on the knowledge of the subject area and be able to identify scientific questions

#### *Skills:*

Candidates can:

- perform independent business functions both in Denmark and abroad in commercial enterprises, organisations and areas of the public sector that require knowledge of theories and methods of international business economics and foreign language skills at a

- high level including an understanding of theoretical and methodological issues of culture and communication
- depending on their choice of profile, perform independent business functions - both in Denmark and abroad – that require specialist knowledge in Human Resource Management, International Relations, International Sales Management, Global Marketing Management, and International Communication Management.
- master their chosen foreign language at a high level both in writing and speaking
- assess and select relevant scientific theories, methods and tools within business economics and the area of culture and communication in general and within their special profile as well as produce new scientifically based analysis and solution models
- convey research based knowledge and discuss professional and scientific questions with colleagues as well as non-specialists

*Competences:*

Candidates can:

- manage work and development situations which are complex, unpredictable and require new solution models
- independently initiate and accomplish both cross-disciplinary cooperation and cooperation within the field and assume professional responsibility
- independently take responsibility for their own professional development and specialisation

The connection between the Qualifications Framework for Higher Education, the programme's aims and the learning goals of the individual subject areas can be found in appendix 1.

**§ 3. Students' opportunities for contact with relevant research environments**

Teaching is research-based. In connection with the elaboration of reports and papers for the examinations students will have supervisors who are researchers.

**§ 4. Employment profile**

A graduate in Business, Language and Culture has an in-depth knowledge of business, the chosen foreign language, intercultural communication and the chosen specialisation.

The graduate has acquired insight into advanced understandings of language studies and communicative theory and practice, and has competences in putting them into use in a business context. The specialization in one of the five profiles directs the graduate onto more specialized paths to either work with markets and consumers, inter-organizational leaderships and human resource issues, societal and political interrelations, international relations on b-to-b and b-to-c markets, or corporate managerial communication tasks.

The graduate can manage work situations which are complex, unpredictable and require new solution models, independently initiate and accomplish both cross-disciplinary cooperation and cooperation and assume professional responsibility. The Graduate has gained international skills either through a study abroad and/or as part of an international element in one or more subjects.

**§ 5. Admission Requirements**

The BA Negot. -degree confers the right to be enrolled in the Master's programme.

Other bachelor degrees with equivalent contents to the BA Negot. -degree can be accepted by the Board of studies if they comprise 10 ECTS within each of the following areas: Marketing, Business Economics and Management, Economics, Culture, Communication and Foreign Language, i.e. a total of 30 ECTS within the business area, and 30 ECTS within the language, culture and communication area.

**§ 6. Titles**

Once all examinations for the Master's degree are passed, the student has the right to the title Cand. negot. (candidatus/candidata negotiandi (Latin: trade, negotiate); in English: Master of Arts (MA) in Business, Language and Culture.

## **B. Structure and progression**

### **§ 7. Structure and course models**

By enrolment students choose a language profile (Arabic, English, Spanish, or German) and one of the five following profiles:

- Global Marketing Management
- Human Resource Management
- International Relations
- International Market Relations
- International Communication Management

Each profile consists of:

1. Common subjects obligatory for all students regardless of chosen language and profile (20 ECTS)
2. Profile subjects obligatory for the chosen profile (40 ECTS)
3. Electives: Profile courses from other profiles than the chosen is accepted as electives in the chosen profile. At least 10 ECTS electives must be within Humanities (i.e. offered by the Faculty of Humanities) and at least 10 ECTS must be within Social Sciences (i.e. offered by the Faculty of Social Sciences). Students have to choose 30 ECTS electives in total.
4. Thesis: Subject can be chosen within the Humanities or within Social Sciences. (30 ECTS)

For students who start in February the recommended order of the semesters are: 2<sup>nd</sup> semester, 1<sup>st</sup> semester, 3<sup>rd</sup> semester and 4<sup>th</sup> semester.

The first year builds upon the required knowledge, skills and competences in social sciences and humanities, which the student has obtained during the bachelor-degree. The courses in the first semester give the students a more advanced understanding of the use of language and introduce the student to central humanistic and social science profile courses and in the second semester the profile courses draw upon these acquired knowledge, skills and competences, which are to a large degree complementary in nature. In this way there is progression and complementarity not only from first semester courses to second semester courses in the separate humanistic and social science courses respectively, their synergy across disciplines is also ensured.



## § 8. Profile in Global Marketing Management<sup>1 2</sup>

				HUM	Soc. Sc.		
4. sem							Lessons per week
	30 ECTS			30	15	15	ECTS-points
	Thesis						
3. sem <sup>3</sup>	Depending on the chosen course						Lessons per week
	30 ECTS			30	At least 10	At least 10	ECTS-points
	Electives The total of electives should be 30 ECTS of which at least 10 ECTS within the Humanities and 10 ECTS within the Social Sciences. Electives may be profile courses from the other profiles						
2. sem	3 t/u	4 t/u	4 t/u	11	3	8	Lessons per week
	10 ECTS	10 ECTS	10 ECTS	30	10	20	ECTS-points
	Media Analysis	Consumption Studies	Globalisation Processes				
1. sem	4 t/u	3 t/u	4 t/u	11	7	4	Lessons per week
	10 ECTS	10 ECTS	10 ECTS	30	20	10	ECTS-points
	English: Negotiating Globally German: Language management Arabic/Spanish: Project Presentation	Media and Communication Theory <sup>4</sup>	Marketing Across Cultures				

Joint courses Humanities

Joint courses Social Science

Joint courses Humanities and Social Science

<sup>1</sup> The average number of weeks taught per semester: Humanities: 13 weeks Social Sciences: 15 weeks.

<sup>2</sup> For students studying Arabic the semesters should be taken in the following order: 2<sup>nd</sup> semester, 1<sup>st</sup> semester, 3<sup>rd</sup> semester, 4<sup>th</sup> semester

<sup>3</sup> In the 3<sup>rd</sup> semester a Thesis workshop with 2 – 3 seminars will be offered

<sup>4</sup> One hour of supervision is provided per student. About 2 hrs/week of instruction is provided and ½ hrs/week for project supervision

Profile courses Humanities
  Profile courses Social Science
  Elective courses Humanities and Social Science

**§ 9. Profile in Human Resource Management<sup>1 2</sup>**

				HUM	Soc. Sc.		
4. sem							Lessons per week
	30 ECTS			30	15	15	ECTS-points
	Thesis						
3. sem <sup>3</sup>	Depending on the chosen course						Lessons per week
	30 ECTS			30	At least 10	At least 10	ECTS-points
	Electives The total of electives should be 30 ECTS of which at least 10 ECTS within the Humanities and 10 ECTS within the Social Sciences. Electives may be profile courses from the other profiles						
2. sem	3 t/u	4 t/u	4 t/u	11	3	8	Lessons per week
	10 ECTS	10 ECTS	10 ECTS	30	10	20	ECTS-points
	Interpersonal Communication	Leadership and Organizational Communication	Globalisation Processes				
1. sem	4 t/u	3 t/u	4 t/u	11	7	4	Lessons per week
	10 ECTS	10 ECTS	10 ECTS	30	20	10	ECTS-points
	English: Negotiating Globally German: Language management Arabic/Spanish: Project Presentation	HRM Organizational Development and Communication <sup>4</sup>	Human Resource Management				

<sup>1</sup> The average number of weeks taught per semester: Humanities: 13 weeks Social Sciences: 15 weeks.

<sup>2</sup> For students studying Arabic the semesters should be taken in the following order: 2<sup>nd</sup> semester, 1<sup>st</sup> semester, 3<sup>rd</sup> semester, 4<sup>th</sup> semester

<sup>3</sup> In the 3<sup>rd</sup> semester a Thesis workshop with 2 – 3 seminars will be offered

<sup>4</sup> One hour of supervision is provided per student. About 2 hrs/week of instruction is provided.

Joint courses Humanities  
Profile courses Humanities

Joint courses Social Science  
Profile courses Social Science

Joint courses Humanities and Social Science  
Elective courses Humanities and Social Science

**§ 10. Profile in International Relations<sup>1 2</sup>**

			HUM	Soc. Sc.			
4. sem						Lessons per week	
	30 ECTS			30	15	15	ECTS-points
	Thesis						
3. sem <sup>3</sup>	Depending on the chosen course						Lessons per week
	30 ECTS			30	At least 10	At least 10	ECTS-points
	Electives The total of electives should be 30 ECTS of which at least 10 ECTS within the Humanities and 10 ECTS within the Social Sciences. Electives may be profile courses from the other profiles						
2. sem	3 t/u	2 t/u	4 t/u	9	3	6	Lessons per week
	10 ECTS	10 ECTS	10 ECTS	30	10	20	ECTS-points
	The Welfare Society from an International Perspective	International Political Organizations	Globalisation Processes				
1. sem	4 t/u	3 t/u	2 t/u	11	7	2	Lessons per week
	10 ECTS	10 ECTS	10 ECTS	30	20	10	ECTS-points
	English: Negotiating Globally German: Language management Arabic/Spanish: Project Presentation	Human Rights and Culture <sup>4</sup>	Introduction to International relations				

<sup>1</sup> The average number of weeks taught per semester: Humanities: 13 weeks Social Sciences: 15 weeks.

<sup>2</sup> For students studying Arabic the semesters should be taken in the following order: 2<sup>nd</sup> semester, 1<sup>st</sup> semester, 3<sup>rd</sup> semester, 4<sup>th</sup> semester

<sup>3</sup> In the 3<sup>rd</sup> semester a Thesis workshop with 2 – 3 seminars will be offered

<sup>4</sup> One hour of supervision is provided per student. About 2 hrs/week of instruction is provided.

- Joint courses Humanities
- Profile courses Humanities
- Joint courses Social Science
- Profile courses Social Science
- Joint courses Humanities and Social Science
- Elective courses Humanities and Social Science

**§ 11. Profile in International Market Relations<sup>1 2</sup>**

				HUM	Soc. Sc.		
4. sem							Lessons per week
	30 ECTS			30	15	15	ECTS-points
	Thesis						
3. sem <sup>3</sup>	Depending on the chosen course						Lessons per week
	30 ECTS			30	At least 10	At least 10	ECTS-points
	Electives The total of electives should be 30 ECTS of which at least 10 ECTS within the Humanities and 10 ECTS within the Social Sciences. Electives may be profile courses from the other profiles						
2. sem	3 t/u	4 t/u	4 t/u	11	3	8	Lessons per week
	10 ECTS	10 ECTS	10 ECTS	30	10	20	ECTS-points
	Interpersonal Communication	International Marketing Channels	Globalisation Processes				
1. sem	4 t/u	3 t/u	4 t/u	11	7	4	Lessons per week
	10 ECTS	10 ECTS	10 ECTS	30	20	10	ECTS-points
	English: Negotiating Globally German: Language management Arabic/Spanish:	Media and Communication Theory <sup>4</sup>	International Market Relations				

<sup>1</sup> The average number of weeks taught per semester: Humanities: 13 weeks Social Sciences: 15 weeks.

<sup>2</sup> For students studying Arabic the semesters should be taken in the following order: 2<sup>nd</sup> semester, 1<sup>st</sup> semester, 3<sup>rd</sup> semester, 4<sup>th</sup> semester

<sup>3</sup> In the 3<sup>rd</sup> semester a Thesis workshop with 2 – 3 seminars will be offered

<sup>4</sup> One hour of supervision is provided per student. About 2 hrs/week of instruction is provided

	Project Presentation		
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Joint courses Humanities  
 Profile courses Humanities
  Joint courses Social Science  
 Profile courses Social Science
  Joint courses Humanities and Social Science  
 Elective courses Humanities and Social Science

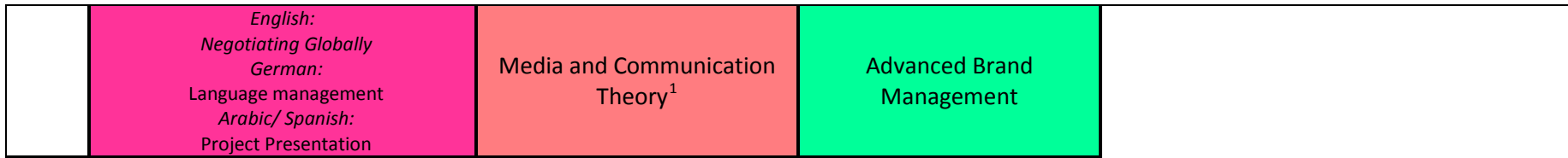
**§ 12. Profile in International Communication Management<sup>1 2</sup>**

				HUM	Soc. Sc.		
4. sem							Lessons per week
	30 ECTS			30	15	15	ECTS-points
	Thesis						
3. sem <sup>3</sup>	Depending on the chosen course						Lessons per week
	30 ECTS			30	At least 10	At least 10	ECTS-points
	Electives The total of electives should be 30 ECTS of which at least 10 ECTS within the Humanities and 10 ECTS within the Social Sciences. Electives may be profile courses from the other profiles						
2. sem	3 t/u	4 t/u	4 t/u	11	3	8	Lessons per week
	10 ECTS	10 ECTS	10 ECTS	30	10	20	ECTS-points
	Media Analysis	Corporate Communication	Globalisation Processes				
1. sem	4 t/u	3 t/u	4 t/u	11	7	4	Lessons per week
	10 ECTS	10 ECTS	10 ECTS	30	20	10	ECTS-points

<sup>1</sup> The average number of weeks taught per semester: Humanities: 13 weeks Social Sciences: 15 weeks.

<sup>2</sup> For students studying Arabic the semesters should be taken in the following order: 2<sup>nd</sup> semester, 1<sup>st</sup> semester, 3<sup>rd</sup> semester, 4<sup>th</sup> semester

<sup>3</sup> In the 3<sup>rd</sup> semester a Thesis workshop with 2 – 3 seminars will be offered



Joint courses Humanities  
 Profile courses Humanities

Joint courses Social Science  
 Profile courses Social Science

Joint courses Humanities and Social Science  
 Elective courses Humanities and Social Science

Mobility window

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<sup>1</sup> One hour of supervision is provided per student. About 2 hrs/week of instruction is provided and ½ hrs/week for project supervision

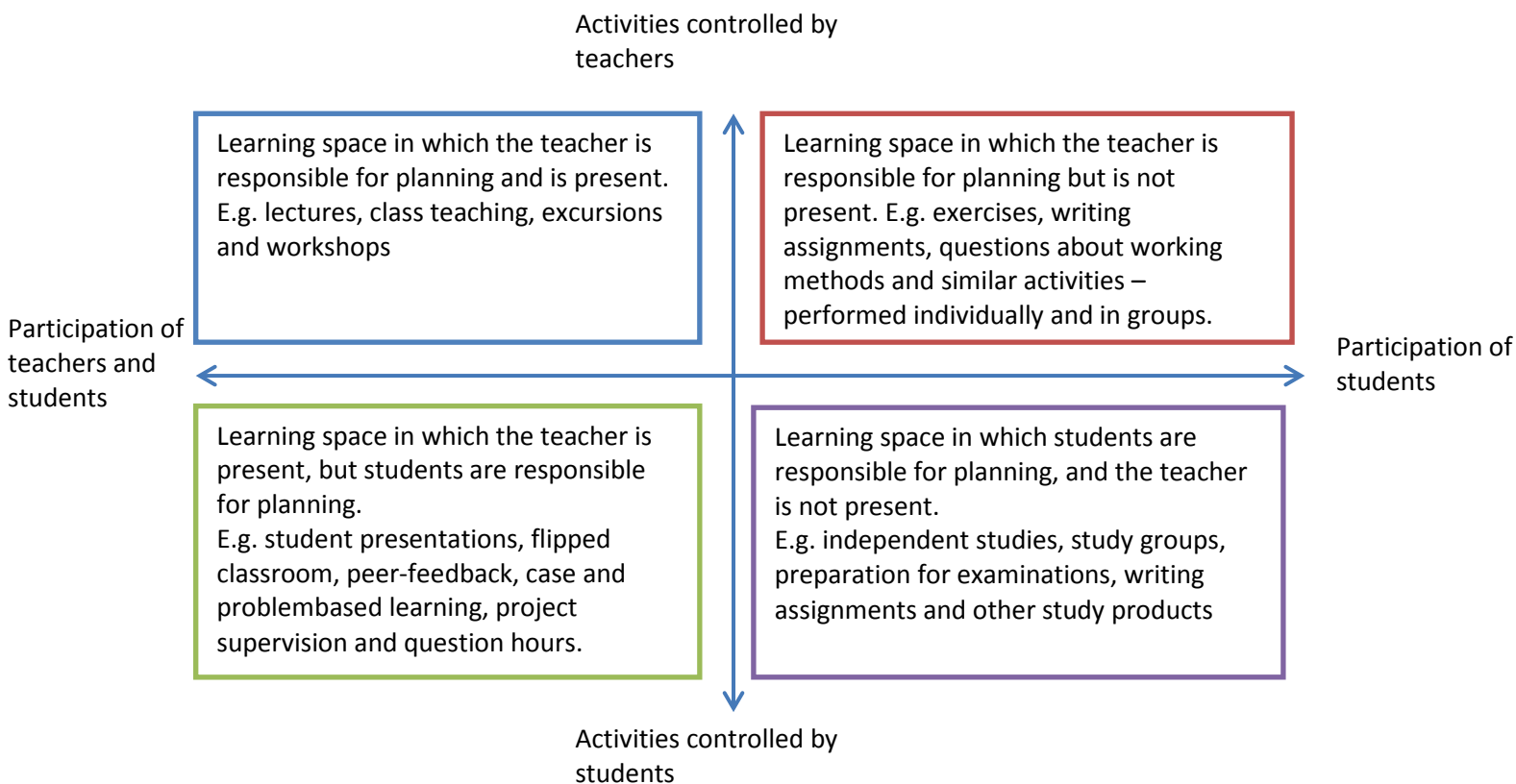
### § 13. Principles for choosing types of teaching and examination

Study activities and examination forms are chosen with regard to build and test the knowledge, skills, and competences, which are aimed for in each course and throughout the study programme as a whole. Accordingly, with respect to the diverse aims between the study programme's courses, teaching and exam forms vary across courses.

### § 14. Humanities model for active learning and activating teaching

The humanities model is a platform for developing and structuring activating teaching and active learning at the Faculty of Humanities. The model thus puts into practice the educational principles of the University of Southern Denmark: activating teaching and active learning. The model is based on the fact that active learning can be realised by taking part in many different types of teaching and learning activities. At the same time, it shows how teaching can have an activating effect in various ways.

The humanities model is based on the view that different types of teaching and learning activities take place in different spaces, which are defined by the respective roles and responsibilities of teachers and students. The model makes it clear that students have different tasks and roles during the course of their studies, including participation in various activities and contributing a variety of products.



Students' teaching and learning activities are organised in and framed by four learning spaces:

The teacher plans and performs activating teaching, which includes:

- involving all four learning spaces with due regard to the learning outcomes for the individual subject,
- clarifying students' responsibilities in relation to participation in the various learning spaces,
- supporting students' acquisition of study skills to work in the various learning spaces.

The teacher must therefore reflect on which activities to place in each of the four learning spaces and how these activities are connected with the learning outcomes and assessment of the programme. The

programme management must ensure that students all-in-all are activated in all four learning spaces each semester and that teachers' specific qualifications and areas of expertise are utilised in the best possible way when implementing the model.

The model brings to light the fact that students have different responsibilities, tasks and roles in connection with participating in the various learning activities. They are expected to supply various types of products and outputs in the various learning spaces in order to become aware of and familiar with different types of learning activities and types of assignment.

Learning space in which the teacher is responsible for planning and is present

This learning space will typically contain lectures and class teaching with the inclusion of activating elements, excursions and workshops, and students will participate by asking questions, for instance, reflecting, taking notes and contributing to discussions in groups and in class as a whole.



Examples of activating elements in this connection could be brainstorming, questions arising from reflection, quizzes, drawing up concept diagrams, etc., that the teacher can make use of.

Learning space in which the teacher is responsible for planning, but is not present

This learning space will typically contain group work, exercises, problem solving and similar activities that have been framed by the teacher and in which students play an active role.



Examples of activities could be working on questions about working methods relating to the syllabus, log books, contributions to blogs or wikis, collecting material for personal or group portfolios, fieldwork, etc.

Learning space in which the teacher is present, but students are responsible for planning the specific activities

This learning space will typically contain group presentations, supervision, question hours and similar activities. Students play an active role in the by doing presentations, for example, by responding to their fellow students' presentations, possibly with alternating opponent roles, taking the initiative for and preparing supervision. There can be individual as well as group-based work in all cases.



This learning space will typically contain group presentations, project supervision, flipped classroom, peer-feedback, case- and problem-based learning and questions hours.

Learning space in which students are responsible for planning and the teacher is not present



This learning space will contain students' independent studies, active participation in self-organised study groups, joint preparation for examinations, writing assignments and other study products

The humanities model is a general model that applies to all programmes that belong to the Faculty of Humanities. It is both a description of existing practice in humanities programmes, in which activating forms of education already play a major role, and an indicator in relation to the further development of teaching and learning at the faculty. The Academic Study Boards for the individual programmes determine in detail how the model will come to expression in the programme in question.

The teaching spaces/study spaces students are activated in with regard to the individual disciplines are shown in the table below.



The table is provisional and gives an overview over learning spaces used in the individual subjects

Academic subjects	Learning space	Learning space	Learning space	Learning space
	Teacher is responsible for planning and is present	Teacher is responsible for planning and is not present	Teacher is present, but students are responsible for planning	Students are responsible for planning and the teacher is not present
	E.g. lectures, class teaching	E.g. group work, exercises, writing assignment	E.g. student presentations, flipped classroom, peer-feedback, case and problembased learning, project supervision and question hours.	E.g. independent studies
<b>1<sup>st</sup> semester</b>				
Negotiating Globally (English)	X	x	x	x
Project Presentation (Arab/ Spa)	X	x	x	x
Language Management (German)	X	x	x	x
Media and Comm., Theory	X	x	x	x
Marketing Across Cultures	X	x	x	
HRM, Organisational Development and Comm.	X	x	x	x
Adv. Brand Management	X	x	x	x
HRM	X	x	x	x
Human Rights and Culture	X	x	x	x
Introd. to intern. Relations	X		x	x
Intern. Market Relations	X	x	x	x
<b>2<sup>nd</sup> semester</b>				
Globalization Processes	X	x	x	x
Consumption Studies	X	x	x	x
Media Analysis	X	x	x	x
Interpersonal Communication	X	x	x	x
Leadership and Organizational Communication	X	x	x	x
Media Analysis	X	x	x	x
Corporate Communication	X		x	
The Welfare Society	X	x	x	x
Intern. Political Organisations	X		x	x
Media Analysis	X	x	x	x
Intern. Marketing Channels	X	x	x	x
<b>3<sup>rd</sup> semester</b>				
Electives	-	-	-	-
<b>4<sup>th</sup> semester</b>				
Master's thesis		-		x

General provisions for the Cand.negot. programme

**§ 15. List of examinations**

Sem.	Subject	Test form	Duration	Preparation	Aids	Assess- Ment Grading Scale	Second examiner	ECTS	§	Responsible depart.	Respon- sible Faculty
<b>SUBJECTS COMMON FOR ALL PROFILES</b>											
<b>1<sup>st</sup> semester</b>											
1	Negotiating Globally(English)	Set home assignment	4 hrs			7-point scale	external	10	24	ILC	HUM
<b>2<sup>nd</sup> semester</b>											
2	Project Presentation (Arabic, Spanish)	1. Oral 2. Set home assignment	25 min.			7-point scale 7-point scale	External External	5 5	25	ILC	HUM
2	Language management (German)	1. Course participation 2. Oral/Summary	30 min			P/F 7-point scale	External	0 10	26	ILC	HUM
2	Globalization Processes	Open home assignment				7-point scale	None	10	27	IMM	Soc Sc.
<b>3<sup>rd</sup> semester</b>											
3	Electives	Depending on the course				Depending on the course	Depending on the course	30	28	All	
<b>4<sup>th</sup> semester</b>											
4	Master Thesis	Master's thesis project				7-point scale 7-point scale	External	30	47	All ILC	
<b>PROFILE: GLOBAL MARKETING MANAGEMENT</b>											
<b>1<sup>st</sup> semester</b>											
1	Media and Communication theory	Open home assignment				7-point scale	None	10	44	ILC	HUM
1	Marketing Across Cultures	Set home assignment Take home assignment	8 hrs. 8 hrs.			Pass/Fail 7-point scale	None None	0 10	39	IMM IMM	Soc Sc.
<b>2<sup>nd</sup> semester</b>											
2	Media Analysis	Open home assignment				7-point scale	None	10	43	ILC	HUM
2	Consumption Studies	Oral	20 min.	20 min.	all	7-poin grading scale	external	10	31	IMM	Soc Sc.
<b>PROFILE SUBJECTS: HUMAN RESOURCE MANAGEMENT</b>											
<b>1<sup>st</sup> semester</b>											
1	HRM, Organisational Development and Communication	Open home assignment				7-point scale	Internal	10	40	ILC	HUM
1	Human Resource Management	Set home assignment	72 hrs		-	7-point scale	external	10	33	IMM	Soc Sc.
<b>2<sup>nd</sup> semester</b>											
2	Interpersonal communication	Open home assignment				7-point scale	None	10	42	ILC	HUM
2	Leadership and Organizational	Oral	20 min.	20 min.	All written.	7-point scale	external	10	38	IMM	Soc Sc.

Sem.	Subject	Test form	Duration	Preparation	Aids	Assessment Grading Scale	Second examiner	ECTS	§	Responsible depart.	Responsible Faculty
	Communication										
<b>PROFILE: INTERNATIONAL RELATIONS</b>											
<b>1<sup>st</sup> semester</b>											
1	Human Rights and Culture	Set home assignment Open home assignment				7-point scale	internal internal	5 5	41	DSC	HUM
1	Introduction to International Relations	Take home assignment	72 hrs.			7-point scale	None	10	37	DPS	Soc Sc.
<b>2<sup>nd</sup> semester</b>											
2	The Welfare Society	Oral	30 min.	30 min.	All written	7-point scale	internal	10	45	IH	
2	International Political Organisations	Set home assignment	72 hrs.			7-point scale	internal	10	35	DPS	Soc Sc.
<b>PROFILE: INTERNATIONAL COMMUNICATION MANAGEMENT</b>											
<b>1<sup>st</sup> semester</b>											
1	Media and Communication theory	Open home assignment				7-point scale	None	10	44	ILC	HUM
1	Advanced Brand Management	Participation in presentation Open home assignment				Pass/fail 7-point scale	none none	0 10	30	IMM	Soc Sc.
<b>2<sup>nd</sup> semester</b>											
2	Media Analysis	Open Home assignment				7-point scale	None	10	43	ILC	HUM
2	Corporate Communication	Written	5 hrs		all but internet	7-point scale	none	10	32	IMM	Soc Sc.
<b>PROFILE: INTERNATIONAL MARKET RELATIONS</b>											
<b>1<sup>st</sup> semester</b>											
1	Media and Communication theory	Open home assignment				7-point scale	None	10	44	ILC	HUM
1	International Market Relations	Case Oral examination on the basis of a case	15 min/20 min 0/20 min	- 20 min		A/NA 7-point scale	Internal	0 10	36	IMM	Soc Sc.
<b>2<sup>nd</sup> semester</b>											
2	International Marketing Channels	Open home assignment	-		-	7-point scale	None	10	34	IMM	Soc Sc.
2	Interpersonal Communication	Open home assignment				7-point scale	external	10	42	ILC	HUM

## **C. Particular definitions for the Cand. negot. programme**

### **§ 16. Joint Provisions for the Faculty of the Humanities**

The Joint Provisions for the Faculty of the Humanities include definitions on

- ECTS
- Grading

Standard pages

Furthermore rules have been laid down about, for example:

- Master's Thesis
- Summaries relating to the Master's thesis
- Internal and external tests
- Capabilities in spelling and formulation
- Teaching and examination languages
- Rules regarding termination of studies due to inactivity
- Rules regarding application for exemptions
- Rules regarding signing up for classes and exams

### **§ 17. Language used for teaching, set texts and examinations**

Teaching in subjects that are language-specific (subjects designed for the individual language discipline) in the humanities part takes place in principle in the foreign language concerned.

The language of instruction in subjects that are not language-specific is normally English.

The language used in examinations is the same as that used in teaching, unless the Board of studies has laid down other provisions, cf. *Provisions regarding examinations at university institutions § 5*.

### **§ 18. Requirements for a pass, weighting of grades and averages**

A plain grade point average is calculated for the Master's degree course. In the average the master's thesis carries twofold weighting.

### **§ 19. Proficiency in spelling and linguistic expression**

Regardless of the language used, students' proficiency in spelling and linguistic expression is taken into account in the assessment of the thesis and other written assignments. The ability to handle language, defined as written/oral forms of presentation, must be assessed as passed before the test as a whole can be passed. Poor use of language in these tests can have a negative effect on the combined overall grade. In the same way effective use of language can have a positive effect on the grade.

## **Definitions**

### **§ 20. A standard page**

A standard page is a factor used for calculation and comprises 2400 characters of prose or 14 lines of verse. For audio-visual texts, 2 minutes sound or film corresponds to 1 standard page.

In Arabic short vowels are included even though they may not be shown in the text. An Arabic standard page without short vowels will usually correspond to about 1400 characters.

### **§ 21. Home assignments**

In the present curriculum the distinction is made between:

- An open home assignment* – the subject for the assignment is formulated by the students in consultation with their tutor/teacher.
- A closed home assignment* – the assignment is set by the teacher.

A closed home assignment assessed to have failed cannot be resubmitted during the same examination period unless otherwise laid down in the examination provisions for the subject.

**§ 22. Contributions from several students at one examination**

In the case of several contributors to a written assignment, the individual's contribution must be able to be assessed on its own. The length of the assignment must be in reasonable proportion to the number of contributors.

No more than *three individuals* can contribute to a *thesis*.

With other examinations a maximum of four people can contribute, unless otherwise stated expressly in the subject's examination provisions.

**§ 23. Internationalisation**

In accordance with the project, *Internationalisation of Degree Programmes*, as laid out in *Principles for the Implementation of, and Division of Responsibilities in Sub-Projects*, courses of study should be organised to provide the best possible conditions for achieving an international dimension in their teaching. This must be done either in the form of a period of study abroad or, alternatively, an *Internationalisation at Home* course.

The mobility window is placed in the 5<sup>th</sup> semester of the undergraduate programme /3<sup>rd</sup> semester of the graduate and gives students the option of going on a 6-month exchange in a foreign university, where they study subject elements (including optional subjects) with an overall value of 30 ECTS. Students must obtain the Academic Study Board's approval of the credits offered by their selected modules/courses prior to commencing their period of study abroad. Students should start to plan, and to get advance approval for their period of study abroad about 2 semesters prior to the start of that period of study.

The programme is international so it only includes activities with an international perspective. That is why no specific *internationalisation at home* activities have been named.

Common subjects

## **II Description of subjects of the Cand. negot. programme**

### **1. Joint subjects**

## § 24. Negotiating Globally

Study/Profile:	The Master's Programme in Business, Language and Culture, Cand.negot.; Profile: English		
ECTS:	10 ECTS	Campus:	Odense
Semester:	1st semester	Course responsible institute:	Institute for Language and Communication
Language of instruction:	English	Course responsible:	Rasmus Nielsen, Sharon Millar
Approved by the Study Board:	26.01.2017		

### a. Duration

4 hours per week in the 1st semester. Weighting: 10 ECTS.

### b. Aims

Knowledge:

After completing the course, the student must be able to

- understand and critically reflect upon negotiation theories, strategies, and concepts in a global context.

- demonstrate awareness of negotiation challenges in intercultural settings from the perspective of enhancing global negotiation skills.

Skills:

After completing the course, the student must be able to

- communicate knowledge about global negotiation issues in a precise and comprehensible manner.

Competences:

After completing the course, the student must be able to

- enter into settings that demand insight and diagnosis of complex negotiation structures.

- expand and strengthen negotiation skills.

### c. Course Content

This course centers on negotiation and conflict management in a global perspective. By juxtaposing common negotiation theories and strategies from European, African, Asian, Middle Eastern, and Pan-American cultures, the course aims to uncover negotiation challenges found in emerging and globalized markets. Major globalization forces are explored, such as the challenge of foreign direct investment (e.g., situations in which multinational companies pursue access to labor and resources, while local governments require infrastructure and economic development). Topics may include: language and cultural barriers (e.g., English as lingua franca), cultural accommodation, levels of formality in contract negotiations, status and power, interest identification, economic instability and currency fluctuations, ethics and human rights issues, corruption, and dealing with government bureaucracy. Finally, topics may also include issues such as national identity, ethnicity, and gender.

### d. Forms of Instruction

The instruction aims to support active learning and activating teaching methods. At the beginning of the semester, the instructor informs the students about how the study activities are to be organized. Teaching sessions vary between, for example, lectures, exercises, case studies, buzz sessions and the like.

**e. Syllabus**

About 1000-1200 pages.

**f. Assessment Criteria**

Taking into consideration the stipulations of the scale grading system, the examination form and the level of the first semester of the Master's programme, focus is placed on the degree to which the student's performance lives up to the description of aims and objectives. In addition, emphasis is placed on whether students have mastered the general competences described in § 2, especially aims 1-10 and 13.

**g. Examination Requirements**

Examination form:	A home assignment on a relevant subject chosen by the student. The assignment is to be handed in shortly after teaching in the course is complete. The date will be announced during the beginning weeks of the course
Language:	English
Length:	12-15 standard pages. If students collaborate, the total number of pages for each additional student will be increased by 50%.
Several contributors:	Up to three students may collaborate when completing the examination, as long as they make it clear which student is responsible for which parts of the assignment. Individual grades are given.
Second examiner:	External
Assessment:	One grade using the 7-point grading scale. One grade is given, but both the academic content and the English written proficiency must be assessed with at least 02.
Weighting:	10 ECTS



## § 25. Project presentation

Study/Profile:	The Master's Programme in Business, Language and Culture, Cand.negot.; All profiles - Language profile: Arabic and Spanish		
ECTS:	10 ECTS	Campus:	Odense
Semester:	1 <sup>st</sup> semester	Institute:	Institute of Language and Communication
Language of instruction:	Arabic/ Spanish	Responsible teacher:	Arabic: Helle Lykke Nielsen, Omar Dhahir  Spanish: Virginia Hvid
Approved by the Study Board:	26.01.2017		

### a. Duration

4 hours per week in the 1<sup>st</sup> semester. Weighting 10 ECTS

### b. Aims

The teaching will focus on the key learning objectives listed below. This is supported by the selected exam form (see section g. below), which promotes and examines the students' knowledge, skills and competencies in the following points:

#### *Knowledge*

At the end of the course students should be able to demonstrate knowledge about effective oral and written communication, a. o.

- Situation-specific adequate Arabic/Spanish
- Rhetorical strategies
- Persuasive techniques

#### *Skills*

At the end of the course students must be able

- To use Arabic/Spanish in a well-organised, fluent way that is effective and appropriate for the context of use
- To define, present and argue a case selected by the student
- To reflect upon the selected methods

#### *Competences*

At the end of the course students must be able

- To plan and execute a spoken and written presentation
- To think critically and precisely about delivering a message
- To give and receive constructive criticism

Emphasis is also placed on whether students can structure their material and use the presentation techniques studied in the course, using visual aids if relevant.

### c. Course content

Students are presented with relevant themes in the genres of rhetoric or public speaking such as presentation, negotiation, debating, disposition, argumentation, critical thinking and body language and use of visual aids.

Students are given the chance to intensively use these techniques in practice by means of presentation and discussion of cases and projects both orally and in the form of brief summary.

**d. Forms of instruction**

The teaching is planned and performed in a way that supports active learning and activating teaching. Different types of activity are implemented in accordance with the principles of the Humanities model in § 14. At the beginning of the course the teacher informs the students of the plan for the study activities.

Reservation is made for changes in size of groups, rooms and other practical circumstances.

After a brief introduction to the topics, teaching will focus on honing and training oral and written presentations by students.

**e. Syllabus**

The syllabus is comprised of the materials outlined in the course.

**f. Assessment criteria**

Taking into consideration the stipulations of the scale grading system, the examination form and the level of the postgraduate course, focus is placed on the degree to which the student's performance lives up to the description of aims and objectives. In addition, emphasis is placed on whether students have mastered the general competences described in § 2.

**g. Examination requirements**

An oral and a written examination.

**A.**

Examination form:	Written summary in the chosen foreign language of a self-administered case or project.
Length:	Approximately 6 standard pages
Second examiner:	External
Assessment:	One grade using the 7-point grading scale, in which presentational skills and linguistic correctness carry equal weight
Weighting:	5 ECTS

**B.**

Examination form:	Individual oral examination in the chosen foreign language in the presentation of a self-administered case or project.
Duration:	30 minutes including assessment (presentation 20 minutes, questions 5 minutes)
Preparation:	None
Second examiner:	External
Assessment:	One grade according to the 7-point grading for oral proficiency, in which correctness and presentational skills carry equal weight
Weighting:	5 ECTS

## § 26. Language Management

Study/Profile:	The Master's Programme in Business, Language and Culture, Cand.negot.; Profile: All Profiles, Language profile: German		
ECTS:	10 ECTS	City:	Odense
Semester:	1 <sup>st</sup> semester	Institute:	Institute of Language and Communication
Language of instruction:	German	Responsible teacher:	Klaus Geyer
Approved by the Study Board:	26.1.2017		

### a. Course content

4 hours a week in the first semester, weighting: 10 ECTS

### b. Objectives

The aims are achieved through a course in which students work with a variety of perspectives on language management cases and through an examination form that consists of an elaboration the analysis of a language management case.

The teaching will focus on the key learning objectives listed below. This is supported by the selected exam form (see section g. below), which promotes and examines the students' knowledge, skills and competencies in the following points:

#### *Knowledge*

At the end of the course students should be able

- to demonstrate familiarity with relevant aspects of multilinguality in societies and organisations and of their social and political framework conditions in German-speaking countries
- to give an account of models and theories of language planning and language management
- to demonstrate their familiarity with advanced techniques of presentation and discussion, including both linguistic and communicative aspects seen from an oral and a written perspective.

#### *Skills*

At the end of the course students should be able

- to gather and systematise data about language management relevant to an organisation on the basis of selected cases
- to use linguistic and communicative techniques of presentation and discussion for the adequate exposition of a complex topic in the foreign language

#### *Competences*

At the end of the course students should be able

- to use a well-founded theoretical basis in order to analyse and interpret data about multilinguality and language management in an organisation
- to plan and perform a presentation and lead a discussion and manage critical situations that may have their origin in intercultural communication problems

**c. Course content**

The course includes a thorough academic and research-based introduction to multilinguality in societies and organisations with special emphasis on analysis, planning and implementation of language policies with the involvement of relevant social and political framework conditions. Against this background, students complete a project of their own choice about multilinguality and language management in a Danish, German or other internationally active organisation.

**d. Forms of teaching and working**

Teaching and working alternate between lectures, student presentation with response, discussion, group work, exercises, reviews of proposals for solutions, and independent study. Teaching activities takes place partly in real time and partly with the involvement of E-learning instruments.

The teaching is planned and performed in ways that support active learning and activating teaching. Different types of activity are implemented in accordance with the principles of the Humanities model in § 14. At the beginning of the course the teacher informs the students of the plan for the study activities. Allowance is made for changes in size of groups, rooms and other practical circumstances.

**e. Syllabus**

About 800 pages, see semester plan.

**f. Assessment criteria**

Taking into consideration the stipulations of the scale grading system, the examination form and the level of the postgraduate course, focus is placed on the degree to which the student's performance lives up to the description of aims and objectives. In addition, emphasis is placed on whether students have mastered the general competences described in § 2.

**g. Examination requirements**

**Preconditions**

In order to take part in the examination, students must have taken active part in the course for at least 80% of the classes offered. 'Active' means that students take part in the activities associated with the course including completing a summary of 2-3 pages in which their project is sketched out and which forms the background for the presentation on which their oral examination is based.

Examination form:	Participation in the course, see above
Moderation:	None
Assessment:	Pass/fail
Weighting:	0 ECTS

**Substitution**

In the event that the requirement of 80% active participation in classes offered is not met, students should complete a field report in which they account for the course of the study and its results, including the empirical methods used. The report should be 8-10 normal pages in length.

Examination form:	Home paper on a relevant subject chosen by the student
Length:	8-10 standard pages
Language:	German
Assessment:	Pass/Fail
Weighting:	0 ECTS

### **Final examination**

At the examination students make a presentation of their project about multilinguality and language management in a Danish, German or other internationally active organisation. The presentation consists of a summary that is explored in more depth at the oral examination.

Examination form:	Oral on the basis of an individual project
Length of summary:	4-5 standard pages
Submission of summary:	The date will be specified in the course plan
Several contributors:	Possible. Up to 3 students can be in the group.
Duration of oral examination:	30 minutes per student included assessment (Presentation: 20 minutes, discussion: 10 min.)
Second examiner:	External
Assessment:	7-point grading scale. One grade is given, in which both the content and the oral presentation must be assessed as passed.
Weighting:	10 ECTS

## § 27. Globalization Processes

Study/Profile:	The Master's Programme in Business, Language and Culture, Cand.negot.; Profile: All Profiles		
ECTS:	10 ECTS	City:	Odense
Semester:	2nd semester	Institute:	Institute of Marketing and Management
Language of instruction:	English	Responsible teacher:	Dannie Kjeldgaard
Approved by the Study Board:	22.1.2015		

### a. The scope of the course

4 hours a week (44 hours) in the 2nd semester (Arabic line 1st semester). Weighting 10 ECTS

*Additional pedagogic activities:*

Online peer learning on Blackboard	5 hours
Workshops	3 hours in 8 workshops (20-25 students each)
Feedback, Question and Answers sessions	4 hours

### b. Aim

The teaching will focus on the key learning objectives listed below. This is supported by the selected exam form (see section. g. below), which promotes and examines the students' knowledge, skills and competencies in the following points:

#### *Knowledge*

Students should

- know and understand the many complex issues involved in globalization processes, such as the interplay of the global and the local, or globalization, with special attention to business and consumer culture.
- know and understand general sociological and anthropological theories pertaining to globalization as well as more specific business and marketing related academic articles that discuss globalization processes.

#### *Skills*

Students can

- define a relevant market phenomenon (within the thematic frames given by the lecturer), analyse it by discussing and synthesizing the readings of the course, and reflect upon the implications for marketers, consumers or other market agents.

#### *Competences*

Students are able to

- independently develop a (short) research problem, and to write a structured research paper discussing the problem from a theoretical angle (using secondary data only).
- interact with their peers, by providing mutual constructive feedback on (research) papers.
- critically evaluate their own and others' work.

### c. Course contents

- Economic, Political and Cultural globalization
- Globalization and its historical legacy

## Common subjects

- Globalization and Modernity
- Localization and globalization
- Risks, pitfalls and losers of globalization
- Global markets and consumer culture
- Global business practices
- Global marketing (branding and advertising)
- Cosmopolitanism
- Anti-globalization

### **d. Forms of instruction**

Lectures and class/group discussions on the basis of preliminary readings, including a Question- and Answer session.

Peer feedback in relation to the term paper. Peer-to-peer interactions primarily focus upon the formulation of problem statement, introduction and paper outline. The interactions between students should have the shape of mutual written feedback and must take place on Blackboard.

Workshops for discussion of student term papers. The workshops combine peer feedback and teacher feedback. Only students who have fulfilled their obligations in online peer feedback (mentioned above) can participate in the workshops.

The teaching is planned and performed in a way that supports active learning and activating teaching. Different types of activity are implemented in accordance with the principles of the Humanities model in § 14. At the beginning of the course the teacher informs the students of the plan for the study activities. Reservation is made for changes in size of groups, rooms and other practical circumstances.

### **e. Syllabus**

The syllabus is composed of approx. 650 pages of compulsory readings, plus approx. 400 pages of additional (optional) readings. The syllabus is mostly constituted of academic articles and selected book chapters.

### **f. Assessment criteria**

In consideration of the provisions of the scale grading system, the form of the exam and the level of the postgraduate degree course, weight is placed on the degree to which the student's performance lives up to the described aims.

Emphasis is also placed on the degree to which the student masters the general skills described in § 2, par. 1-15.

### **g. Examination requirements**

The examination is constituted of an individual research paper, discussing a specific global business case using the course theories about globalization processes.

Test form:	Open home assignment. The teacher lays down a thematic framework within which the assignment should be written. The specific topic for the assignment is chosen by the student in consultation with the teacher.
Number of pages:	Approximately 15 standard pages
Submission:	End of May on a date specified by the teacher
More participants:	no
Second examiner:	none
Assessment:	7-point grading scale
Weighting:	10 ECTS





## **Elective courses**

## § 28. Electives

Study/Profile:	The Master's Programme in Business, Language and Culture, Cand.negot. All profiles		
ECTS:	in total 30 ECTS (15 Humanities/15 Social Science)	Campus:	Odense
Semester:	3 <sup>rd</sup> semester	Institute:	-
Language of instruction:	English/Chosen Foreign Language	Responsible teacher:	-
Approved by the Study Board:	15.12.2016		

### a. The scope of the course

The total weight of electives must be 30 ECTS, in which at least 10 ECTS should be within the Humanities and at least 10 ECTS within the Social Sciences.

Both in the Humanities and the Social Science part, the electives can consist of profile subjects from another profile.

### Electives available:

For their electives students can choose:

- A. Electives offered by the Cand.negot. Board of studies.
- B. Profile subjects from other profiles in the Cand.negot. study programme.
- C. Subjects which are offered by other programmes and are approved by the Cand.negot. Board of studies.
- D. Traineeships

Examination requirements and ECTS weighting as described in the syllabus for the programme in question unless pre-authorisation by the Cand. negot. Board of studies states otherwise. Approval for subjects offered by other programmes can be acquired in two ways:

#### 1. Preliminary agreement between the boards of studies

The Board of studies *pre-approves in advance of every semester a series of subjects offered by other programmes*. In such cases the Board of studies offering the course has accepted that students from other programmes take part in the course.

#### 2. Individual applications

Students should apply individually to the Cand. negot. Board of studies for pre-authorisation of subjects offered by other programmes.

Applications should be accompanied by a subject description containing the ECTS weighting and the timetable for the subject.

Students should themselves request permission from the Board of studies of the programme offering the subject to follow the course.

**b. Aims**

Students are referred to the elective in question.

**c. Course content**

The aim of the electives is to give students the chance to tailor their degree individually either by going into further depth in a subject area already studied or by adding new skills. Electives can, therefore, not cover areas already covered by the obligatory subjects. The content of electives alters from semester to semester.

**d. Forms of instruction**

The forms of instruction depend on the rules for the elective in question. The language used in teaching is normally English.

The teaching is planned and performed in a way that supports active learning and activating teaching. Different types of activity are implemented in accordance with the principles of the Humanities model in § 14. At the beginning of the course the teacher informs the students of the plan for the study activities. Reservation is made for changes in size of groups, rooms and other practical circumstances.

**e. Syllabus**

The syllabus is usually in the order of 5-600 pages per 5 ECTS

**f. Assessment criteria**

Students are referred to the elective in question.

**g. Examination requirements**

The examination forms in elective subjects are laid down by the Board of studies in consultation with the teacher no later than at the beginning of the course.

### § 29. Elective based on Internship-report

Study/profile:	The Master's Programme in Business, Language and Culture, Cand.negot. All profiles		
ECTS:	in total 20 ECTS (Humanities, Social Science or both)	Campus:	Odense
Semester:	3 <sup>rd</sup> semester	Institute:	-
Language of instruction:	English/Chosen Foreign Language	Responsible teacher:	-
Approved by the Study Board:	15.12.2016		

#### a. The scope of the course

Individual supervision is provided and will consist of one meeting with the teacher to clarify the topic of the internship paper.

Parallel to the internship period in a company or organization SDU offers an optional course in Career Management Skills (CMS) (4 classes of 3 hours).

#### b. Aims

##### *Knowledge*

Students should demonstrate the ability to critically reflect upon the interface between theory and practice.

##### *Skills*

Students should demonstrate the ability to

- define and isolate a problem of linguistic, economic, social, and/or cultural relevance, which is relevant to the internship and disciplines from their university background
- analyse the problem using relevant theory and literature

#### c. Course content

General requirements for an internship are,

- That the work undertaken has relevance for the overall aims of the course.
- That the proportion of the work corresponds to 20 ECTS (560 work hours)
- That the extent and content of the period of work experience are documented
- That the student has completed a home assignment (for further details, see below).

Work experience can take place in the foreign language area or elsewhere.

The internship must be related to the contents of your study programme. The work to be performed during the internship must mainly consist of tasks that will allow you to apply theories and methods learnt during the study programme and to write up an academic report about the tasks performed during the internship.

The internship period should contain two main elements:

- Solution of one or more specific problem(s) decided by the company in collaboration with the student and a supervisor from SDU.

- An analysis of the usefulness and the limitations of the competencies and knowledge acquired the study programme relative to the selected problem, issues or routines. In other words, the tasks that you take on must allow you to reflect on how to use the knowledge and skills learnt in the study programme.

Work on the internship paper is conducted under individual supervision from a teacher from one of the two main areas or possibly a teacher from each of these areas. The topic of the internship report is formulated by the student. The topic is approved by the teacher for the internship report, who is appointed by the Board of studies.

The Internship report contains academic reflections upon the practice of real life and theoretical university teaching, e.g. does the organization "do" what you were taught it would do in theory? How does the organization cope with diverse issues such as language, intercultural communication, internal communication, employee retention, market relations, communication in different media, etc. in practice? The report can focus on a number of issues or a single issue. In the report, it is important the selected issues are related to your study programme and that they are critically reflected upon.

You should generally structure the report like any other university paper - background, literature, etc. - only with practical insights from your internship as "data".

#### *Career Management Skills:*

Through the optional teaching in Career Management Skills the student will be trained in utilizing own career resources in the project company or organization. Themes in the course will include competence clarification, written communication in a job search context, the understanding and usage of network in the development of career perspectives, the understanding of the dynamics in a job interview situation and developing of own career strategy.

The 4 classes in Career Management Skills will be conducted as workshops and take place parallel with the stay in the company or organization.

Students doing their internship abroad are offered 4 classes in Career Management Skills as an e-learn course revolving around the same themes as the workshops at the university.

#### **g. Examination requirements**

Students must register for the course within the time limit for course registration. Furthermore, students must apply the study board for approval of the internship before the semester starts i.e. applications must be submitted no later than 15 August (fall semester) and 15 January (spring semester).

When undertaking an internship in fall semester the internship report must be submitted no later than 1 December. Re-examination must be submitted no later than 15 January.

When undertaking an internship in spring semester the internship report must be submitted no later than 1 May. Re-examination must be submitted no later than 15 June.

Examination form: open home assignment. Language: English or another language if agreed upon with the teacher.

Length: 20-30 standard pages. If the internship is approved as 10 ECTS Humanities and 10 ECTS Social Science, each report must have the length of 10-15 standard pages

Second examiner: None

Assessment: Pass/fail

Electives and Project oriented course of study

Weight: 20 ECTS

*Re-examination:* corrections and re-submission of the paper

## **2. Profile subjects – Social Sciences**

### § 30. Advanced Brand Management

Study/Profile:	The Master's Programme in Business, Language and Culture, Cand.negot.; Profile: International Communication Management		
ECTS:	10 ECTS	City:	Odense
Semester:	1st semester	Institute:	Department of Marketing and Management
Language of instruction:	English	Responsible teacher:	Johanna Gollnhofer
Approved by the Study Board:	15.12.2016		

#### a. Duration

3 hours a week for 15 weeks (45 hours) in the 1st semester (Arabic line 2<sup>nd</sup> semester).  
Weighting: 10 ECTS

#### *Prerequisites:*

Students who take the subject should have a basic understanding of the concepts of brands and branding.

In the course, for the assignments and class preparation, there will be an extensive use of the SDU library facilities, especially the digital article subscriptions and databases. There should be a general understanding of the workings of these systems, the more detailed skills to negate specific subscriptions and databases will be provided in the class.

As the final assignment is a written essay, students should also have mastered the basic techniques of writing an academic assignment, while the more topic and class specific skills will be enabled in class.

Students have to have acquired English skills on a level that allows them to read and understand English academic articles, to communicate in a scientific way orally and to be able to write academic texts in English.

#### b. Aims

In the last 30 years the idea of brands as valuable intangible assets and basic prerequisites to a company's long-term market success has been firmly established. At the same time, the ubiquitous presence of brands in society and its powerful effects on the identity and social interaction of society's members have been taken into account of diverse social and humanistic disciplines. The purpose of the course is to have an integrative look at brands and their roles in today's markets. This implies a use of managerial as well as more socio-cultural approaches to analyze the role of brands in markets, in people's lives and in societies. While there can be divergent knowledge goals, the direction of the course is to argue that an integrative perspective on brands can help so diverse goals as strengthening brand equity or criticizing the social consequences of a branded personality. The subject is based and connected on a wider understanding of globalized market & consumption systems. The general competence objective refers to the investigation, analysis, and solving managerial problems thoroughly by means of relevant academic theories and methods as well as incorporating current international research. This is connected to the critical evaluation of sources and documents and the following participation in an academic dialogue. A basic competence is then



the ability to work independently (in groups as well as individually), in a structured and goal-oriented way.

The teaching will focus on the key learning objectives listed below. This is supported by the selected exam form (see section. g. below), which promotes and examines the students' knowledge, skills and competencies in the following points:

#### *Knowledge*

Graduates should possess an understanding and knowledge of the most current scientific debates on brands and branding. This refers to psychological and contextual managerial brand theories, to socio-cultural theories on brands and to the relationships between the perspectives.

#### *Skills*

Graduates should master the diverse analytical perspectives to brand phenomena, from psychological, cultural, sociological and critical perspectives. This includes an internal mastery of the perspectives as well as an external mastery, which refers to the critical reflexive application of the perspectives to current brand phenomena. The critical reflexive skill requires the ability to evaluate the appropriate brand perspectives based on different goals (managerial, academic, social criticism) and different brand phenomena contextualizations. Such abilities are connected to the skill of communicating the options, benefits and disadvantages of brand perspectives and their applications in oral and written forms on an academic level.

#### *Competences*

The environment of brands, especially markets and market related factors, are complex, very dynamic, and hard to forecast. This requires the ability to evaluate the context dependency and appropriateness of current brand perspectives as well as the ability to adjust and modify existing theories and models in regard of changing circumstances. The graduate is then able to independently engage in brand projects in practical, managerial collaborations, as well as in wider disciplinary collaborations. Finally, the graduates take responsibility for their own professional development and specialization.

### **c. Course content**

The purpose of the Advanced Brand Management class is achieved by discussing the following areas of study:

- Brands in an embedded perspective: e.g. different ontological perspective of brands, the origin of branding and different branding approaches
- Key branding concepts such as brand equity, brand architecture and customer satisfaction
- Specific brands: e.g. corporate brands, responsible brands, digital brands, personal brands and B-to-B brands, authenticity in branding.

While these topics can be shaped by their predominantly place of discourse, they will be discussed both from managerial as well as social perspectives.

### **d. Forms of instruction**

The subject will be taught in English.

The teaching is planned and performed in a way that supports active learning and activating teaching. Different types of activity are implemented in accordance with the principles of the Humanities model in § 14. At the beginning of the course the teacher informs the students of the

plan for the study activities. Reservation is made for changes in size of groups, rooms and other practical circumstances.

To enable the students to achieve the goals for the Advanced Brand Management class, the instruction is planned so that students will be able to advance their conceptual understanding as well as the independent critical reflection skills. The format will be based on instructions, discussions, in class exercises, brand cases and student group presentations.

In terms of learning spaces, the goal for activating teaching and active learning in alignment with the goals and examination forms of the class are structured accordingly:

Learning space 1 (the teacher is present and responsible for planning):

Here the main form consists of lectures and class teaching. Further elements include reflection and discussion elements, interactive feedback and reflection elements, brainstorming sessions and case discussions.

Learning space 2 (the teacher is present, but students are responsible for planning):

The main focus here is group presentations, where students have an optional space for deciding how they want to achieve the overall task goals (in terms of style, formal elements and kind of group interactions and contributions).

Learning space 3 (the teacher is responsible for planning, but is not present):

This refers to the independent written assignment, where the overall structure is introduced and explained in the class, while students are independently organizing their assignment over the time frame of the class.

Learning space 4 (the teacher is not present and the students are responsible for planning):

Here the self-organization of the groups for their presentations is relevant, as well as optional study groups.

#### **e. Syllabus**

The relevant reading material will be based on a collection of three articles per class.

#### **f. Assessment criteria**

With reference to the stipulations of the grading system and taking account of the form of examination and the level of a postgraduate course, emphasis is placed on the degree to which the students' performance lives up to the aims and objectives described above. In addition emphasis is placed in the assessment on the degree to which students have mastered the general competences described in § 2.

#### **g. Examination requirements**

##### **Prerequisite:**

Active participation in a group presentation in class of a subject from the course curriculum chosen by the group. The teacher decides form and time for the presentation.

Examination form: Active participation in a group presentation.

Multiple participants: Yes, > 5 students per group

Second examiner: None

Assessment: Pass/Fail

Weighting: 0 ECTS points

##### **Substitution**

If the student does not pass the prerequisite, it is necessary the he/she will participate in another presentation and pass, before participating in the re-examination of the final exam.

**Final exam**

Examination form: Individual home paper at the end of the semester. The essay must be a theoretical discussion that applies a class topic to an individually chosen case.

Duration: Date for submission will be announced by the secretariat

Second examiner: None

Assessment: The 7-point grading scale

Weighting: 10 ECTS points

*Re-examination as the final exam above*

Co-ordinated with the Study Board of Business Administration

**§ 31. Consumption Studies**

Study/Profile:	The Master’s Programme in Business, Language and Culture, Cand.negot.; Profile: Global Marketing Management		
ECTS:	10 ECTS	City:	Odense
Semester:	2nd semester	Institute:	Department of Marketing and Management
Language of instruction:	English	Responsible teacher:	Domen Bajde
Approved by the Study Board:	15.12.2016		

**a. The scope of the course**

4 hours a week in 11 weeks (44 hours) in the 2nd semester (Arabic line 1<sup>st</sup> semester). Weighting: 10 ECTS

*Prerequisites:*

Students who take this course are expected to have knowledge and skills equivalent to what is given in standard introductory courses in consumer behavior and marketing. They are also expected to be competent in reading, discussing and presenting (in teams and individually) scientific papers in the field of marketing and consumer research.

**b. Aims**

The teaching will focus on the key learning objectives listed below. This is supported by the selected exam form (see section. g. below), which promotes and examines the students' knowledge, skills and competencies in the following points:

*Knowledge*

The purpose of the course is to provide students with knowledge of key perspectives in consumer research and their historic development. They will obtain detailed knowledge of contemporary cultural research, in particular, the theoretical concepts and analytical frameworks developed in consumer culture theory.

*Skills*

The students will develop the skills of analyzing consumer culture and consumer behavior with advanced theoretical frameworks. The activities planned, will enable students to improve their skills to work with scientific literature (in the field of consumption studies), so that they are able to understand, connect, apply and critique consumption research. The students will also develop skills in collectively working with complex social and marketing developments and problems.

*Competences*

The course will foster conceptual and analytical competences that allow students to critically engage in different theoretical perspectives and relate them to each other. The students will acquire competences in identifying strategic market and social challenges for organizations, and competences to define the organizations’ needs for future consumer research. Further, students will develop competences to critically reflect on the mechanism and processes of consumer culture and the formation of systematic consumption patterns.

**c. Course content**

The course contains an overview of major consumption research perspectives and an in-depth study of the key areas of Consumer culture theory, such as:

- Consumer identity
- Marketplace cultures
- Socio-historic patterning of consumption
- Ideology and interpretation

**d. Forms of instruction**

The teaching is planned and performed in a way that supports active learning and activating teaching. Different types of activity are implemented in accordance with the principles of the Humanities model in § 14. At the beginning of the course the teacher informs the students of the plan for the study activities. Reservation is made for changes in size of groups, rooms and other practical circumstances.

For each session, the students are assigned texts, which are then reviewed and discussed in class, so that links are made to broader theoretical debates and their application to marketing and consumption research is considered. In addition, students must form reading groups of 4-5 members to aid their engagement with assigned texts and to conduct their mid-semester assignment. The latter involves an in-depth analysis of one or two class readings and their application to a relevant marketing or social problem. The groups will present their assignments in class.

**e. Syllabus**

Literature examples:

Grant McCracken, *Culture and Consumption*, Indiana University Press, 1988.

Collection of classic and state of the art research articles and chapters (in total approximately 400 pages).

**f. Assessment criteria**

With reference to the stipulations of the grading system and taking account of the form of examination and the level of a postgraduate course, emphasis is placed on the degree to which the students' performance lives up to the aims and objectives described above. In addition emphasis is placed in the assessment on the degree to which students have mastered the general competences described in § 2.

**g. Examination requirements**

Examination form:	Individual oral exam. The student must respond to a random question concerning a key area of the course.
Duration:	20 minutes
Preparation:	20 minutes
Aids:	all aids incl. computers, except communication with others
Second examiner:	External
Assessment:	The 7-point grading scale
Weighting:	10 ECTS points

*Re-examination as above*

Co-ordinated with the Study Board of Business Administration

### § 32. Corporate Communication

Study/Profile:	The Master's Programme in Business, Language and Culture, Cand.negot.; Profile: International Communication Management		
ECTS:	10 ECTS	City:	Odense
Semester:	2nd semester	Institute:	Department of Marketing and Management
Language of instruction:	English	Responsible teacher:	Oana Brindusa Albu
Approved by the Study Board:	15.12.2016		

#### a. The scope of the course

3 lectures per week in 12 weeks and case-work activities (3 weeks – no lectures are held during the case-work activities). In connection to the case-work, supervision is given in written form (app. 45 minutes per group).

Lectures: 36 hours.

Case-work supervision: 9 hours.

Class Preparation: 135 hours.

Exam Preparation: 85 hours.

Exam: 5 hours.

Total: 270 hours.

Weighting: 10 ECTS

#### b. Aims

Knowledge of corporate communication as a specific communication strategy allows managers to become more effective in diagnosing, understanding, and handling unexpected communication challenges as well as in planning future-oriented strategic communication messages. The course is designed to provide advanced knowledge of principles of persuasion, planning and reception in strategic communication campaigns and other types of communicative encounters between organizations and their stakeholders. Also, it is the aim of the course to provide the students with competences to continuously improve their insight and capabilities within the field of corporate communication as well as skills in identifying and using relevant scientific sources to reach such a learning goal.

The teaching will focus on the key learning objectives listed below. This is supported by the selected exam form (see section. g. below), which promotes and examines the students' knowledge, skills and competencies in the following points:

Goals description (SOLO taxonomy):

#### *Knowledge:*

Students are expected to be able to demonstrate knowledge in the form of good command and application of the central concepts, processes, models and theories of corporate and strategic communication presented in the course.

*Skills:*

Students are expected to demonstrate skills in identifying adequate solutions to corporate communication problems, including issues of segmentation, targeting, planning and evaluating, and to critique, appraise and otherwise reflect upon the impacts of such solutions.

*Competences:*

By the end of the course, the students will develop the following competences.

Namely, students should be able to:

- discuss issues of planning corporate communication strategies based on the challenges met by professional communicators in the contemporary business landscape
- apply concepts like corporate branding, corporate identity, corporate image, corporate storytelling and auto-communication to specific cases on which information is given;
- identify and assess the impact of specific communication situations and campaigns;
- analyze the interrelationships between internal and external communication; and
- identify, discuss, and evaluate the assumptions which underlie competing theories of corporate and strategic communication.

**c. Course content**

In the course, the following concepts and issues are discussed and analyzed:

- Public relations
- Stakeholder management
- Communication planning
- Issues management
- Media relations
- Corporate social responsibility
- Corporate legitimacy
- Integrated communications
- Corporate branding
- Auto-communication
- Corporate identity and corporate culture
- Corporate image and reputation management
- Corporate storytelling
- Alternative perspectives on corporate communications.

**d. Forms of instruction**

The teaching is planned and performed in a way that supports active learning and activating teaching. Different types of activity are implemented in accordance with the principles of the Humanities model in § 14. At the beginning of the course the teacher informs the students of the plan for the study activities. Reservation is made for changes in size of groups, rooms and other practical circumstances.

Lectures are a combination of lecturing, case analysis and student presentations of theoretical concepts and case solutions. Case work classes consist of fieldwork where students will work in groups of max. 8-9 persons and will collect and analyze data. Students will receive written feedback during the case-work (approx. 45 minutes per group). Through their active participation in these activities and the feedback provided by the teacher and fellow students the students will train their ability to understand, analyze and apply the theoretical aspects of corporate communication.

**e. Syllabus**

Examples:

Cornelissen, Joep (2004). Corporate communications. Theory and practice. London: Sage.

Christensen, Lars Thøger, Mette Morsing & George Cheney (20084). Corporate communications. Convention, Complexity and Critique. London: Sage.

Reader with collection of scholarly articles.

Final literature will be announced at the beginning of the course.

**f. Assessment criteria**

With reference to the stipulations of the grading system and taking account of the form of examination and the level of a postgraduate course, emphasis is placed on the degree to which the students' performance lives up to the aims and objectives described above. In addition emphasis is placed in the assessment on the degree to which students have mastered the general competences described in § 2.

**g. Examination requirements**

The examination takes place as an individual take home assignment.

Examination form:	Take home assignment
Duration:	5 hours.
Extent:	Max. 10 standard pages.
Exam Aids:	All materials are allowed.
Second examiner:	None
Assessment:	The 7-point grading scale
Weighting:	10 ECTS points
Time of examination:	Ordinary examination in June. Reexamination in August.

The form of the reexam is subject to change. This will be announced 14 days before the reexam takes place.



### § 33. Human Resource Management

Study/Profile:	The Master's Programme in Business, Language and Culture, Cand.negot.; Profile: Human Resource Management		
ECTS:	10 ECTS	City:	Odense
Semester:	1st semester	Institute:	Department of Marketing and Management
Language of instruction:	English	Responsible teacher:	Marian van Bakel
Approved by the Study Board:	15.12.2016		

#### a. The scope of the course

4 hours a week in 11 weeks (44 hours) in the 1<sup>st</sup> semester (Arabic line 2<sup>nd</sup> semester).  
Weighting: 10 ECTS

#### *Academic activities that support studies:*

Teaching can be supported by various activities. Some examples are guest talks given by the invited HR practitioners; group work on case studies carried out by the groups of students in the classroom and the following discussions of the cases with the lecturer.

#### b. Aims:

The teaching will focus on the key learning objectives listed below. This is supported by the selected exam form (see section. g. below), which promotes and examines the students' knowledge, skills and competencies in the following points:

#### *Knowledge*

- on the basis of an understanding of the theories underpinning HRM, understanding of HRM tools and practices, students should be able to assess an organisation's needs for developing or improving the use of these tools with a view to strategic 'fit', productivity, special tasks and – not least – the well-being and psychophysical health of employees.

#### *Skills*

Students can

- *define* concepts that describe human qualities and job behaviour (see course content 2, 4) and relate these to the areas of application and the results of the HRM tool-kit.
- *specify* demands to be made of HRM tools (see course content 6,7,8,9,10) with a view to meeting the organisation's needs – expressed by, for example, a concrete demand for improved performance or by the establishment of a new company, functions, projects, task forces etc.
- *demonstrate* the potential effectiveness of an HR strategy (see course content 3,11) with a view to realising strategic goals for an organisation.
- *argue* and form hypotheses on the basis of limited information about an issue related to HR with a view to uncovering the need for further information in order to arrive at greater certainty in decision-making.

#### *Competences*

Students

- must be able to identify and access human qualities and job behaviour essential for the specific organizational context and select the appropriate HRM tools and practices.
- must be able to select, implement, carry out and maintain relevant HRM tools and practices to meet the organization's needs.
- must be able to develop a sustainable HR strategy that is targeted towards achievement of organizational goals.
- must be able to navigate in complex organizational environments with the focus on HR, collect the relevant organizational information and derive its implications for the HRM strategy and practices.

In order to achieve the aims of the course and to prepare for the examination the following activities are carried out: lectures covering the main HRM areas and their theoretical underpinnings; examples of the tools assessing human qualities and job behaviours are presented. In order to apply theoretical knowledge to practice, several case studies are prepared and practical work with the case studies is carried out in student groups in the classroom with the following discussion of the case with the lecturer.

### **c. Course content**

The subject is a natural supplement to the students' understanding of general management, cross-cultural differences in views about people and human relations, and of their own reflections regarding job suitability and career. It comprises the following elements among others:

1. The history of HRM and its relationship to other management disciplines; HRM in the 21st century
2. Basic concepts in working with human resources
3. HR as a strategic parameter
4. Critical behaviour with a view to achieving competitive advantage
5. Central and peripheral areas of results for HRM
6. Manning an organisation
7. Job construction and job analysis
8. Learning and development in organisations
9. Career development
10. Classic areas for HRM: salary, personnel policy, assessment, disciplining, problem solving (personnel problems)
11. HRM strategies for supporting a business strategy

### **d. Forms of instruction**

A variety of activities will be implemented, such as for example: lecture hours, student group work with or without supervision, presentation of group work.

The teaching is planned and performed in a way that supports active learning and activating teaching. Different types of activity are implemented in accordance with the principles of the Humanities model in § 14. At the beginning of the course the teacher informs the students of the plan for the study activities. Reservation is made for changes in size of groups, rooms and other practical circumstances.

### **e. Syllabus**

The syllabus comprises about 1.050 pages

### **f. Assessment criteria**

With reference to the stipulations of the grading system and taking account of the form of examination and the level of a postgraduate course, emphasis is placed on the degree to which the

students' performance lives up to the aims and objectives described above. In addition emphasis is placed in the assessment on the degree to which students have mastered the general competences described in § 2, in particular items 2-6, 8-10 and 14.

Grades are given according to the degree of fulfillment of the aims of the course, as described in the grading scale.

**g. Examination requirements**

The purpose of the examination is to assess the student's knowledge and understanding of the theoretical underpinnings of HRM, as well as the student's ability to make use of the theory, methods and tools obtained in the course.

Examination form:	Closed home assignment where the students have to solve a case. The assignment is written in English.
Duration:	72 hours – typically a weekend.
Number of pages:	14-18 standard pages, excl. appendix.
Multiple participants:	not allowed.
Second examiner:	Internal.
Assessment:	7-point grading scale.
Weighting:	10 ECTS

*Re-examination as above.*

Co-ordinated with the Study Board of Business Administration

### § 34. International Marketing Channels

Study/Profile:	The Master's Programme in Business, Language and Culture, Cand.negot.; Profile: International Sales Management		
ECTS:	10 ECTS	City:	Odense
Semester:	2nd semester	Institute:	Department of Marketing and Management
Language of instruction:	English	Responsible teacher:	Stephen Rosenbaum
Approved by the Study Board:	15.12.2016		

#### a. The scope of the course

4 hours a week in 11 weeks (44 hours) in the 2<sup>nd</sup> semester (Arabic line 1<sup>st</sup> semester).

Weighting: 10 ECTS

#### *Prerequisites:*

The course draws on a wide range of theoretical approaches like resource-based view of the firm, transaction cost analysis, agency theory, and relationship marketing. These approaches are therefore expected to be known.

#### b. Aims

The teaching will focus on the key learning objectives listed below. This is supported by the selected exam form (see section. g. below), which promotes and examines the students' knowledge, skills and competencies in the following points:

#### *Knowledge*

By the end of the course students should

- know the main theories that have been developed to explain the design and implementation of marketing channels in an international context
- know the most influential theories that have been developed to explain behaviour in marketing channels such as power, dependence, conflicts, trust, and so forth.
- have a rudimentary understanding of experimental economics

#### *Skills*

Students should be able to identify, appraise and apply the theories in the context of the design and implementation of international marketing channels.

#### *Competences*

By the end of the course, the student should be able to

- identify and differentiate the major theories of International Marketing Channels
- understand the key actors throughout the various stages of marketing channels (e.g. producers, distributors, wholesalers, etc.)
- provide theoretically-informed strategies for firms operating marketing channels in international contexts

**c. Course content**

The main areas that will be covered on the course are the following:

- Market selection
- Design of marketing channels
- Implementation of marketing channels
- Partner selection
- Power and conflict resolution
- E-business
- Institutions
- Social norms and economic experiments

**d. Forms of instruction**

The teaching is planned and performed in a way that supports active learning and activating teaching. Different types of activity are implemented in accordance with the principles of the Humanities model in § 14. At the beginning of the course the teacher informs the students of the plan for the study activities. Reservation is made for changes in size of groups, rooms and other practical circumstances.

Lectures, cases and class discussion. The student's learning of knowledge is based on studies of literature. This learning is supported by lectures of which the aim is to facilitate the understanding of difficult areas and to provide an overview of and a linkage between subjects. Further, interactive elements like group exercises and group discussions support the students' learning by training the students to apply their knowledge and skills independently or in groups. In doing so, the student is supported in evolving competencies as stated in the goals description.

**e. Syllabus**

*Examples:* Coughlan, Anderson, Stern, El-Ansary: Marketing Channels. 7th edition. Prentice Hall. Additional literature is available as a reading list online on the Blackboard home page.

**f. Assessment criteria**

With reference to the stipulations of the grading system and taking account of the form of examination and the level of a postgraduate course, emphasis is placed on the degree to which the students' performance lives up to the aims and objectives described above. In addition emphasis is placed in the assessment on the degree to which students have mastered the general competences described in § 2.

**g. Examination requirements**

Examination form:	Written home assignment.
Length:	Maximum 20 pages per group.
Duration:	Date for submission will be announced by the secretariat
Multiple participants:	The report should be written in groups of 2-3 students. It must be specified in the preface who is responsible for which parts of the term paper, so an individual evaluation is possible.
Second examiner	None
Assessment:	the 7-point grading scale
Weighting:	10 ECTS points

*Re-examination as above, except the student will answer questions individually and not in groups.*

International Political Organisations

Study/Profile:	The Master's Programme in Business, Language and Culture, Cand.negot.; Profile: International Relations		
ECTS:	10 ECTS	Campus:	Odense
Semester:	2nd semester	Institute:	Department of Political Science and Public Management
Language of instruction:	English	Responsible teacher:	Olivier Schmitt
Approved by the Study Board:	22.1.2015		

**a. The scope of the course**

3 hours per week in 10 weeks (30 hours) the 2nd semester (Arabic line 1<sup>st</sup> semester).  
Weighting: 10 ECTS

**b. Aims**

The course will address the role and functions of international organizations in general but also give special emphasis to some of the most significant institutions such as the UN, the EU and NATO.

The teaching will focus on the key learning objectives listed below. This is supported by the selected exam form (see section. g. below), which promotes and examines the students' knowledge, skills and competencies in the following points:

*Knowledge*

Students should achieve

- a comprehensive knowledge of the role and work of international organisations.
- a comprehensive understanding of debates over the role of international organisations in international politics.

*Skills*

Students should be able to

- analyse dynamics and politics of important policy issues related to international organisations.
- select and apply theories and concepts to analyse specific policy issues.

*Competences*

By the end of the course students should have a sound understanding of

- the concept of an international organization.
- different arguments regarding the role of International Organisations within international politics.
- the political dynamics associated with their creation, structure and functioning, as well as
- their relationship to other international actors.

**c. Course content**

The first part of the course provides a comprehensive introduction to debates over the role and impact of International Organisations in international politics and assesses the origins and working of key international organisations, illustrating their status in international relations and their functions, membership, institutional structure and decision-making powers. The second part of the course

focuses on selected international organisations, most notably the United Nations (UN) and its subsidiary bodies, the European Union (EU) and the North Atlantic Treaty Organization (NATO). Among the topics covered will be member state autonomy, institutional capacity, and issues of leadership and legitimacy.

**d. Forms of instruction**

The teaching is interactive and students are expected to participate actively in discussions. Many students will be asked to deliver short presentations on some subjects. The students will develop their analytical skills and reflective judgment by discussing real-life cases in class. The teaching is planned and performed in a way that supports active learning and activating teaching. Different types of activity are implemented in accordance with the principles of the Humanities model in § 14. At the beginning of the course the teacher informs the students of the plan for the study activities. Reservation is made for changes in size of groups, rooms and other practical circumstances.

**e. Examination requirements**

The syllabus comprises app. 1000 pages, and will be announced at the beginning of the course.

**f. Assessment criteria**

With reference to the stipulations of the grading system and taking account of the form of examination and the level of a postgraduate course, emphasis is placed on the degree to which the students' performance lives up to the aims and objectives described above. In addition emphasis is placed in the assessment on the degree to which students have mastered the general competences described in § 2, in particular items 2-6, 8-10 and 14.

**g. Examination requirements**

Examination form:	Written take home exam. Assignment will be handed out in Black Board. The assignment will ask student to answer one of several questions that cover all the course readings.
Duration:	72 hours
Number of pages	No more than 8 standard pages of writing (excluding title page and reference list)
Multiple participants:	Not allowed
Submission:	The deadline for submission of assignments will be announced by the secretariat
Assessment:	7-point grade scale
Second examiner:	internal
Weighting:	10 ECTS

*Re-examination as above*

### § 35. International Market Relations

Study/Profile:	The Master's Programme in Business, Language and Culture, Cand.negot. Profile: International Sales Management		
ECTS:	10 ECTS	Campus:	Odense
Semester:	1. semester	Institute:	Department of Marketing and Management
Language of instruction:	English	Responsible teacher:	Martin Hannibal
Approved by the Study Board:	15.12.2016		

#### a. The scope of the course

4 hours weekly in 11 weeks.

Weighting: 10 ECTS

#### b. Aims

Focus is for the student to become able to implement a relationship and network perspective in the development and implementation of business strategy, where customer satisfaction and loyalty are prime performance measures.

The overall purpose is to enable students to describe, analyze and evaluate a firm from a network perspective. The course provides the students with the ability to evaluate and make suggestions for improving the position of a firm in the wider network(s) in which it is embedded. The course provides a managerial decision-making viewpoint on networks as seen through the eyes of marketing management in (primarily) B2B firms.

On successful completion of the course, the student is able to:

- analyze a company in its environment, by applying approaches, concepts, and theories from the course,
- analyze a dyad and a network, by applying approaches, concepts and theories from the course,
- identify and evaluate problematic aspects of a firm's networks activities by applying approaches, concepts and theories from the course
- develop suggestions for changing a firm's position in networks by applying approaches, concepts, and theories from the course
- manage the transactions and relationships between various firms in a network by applying concepts and theories from the course
- assess global contextual factors impacting on the sourcing phenomenon
- account for various forms of network enterprise and link these to the growth in global sourcing activities

The student meeting the learning goals can:

- demonstrate an overview of, and in-depth knowledge on the different concepts, models and theories covered by the course
- demonstrate a general understanding of the assumptions on which the different approaches, concepts, models and theories have been built



- demonstrate a good understanding of the consequences of choosing a particular theoretical approach to the problems at hand
- understand and reflect on firm's current networks and its relations to customers and suppliers
- analyze and reflect on the dyadic relationships and networks that the firm is part of
- reflect on the necessity of initiating and implementing changes in the firms' marketing and sourcing strategies
- reflect on the necessity of initiating and implementing changes in the firms' network position and business model.

**c. Course content**

The course is composed of three major parts

- Different theoretical perspectives constituting the relationship and network perspective on B2B markets
- The consequences of a relationship and network perspective for the understanding of various core issues in business markets e.g. make-or-buy decisions, modes of and capabilities for international sourcing, collaboration with suppliers and customers, strategic roles and positions of firms in the global value chain, and customer relationship management (CRM)
- The application of a relationship and network approach to real life cases

**d. Forms of instruction**

Lectures, student presentations, and class discussions. Within the first two weeks students are organized in teams, which form the back-bone students' learning and exam activities.

To support the students in reaching the learning goals before the final exam, all teams must participate in the preparation and presentation of a case-study. Before students present themselves for the exam they must have completed the case study. Case studies are handed out by the course instructors and focuses on selected parts of the literature.

In addition each group must be present at and undertake a peer-to-peer discussion of the work presented by another group. This discussion takes place in blogs on black-board. Based on the peer-to-peer discussion the group revises their presentation and composes a 10 page hand-in.

The hand-in creates the foundation for the exam, but the teams are expected continuously to develop and refine their case study and select and prepare further relevant theoretical perspectives from the course to be applied for the final case presentation at the exam. Thus, the team based case-work is an ongoing process, throughout the entire semester. All students must actively participate in all the above team activities. The teams record their activities in a journal on black board. Please note that the case-groups must be physically present during the presentations for which they are responsible as peer-groups, and that this presence cannot be substituted with skype or equal virtual presence.

**e. Syllabus**

The literature for the course consists of app. 25 articles from academic journals and will be announced before the start of the semester.

**f. Assessment criteria**

In consideration of the provisions of the scale grading system, the form of the exam and the level of the postgraduate degree course, weight is placed on the degree to which the student's performance lives up to the described aims.

Emphasis is also placed on the degree to which the student masters the general skills described in § 2, par. 1-15.

**g. Examination requirements**

**Preconditions:**

In order to take part in the examination, students must have completed team based casework, i.e. case- presentation, peer-to-peer review and hand-in according to the conditions explicated above in the section "forms of instruction". Deviation regarding deadline and group size may be granted by the teacher/supervisor provided there is a reasonable cause.

Examination form: Case  
Moderation: None  
Assessment: Approved/not approved  
Weighting: 0 ECTS

*Substitution:*

If the team based casework is not fulfilled, the alternative examination condition consists of individual casework in the form of an individual presentation of a case and individual hand in.

Examination form: Individual oral presentation  
Second examiner: Internal  
Assessment: Approved/not approved  
Weighting: 0 ECTS

**Final examination**

I: For students having passed the team based casework requirement, the oral examination consists of three elements; Presentation of case work, QA session and discussion of the case.

II: If the student has fulfilled the individual casework, the exam may take its starting point in any of the cases which are part of the coursework.

Examination form: Oral examination on the basis of a case  
Duration: I: 15 minutes of case presentation and 25 minutes of QA / discussion.  
II: 20 minutes  
Preparation: I: None  
II: 20 min.  
Aids: All materials are allowed.  
Second examiner: Internal  
Assessment: 7-point grading scale. One grade is given. The assessment of the performance at the exam is assessed for each student individually. The examiner ensures that the oral examination is conducted in such a way that individual assessment of the performance of each student can take place.  
Weighting: 10 ECTS

*Re-exam:*

The re-exam may take its starting point in any of the cases which are part of the coursework regardless whether the examination condition was fulfilled by team based or individual casework.

Examination form: Oral examination on the basis of a case  
Duration: 20 minutes  
Preparation: 20 minutes

Profile subjects – Social Sciences

Aids:	All materials are allowed.
Second examiner:	Internal
Assessment:	7-point grading scale. One grade is given.
Weighting:	10 ECTS

Co-ordinated with the Study Board of Social Sciences

### § 36. Introduction to International Relations

Study/Profile:	The Master's Programme in Business, Language and Culture, Cand.negot.; Profile: International Relations		
ECTS:	10 ECTS	Campus:	Odense
Semester:	1st semester	Institute:	Department of Political Science and Public Management
Language of instruction:	English	Responsible teacher:	Olivier Schmitt
Approved by the Study Board:	10.12.2015		

#### a. The scope of the course

2 hours per week in 15 weeks (30 hours) the 1<sup>st</sup> semester (Arabic line 2<sup>nd</sup> semester).

Weighting: 10 ECTS

#### b. Aims

The teaching will focus on the key learning objectives listed below. This is supported by the selected exam form (see section. g. below), which promotes and examines the students' knowledge, skills and competencies in the following points:

##### *Knowledge*

By the end of the course students should

- know the main theories that have been developed to explain important events in world politics.
- know the most influential theories that have been developed to explain key actors policies, conflicts that these have given rise to, and key dynamics involved.
- know the causes of inter-state and intra-state war as well as international cooperation on a range of issues and a range of other subjects.

##### *Skills*

Students should be able to identify, appraise and apply the theories in the context of several cases of their choice in policy oriented interactive discussions.

##### *Competences*

By the end of the course, the student should be able to

- identify and differentiate the major theories of International Relations and their use in policy prescriptions.
- understand the key actors and trends in contemporary International Relations and
- provide theoretically informed policy prescriptions in complex contemporary conflict scenarios.

#### c. Course content

The focus of the course will be core theories of International Relations: offensive realism, defensive realism, neoclassical realism, institutional liberalism, democratic liberalism, economic liberalism, domestic politics approaches, bargaining theories, psychological theories, constructivism, Marxism,

feminism and environmental approaches. The empirical focus will be the 20<sup>th</sup> and 21<sup>st</sup> centuries, although earlier events will occasionally be mentioned. We will address issues in the fields of strategic and security studies, international political economy, foreign policy analysis and the role of law and global and regional governance.

**d. Forms of instruction**

The teaching is interactive, and active participation from students is required.

The teaching is planned and performed in a way that supports active learning and activating teaching. Different types of activity are implemented in accordance with the principles of the Humanities model in § 14. At the beginning of the course the teacher informs the students of the plan for the study activities. Reservation is made for changes in size of groups, rooms and other practical circumstances.

**e. Examination requirements**

All literature is specified on the syllabus and available on the internet or posted on Blackboard. The mandatory readings will amount to approximately 1000 pages. The take home written exam allows the students to demonstrate the depth and breadth of their competence on a specific question or issue area according to the criteria in the course description.

**f. Assessment criteria**

With reference to the stipulations of the grading system and taking account of the form of examination and the level of a postgraduate course, emphasis is placed on the degree to which the students' performance lives up to the aims and objectives described above. In addition emphasis is placed in the assessment on the degree to which students have mastered the general competences described in § 2.

**g. Examination requirements**

**Compulsory mid-semester assignment**

This examination must be passed before the student can take the final examination

Examination form:	Individual take home assignment.
Hand out:	In the course's page in Blackboard.
Hand in:	Via SDU-assignment in Blackboard.
Duration:	Submission date will appear on the syllabus.
Length:	The following limitations are required: 4 pages of 2400 strokes per page in English. Spacing, appendix and notes included, but table of content and bibliography excluded.
Assessment:	Pass/fail
Second examiner:	None
Weighting:	0 ECTS

Re-examination of the mid-semester assignment is a resubmission of the assignment

**Final examination**

Examination form:	Individual take home exam. Assignment will be handed out via Black Board.
Duration:	53 hours
Submission:	The deadline for submission of the paper will be announced by the secretariat.

Profile subjects – Social Sciences

Length:	The following limitations are required: The paper must be maximum 8 pages in English (each with 2400 strokes. Spacing, appendix and notes included, but table of content and bibliography excluded.)
Second examiner:	None
Assessment:	One grade according to the 7-point grading scale.
Weighting:	10 ECTS

*Re-examination as above*

Co-ordinated with the Study Board of Business Administration

### § 37. Leadership and Organizational Communication

Study/Profile:	The Master's Programme in Business, Language and Culture, Cand.negot.; Profile: Human Resource Management		
ECTS:	10 ECTS	Campus:	Odense
Semester:	2nd semester	Institute:	Department of Marketing and Management
Language of instruction:	English	Responsible teacher:	Mette Lund Kristensen
Approved by the Study Board:	15.12.2016		

#### a. The Scope of the course

4 hours a week in 11 weeks (44 hours) in the 2<sup>nd</sup> semester (Arabic line 1<sup>st</sup> semester).

Weighting: 10 ECTS

#### *Prerequisites:*

Students who follow the course, are expected to have knowledge about basic organizational theory and basic organizational behaviour theory. Especially, students should have an appreciation for the social, political, economic, technological and ideological contexts in organisations, and they must be able to place the organisation within the broader culture. Students must have a basic understanding of social sciences research methodology and must be able to apply a critical thinking perspective on social science-behavioral science. As the course requires active participation students are expected to work together in different learning situations and to be able master self-organized learning.

#### b. Aims

The aim is that the students acquire knowledge about theories of management as a multi-faceted, complex entity that is also related to ordinary communication ideals such as integrated communication and corporate communication.

The course intends to enable the students to develop a critical, reflective and contextual understanding of current academic discussion of management and organizational communication. The students must be able to, based on a question related to a specific topic, orally elaborate on the practicality of theory and develop new approaches to the pressing problems in complex, multicultural organizations.

The teaching will focus on the key learning objectives listed below. This is supported by the selected exam form (see section. g. below), which promotes and examines the students' knowledge, skills and competencies in the following points:

#### *Knowledge*

The aim is that the students acquire knowledge about theories of management as a multi-faceted, complex entity that is also related to ordinary communication ideals such as integrated communication and corporate communication.

### *Skills*

The course intends to enable the students to develop a critical, reflective and contextual understanding of current academic discussion of management and organizational communication.

### *Competences*

The students must be able to, based on a question related to a specific topic, orally elaborate on the practicality of theory and develop new approaches to the pressing problems in complex, multicultural organizations.

The teaching will focus on the key learning objectives listed below. This is supported by the selected exam form (see section. g. below), which promotes and examines the students' knowledge, skills and competencies in the following points:

Judiciously describe, analyze and put theoretical communicative problems into perspective in a managerial and organizational context with the help of relevant academic theories and methods, independently systematize complex knowledge on organizational communication and management select and prioritize matters of significance for the subject in question and evaluate theories connected with the discipline in a judicious manner.

### **c. Course content**

Teaching includes an in-depth scientific and research-based introduction to basic theories on organizational communication and management in the public and private sectors. Teaching themes include:

- structure and process,
- rationality and decision-making,
- organizational culture(s) and socialisation,
- organisational identity and identification,
- relations and networks,
- management styles and competences,
- facilitation and participation,
- power, authority and control,
- conflict and conflict resolution,
- change and change communication,
- organizational communication technologies and diversity and ethics.

### **d. Forms of instruction**

The teaching is planned and performed in a way that supports active learning and activating teaching. Different types of activity are implemented in accordance with the principles of the Humanities model in § 14. At the beginning of the course the teacher informs the students of the plan for the study activities. Reservation is made for changes in size of groups, rooms and other practical circumstances.

The students will be trained in applying concepts and theories to relevant and timely problems of management and communication, which they can use throughout their career. Students will examine various models for management and communication and will look at methods for organizations to integratively and strategically reach collective goals. Interactive elements like group exercises, group discussions and class room experiments support the students' learning by training the students in applying their knowledge and skills independently or in groups. In doing so, the student is supported in evolving competencies as stated in the goals description.

### **e. Syllabus**

Examples:



George Cheney, Lars Thøger Christensen, Ted Zorn & Shiv Ganesh (2011), *Organizational Communication in Age of Globalization: Issues, Reflections, Practices*. 2nd edition. Waveland Press, Inc., Chicago.

Compendium containing background articles.

**f. Assessment criteria**

With reference to the stipulations of the grading system and taking account of the form of examination and the level of a postgraduate course, emphasis is placed on the degree to which the students' performance lives up to the aims and objectives described above. In addition emphasis is placed in the assessment on the degree to which students have mastered the general competences described in § 2.

**g. Examination requirements**

The student's achievement of the learning goals will be tested with an individual oral examination at the end of the semester. The student should demonstrate how knowledge of management and communication theory enhances the student's understanding of the issue in question. The active participation of the students during the lectures is preparing the students for the oral examination.

Examination form:	Oral. Students draw a question/topic. While some descriptive work is part of the answer, the question will be assigned primarily to test the student's ability to analyze and critically evaluate the issues raised.
Duration:	20 minutes per student including discussion of performance
Preparation:	20 minutes
Examination aids:	all written examination aids. Internet not allowed.
Second examiner:	internal
Scale:	the 7-point grading scale
Weighting:	10 ECTS points

*Re-examination as above*

Co-ordinated with the Study Board of Business Administration

### § 38. Marketing Across Cultures

Study/Profile:	The Master's Programme in Business, Language and Culture, Cand.negot.; Profile: Global Marketing Management		
ECTS:	10 ECTS	City:	Odense
Semester:	1st semester	Institute:	Department of Marketing and Management
Language of instruction:	English	Responsible teacher:	Domen Bajde
Approved by the Study Board:	15.12.2016		

#### a. The Scope of the course

3 hours a week in 15 weeks (45 hours) in the 1st semester (Arabic line 2<sup>nd</sup> semester).

Weighting: 10 ECTS

#### b. Aims

The teaching will focus on the key learning objectives listed below. This is supported by the selected exam form (see section. g. below), which promotes and examines the students' knowledge, skills and competencies in the following points:

##### *Knowledge*

The purpose of the course is to provide an understanding of the relevance of culture to marketing and to develop knowledge of cultural theory and cultural marketing. Students will also learn about the theory and practice of marketing in culturally diverse and culturally dynamic contexts. The course will provide the students with an understanding of the complexity of the culture concept and the analytical and strategic frameworks developed to deal with cultural challenges. They will learn to distinguish between essentialist and constructivist approaches to culture, and their advantages and limitations in the context of cultural research and marketing.

##### *Skills*

The students will develop skills to analyze particular cultural contexts and to develop culturally-informed marketing strategies. They will learn to will learn to apply different cultural perspectives in order to identify core cultural challenges, especially in reference to cultural variance and change (e.g., cultural differences and processes of globalization). Students should be able to analyze cultural contexts and identity problems and opportunities for marketing using the theories introduced in the course. They will develop skills to appraise extant marketing strategies and devise new strategies of cultural marketing.

##### *Competences*

The course develops competencies in identifying the role of culture, in particularly the challenges and opportunities of marketing across culture. This relates to competences in recognizing cultural differences and cultural changes and competences to develop new ways of strategically addressing them. The students will develop competences to critically reflect on the interplay between specific cultural context and marketing practices.

**c. Course content**

Marketing processes are increasingly global in their constitution and societies are increasingly pluri-cultural. As a consequence, a cross-cultural approach to marketing is increasingly relevant. The central areas of the course will thus cover:

- Introduction to essentialist and constructivist notions of culture and their presence and role in marketing
- Methods for analyzing and understanding cultural variance and dynamics
- Cultural marketing: strategy, research, communication, innovation
- Processes of homogenization and heterogenization of markets
- The role in and response of marketing to cultural interpenetration
- Politics and ethics in marketing across cultures
- Marketing to consumers in “developing” parts of the world

**d. Forms of instruction**

The teaching is planned and performed in a way that supports active learning and activating teaching. Different types of activity are implemented in accordance with the principles of the Humanities model in § 14. At the beginning of the course the teacher informs the students of the plan for the study activities. Reservation is made for changes in size of groups, rooms and other practical circumstances.

Students are instructed to read and reflect on assigned texts, so that they can follow and actively engage in the discussion and application of theory during in-class sessions. The sessions clarify and build-upon assigned readings, allowing a comprehensive and critical understanding of the issues involved and stimulating mindful application to diverse contexts (aided by illustrative cases and videos).

**e. Syllabus**

For example:

Selected chapters from Lisa Peñaloza, Nil Toulouse & Luca Visconti, eds., (2012), *Marketing Management: A Cultural Perspective*, London: Routledge.

Holt, D. and D. Cameron (2010), *Cultural strategy*, Oxford University Press.

Askegaard, Søren & Dannie Kjeldgaard (2007), “Here, There, and Everywhere: Place Branding and Gastronomical Globalization in a Macromarketing Perspective” *Journal of Macromarketing*, vol. 27 (2), 138-147.

Holt, D. B., Quelch, A. and Taylor, E. L. (2004), How global brands compete. *Harvard business Review*, 82(9): 68-75.

**f. Assessment criteria**

With reference to the stipulations of the grading system and taking account of the form of examination and the level of a postgraduate course, emphasis is placed on the degree to which the students’ performance lives up to the aims and objectives described above. In addition emphasis is placed in the assessment on the degree to which students have mastered the general competences described in § 2.

**g. Examination requirements**

**1. Compulsory mid-semester assignment**

This examination must be passed before the student can take the final examination

Examination form:                      Group assignment

Duration:	The students will receive instructions in the beginning of the semester and have several weeks to complete the assignment. The exact hand-in date will be decided by the teacher.
Extent:	Max. 6 standard pages
Multiple participants:	Yes. The number of participants that are appropriate for a specific project will be decided by the teacher.
Assessment:	Pass/fail
Second examiner:	None
Weighting:	0 ECTS

If the students fail the assignment, the assignment is to be handed in before re-examination of the final examination

### **1. Final examination**

Examination form:	Individual take home assignment comprised of a set of challenges surrounding a chosen marketing context (e.g. a marketing campaign, a consumption phenomenon).
Duration:	8 hours
Extent:	Max. 6 standard pages
Aids:	All aids except communication with other students.
Second examiner	None
Scale:	The 7-point grading scale
Weighting:	10 ECTS

*Re-examination as above*

Profile Subjects: Humanities

**Profile Subjects - Humanities**

### § 39. HRM, Organisational Development and Communication

Study/Profile:	The Master's Programme in Business, Language and Culture, Cand.negot., Profile: Human Resource Management		
ECTS:	10 ECTS	City:	Odense
Semester:	1st semester	Institute:	Institute of Language and Communication
Language of instruction:	English	Responsible teacher:	Dennis Day
Approved by the study Board:	15.12.2016		

#### a. The scope of the course

3 hours per week in the 1<sup>st</sup> semester (Arabic line 2<sup>nd</sup> semester). Weighting: 10 ECTS

Activities outside the classroom:

Exam paper supervision      30 hours

Consultation                      20 hours

#### b. Aims

The teaching will focus on the key learning objectives listed below. This is supported by the selected exam form (see section. G. Below), which promotes and examines the students' knowledge, skills and competencies in the following points:

##### *Knowledge*

Students should be able to give an account of and adopt a critical stance towards central theoretical and methodological traditions in the study of the relations between communication, culture and organisations

##### *Skills*

- Students should be able on the basis of a theoretical and methodological tradition to assemble an empirical study of a clearly delimited HR-related subject from a communicative perspective

##### *Competences*

- Students should be able to give an account of and take a critical stance towards how these theoretical and methodological traditions can be used in specific cases of HR-related research

#### c. Course content

Students should be introduced to central topics in the fields of anthropology, sociology and linguistics that are relevant to an understanding of the relations between HRM, Organisation Development and Communication, such as organisational culture as a HRM-tool; communicative competence in globalized contexts, interaction and management; learning as communicative and social practice; etc.

In the subject students work partly with considerations of theoretical and methodological factors and partly with analysis of concrete studies relevant to the course.

**d. Forms of instruction and work**

These will take the form of:

Activities directed by the teacher, such as lectures, discussion and data workshops, individual and group supervision.

Activities directed by the students, such as student presentations, independent group work, including reading groups

The teaching is planned and performed in a way that supports active learning and activating teaching. Different types of activity are implemented in accordance with the principles of the Humanities model in § 14. At the beginning of the course the teacher informs the students of the plan for the study activities. Reservation is made for changes in size of groups, rooms and other practical circumstances.

**e. Required reading**

The syllabus comprises about 1000 pages

**f. Assessment criteria**

With reference to the stipulations of the grading system and taking account of the form of examination and the level of a postgraduate course, emphasis is placed on the degree to which the students' performance lives up to the aims and objectives described above. In addition emphasis is placed in the assessment on the degree to which students have mastered the general competences described in § 2, in particular items 2-6, 8-10 and 14.

**g. Examination requirements**

Examination form:	an open written home assignment on a topic selected by the student within the chosen profile. The topic is to be approved by the teacher.
Length:	13-18 standard pages excluding appendices. If multiple participants the length of the assignment must be in reasonable proportion to the number of contributors.
Multiple participants:	possible, provided that each individual contributor's work stands and can be assessed on its own.
Submission:	the deadline for submission of assignments that are to be assessed in the relevant examination period by the relevant teacher is 1st January/1 <sup>st</sup> June respectively.
Second examiner:	internal
Assessment:	7-point grading scale
Weighting:	10 ECTS

## § 40. Human Rights and Culture

Study/Profile:	The Master's Programme in Business, Language and Culture, Cand.negot. Profile: International Relations		
ECTS:	10 ECTS	City:	Odense
Semester:	1st semester (Arabic line: 2 <sup>nd</sup> semester)	Institute:	Department of the Study of Culture
Language of instruction:	English	Responsible teacher:	Tim Jensen/Lars Binderup
Approved by the Study Board:	22.1.2015		

### a. The scope of the course

3 hours per week in the 1<sup>st</sup> semester (Arabic line 2<sup>nd</sup> semester). Weighting: 10 ECTS

### b. Aims

The teaching will focus on the key learning objectives listed below. This is supported by the selected exam form (see section. G. Below), which promotes and examines the students' knowledge, skills and competencies in the following points:

#### *Knowledge*

The students acquire knowledge of:

- the main international human rights instrument and institutions with a focus on UN and European versions
- the historical background and development of the modern international human rights system
- central debates and controversies surrounding the status, interpretation and universality of human rights with a special focus on the role of human rights in different cultural contexts, including religious, political and ethical
- the relationship between the human rights and business

#### *Skills*

The students acquire the ability to:

- critically analyse and discuss human rights issues and controversies within specific cultural contexts
- weigh different human rights concerns against each other, including taking into account the role of human rights in particular cultural settings

#### *Competences*

The students acquire the competence to:

- identify human rights issues and controversies as they appear in different cultural contexts and to design a methodical analysis and evaluation of them

The students' abilities to analyse and critically discuss human rights issues are trained in class discussions and group work. The students' achievement of the abovementioned knowledge objectives is primarily tested in the set assignment. The abovementioned skills are tested in both written assignments whereas the competences primarily are tested in the free assignment.



**c. Course content**

Central topics and issues within the topic area of human rights and culture. These will include:

The history of human rights

- The international human rights system – including the main human rights instruments and institutions with a special focus on the UN and European versions
- Philosophical issues
- the definition of human rights
- the universality of human rights
- the ethical debates underlying selected human rights, including questions of the interdependency and relative status of, and conflicts between, human rights
- Issues from religious studies
- the relationship between religion and human rights in general
- the potential conflicts between religion-related rights and other human rights
- The significance of human rights for business concerns

**d. Forms of instruction**

Teaching will partly take the form of traditional lectures. Considerable active participation is expected from students during lectures and in relation to home study of the readings preparing in preparation of active participation during lectures. Teaching will also partly involve required student activity in class (e.g. group work and presentations). Students are encouraged to create study groups in this discipline.

The teaching is planned and performed in a way that supports active learning and activating teaching. Different types of activity are implemented in accordance with the principles of the Humanities model in § 14. At the beginning of the course the teacher informs the students of the plan for the study activities. Reservation is made for changes in size of groups, rooms and other practical circumstances.

**e. Examination requirements**

The syllabus comprises a maximum of 900 standard pages broadly covering the discipline.

**f. Assessment criteria**

With reference to the stipulations of the grading system and taking account of the form of examination and the level in the 2<sup>nd</sup> semester of the postgraduate course, emphasis is placed on the degree to which the students' performance lives up to the aims and objectives described above. In addition emphasis is placed in the assessment on the degree to which students have mastered the general competences described in § 1, in particular items 2-6, 8-10 and 14.

**g. Examination requirements**

Examination form:	The examination consists of two written home assignments to be handed in simultaneously: a) a free home assignment on a research question chosen and defined by the student. The research question should be approved by the relevant lecturer before the end of teaching. b) a set assignment answering a question on the syllabus. The question for the set assignment will be published shortly before teaching in the course ends.
Number of pages:	The free assignment should be 10-13 standard pages and the set assignment 3-4 standard pages.
Multiple participants:	Possible, provided that each individual contributor's work stands and can be assessed on its own.

Profile Subjects: Humanities

Submission:	The deadline for the electronic submission of the assignments is the first working day in January or June respectively.
Second examiner:	Internal
Assessment:	one joint grade on the 7-grade scale will be given for both assignments. The free assignment weighs 2/3 and the set assignment 1/3 in the overall grade. None of the parts must be graded -3 or 00.
Weighting:	10 ECTS

#### § 41. Interpersonal Communication

Study/Profile:	The Master's Programme in Business, Language and Culture, Cand.negot.; Profile: Human Resource Management, International Sales Management		
ECTS:	10 ECTS	City:	Odense
Semester:	2 <sup>nd</sup> semester (Arabic line 1 <sup>st</sup> semester)	Institute:	Institute of Language and Communication
Language of instruction:	English	Responsible teacher:	Elisabeth Dalby Kristiansen, Sharon Millar, Gitte Rasmussen
Approved by the Study Board:	15.12.2016		

##### a. The scope of the course

3 hours per week in the 2<sup>nd</sup> semester (Arabic line 1<sup>st</sup> semester). Weighting: 10 ECTS

##### b. Aims

The teaching will focus on the key learning objectives listed below. This is supported by the selected exam form (see section. G. Below), which promotes and examines the students' knowledge, skills and competencies in the following points:

###### *Knowledge*

Students should have knowledge about

- relevant theories and methods within the field of interpersonal communication
- the application of these theories and methods, including their strengths and weaknesses

###### *Skills*

Students should be able to design an empirical project on interpersonal communication with a focus on data collection, methodological procedures and analytical techniques

###### *Competences*

Students should be capable of

- choosing appropriate methods to investigate a specific research question
- assessing critically the theories and methods within the field of interpersonal communication

##### c. Course content

The course involves

- An introduction to relevant theories and methods within the field of interpersonal communication
- Training in empirical method and data analysis in relation to interpersonal communication as it applies to HRM and sales management
- Reflection on the theories and methods applied as well as the analytical results achieved

##### d. Forms of instruction and work

These will take the form of

- Activities directed by the teacher, such as lectures, discussion and data workshops, individual and group supervision.
- Activities directed by the students, such as student presentations, independent group work, including reading groups

The teaching is planned and performed in a way that supports active learning and activating teaching. Different types of activity are implemented in accordance with the principles of the Humanities model in § 14. At the beginning of the course the teacher informs the students of the plan for the study activities. Reservation is made for changes in size of groups, rooms and other practical circumstances.

**e. Syllabus**

The readings for the course will comprise approximately 1000 pages

**f. Assessment criteria**

With reference to the stipulations of the grading system and taking account of the form of examination and the level of a postgraduate course, emphasis is placed on the degree to which the students' performance lives up to the aims and objectives described above. In addition emphasis is placed in the assessment on the degree to which students have mastered the general competences described in § 2, in particular items 2-6, 8-10 and 14.

**g. Examination requirements**

Examination form:	an open written home assignment in the form of an empirical project. The topic is to be approved by the teacher.
Length:	For individual projects, a total of 15-20 standard pages excluding appendices. For projects written by two students, a total of 27-32 standard pages, excluding appendices. For projects written by 3 students, a total of 40-45 standard pages, excluding appendices.
Multiple participants:	Yes, but only as approved by the teacher. The number of participants that are appropriate for a specific project will be decided by the teacher. The contribution of each individual student must be clearly marked and be able to be assessed on its own, see § 17.
Submission:	The deadline for submission of assignments is 15 <sup>th</sup> June.
Second examiner:	None
Assessment:	7-point grading scale
Weighting:	10 ECTS

## § 42. Media Analysis

Study/Profile:	The Master's Programme in Business, Language and Culture, Cand.negot.; Profile: Global Marketing Management, International Communication Management		
ECTS:	10 ECTS	City:	Odense
Semester:	2nd semester (Arabic line 1 <sup>st</sup> semester)	Institute:	Institute of Language and Communication
Language of instruction:	English	Responsible teacher:	Christian Heyde Petersen
Approved by the Study Board:	15.12.2016		

### a. The scope of the course

3 hours per week in the 2<sup>nd</sup> semester Arabic line 1<sup>st</sup> semester. Weighting: 10 ECTS

### b. Aims

The teaching will focus on the key learning objectives listed below. This is supported by the selected exam form (see section. g. Below), which promotes and examines the students' knowledge, skills and competencies in the following points:

#### *Knowledge*

For the examination students should know

- central theories and methodologies of media and communication
- a variety of analytical and methodological possibilities

#### *Skills*

The student must be able to

- use central theories and methodologies about the psychological, cultural and social uses and significance of media communications in modern society with the aim of
- preparing and conducting a small-scale, empirical media study relevant for their studies from the standpoint either of the sender or the receiver and being able to back up the approach taken.

#### *Competences*

The student must be able to

- plan and execute problem solving individually and in teams
- plan and organise responsible academic behaviour
- plan and work professionally and precisely with a particular project

### c. Course content

After a review of central theories and methodologies of media and communication, a variety of analytical and methodological possibilities offered by these are presented.

Insight is given into the criteria that have to be brought to bear in a choice of method and of analytical tools for an empirical study. After that students are supervised in how independently to prepare and carry out a small-scale, empirical media study from the standpoint of either the sender or the receiver.

**d. Forms of instruction**

Teaching takes the form of lectures and exercises.

The teaching is planned and performed in a way that supports active learning and activating teaching. Different types of activity are implemented in accordance with the principles of the Humanities model in § 14. At the beginning of the course the teacher informs the students of the plan for the study activities.

Reservation is made for changes in size of groups, rooms and other practical circumstances.

**e. Syllabus**

The syllabus comprises a maximum of 1200 standard pages

**f. Assessment criteria**

With reference to the stipulations of the grading system and taking account of the form of examination and the level of the postgraduate course, emphasis is placed on the degree to which the students' performance lives up to the aims and objectives described above and that the students can

- give an account of important theories concerning the use and importance of media in modern society
- demonstrate abilities in comparing, evaluating and reflecting upon these theories and their validity so as to facilitate applications of them in media investigations
- draft and execute a small empirical investigation from a sender- or recipient-perspective and substantiate their approach and choices.

In addition emphasis is placed in the assessment on the degree to which students have mastered the general competences described in § 2, in particular items 2, 5-7, 10, 13 and 14.

**g. Examination requirements**

Examination form:	An open written home assignment on a topic selected by the student. The topic should be approved by the supervisor.
Length:	15-20 standard pages excluding appendices.
Multiple participants:	Possible, provided that each individual participant's work stands and can be assessed on its own.
Submission:	The deadline for submission of the assignment will be announced at the beginning of the semester.
Second examiner:	None
Assessment:	7-point grading scale
Weighting:	10 ECTS

### § 43. Media and Communication Theory

Study/Profile:	The Master's Programme in Business, Language and Culture, Cand.negot.; Profile: Global Marketing Management, International Communication Management, International Sales Management		
ECTS:	10 ECTS	City:	Odense
Semester:	1st semester (Arabic line 2 <sup>nd</sup> semester)	Institute:	Institute of Language and Communication
Language of instruction:	English	Responsible teachers:	Christian Heyde Petersen, Anders Hougaard
Approved by the Study Board:	15.12.2016		

#### a. The scope of the course

3 hours per week in the 1<sup>st</sup> semester (Arabic line: 2<sup>nd</sup> semester). Weighting: 10 ECTS

#### b. Aims

The teaching will focus on the key learning objectives listed below. This is supported by the selected exam form (see section. g. Below), which promotes and examines the students' knowledge, skills and competencies in the following points:

##### *Knowledge*

The student must acquire knowledge of significant theories and methodologies concerning communication and media.

##### *Skills*

The student must

- demonstrate the ability to reflect and assess independently on the explanatory value of significant theories and methodologies concerning communication and media
- be able to make a critical assessment of theory and empirical work concerning communication and media from a theoretical and methodological viewpoint.

##### *Competences*

For the examination students must be able to independently define, plan, organize and execute a small-scale academic project.

#### c. Course content

Students should be introduced to central theories and approaches concerning for instance psychological, cognitive, cultural and social aspects of media and communication. Supervision is provided in how to reflect on and assess the applicability of these theories in relation to a set of dimensions (for example media and society, media and culture, media and trust, media and globalisation, media and politics, media and cognition). Concrete empirical studies should be read with a view to making a critical examination of their theoretical and methodological coherence.

#### d. Forms of instruction

Teaching takes the form of lectures, exercises and student presentations. The language used is English. The teaching is planned and performed in a way that supports active learning and activating teaching. Different types of activity are implemented in accordance with the principles of the

Humanities model in § 14. At the beginning of the course the teacher informs the students of the plan for the study activities.

Reservation is made for changes in size of groups, rooms and other practical circumstances.

**e. Syllabus**

The syllabus comprises a maximum of 1200 standard pages.

**f. Assessment criteria**

With reference to the stipulations of the grading system and taking account of the form of examination and the level of the postgraduate course, emphasis is placed on the degree to which the students' performance lives up to the aims and objectives described above. In addition emphasis is placed in the assessment on the degree to which students have mastered the general competences described in § 1, in particular items 2, 5-7, 10, 13 and 14.

**g. Examination requirements**

Examination form:	An open written home assignment. The topic should be approved by the supervisor/teacher.
Number of pages	10 – 15 standard pages
Multiple participants:	Possible, provided that each individual participant's work stands and can be assessed on its own.
Second examiner:	None
Assessment:	7-point grading scale
Weighting:	10 ECTS



#### § 44. The Welfare Society from an International Perspective

Study/Profile:	The Master's Programme in Business, Language and Culture, Cand.negot.: Profile: International Relations		
ECTS:	10 ECTS	City:	Odense
Semester:	2nd semester (Arabic line 1 <sup>st</sup> semester)	Institute:	Institute of History and Civilization
Language of instruction:	English	Responsible teacher:	Klaus Petersen
Approved by the Study Board:	15.12.2016		

##### a. The scope of the course

3 hours per week in the 2nd semester (Arabic line: 1st semester). Weighting: 10 ECTS points

##### b. Description of objectives

The purpose of this course is to give students profound knowledge of the evolution of the welfare society in a comparative/international perspective.

The teaching will focus on the key learning objectives listed below. This is supported by the selected exam form (see section. G. Below), which promotes and examines the students' knowledge, skills and competencies in the following points:

##### *Knowledge*

Students understand the theories related to the currently most debated topics around poverty, inequality and in general the workings – mainly from an economic point of view – of a number of core policies that constitute the modern welfare state.

##### *Skills*

Students can

- critically analyse contemporary public social policies, thereby undertaking a systematic analysis of policies, institutions and outcomes
- assess the macro-economic and socio-economic consequences of contemporary policy reforms of welfare states and labour markets.

##### *Competences*

Students can

- reflect and act on what the welfare state represents for modern societies, and how these can be ameliorated in practice.
- reflect and act on the differences that characterise modern welfare states in Europe, and apply these different approaches to other countries/contexts.
- reflect and act on the social dynamics of working with others in group work.
- Individually and collaboratively concisely present complex issues to others through the use of text, visual and oral means.

##### c. Content of the academic discipline

The course consists of two major modules. The first introduces and defines the welfare state, thereby including an in-depth scientific and research-based presentation of the history of the welfare state and underpinning ideologies, of recent trends in poverty, inequality dualization, of economic theories

and of the effects of the crisis. During the second module, the course delves deeper in the depiction of the core policies constituting the modern welfare state (pensions, labour markets and unemployment, healthcare, primary and tertiary education, social assistance and family benefits etc.).

**d. Forms of instruction and work**

Confrontational classes and in-class discussion on one or more specific and related topics. Additionally, there will be scheduled a number of blended lectures on practical aspects of the course. An important exercise will be the group work on a policy brief, which will be presented and debated in class.

The teaching is planned and performed in a way that supports active learning and activating teaching. Different types of activity are implemented in accordance with the principles of the Humanities model in § 14. At the beginning of the course the teacher informs the students of the plan for the study activities.

Reservation is made for changes in size of groups, rooms and other practical circumstances.

**e. Syllabus:**

The syllabus will comprise approximately 1,000 standard pages of reading load.

Various excerpts/chapters from the following books will be analysed:

Castles, F. G., Leibfried, S., and Lewis, J. (Eds.) (2010), *The Oxford Handbook of the Welfare State*, Oxford, Oxford University Press.

Barr, N. (2012), *Economics of the Welfare State*, 5th Edition, Oxford, Oxford University Press, pp. 41-132.

**f. Assessment criteria**

With due regard to the type of examination and the level of studies, importance is attached to the degree to which students' performances live up to the goal description and the degree to which they master the general competence objectives mentioned in Article 2.

Grades are given in accordance with the degree to which the objectives described have been fulfilled.

**g. Examination requirements**

Examination form:	Oral examination
Duration:	30 minutes including assessment
Preparation:	30 minutes
Aids:	All printed aids may be brought to the examination.
Second examiner:	Internal
Assessment:	7-point grading scale
Weighting:	10 ECTS

## Thesis

## § 45. Master Thesis Workshop

Study/Profile:	The Master's Programme in Business, Language and Culture, Cand.negot.; Profile: All Profiles		
ECTS:	0 ECTS	City:	Odense
Semester:	3 <sup>rd</sup> semester	Institute:	-
Language of instruction:	English	Responsible teacher:	Mette Lund Kristensen
Approved by the Study Board:	22.1.2015		

### a. The scope of the course

The workshop will have the form of seminars with 2 meetings in the 3<sup>rd</sup> semester.

No separate weighting.

### b. Aims

The teaching will focus on the key learning objectives listed below.

#### *Knowledge*

The student will obtain knowledge about

- formal rules and procedures concerning the master's thesis process from application of topic to master's thesis submission and defence.
- how to come up with a topic
- potential content areas for the thesis
- the requirements concerning the formal structure of the thesis
- focused literature retrieval and review
- rules concerning plagiarism
- how to work with the thesis and how to deal with exam anxiety

#### *Skills*

The student will be able to

- follow the formal procedures for the master's thesis process
- formulate a project description for the thesis
- perform a focused literature search
- apply literature references correctly

#### *Competences*

The student will be able to

- independently find and apply empirical and theoretical knowledge
- work independently with the theoretical and empirical problems of the thesis
- master the rules and formalities concerning the thesis

### c. Content of the academic discipline

The thesis workshop aims to support the students in complying with the formal procedures concerning the master's thesis, in choosing the master's thesis topic, in formulating a research question, and in doing relevant literature search. Information of relevant rules, procedures and formalities as to the thesis will be given.

### d. Forms of instruction and work

Lectures, literature retrieval, peer-feedback and teacher-feedback

**e. Assessment criteria**

None

**f. Examination requirements**

There is no examination in this activity

## § 46. Master Thesis

Study/Profile:	The Master's Programme in Business, Language and Culture, Cand.negot.; Profile: All Profiles		
ECTS:	30 ECTS	Campus:	Odense
Semester:	4 <sup>th</sup> semester	Institute:	-
Language of instruction:		Responsible teacher:	the individual supervisor
Approved by the Study Board:	15.12.2016		

### a. Extent of the teaching

Individual supervision is provided, the extent to be agreed with the teacher.

Weighting: 30 ECTS.

### b. Aims

The student will achieve the following skills and competences:

Students should demonstrate the ability to isolate and examine a problem by independently formulating a thesis and critically employing methods and theories grounded in one or more of the fields related to the study programme (business economics, culture and language), while being relevant to their chosen language area and/or involving literature in the chosen language.

In detail, the student must formulate an original and related problem, explain the methodological and scientific implications of the chosen problem, explain and evaluate the importance of the chosen theories and methods, compare the theories and methods of the area and identify their differences and similarities, weaknesses and strengths.

Further, if an empirical problem is chosen, the student must independently apply theories and methods that are relevant for the analysis of the chosen problem as well as compile data independently.

The student must independently work out a systematic theoretical and/or empirical analysis, in which relevant theories, methods and data (if any), are used.

The student must assume a critical attitude towards the results of her/his own theoretical and empirical analysis and their applicability.

Finally, the student must demonstrate the ability to further develop the theories, methods and/or their applicability independently.

The thesis must be presented in a systematic and coherent way focusing on both synthesis and documentation.

The topic should be in the chosen profile.

### c. Course content

Work on the thesis is conducted under individual supervision from a teacher from one of the two main areas or possibly a teacher from each of these areas. The *topic* of the thesis is formulated by the student and should be in the selected area and study line of the primary language. The topic is approved by a *supervisor* for the thesis/a coordinator, who is appointed by the Board of studies.

### d. Examination requirements

Examination form: Master's thesis (open home assignment).

Language: The Master's thesis is written in English but can be written in another language if agreed upon with the supervisor. The Master's thesis

report is to include an abstract that is no more than one standard page in length. The abstract is written in English or another language agreed upon with the supervisor if the master's thesis is written in Danish. The abstract is written in Danish, if the Master's thesis is written in English or another language agreed upon with the supervisor.

- Length: If one student: 60-80 standard pages.  
If two students: 100-120 standard pages.  
If three students: 120-140 standard pages.
- Multiple participants: Possible – max. 3 participants. The individual student's contribution must stand on its own and must be assessed individually, and the total extent of the thesis should be reasonably in proportion to the number of contributors.
- Presentation of the thesis: The defence is held in the form of a meeting of about *1 hour* between the student(s), the supervisor and a second examiner. Students writing the report in a group also carry out the defence as a group and in the form of a meeting of about *1 ½ hours* between the students, the supervisor and a second examiner. The student starts the meeting with a presentation of 5-10 minutes or 20-25 minutes if more than one student. In the presentation, which must not be a summary of the thesis, the student(s) can give a more detailed explanation of the chosen form, of problems involved in the composition, of other possible models for dealing with the topic, etc. In the subsequent conversation the supervisor and the second examiner can pose questions elaborating on specific points in order, for example, to clarify doubt as to detail in the thesis and to conduct an in-depth test of the student's insights into the subject of the thesis.
- Second examiner: External.
- Assessment: 7-point grading scale. *One* grade is given.  
The Master's thesis grade counts double in the calculated grade point average.

*Thesis:*

Students' proficiency in spelling and linguistic expression, must be assessed as passed for the thesis as a whole to be passed. Poor use of language can have a negative effect on the overall grade, and effective use of language can have a positive effect.

Immediately after the oral presentation of the thesis the supervisor and the second examiner make their deliberations, whereupon the grade for the thesis and the presentation is published.

The presentation of the thesis can normally influence the result by no more than 1 grade.

Weighting: 30 ECTS.

Rules and regulations in case of subsequent attempts due to failure to hand in or failure to pass the thesis project is stipulated in the Joint provisions for the study programmes under the Faculty of Humanities.



### **III Coming into force and transitional provisions**

#### **§ 47. Applicability**

This curriculum has been developed in relation to government order no. 1328 of 15<sup>th</sup> of November 2016 on Bachelor and Master's Programmes and applies to students matriculating on 1<sup>st</sup> September 2017 or thereafter.

#### **§ 48. Validity**

Adopted by the Cand. negot. study Board August 24<sup>th</sup>, 2017.

Approved by the Dean's office of the Humanities Faculty August 30<sup>th</sup>, 2017.

**§ 49. Transitional provisions**

Students enrolled per 1 September 2016 must follow courses as of 3<sup>rd</sup> semester in accordance with the 2017 curriculum

Students enrolled per 1 February 2017 must follow courses as of 2<sup>nd</sup> semester in accordance with the 2017 curriculum

Students enrolled per 1 February 2016 or earlier must comply with the following transitional provisions

2017 curriculum	2015 curriculum with later revisions	2013 curriculum, rev. 2014
Negotiating Globally (English)	<p>The Sociology of Language 5 ECTS + Project Presentation 5 ECTS</p> <p>In STO 2016, the Sociology of Language course was discontinued and replaced by the Negotiating Globally course, 5 ECTS. According to STO 2017, students in the English direction must follow the Negotiating Globally course, 10 ECTS. On the other hand, the Project Presentation course in the English direction will be discontinued. Students who have not yet passed both Negotiating Globally/The Sociology of Language, 5 ECTS, and Project Presentation, 5 ECTS, must follow Negotiating Globally, 10 ECTS, instead, in accordance with this curriculum. For students who have passed either Negotiating Globally/The Sociology of Language, 5 ECTS, or Project Presentation, 5 ECTS, a third and final examination attempt will be offered in Negotiating Globally, 5 ECTS, and Project Presentation, 5 ECTS, respectively, in connection with the winter examination in 2017/2018.</p>	<p>Negotiation Theory 5 ECTS + Project Presentation 5 ECTS</p> <p>In STO 2015, the Negotiating Theory course was replaced by the Sociology of Language course. In STO 2016, the Sociology of Language course was discontinued and replaced by the Negotiating Globally course, 5 ECTS. According to STO 2017, students in the English direction must follow the Negotiating Globally course, 10 ECTS. On the other hand, the Project Presentation course in the English direction will be discontinued. Students who have not yet passed both Negotiation Theory, 5 ECTS, and Project Presentation, 5 ECTS, must follow Negotiating Globally, 10 ECTS, instead, in accordance with this curriculum. For students who have passed either Negotiating Theory, 5 ECTS, or Project Presentation, 5 ECTS, a third and final examination attempt will be offered in Negotiating Globally, 5 ECTS, and Project Presentation, 5 ECTS, respectively, in connection with the winter examination in 2017/2018.</p>

2017 curriculum	2015 curriculum with later revisions	2013 curriculum, rev. 2014
Project Presentation ( <i>Arabic, Spanish</i> )	<p>The Sociology of Language 5 ECTS + Project Presentation 5 ECTS</p> <p>In STO 2016, the Sociology of Language course was discontinued and replaced by the Negotiating Globally course, 5 ECTS. According to STO 2017, students in the Arabic and Spanish directions must follow the Project Presentation course, 10 ECTS. On the other hand, the Negotiating Globally course, 5 ECTS, in the Arabic and Spanish directions will be discontinued. Students who have not yet passed both Negotiating Globally/The Sociology of Language, 5 ECTS, and Project Presentation, 5 ECTS, must follow Project Presentation, 10 ECTS, instead, in accordance with this curriculum. For students who have passed either Negotiating Globally/The Sociology of Language, 5 ECTS, or Project Presentation, 5 ECTS, a third and final examination attempt will be offered in Negotiating Globally, 5 ECTS, and Project Presentation, 5 ECTS, respectively, in connection with the winter examination in 2017/2018</p>	<p>Negotiation Theory 5 ECTS + Project Presentation 5 ECTS</p> <p>In STO 2015, the Negotiating Theory course was replaced by the Sociology of Language course. In STO 2016, the Sociology of Language course was discontinued and replaced by the Negotiating Globally course, 5 ECTS. According to STO 2017, students in the Arabic and Spanish directions must follow the Project Presentation course, 10 ECTS. On the other hand, the Negotiating Globally course, 5 ECTS, in the Arabic and Spanish directions will be discontinued. Students who have not yet passed both Negotiation Theory, 5 ECTS, and Project Presentation, 5 ECTS, must follow Project Presentation, 10 ECTS, instead, in accordance with this curriculum. For students who have passed either Negotiating Theory, 5 ECTS, or Project Presentation, 5 ECTS, a third and final examination attempt will be offered in Negotiating Globally, 5 ECTS, and Project Presentation, 5 ECTS, respectively, in connection with the winter examination in 2017/2018.</p>
Language Management ( <i>German</i> )	<p>The Sociology of Language 5 ECTS + Language Management 5 ECTS</p> <p>In STO 2016, the Sociology of Language course was discontinued and replaced by the Negotiating Globally course, 5 ECTS. According to STO 2017, students in the Arabic and Spanish directions must follow the Project Presentation course, 10 ECTS. On the other hand, the Negotiating Globally course, 5 ECTS, in the Arabic and Spanish directions will be discontinued. Students who have not yet passed both Negotiating Globally/The Sociology of Language, 5 ECTS, and Project Presentation, 5 ECTS, must follow Project Presentation, 10 ECTS, instead, in accordance with this curriculum. For students who have passed either Negotiating Globally/The Sociology of Language, 5 ECTS, or Project Presentation, 5 ECTS, a third and final examination attempt will be offered in Negotiating Globally, 5 ECTS, and Project Presentation, 5 ECTS, respectively, in connection with the winter examination in 2017/2018</p>	<p>Negotiation Theory 5 ECTS + Project Presentation 5 ECTS</p> <p>In STO 2015, the Negotiating Theory course was replaced by the Sociology of Language course. In STO 2016, the Sociology of Language course was discontinued and replaced by the Negotiating Globally course, 5 ECTS. According to STO 2017, students in the Arabic and Spanish directions must follow the Project Presentation course, 10 ECTS. On the other hand, the Negotiating Globally course, 5 ECTS, in the Arabic and Spanish directions will be discontinued. Students who have not yet passed both Negotiation Theory, 5 ECTS, and Project Presentation, 5 ECTS, must follow Project Presentation, 10 ECTS, instead, in accordance with this curriculum. For students who have passed either Negotiating Theory, 5 ECTS, or Project Presentation, 5 ECTS, a third and final examination attempt will be offered in Negotiating Globally, 5 ECTS, and Project Presentation, 5 ECTS, respectively, in connection with the winter examination in 2017/2018.</p>
Media and Communication Theory	Media and Communication Theory	Media and Communication Theory
Marketing Across Cultures	Marketing Across Culture	Marketing Across Cultures

<b>2017 curriculum</b>	<b>2015 curriculum with later revisions</b>	<b>2013 curriculum, rev. 2014</b>
Media Analysis	Media Analysis	Media Analysis
Consumption Studies	Consumption Studies	Consumption Studies
Globalisation Processes	Globalisation Processes	Globalisation Processes
HRM, Organisational Development and	HRM, Organisational Development and Communication	HRM, Organisational Development and Communication
Human Resource Management	Human Resource Management	Human Resource Management
Interpersonal Communication	Interpersonal Communication	Interpersonal Communication
Leadership and Organisational Communication	Leadership and Organisational Communication	Leadership and Organisational Communication
Human Rights and Culture	Human Rights and Culture	Human Rights and Culture
Introduction to International Relations	Introduction to International Relations	Introduction to International Relations
The Welfare Society	The Welfare Society	The Welfare Society
Intl. Political Organisations	Intl. Political Organisations	Intl. Political Organisations
International Market Relations	<p>International Sales Management</p> <p>The International Sales Management course was last offered in autumn 2016. The 3<sup>rd</sup> examination attempt for International Sales Management will be held at the summer examination 2017. Students who have not passed International Sales Management by the summer examination 2017 must take the course International Market Relations in accordance with the 2017 curriculum.</p>	<p>International Sales Management</p> <p>The International Sales Management course was last offered in autumn 2016. The 3<sup>rd</sup> examination attempt for International Sales Management will be held at the summer examination 2017. Students who have not passed International Sales Management by the summer examination 2017 must take the course International Market Relations in accordance with the 2017 curriculum.</p>
International Marketing Channels	International Marketing Channels	International Marketing Channels
Advanced Brand Management	Advanced Brand Management	Advanced Brand Management
Corporate Communication	Corporate Communication	Corporate Communication

<b>2017 curriculum</b>	<b>2015 curriculum with later revisions</b>	<b>2013 curriculum, rev. 2014</b>
Elective based on Internship report	Elective based on Internship report	Elective based on Internship report
Master's Thesis Workshop	Master's Thesis Workshop	Master's Thesis Workshop
Master's Thesis	Master's Thesis	<p>Master's Thesis</p> <p>In the 2013 curriculum revised for 2014, the abstract is given a weight of 5 ECTS points, and the master's thesis a weight of 25 ECTS points. Students under the 2013 curriculum revised for 2014 who have not started their master's thesis by autumn 2017 must take the subject in accordance with the 2017 curriculum.</p>

**§ 50. Corrections compared to earlier curricula**

<i>Regarding §</i>	<i>Description</i>

## **IV Joint provisions for programmes at the Faculty of Humanities**

Can be found on the Faculty Secretariat website under

<http://www.sdu.dk/hum/faellesbestemmelser>

### **Exemptions**

In the case of exceptional circumstances the University can grant exemptions from those of the rules of this curriculum that have been decided by the University (cf the ministerial order on bachelor and graduate programmes at universities).

## Appendix 1

<p>Qualification Framework for Danish Higher Education</p>	<p>Competence objectives In the following, there is a differentiation between general and subject-specific competence objectives. The general competence objectives are the overall, primarily intellectual competence objectives that students have acquired when they complete a given programme, while the subject-specific competence objectives relate to the programme's academic core competence. The general competence objectives are in italics.</p>	<p>The learning objectives of the individual subject elements It is only necessary to indicate the article and the name of the current subject element(s).</p>
<p><b>Knowledge:</b></p>		
<p>Must possess knowledge of one or more subject areas which, in selected fields, is based on the highest international research within a subject area.</p>	<p>Candidates should:</p> <ul style="list-style-type: none"> <li>- depending on their choice of profile, have specialist knowledge based on the highest level of international research in the areas of Global Marketing Management, Human Resource Management, International Communication Management, International Relations and International Sales Management</li> <li>- have an understanding of theoretical issues relating to culture and communication</li> <li>- understand and on a scientific basis reflect on the knowledge of the subject area and be able to identify scientific questions</li> </ul>	<p>§§ 24-47</p>
<p>Must be able to understand and, on a scientific basis, reflect on the knowledge of the subject area(s) as well as be able to identify scientific issues.</p>	<p>Graduates must be able:</p> <ol style="list-style-type: none"> <li>1. to delimit and define a academic problem at a high scientific level</li> </ol>	<p>§§ 24-47</p>
<p><b>Skills:</b></p>		
<p>Must master the scientific methodologies and tools of the subject area(s) as well as master general skills related to work within the subject area(s).</p>	<p>Graduates must be able:</p> <ol style="list-style-type: none"> <li>3. to systematize complex knowledge and data as well as critically choose and prioritize particularities that are essential for the topic</li> <li>4. to master, critically, the field's various theories and methods</li> <li>5. to employ terms in a precise and consistent manner</li> <li>6. to argue at a scientific level</li> <li>9. to evaluate sources critically and document these by using references, notes and bibliographies</li> <li>14. to use IT as a tool in connection with data analysis, information seeking, and knowledge presentation</li> <li>15. understand and make use of academic texts in English and in the Scandinavian languages</li> <li>16. be able to formulate academic English</li> </ol>	<p>§§ 24-47</p>
	<p>Candidates can:</p> <ul style="list-style-type: none"> <li>- master their chosen foreign language at a high level both in writing and speaking</li> </ul>	<p>§§ 40-45, § 47</p>



	<p>Candidates can:</p> <ul style="list-style-type: none"> <li>- perform independent business functions both in Denmark and abroad in commercial enterprises, organisations and areas of the public sector that require knowledge of theories and methods of international business economics and foreign language skills at a high level including an understanding of theoretical and methodological issues of culture and communication</li> <li>- depending on their choice of profile, perform independent business functions - both in Denmark and abroad – that require specialist knowledge in Human Resource Management, International Relations, International Sales Management, Global Marketing Management, and International Communication Management.</li> <li>- assess and select relevant scientific theories, methods and tools within business economics and the area of culture and communication in general and within their special profile as well as produce new scientifically based analysis and solution models</li> <li>- convey research based knowledge and discuss professional and scientific questions with colleagues as well as non-specialists</li> </ul>	§§ 24-47
Must be able to evaluate and select among the scientific theories, methodologies, tools and general skills of the subject area(s), and set up, on a scientific basis, new analysis and solution models.	<p>Graduates must be able:</p> <p>2. to investigate, analyse and solve academic problems thoroughly by means of relevant academic theories and methods as well as incorporating current international research</p>	§§ 24-47
Must be able to communicate research-based knowledge and discuss professional and scientific issues with both peers and non-specialists.	<p>Graduates must be able:</p> <p>7. to initiate and complete an academic dialogue  10. to use language – written and/or spoken – which is topic-oriented, precise and correct  11. disseminate research based knowledge and discuss complex scientific issues, making it relevant and comprehensible for different target groups</p>	§§ 24-47
<b>Competences:</b>		
Must be able to manage work situations and developments that are complex, unpredictable and require new solution models.	<p>Graduates must be able:</p> <p>8. to have a clear focus and consistency in conducting tasks  12. to control work- and developmental situations that are complex and presuppose new solutions, as well as be able to collaborate, including the ability to receive and give constructive criticism</p>	§§ 24-47
Must be able to independently initiate and carry out discipline-specific and interdisciplinary collaboration and assume professional responsibility.	<p>Graduates must be able:</p> <p>13. to work independently, in a disciplined, structured and goal-oriented including the ability to meet deadlines and other formalities</p>	§§ 24-47
Must be able to independently take responsibility for their own professional development and specialisation.		§§ 24-47