JACOBS UNIVERSITY

Study Program Handbook

Society, Media and Politics

Bachelor of Arts

Subject-specific Examination Regulations for Society, Media and Politics (Fachspezifische Prüfungsordnung)

The subject-specific examination regulations for Society, Media and Politics are defined by this program handbook and are valid only in combination with the General Examination Regulations for Undergraduate degree programs (General Examination Regulations = Rahmenprüfungsordnung). This handbook also contains the program-specific Study and Examination Plan (Chapter 6).

Upon graduation, students in this program will receive a Bachelor of Arts (BA) degree with a scope of 180 ECTS (for specifics see Chapter 6 of this handbook).

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1 Program Overview

1.1 Concept

1.1.1 The Jacobs University Educational Concept

Jacobs University aims to educate students for both an academic and a professional career by emphasizing four core objectives: academic quality, self-development/personal growth, internationality and the ability to succeed in the working world (employability). Hence, study programs at Jacobs University offer a comprehensive, structured approach to prepare students for graduate education as well as career success by combining disciplinary depth and interdisciplinary breadth with supplemental skills education and extra-curricular elements.

In this context, it is Jacobs University's aim to educate talented young people from all over the world, regardless of nationality, religion, and material circumstances, to become citizens of the world who are able to take responsible roles in the democratic, peaceful, and sustainable development of the societies in which they live. This is achieved through high-quality teaching, manageable study loads and supportive study conditions. Study programs and related study abroad programs convey academic knowledge as well as the ability to interact positively with other individuals and groups in culturally diverse environments. The ability to succeed in the working world is a core objective for all study programs at Jacobs University, both in terms of actual disciplinary subject matter and also of social skills and intercultural competence. Study-program-specific modules and additional specializations provide the necessary depth, interdisciplinary offerings and the minor option provide breadth while the university-wide general foundation and methods modules, mandatory German language requirements, and an extended internship period strengthen the employability of students. The concept of living and learning together on an international campus with many cultural and social activities supplements students' education. In addition, Jacobs University offers professional advising and counseling.

Jacobs University's educational concept is highly regarded both nationally and internationally. While the university has consistently achieved top marks over the last decade in Germany's most comprehensive and detailed university ranking by the Center for Higher Education (CHE), it has also been listed by the renowned Times Higher Education (THE) magazine as one of the top 300 universities worldwide (ranking group 251-300) in 2019, 2020 and 2021.The THE ranking is considered as one of the most widely observed university rankings. It is based on five major indicators: research, teaching, research impact, international orientation, and the volume of research income from industry.

1.1.2 Program Concept

The BA-program Society, Media and Politics (SMP) integrates the social sciences that are necessary to tackle the key challenges of our globalized world in a digitized context. Sociology, media studies and political sciences are learned from a problem-solving, research-oriented, and student-centered perspective.

A solid basic training in the disciplines involved and an intense immersion in both quantitative and qualitative methods enable students to get a hands-on experience with scientific empirical analysis in research-oriented seminars.

Students are empowered to address pressing social problems in their environment by applying their knowledge and skills not only in research but also in direct practice. They learn about their social environment on field excursions, discuss political conditions and possible solutions to social issues, and learn to campaign for their initiatives with the skillful use of digital media, for example by producing their own videos or animations. Innovative forms of assessment allow them to integrate these forms of activity in their curriculum. Our students are young people who want to make a difference.

SMP students are offered the unique opportunity to acquire a broad spectrum of media skills. They are professionally guided by our media team and provided with the necessary technical equipment by our SMP Media Center. All basic equipment for the production of media projects, be they video or animation, graphic design or podcasts, are accessible to our students at the SMP Media Center.

After a thorough introduction to the concepts and schools of thought related to society, media studies, and political science Students will deepen in their second year their disciplinary knowledge and apply their theoretical and methodological skills to specific societal, media, and political issues. Students who take a minor have a broad selection of modules to choose from in their second yearThey can choose to focus on a more disciplinary perspective and select more modules relating to either society, media, or politics, respectively. They can also develop topic-centered strengths by focusing more on units that bring together modules that are connected by common topical fields such as conflict, systems, or culture.

This flexibility allows students to choose their own “bespoke” study plan, which is tailored to fit their individual needs and preferences. Details of every individual study plan are discussed with the Study Program Chair or the academic advisor to ensure that every SMP student has a solid disciplinary education and a personalised study plan. For more detailed information on the curricular structure see Section 2.2.

SMP provides an excellent basis for both graduate studies and the European and international job markets for the leaders of tomorrow. Our graduates are known to build successful careers in start-ups and NGOs as well as in large companies; they have moved on to the most renowned academic institutions of the world, some of them are developing impressive careers in academia; they have been successful in the most diverse branches of economy too – e.g. in finance. This is because creative problem solving, the ability to judge from a broader perspective and the capacity to think out of the box are faculties that are in very high demand in leadership positions. Our students obtain positions that cannot be substituted by machines.

Integrated Social Sciences, the former name of the study program SMP, is rated as one of the best study programs in the field of social and political sciences in Germany. The renowned CHE

(Center for Higher Education Development) university ranking is based on facts pertaining studying, teaching and research, as well as on students' assessments of the study conditions at their respective universities. Our program was compared to the social sciences programs of 60 other German universities (with 46804 students enrolled). Together with International Relations: Politics, and History (IRPH), it ranks best nationwide in terms of the overall study situation and it ranks best in terms of international orientation. With respect to the courses offered it ranks "only" second for all of Germany, but we are working on that!

1.2 Specific Advantages of SMP at Jacobs University

Our students advance to become socially responsible leaders because they have strong critical faculties, are trained to address societal issues in a global and digital context and are skilled problem solvers, proficient at thinking through problems from varying disciplinary perspectives. The disciplinary training equips them with the tools that are most relevant in this context. Further, specialization can then be varied through the choice of the minor. For example, if you are tending toward a more individual and micro-perspective, you may minor in Integrated Social and Cognitive Psychology (ISCP); if you want the more global historical context – in IRPH, and if you are interested in founding your own start-up or getting into (social) entrepreneurship, you may combine the SMP major with Global Economics and Management (GEM) or International Business Administration (IBA). In any case, you will be best equipped for tomorrow's challenges by getting your main education with SMP.

Students majoring in SMP are able to think "to scale" – from a global and macro-perspective right down to the micro-context of our immediate neighborhood. They have the ability to apply global trends to local events and to think glocally. As skilled problems-solvers they are thoroughly trained in applying their scientific knowledge and methodological and media skills to understand and address the issues surrounding us.

The SMP Media Center supports students' initiatives to develop creative skills in digital media, be that the creation of videos, animations, podcasts, vlogs, or blogs. The Media Center will supply them with the professional advice and equipment, that they need, and the study program broadly supports media projects (media products) as an actual form of assessment, so that students majoring in SMP have a great opportunity to develop practical media skills.

These qualities are strongly in demand in top-level labor markets and are a huge advantage for any students aiming at undertaking of entrepreneurial initiative, e.g. in the context of social entrepreneurship.

1.3 Program-Specific Educational Aims

1.3.1 Qualification Aims

The SMP study program awards a Bachelor of Arts degree. The program is interdisciplinary and provides critical knowledge of sociology, media studies and political science, with an emphasis on media sociology. Its focus lies on contemporary societal, media, and political issues and to address these issues practically, be it at a global or a local level. Students are invited to deepen their disciplinary knowledge by focusing on one of the disciplines involved or by concentrating on one of the more topical perspectives offered. Learning is research- and problem-oriented. Students are encouraged and empowered to apply the skills and knowledge they have acquired

in the practical context of research and/or social issues. If they so wish, they can also acquire practical media skills by developing actual media products, by using the equipment with the professional support of the staff at the SMP Media Center.

1.3.2 Intended Learning Outcomes

By the end of the program, students will be able to

- explain and critically apply key concepts of the social sciences relating to society, media and politics;
- identify and analyze complex social issues;
- develop an interdisciplinary perspective on social issues;
- evaluate solutions to societal problems and communicate them effectively;
- define research questions, select appropriate methods, collect, assess and interpret relevant data and draw scientifically-based conclusions that also consider social and ethical insights;
- develop and advance solutions to problems and arguments in the social sciences and defend them in discussions with specialists and non-specialists;
- engage ethically with academic, professional and wider communities and contribute actively toward a sustainable future, reflecting and respecting different views;
- take responsibility for their own learning and their personal and professional development and role in society, evaluating critical feedback and self-analysis;
- apply their knowledge and understanding to a professional context;
- take on responsibility in a diverse team;
- adhere to and defend ethical, scientific, and professional standards.

1.4 **Career Options**

Today's professional world requires more than mere disciplinary knowledge from graduates. Students face the prospect of not only technological and societal advancement and amazing individual opportunities, but also a growing field of contradictions, conflicts and crises that our societies are confronted with. In this context, the value of young professionals who understand the relevance of a rationally informed and scientifically trained, creative and critical approach cannot be overestimated.

Studying SMP opens career opportunities in the media, non-governmental organizations, public administration, community development, international aid agencies, international businesses, the cultural sector, international youth and social work, fundraising and many other areas.

Our graduates are known to build successful careers in start-ups and NGOs as well as in large companies; they have moved on to the most renowned academic institutions in the world, some of them are developing impressive careers in academia, while others have started their own companies. This is because creative problem solving, the ability to judge from a broader perspective and the ability to think out of the box are faculties that are in very high demand in all positions of leadership. Our students move on to positions that cannot be substituted by machines.

What companies and NGOs also see in our graduates is the power to connect local and specific problems to societal trends and issues in global and digital contexts. They are in high demand

because they are trained to approach problems form varying disciplinary perspectives. These qualities are huge advantages for the undertaking entrepreneurial initiatives.

Career-related services at Jacobs University provide information, counselling, training, access to networks, and events. The Career Services Center (CSC) as well as the Jacobs Alumni Office help students in their career development. The CSC provides students with high quality training and coaching in CV creation, cover letter formulation, interview preparation, effective presenting, project management, business communication and etiquette and employer research, as well as in many other aspects, thus helping students identify and pursue rewarding careers after their time at Jacobs University. Digital job and internship portfolios help students to prepare for their career.

SMP (or rather Integrated Social Sciences) has the largest alumni community at Jacobs University. Our alumni are known to be especially closely connected. They are united by the common spirit of the study program and support each other in realizing their visions because they value the importance of the contributions we make. The Alumni Office helps students establish a long-lasting and worldwide network that comes in handy while exploring job options in academia, industry, and elsewhere.

1.5 Admission Requirements

Admission to Jacobs University is selective and based on a candidate's school and/or university achievements, recommendations, self-presentation, and performance on required standardized tests. Students admitted to Jacobs University demonstrate exceptional academic achievements, intellectual creativity, and the desire and motivation to make a difference in the world.

The following documents need to be submitted with the application:

- Recommendation Letter
- Official or certified copies of high school/university transcripts
- Educational History Form
- Standardized test results (SAT/ACT/TestAS) if applicable
- ZeeMee electronic resume (optional)
- Language proficiency test results (TOEFL, IELTS or equivalent)

German language proficiency is not required; rather all applicants need to submit proof of English proficiency.

For any student who has acquired the right to study at a university in the country where she/he has acquired the higher education entrance qualification Jacobs University accepts the common international university entrance tests as a replacement of the entrance examination. Applicants who have a subject-related entrance qualification (fachgebundene Hochschulreife) may be admitted only to respective studies programs.

For more detailed information visit: https://www.jacobs-university.de/study/undergraduate/application-information

1.6 Contact

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2 The Curriculum Structure

2.1 General

The curriculum structure provides multiple elements for enhancing employability, interdisciplinarity, and internationality. The unique Jacobs Track, offered across all undergraduate study programs, provides comprehensive tailor-made modules designed to achieve and foster career competency. Additionally, a mandatory internship of at least two months after the second year of study and the possibility to study abroad for one semester give students opportunities to gain insight into the professional world, apply their intercultural competences and reflect on their roles and ambitions for employment and in a globalized society.

All undergraduate programs at Jacobs University are based on a coherently modularized structure, which provides students with an extensive and flexible choice of study plans to meet the educational aims of their major as well as minor study interests and complete their studies within the regular period.

The framework policies and procedures regulating undergraduate study programs at Jacobs University can be found on the website (https://www.jacobs-university.de/academic-policies).

2.2 The Jacobs University 3C Model

Jacobs University offers study programs that comply with the regulations of the European Higher Education Area. All study programs are structured according to the European Credit Transfer System (ECTS), which facilitates credit transfer between academic institutions. The three-year under-graduate program involves six semesters of study with a total of 180 ECTS credit points (CP). The undergraduate curricular structure follows an innovative and student-centered modularization scheme - the 3C-Model - that groups the disciplinary content of the three study years according to overarching themes:

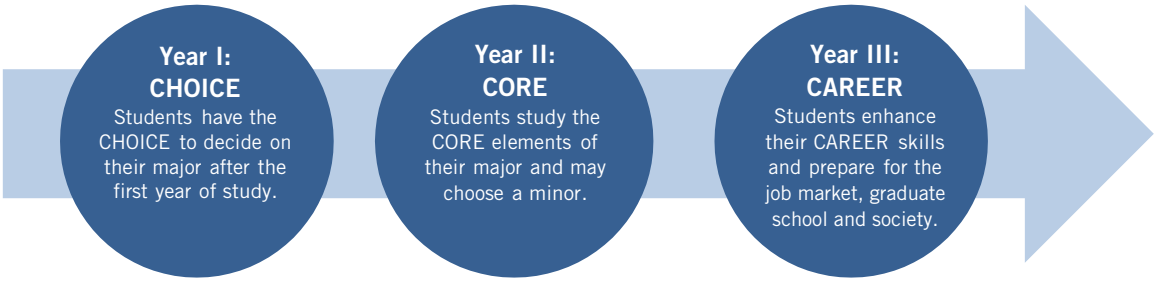


Figure 1: The Jacobs University 3C-Model

2.2.1 Year 1 – CHOICE

The first study year is characterized by a university-specific offering of disciplinary education that builds on and expands upon the students' entrance qualifications. Students select introductory modules for a total of 45 CP from the CHOICE area of a variety of study programs, of which 15-30 CP will be from their intended major. A unique feature of our curriculum structure allows students to select their major freely upon entering Jacobs University. The Academic

Advising Coordinator offers curricular counseling to all Bachelor students independently of their major, while Academic Advisors support students in their decision-making regarding their major study program as contact persons from the faculty.

To pursue SMP as a major, the following CHOICE modules (15 CP) need to be taken as mandatory modules:

- CHOICE Module: Introduction to the Social Sciences 1: Politics and Society (7.5 CP)
- CHOICE Module: Introduction to the Social Sciences 2: Media and Society (7.5 CP)

In these modules, students learn about key issues in society, media, and politics and receive a thorough introduction to sociology, media studies, and political science, covering basic concepts and schools of thought in the respective disciplines.

The remaining CHOICE modules (30 CP) can be selected in the first year of studies according to the students' areas of interest, and/or with the aim to allow a change of major until the beginning of the second year, when the major choice becomes fixed (see 2.2.1.1 below).

2.2.1.1 Major Change Option

SMP students can still change to another major at the beginning of their second year of studies provided they have taken the corresponding mandatory CHOICE modules in their first year of studies. All students must participate in a seminar on the major change options in the O-Week and consult their Academic Advisor during the first year of studies prior to changing their major.

SMP students who would like to retain an option for a major change are strongly recommended to register for the CHOICE modules of one of the following study programs in their first year:

- Global Economics and Management (GEM)
  CHOICE Module: Microeconomics (7.5 CP)
  CHOICE Module: Macroeconomics (7.5 CP)
  CHOICE Module: Introduction to International Business (7.5 CP)
  CHOICE Module: Introduction to Finance and Accounting (7.5 CP)

- International Business Administration (IBA)
  CHOICE Module: Microeconomics (7.5 CP)
  CHOICE Module: Macroeconomics (7.5 CP)
  CHOICE Module: Introduction to International Business (7.5 CP)
  CHOICE Module: Introduction to Finance and Accounting (7.5 CP)

  International Relations: Politics and History (IRPH)
  CHOICE Module: Introduction to International Relations Theory (7.5 CP)
  CHOICE Module: Introduction to Modern European History (7.5 CP)

- Integrated Social and Cognitive Psychology (ISCP)
  CHOICE Module: Essentials of Cognitive Psychology (7.5 CP)
  CHOICE Module: Essentials of Social Psychology (7.5 CP)

- Earth and Environmental Studies (EES)
  CHOICE Module: General Earth and Environmental Sciences (7.5 CP)
  CHOICE Module: General Geology (7.5 CP)

- Physics (Phys)
  CHOICE Module: Classical Physics (7.5 CP)
  CHOICE Module: Modern Physics (7.5 CP)
  CHOICE Module: Applied Mathematics (7.5 CP)
  CHOICE Module: Introduction to Robotics and Intelligent Systems (7.5 CP)

- Mathematics (Math)
  CHOICE Module: Analysis I (7.5 CP)
  CHOICE Module: Advanced Linear Algebra (7.5 CP)
  CHOICE Module: Applied Mathematics (7.5 CP)

- Industrial Engineering and Management (IEM)
  CHOICE Module: General Industrial Engineering (7.5 CP)
  CHOICE Module: General Logistics (7.5 CP)
  CHOICE Module: Introduction to International Business (7.5 CP)
  CHOICE Module: Introduction to Finance and Accounting (7.5 CP)

2.2.2 Year 2 – CORE

In their second year, students take a total of 45 CP from a selection of in-depth, discipline-specific CORE modules. Building on the introductory CHOICE modules and applying the methods and skills students have already acquired so far (see 2.3.1), these modules aim to expand the students' critical understanding of the key theories, principles, and methods in their major for the current state of knowledge and best practice.

To pursue SMP as major, at least 30 CP from the following mandatory elective CORE modules need to be acquired:

- CORE Module: Systems of Social Inequality (5 CP)
- CORE Module: Comparing Mass Communication Systems (5 CP)
- CORE Module: Systems of Democratic Governance (5 CP)
- CORE Module: The Sociology of Conflict and Crisis (5 CP)
- CORE Module: Crisis, Conflict and Media (5 CP)
- CORE Module: International Resource Politics (5 CP)
- CORE Module: Consumer Culture and Society (5 CP)
- CORE Module: Media, Culture and Digitization (5 CP)
- CORE Module: Mass Beliefs and Civil Society (5 CP)

The remaining 15 CP can be selected according to interest and/or with the aim of pursuing a minor in a second field of studies, or students complement their studies by taking all of the above listed mandatory elective CORE modules.

Details of every individual study plan are discussed with the study program chair or the academic advisor.

Students who pursue a minor are free to deepen their disciplinary knowledge of their major SMP by focusing more on one of the disciplines involved or by concentrating on one of the more topical perspectives offered in the three units: "Systems", "Conflict" and "Culture". The units consist of three modules, each of which contributes the perspective of one of the disciplines. But these modules can be combined, independent of the unit they are part of, too.

The unit "Systems" concentrates on a more systemic (and, accordingly, more theory oriented) perspective, deepening students' knowledge of understanding of society, media and politics. The sociological module focuses on the issues of inequality, while the media-oriented module delves deeper into the inner workings of mass-media systems with an international comparative perspective. Political science is involved in a module that studies democratic governance.

The unit "Conflict" discusses the conflicts and crises our societies are confronted with on global, national and local level. The sociological module, for example, focuses on global conflicts and traces back their impact on societies all the way down to the local level. This, in the past, has typically focused on refugees and the problems of integration and xenophobia that they suffer, ending in specific experiences in a local context. The political science perspective scrutinizes the conflict potential of international resource politics while the module "Crisis, Conflict and Media" critically analyses how these same conflicts are reflected in (or at times even brought about by) the mass media.

The unit "Culture" consists of a sociological seminar that studies aspects of consumer culture on a societal level and a research-oriented seminar on Media, Culture and Digitization that focuses on social media. A third module looks at mass beliefs and civil society from a political science perspective.

2.2.2.1 Minor Option

SMP students can take CORE modules (or more advanced Specialization modules) from a second discipline, which allows them to incorporate a minor study track into their undergraduate education, within the 180 CP required for a bachelor's degree. The educational aims of a minor are to broaden the students' knowledge and skills, support the critical reflection of statements in complex contexts, foster an interdisciplinary approach to problem-solving, and to develop an individual academic and professional profile in line with students' strengths and interests. This extra qualification will be highlighted in the student's final transcript.

The Academic Advising Coordinator, Academic Advisor, and the Study Program Chair of the minor study program support students in the realization of the minor option; the consultation with the Academic Advisor is mandatory when choosing a minor.

As a rule, this requires SMP students to:

- select CHOICE modules (15 CP) from the desired minor program in the first year and
- substitute mandatory elective SMP CORE modules (15 CP) in the second year with the default minor CORE modules of the minor study program.

The requirements for the specific minors are described in the handbook of the study program offering the minor (Chapter 3.2) and are marked in the Study and Examination Plans of the respective program. For an overview of accessible minors, please check the Major/Minor Combination Matrix that is published at the beginning of each academic year.

2.2.3 Year 3 – CAREER

In their third year, students prepare for and make decisions about their career path after graduation. To explore available choices and to gain professional experience, students undertake a mandatory summer internship. The third year of studies allows SMP students to take Specialization modules in their discipline, but also focuses on the responsibility of students beyond their discipline (see Jacobs Track).

The fifth semester also opens up a mobility window for a diverse range of study abroad options. Finally, the sixth semester is dedicated to fostering the students' research experience by involving them in an extended Bachelor's thesis project.

2.2.3.1 Internship / Start-up and Career Skills Module

As a core element of Jacobs University's employability approach students are required to engage in a mandatory two-month internship of 15 CP that will usually be completed during the summer between the second and third years of study. This gives students the opportunity to gain first-hand practical experience in a professional environment, apply their knowledge and understanding in a professional context, reflect on the relevance of their major to employment and society, reflect on their own personal role in employment and society, and develop a professional orientation. The internship can also establish valuable contacts for the students' Bachelor's thesis project, for the selection of a Master program graduate school or further employment after graduation. This module is complemented by career advising and several career skills workshops throughout all six semesters that prepare students for the transition from student life to professional life. As an alternative to the full-time internship, students interested in setting up their own company can apply for a start-up option to focus on developing their business plans.

For further information, please contact the Career Services Center (

2.2.3.2 Specialization Modules

In the third year of their studies, students take 15 CP from major-specific or major-related, advanced Specialization Modules to consolidate their knowledge and to be exposed to state-of-the-art research in the areas of their interest. This curricular component is offered as a portfolio of modules, from which students can make free selections during their fifth and sixth semester. The default specialization module size is 5 CP, with smaller 2.5 CP modules being possible as justified exceptions.

To pursue SMP as major, at least 15 CP from the following mandatory elective Specialization Modules need to be taken:

- Specialization: The Social Science of Happiness (5 CP)

In this module, students will gain insight to the topic and learn about basic concepts of Social Science of Happiness, thus intensifying their knowledge and skills in sociology and social sciences in general. They will also discuss the influence of different factors and possible political strategies of improvement in a variety of nationally specific contexts.

- Specialization: Applying Social Science in Research (5 CP)

The module aims at applying the theoretical and methodological potential students acquired to ongoing socio-political debates of our time and training them to translate it into state-of-the-art research designs. Students are encouraged to find projects of their own interest and professionally guided towards an efficient implementation of an adequate research design.

- Specialization: A New Cold War? EU-Russian Relations (5 CP)

The seminar seeks to discuss the different aspects of the complex development of Russo-European relations. Keeping an eye on the historical context, the military aspects of cooperation and conflict, but also the new geostrategic perspective on economic, informational, demographic and societal relations are explored. Discussions also include an analysis of the media-coverage of current issues of EU-Russian Relations.

Further specialization modules can be taken from the following closely related offerings in other majors:

- Specialization: Applying Social Science in Research (5 CP)
- Specialization: China: Politics, Economy and Society (5 Cp)
- Specialization: Managing Demographic Change in Organizations (2.5 CP)
- Specialization: Science of Happiness (5 CP)

Available for SMP students that meet the pre-requisites [1]

- Specialization: Psychology of Food (2.5 CP)
- Specialization: Oppression, Conformity and Resistance under Dictatorships (5 CP)

2.2.3.3 Study Abroad

Students have the opportunity to study abroad for a semester to extend their knowledge and abilities, broaden their horizons and reflect on their values and behavior in a different context as well as on their role in a global society. For a semester abroad (usually the 5th semester), modules related to the major with a workload equivalent to 22.5 CP must be completed. Modules recognized as study abroad CP need to be pre-approved according to Jacobs University study abroad procedures. Several exchange programs allow students to directly enroll at prestigious partner institutions worldwide. Jacobs University's participation in Erasmus+, the European Union's exchange program, provides an exchange semester at a number of European universities that include Erasmus study abroad funding.

For further information, please contact the International Office (https://www.jacobs-university.de/career-services).

[1] For module descriptions see the respective handbook offering the modules.

SMP students that wish to pursue a study abroad in their 5th semester are required to select their modules at the study abroad partners such that they can be used to substitute between 10-15 CP of major-specific Specialization modules and between 5-15 CP of modules equivalent to the non-disciplinary Big Questions modules or the Community Impact Project (see Jacobs Track). In their 6th semester, according to the study plan, returning study-abroad students complete the Bachelor Thesis/Seminar module (see next section), they take any missing Specialization modules to reach the required 15 CP in this area, and they take any missing Big Questions modules to reach 15 CP in this area. Study abroad students are allowed to substitute the 5 CP Community Impact Project (see Jacobs Track below) with 5 CP of Big Questions modules.

2.2.3.4 Bachelor Thesis/Seminar Module

This module is a mandatory graduation requirement for all undergraduate students. It consists of two module components in the major study program guided by a Jacobs faculty member: the Bachelor Thesis (12 CP) and a Seminar (3 CP). The title of the thesis will appear on the students' transcripts.

Within this module, students apply the knowledge skills, and methods they have acquired in their major discipline to become acquainted with actual research topics, ranging from the identification of suitable (short-term) research projects, preparatory literature searches, the realization of discipline-specific research, and the documentation, discussion, and interpretation of the results.

With their Bachelor Thesis students demonstrate mastery of the contents and methods of their major-specific research field. Furthermore, students show the ability to analyze and solve a well-defined problem with scientific approaches, a critical reflection of the status quo in scientific literature, and the original development of their own ideas. With the permission of a Jacobs Faculty Supervisor, the Bachelor Thesis can also have an interdisciplinary nature. In the seminar, students present and discuss their theses in a course environment and reflect on their theoretical or experimental approach and conduct. They learn to present their chosen research topics concisely and comprehensively in front of an audience and to explain their methods, solutions, and results to both specialists and non-specialists.

2.3 **The Jacobs Track**

The Jacobs Track is another important feature of Jacobs University's educational model. The Jacobs Track runs parallel to the disciplinary CHOICE, CORE, and CAREER modules across all study years and is an integral part of all undergraduate study programs. It reflects a university-wide commitment to an in-depth training in scientific methods, fosters an interdisciplinary approach, raises awareness of global challenges and societal responsibility, enhances employability, and equips students with augmented skills desirable in the general field of study. Additionally, it integrates (German) language and culture modules.

2.3.1 Methods and Skills Modules

Methods and skills such as mathematics, statistics, programming, data handling, presentation skills, academic writing, and scientific and experimental skills are offered to all students as part of the Methods and Skills area in their curriculum. The modules that are specifically assigned

to each study programs equip students with transferable academic skills. They convey and practice specific methods that are indispensable for each students' chosen study program. Students are required to take 20 CP in the Methods and Skills area. The size of all Methods and Skills modules is 5 CP.

To pursue SMP as major, the following Methods and Skills modules (15 CP) need to be taken as mandatory modules:

- Methods Module: Academic Writing and Academic Skills (5CP)
- Methods Module: Qualitative Research Methods (5CP)
- Methods Module: Data Collection and Empirical Research Methodologies (5CP)

Further, SMP students have to take one of the two mandatory elective Methods and Skills Modules:

- Methods Module: Applied Statistics with SPSS (5CP)
- Methods Module: Applied Statistics with R (5CP)

2.3.2 Big Questions modules

The modules in the Big Questions area (10 CP) intend to broaden students' horizons with applied problem solving between and beyond their chosen disciplines. The offerings in this area comprise problem-solving oriented modules that tackle global challenges from the perspectives of different disciplinary backgrounds that allow, in particular, a reflection of acquired disciplinary knowledge in economic, societal, technological, and/or ecological contexts. Working together with students from different disciplines and cultural backgrounds, these modules cross the boundaries of traditional academic disciplines.

Students are required to take 10 CP from modules in the Area. This curricular component is offered as a portfolio of modules, from which students can make free selections during their 5th and 6th semester with the aim of being exposed to the full spectrum of economic, societal, technological, and/or ecological contexts. The size of Big Questions Modules is either 2.5 or 5 CP.

2.3.3 Community Impact Project

In their 5th semester students are required to take a 5 CP Community Impact Project (CIP) module. Students engage in on-campus or off-campus activities that challenge their social responsibility, i.e., they typically work on major-related projects that make a difference in the community life on campus, in the campus neighborhood, Bremen, or on a cross-regional level. The project is supervised by a faculty coordinator and mentors.

Study abroad students are allowed to substitute the 5-CP Community Impact Project with 5 CP of Big Questions modules.

2.3.4 Language modules

Communication skills and foreign language abilities foster students' intercultural awareness and enhance their employability in an increasingly globalized and interconnected world. Jacobs University supports its students in acquiring and improving these skills by offering a variety of

language modules at all proficiency levels. Emphasis is put on fostering the German language skills of international students as they are an important prerequisite for non-native students to learn about, explore, and eventually integrate into their host country and its professional environment. Students who meet the required German proficiency level (e.g., native speakers) are required to select modules in any other modern foreign language offered (Chinese, French or Spanish). Hence, acquiring 10 CP in language modules, with German mandatory for non-native speakers, is a requirement for all students. This curricular component is offered as a four-semester sequence of foreign language modules. The size of the Language Modules is 2.5 CP.

3 SMP as a Minor

As a minor SMP is typically interesting for students who major in other study programs of the focus area "Diversity", such as Integrated Social and Cognitive Psychology (ISCP), International Relations: Politics and History (IRPH), Global Economics and Management (GEM), or International Business Administration (IBA). For the Integrated Social and Cognitive Psychology (ISCP) major SMP adds a perspective on the broader societal context, while for IRPH students, it adds a focus on contemporary issues to the more historical and global perspectives. GEM and IBA students with a stronger sense of social responsibility or some interest in social entrepreneurship will find SMP to be a valuable complement to their studies.

3.1 Qualification Aims

SMP can be studied as a minor. The program is interdisciplinary and provides critical knowledge of sociology, media studies, and political science, with an emphasis on media sociology. Its focus lies on contemporary societal, media and political issues and how to practically address these issues, be it at a global or local level. Learning is research- and problem-oriented. Students are encouraged and empowered to apply the skills and knowledge they have acquired in the practical context of research and/or social issues. They have opportunities to also acquire practical media skills by developing actual media products, using the equipment with the professional support by the staff of the SMP Media Center.

3.1.1 Intended Learning Outcomes

With a minor in SMP, students will be able to

- explain and critically apply key concepts of the social sciences relating to society, media and politics;
- identify and analyze complex social issues;
- develop an interdisciplinary perspective on social issues;
- evaluate solutions to societal problems and communicate them effectively;
- develop and advance solutions to problems and arguments in the social sciences and defend them in discussions with specialists and non-specialists;
- take on responsibility in a diverse team;
- adhere to and defend ethical, scientific, and professional standards.

3.2 Module Requirements

A minor in SMP requires 30 CP. The default option to obtain a minor in SMP is marked in the Study and Examination Plan in Chapter 6. It includes the following CHOICE and CORE modules:

- CHOICE Module: Introduction to the Social Sciences 1: Politics and Society (7.5 CP)
- CHOICE Module: Introduction to the Social Sciences 2: Media and Society (7.5 CP)
- CORE Module: Consumer Culture and Society (5 CP)
- CORE Module: Media, Culture and Digitization (5 CP)
- CORE Module: Mass Beliefs and Civil Society (5 CP).

Upon the consultation with the Academic Advisor and the SMP Study Program Coordinator, individual CORE modules from the default minor can be replaced by other advanced modules (CORE or Specialization) from the SMP major.

3.3 Degree

After successful completion, the minor in SMP will be listed on the final transcript under PROGRAM OF STUDY and BA/BSc – [name of the major] as "(Minor: Society, Media and Politics.)".

4 SMP Undergraduate Program Regulations

4.1 Scope of these Regulations

The regulations in this handbook are valid for all students who entered the Society, Media and Politics undergraduate program at Jacobs University in Fall 2021. In case of a conflict between the regulations in this handbook and the general Policies for Bachelor Studies, the latter applies (see http://www.jacobs-university.de/academic-policies).

In exceptional cases, certain necessary deviations from the regulations of this study handbook might occur during the course of study (e.g., change of the semester sequence, assessment type, or the teaching mode of courses).

In general, Jacobs University Bremen reserves therefore the right to change or modify the regulations of the program handbook also after its publication at any time and in its sole discretion.

4.2 Degree

Upon the successful completion of the study program, students are awarded a Bachelor of Arts (BA) degree in Society, Media and Politics.

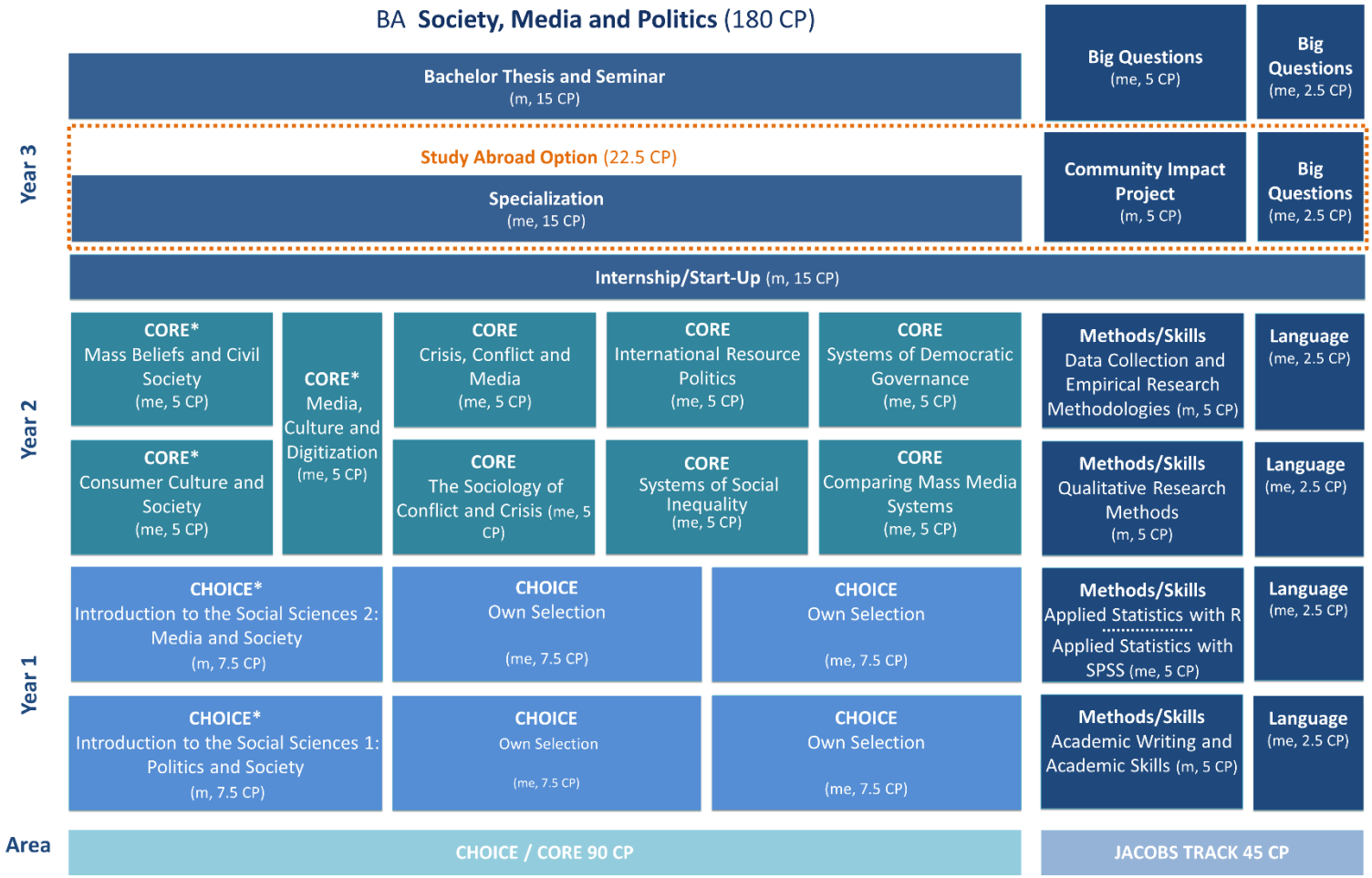
4.3 Graduation Requirements

In order to graduate, students need to obtain 180 CP. In addition, the following graduation requirements apply:

Students need to complete all mandatory components of the program as indicated in the Study and Examination Plan in Chapter 6 of this handbook.

5 Schematic Study Plan for SMP

Figure 2 shows schematically the sequence and types of modules required for the study program. A more detailed description, including the assessment types, is given in the Study and Examination Plans in the following section.



* mandatory for minor students (default minor)
m = mandatory
me = mandatory elective

Figure 2: Schematic Study Plan

6 Study and Examination Plan

Society, Media and Politics (SMP) BA

Matriculation Fall 2021

	Program-Specific Modules	Type	Assessment	Period	Status[1]	Sem.	CP
Year 1 - CHOICE							**45**
Take the mandatory CHOICE modules listed below, this is a requirement for the SMP program.							
	Unit: INTRODUCTIONS (default minor)						**15**
CH-320	**Module: Introduction to the Social Sciences 1: Politics and Society**				**m**	**1**	**7.5**
CH-320-A	Comparing Political Systems	Lecture	we	Examination period			5
CH-320-B	Introduction to Sociology I	Lecture					2.5
CH-321	**Module: Introduction to the Social Sciences 2: Media and Society**				**m**	**2**	**7.5**
CH-321-A	Mass Media in Digital Contexts	Seminar	pp or mp	During the semester			5
CH-321-B	Introduction to Sociology II	Lecture					2.5
	Unit: CHOICE (own selection)						**30**
Students take four further CHOICE modules from those offered for all other study programs.[2]							
Year 2 - CORE							**45**
Take all CORE modules listed below or replace 15 CP with suitable CORE modules from other study programs[2]							
	Unit: CULTURE (default minor)						**15**
CO-640	**Module: Consumer Culture and Society**				**me**	**3**	**5**
CO-640-A	Consumer Culture and Society	Seminar	proj, mp or pres	During the semester			
CO-641	**Module: Media, Culture and Digitization**				**me**	**3/4**	**5**
CO-641-A	Media, Culture and Digitization I	Seminar	proj	During the semester		3	2.5
CO-641-B	Media, Culture and Digitization II	Seminar				4	2.5
CO-642	**Module: Mass Beliefs and Civil Society**				**me**	**4**	**5**
CO-642-A	Mass Beliefs and Civil Society	Seminar	ess	During the semester			
	Unit: CONFLICT						**15**
CO-643	**Module: The Sociology of Conflict and Crisis**				**me**	**3**	**5**
CO-643-A	The Sociology of Conflict and Crisis	Seminar	proj, mp or pres	During the semester			
CO-644	**Module: Crisis, Conflict and Media**				**me**	**4**	**5**
CO-644-A	Crisis, Conflict and Media	Seminar	proj, mp, pp or pres	During the semester			
CO-666	**Module: International Resource Politics**				**me**	**4**	**5**
CO-666-A	International Resource Politics	Seminar	res	During the semester			
	Unit: SYSTEMS						**15**
CO-645	**Module: Systems of Social Inequality**				**me**	**3**	**5**
CO-645-A	Systems of Social Inequality	Seminar	proj, ess, mp or pres	During the semester			
CO-646	**Module: Comparing Mass Communication Systems**				**me**	**3**	**5**
CO-646-A	Comparing Mass Communication Systems	Seminar	proj, mp, pp or pres	During the semester			
CO-647	**Module: Systems of Democratic Governance**				**me**	**4**	**5**
CO-647-A	Democratic Governance	Seminar	we	During the semester			
Year 3 - CAREER							**45**
CA- INT-900	**Module: Internship / Start-up and Career Skills**				**m**	**4/5**	**15**
CA-INT-900-0	Internship / Start-up and Career Skills	Internship	Report/Business Plan	During the 5th semester			
CA-SMP-800	**Module: Thesis / Seminar SMP**				**m**	**6**	**15**
CA-SMP-800-T	Thesis SMP	Thesis	Thesis and pres	Individually			12
CA-SMP-800-S	Seminar SMP	Seminar		During the semester			3
	Unit: Specialization				**m**	**5/6**	**15**
Take a total of 15 CP of specialization modules							
CA-S-SMP-801	Social Sciences of Happiness	Seminar	proj, ess or pres	During the semester	me	5	5
CA-S-SMP-802	Applying Social Science in Reseach	Seminar	proj	During the semester	me	6	5
CA-S-SMP-803	A New Cold War? EU-Russian Relations (intersession)	Seminar	ess	During the semester	me	5	5
CA-S-xxx	Specialization elective (selected modules from GEM/ISCP/IRPH) [3]	Various	various	Various	me	5/6	5
Total CP							**180**

	Jacobs Track Modules (General Education)	Type	Assessment	Period	Status[1]	Sem.	CP
Year 1 - CHOICE							**15**
	Unit: Methods / Skills						**10**
JTMS-MET-01	**Module: Academic Writing and Academic Skills**				**m**	**1**	**5**
JTMS-01	Academic Writing and Academic Skills	Lecture	Term paper	Examination period			5
Take one of the two listed mandatory elective methods modules:							
JTMS-MET-02	**Module: Applied Statistics with SPSS**				**me**	**2**	**5**
JTMS-02	Applied Statistics with SPSS	Lecture	we	Examination period			5
JTMS-MET-03	**Module: Applied Statistics with R**				**me**	**2**	**5**
JTMS-03	Applied Statistics with R	Lecture	we	Examination period			5
	Unit: Language						**5**
	German is the default language. Native German speakers take modules in another offered language.						
JTLA-xxx	**Module: Language 1**				**m**	**1**	**2.5**
JTLA-xxx	Language 1	Seminar	Various	Various	me		2.5
JTLA-xxx	**Module: Language 2**				**m**	**2**	**2.5**
JTLA-xxx	Language 2	Seminar	Various	Various	me		2.5
Year 2 - CORE							**15**
	Unit: Methods / Skills						**10**
JTMS-MET-04	**Module: Qualitative Research Methods**				**m**	**3**	**5**
JTMS-04	Qualitative Research Methods	Lecture	Research proje	Examination period			5
JTMS-MET-06	**Module: Data Collection and Empirical Research Methodologies**				**m**	**4**	**5**
JTMS-06	Data Collection and Empirical Research Methodologies	Lecture	Research repo	Examination period			5
	Unit: Language						**5**
	German is the default language. Native German speakers take modules in another offered language.						
Module Code	**Module: Language 3**				**m**	**3**	**2.5**
JTLA-xxx	Language 3	Seminar	Various	Various	me		2.5
Module Code	**Module: Language 4**				**m**	**4**	**2.5**
JTLA-xxx	Language 4	Seminar	Various	Various	me		2.5
Year 3 - CAREER							**15**
	Unit: Big Questions						**10**
Module Code	**Module: Big Questions**				**m**	**5/6**	**10**
Take a total of 10 CP of Big Questions modules with each 2.5 or 5 CP		Lecture	Various	Various	me		
	Unit: Community Impact Project						**5**
Module Code	**Module: Community Impact Project**				**m**	**5**	**5**
JTCI-950	Community Impact Project	Project	proj	Examination period			

Forms of assessment: oe = oral examination, we = final written exam, proj = project, ess = essay, mp = media product, pp = poster presentation, pres =presentation, res = research paper

[1] Status (m = mandatory, me = mandatory elective)

[2] For a full listing of all CHOICE / CORE / CAREER / Jacobs Track units / modules please consult the **CampusNet online catalogue** and /or the study program handbooks.

Figure 3: Study and Examination Plan

7 Society, Media and Politics Modules

7.1 Introduction to the Social Sciences I: Politics and Society

Module Name	*Module Code*	*Level (type)*	*CP*
Introduction to the Social Sciences I: Politics and Society	CH-320	Year 1 (CHOICE)	7.5

Module Components

Number	*Name*	*Type*	*CP*
CH-320-A	Comparing Political Systems	Lecture	5
CH-320-B	Introduction to Sociology I	Lecture	2.5

Module Coordinator	*Program Affiliation*	*Mandatory Status*
Karen Smith Stegen	• Society, Media and Politics (SMP)	Mandatory for SMP

Entry Requirements			*Frequency*	*Forms of Learning and Teaching*
Pre-requisites	*Co-requisites*	*Knowledge, Abilities, or Skills*	Annually (Fall)	• Contact time (52.5 hours) • Private study (135 hours)
☒ None	☒ None	• None	*Duration*	*Workload*
			1 semester	187.5 hours

Recommendations for Preparation

Study the syllabus thoroughly, get the primary texts and take a first look at them.

Content and Educational Aims

This is an introductory module that provides the essentials for understanding contemporary societies. Students will be introduced to basic concepts of political science and sociology. They will study the main differences between democracies and other kind of political regimes (the political science perspective) and how the set-up of societies changes over time and differs across different regions of the world (the sociological perspective). This module provides the basis on which students progress to the second part of the Introduction to the Social Sciences in their second semester. Students will also develop early presentation skills and will be able to improve their grade by a voluntary presentation.

The module provides an introduction to different forms of political systems and comparative analysis. Students learn about "the state" and its institutions and examine authoritarianism, totalitarianism, fascism, dictatorships, and democracy as well as the transitions to and from these systems. Particular attention will be paid to governance and to the theoretical and practical dimensions of various important political concepts, such as power, legitimacy, representation, and ideology. Several probing questions will also be explored, such as the influence of globalization on states as well as the timeless dilemma posed by the Renaissance political philosopher Niccolò Machiavelli – and examine the question- "is it better for political leaders to be feared or loved?"

Key social structures and processes in present societies will be analyzed from a macro- and a micro-perspective. The module will begin by examining the large-scale social trends and the conditions of the emergence of modern institutions. Contemporary markets, states and families will be studied in depth with respect to their functional differentiation, social stratification, and normative integration. Special emphasis will be placed on comparing

affluent and poorer societies as well as on looking into inequalities among and within them. Finally, social processes such as globalization and population aging, which challenge the social order of contemporary societies, will be focused on. The aim of the module is to find out what has changed during over the last decades and to identify what may change in the future. Throughout the module, the aim will be to strike a balance between theoretical reflection and empirical analysis.

Intended Learning Outcomes

By the end of this module, students should be able to

Discipline-specific Skills

- explain the main types of political systems, including democracy and autocracy, and learn about diverse state structures and institutions and become familiar with important political concepts such as power, legitimacy and ideology;
- analyze complex, interdependent social and political structures and gain theoretical knowledge of and practical skills in comparing political systems;
- based on a general understanding of sociology – its scientific stance, its world-view, explain central social processes and structures such as family, market, stratification, state, modernization, globalization as well as some basic sociological theoretical concepts and approaches;
- explain the range and kind of problems that sociology can address – and some of the solutions it can offer;

Transferable and Key Skills

- find, read and understand complex, abstract scientific literature (including theoretical literature); understand, explain and critically apply key concepts of the social sciences, identify and critically analyze complex social issues, and develop critical faculty;
- develop an interdisciplinary perspective on social issues, and explain real-life institutions, processes, and structures using key contemporary theories of the disciplines involved;
- reflect on their own behavior critically in relation to social expectations and consequences; and deal with diversity, develop communicative competence as well as cooperation and conflict skills, strengthen empathy and tolerance for ambiguity;
- demonstrate presentation skills (if voluntary presentation has been chosen).

Indicative Literature

Comparing Political Systems:

- Powell, G., Dalton, R., & Strøm, K. (2015). Comparative politics today: A world view (11th edition). London: Pearson Education Limited.
- Hague, R., Harrop, M., & J. McCormick (2016). Comparative government and politics: An introduction (10th edition). London & New York: Palgrave.
- Brooker, P. (2000). Non-democratic regimes: Theory, government, and politics. New York: St. Martin's Press.
- McGarry, J., O'Leary, B., & Simson, R. (2008). Integration or accommodation? The enduring debate in conflict regulation. In S. Choudhry (Ed.), Constitutional design for divided societies integration or accommodation? (pp. 41-88). Norfolk: Oxford University Press.
- Dahl, R. (1971). Polyarchy: Participation and Opposition, New Haven, Yale University Press.

Introduction to Sociology I:

- Bronner, S. E. (2017). Critical theory: A very short introduction. Oxford University Press.
- Giddens, A. & Sutton, P. W. (2013). Sociology. Cambridge, UK: Polity.
- Thorpe, C. (2015). The sociology book. London: Dorling Kindersley Limited.
- Wright, E. O. & Rogers, J. (2015). American society: How it really works. New York: W.W. Norton & Company.

- Yurkivska, O. (2001). A question mark against ubuntu: Comparisons with Russian communitarians. In P. Giddy (Ed.), Protest and engagement: Philosophy after Apartheid at an historically black South African university.

Usability and Relationship to other Modules

- This module is part of the unit "Introductions", which consists of two parts – "Introduction to the Social Sciences 1" and "Introduction to the Social Sciences 2". This unit lays a solid foundation of general knowledge of basic concepts of the social sciences for the SMP modules offered in the second and third year.
- Mandatory for a major and minor in SMP

Examination Type: Module Examination

Assessment Type: Written examination

Duration: 180 min
Weight: 100%

Scope: All intended learning outcomes of the module.

7.2 Introduction to the Social Sciences II: Media and Society

<table>
<tr><td colspan="2">Module Name
Introduction to the Social Sciences II: Media and Society</td><td>Module Code
CH-321</td><td>Level (type)
Year 1 (CHOICE)</td><td>CP
7.5</td></tr>
<tr><td colspan="5">Module Components

Number | Name | Type | CP</td></tr>
<tr><td>CH-321-A</td><td colspan="2">Mass Media in Digital Contexts</td><td>Seminar</td><td>5</td></tr>
<tr><td>CH-321-B</td><td colspan="2">Introduction to Sociology II</td><td>Lecture</td><td>2.5</td></tr>
<tr><td>Module Coordinator

Jakob Fruchtmann</td><td colspan="2">Program Affiliation

• Society, Media and Politics (SMP)</td><td colspan="2">Mandatory Status

Mandatory for SMP</td></tr>
<tr><td colspan="3">Entry Requirements

Pre-requisites: ☒ None
Co-requisites: ☒ None
Knowledge, Abilities, or Skills:
• None</td><td>Frequency

Annually (Spring)

Duration

1 semester</td><td>Forms of Learning and Teaching

• Contact time (52.5 hours)
• Private study (135 hours)

Workload

187.5 hours</td></tr>
<tr><td colspan="5">Recommendations for Preparation

Study the syllabus thoroughly, get the primary texts and take a first look at them. Recap the main concepts taught in the first part of the Introduction to Sociology.</td></tr>
<tr><td colspan="5">This module continues the from the first part of the introduction to sociology and focuses on traditional and “new” mass media (e.g., mobile communication, and online social media) under the influence of convergence, hybridization, and “glocalization”. It familiarizes students with the key terminology, approaches, and theories not only of general sociology but also of media-sociology and mass communication research.
The diversification of mass communication is taking place at a breathtaking pace. For “traditional” mass media (print, radio, and television) these changes have led to many challenges on different levels ranging from technological to content-related issues, and particularly economic constraints that have driven several of the formerly leading and agenda-setting mass media to the brink of financial ruin, and to the margins of national, regional and global communication systems.
In the second part of the introductory module to sociology we will go through some classics from a) early modern sociological theory, b) developed modernity, and c) some classical empirical studies that show, how relevant, and at times even adventurous sociology can be. Further, the lecture will look at methods of sociological field work by discussing some exciting classical studies.
Classics of sociological literature will be discussed in the light of contemporary problems of modern society. Special effort will be put into comparing affluent and poorer societies and on social differences and inequalities between and within them.
Throughout the module, we will strike a good balance between theoretical reflection and empirical analysis by always addressing practical examples and research implications of the theories discussed.</td></tr>
</table>

Intended Learning Outcomes

By the end of this module, students should be able to

Discipline Specific Skills

- explain, how mass media work and which role they play in politics and society, and explain how mass media, politics and society influence each other (the mass communication perspective);
- explain and critically apply key concepts of social sciences relating to society and media, deepen knowledge of basic theoretical concepts of sociology and get a basic idea of the methods of sociological field work, and develop competence in reading more difficult sociological texts in their original;
- develop an interdisciplinary perspective on social issues, explain real-life situations, organizations, and industries using key contemporary theories of the disciplines involved, and identify and critically analyze (especially media related) complex social issues;

Transferable and Key Skills

- critically review the role of images and the media in general;
- develop and apply media and communication skills in diverse and non-peer social contexts;
- reflect on their own behavior critically in relation to social expectations and consequences;
- work in a team and deal with diversity, and demonstrating communicative competence as well as cooperation and conflict resolution skills, empathy, and tolerance for ambiguity.

Indicative Literature

Mass Media in Digital Contexts:

- McQuail, D. (2010). McQuail's mass communication theory. London et al: Sage.
- Lule, J. (2014). Understanding media and culture: An introduction to mass communication, v. 1.0. Flat World Knowledge and licensed as CC-BY-NC-SA.
- Marcus, O.R. & Singer, M. (2017). Loving Ebola-chan: Internet memes in an epidemic. Media, Culture & Society, 39(3), 341-356.
- Berger, J. & Milkman, K. L. (2013). Emotion and virality: What makes online content go viral? GfK Marketing Intelligence Review, 5(1), 18-23.
- Müller, M. G. (2011). Iconography and iconology as a visual method and approach. In E. Margolis & L. Pauwels (Eds.), The SAGE handbook of visual research methods (pp. 283-97). London et al: Sage.

Introduction to Sociology II:

- Bronner, S. E. (2017). Critical theory: A very short introduction. Oxford University Press.
- Giddens, A. & Sutton, P. W. (2013). Sociology. Cambridge, UK: Polity.
- Thorpe, C. (2015). The sociology book. London: Dorling Kindersley Limited.
- Wright, E. O. & Rogers, J. (2015). American society: How it really works. New York: W.W. Norton & Company.
- Yurkivska, O. (2001). A question mark against ubuntu: Comparisons with Russian communitarians. In P. Giddy (Ed.), Protest and engagement: Philosophy after Apartheid at an historically black South African university.

Usability and Relationship to other Modules

- Mandatory for a major and minor in SMP.
- This module is the second part of the unit "Introductions", which consists of two parts – "Introduction to the Social Sciences I" and "Introduction to the Social Sciences II". This unit lays a solid foundation of general knowledge of basic concepts in the social sciences for the SMP modules offered in the second and third years of study.

Examination Type: Module Examination

Students can choose their preferred type among different forms of assessments offered.
The weight of the assessment is 100%.

These choices are either a *poster presentation* (30 min) or a *media project* (such as a production of a video, a website, or animation etc.). This gives the students of SMP an opportunity to develop their actual practical media skills in their scientific and social practice. Students work in groups.

7.3 Consumer Culture and Society

Module Name	*Module Code*	*Level (type)*	*CP*
Consumer Culture and Society	CO-640	Year 2 (CORE)	*5*

Module Components

Number	*Name*	*Type*	*CP*
CO-640-A	Consumer Culture and Society	Seminar	5

Module Coordinator	*Program Affiliation*	*Mandatory Status*
Hilke Brockmann	• Society, Media and Politics (SMP)	Mandatory elective for SMP

Entry Requirements			*Frequency*	*Forms of Learning and Teaching*
Pre-requisites	*Co-requisites*	*Knowledge, Abilities, or Skills*	Annually (Fall)	• Contact Time (35 hours) • Private study (90 hours)
☒ Applied Statistics with R	☒ None	• None beyond pre-requisites	*Duration*	*Workload*
			1 semester	125 hours

Recommendations for Preparation

Lury (2011). Consumer Culture. Polity: Cambridge. Pp. 1-31.

Content and Educational Aims

This module investigates how culture as a collective phenomenon influences the economy and socio-economic structures and, vice versa, how economic processes shape our culture. The meanings of consumption in economic, social, religious and cultural contexts are analyzed theoretically and empirically, and the concept of prosumption is explored as well. The module will focus on specific aspects of economic culture, as such as the economic culture of urban spaces and gentrification.
An essential component of this module are the student's projects. Students will work together in teams and learn how to apply the theoretical approaches discussed in this module to specific empirical findings. Excursions also can form a part of the explorations in the program alongside with discussions with local experts and activists who address alternative forms of consumption.

Intended Learning Outcomes

By the end of this module, students should be able to

Discipline Specific Skills

- explain the variety of mutual influences of culture and consumption,
- explain basic concepts of consumer culture theory, identify and critically analyze the complex issue of consumer culture, and get a broader, and global perspective on current tendencies of economic culture;
- explain situations, organizations, and industries involved in the reproduction of consumer culture from a sociological perspective;
- advance solutions to problems of consumerism and prosumption in the digital age;
- develop own topic-related research design, applying basic quantitative and qualitative methods of empirical research in social science or differentiate among the advanced quantitative and qualitative methods of empirical research in social science and evaluate an appropriate choice for their application;

Transferable and Key Skills

- discuss consumerism and reflect on their consumption critically in relation to social expectations and consequences;
- critically assess advertisement and the media in general;
- apply media and communication skills in diverse and non-peer social contexts, strengthen their ability to work in a team (if students choose to work in teams) and capacity to deal with diversity, develop communicative competence as well as cooperation and conflict resolution skills, and strengthen empathy and tolerance for ambiguity.

Indicative Literature

Bauman, Z. (2007). Consuming life. Cambridge: Polity.
Bourdieu (2007/2010) Distinction. A social critique of the judgement of taste. Abingdon: Taylor & Francis.
Galbraith (1958) Affluent society. Houghton, Mifflin: Boston, New York.
Ritzer, G. & Miles, S. (2019). The changing nature of consumption and the intensification of McDonalization in the digital age. Journal of Consumer Culture 19(1), 3-20.
Veblen, T. (1967/1899). The theory of the leisure class. New York: Penguin Books.

Usability and Relationship to other Modules

- Mandatory elective for a major in SMP
- Mandatory for a minor in SMP
- This module is part of the core-unit "Culture", which also includes the modules Media, Culture and Digitization, and Mass Beliefs and Civil Society
- The module "Consumer Culture and Society" focuses on a sociological perspective. Students who are interested in further deepening this perspective during their second year can do so especially in the modules "Systems of Social Inequality" and "The Sociology of Conflict and Crisis".
- The first-year-unit "Introductions" provides a useful basis of knowledge for successful participation in this module.
- Students who take SMP as a minor are recommended to choose this module as part of the unit on "Culture", which is the default unit for minoring in SMP

Examination Type: Module Examination

Students can choose their preferred type of assessment among different forms offered.
The weight of the assessment is 100%.

Students can either do a *presentation (30 min),* realize a *research project* that applies concepts and methods they have learned or develop a *media project* (such as the production of a video, a site or animation etc.), thus giving students of SMP the opportunity to develop their actual practical social and / or media skills in the process of acquiring their scientific knowledge. Students are encouraged to work in groups.

7.4 Media, Culture and Digitization

<table>
<tr><td colspan="2">Module Name
Media, Culture and Digitization</td><td>Module Code
CO-641</td><td>Level (type)
Year 2 (CORE)</td><td>CP
5</td></tr>
<tr><td colspan="5">Module Components

Number | Name | Type | CP
CO-641-A | Media, Culture and Digitization I | Seminar | 2,5
CO-641-B | Media, Culture and Digitization II | Lab | 2,5</td></tr>
<tr><td>Module Coordinator

Margrit Schreier</td><td colspan="2">Program Affiliation

• Society, Media and Politics (SMP)</td><td colspan="2">Mandatory Status

Mandatory elective for SMP</td></tr>
<tr><td colspan="3" rowspan="2">Entry Requirements

Pre-requisites
☒ None

Co-requisites
☒ None

Knowledge, Abilities, or Skills
• None</td><td>Frequency

Annually (Fall)</td><td>Forms of Learning and Teaching

• Contact Time (35 hours)
• Private Study (90 hours)</td></tr>
<tr><td>Duration

2 semesters</td><td>Workload

125 hours</td></tr>
<tr><td colspan="5">Recommendations for Preparation

• Read Chapter 1 (“Digital society”) from: Lindgren, Simon (2017). Digital media & society. Los Angeles, CA: Sage.
• Watch this TED talk by Jaron Lanier titled “How we need to remake the Internet”: https://www.ted.com/talks/jaron_lanier_how_we_need_to_remake_the_internet</td></tr>
<tr><td colspan="5">Content and Educational Aims

This social science module will span both semesters of the second year and will provide advanced training with particular respect to the relationship among communication, culture and consumption. Current developments such as “prosumerism/prosumption/prosumers/produsage” – at a convergence of mostly online consumer behavior that merges with production patterns, particularly in new mobile media settings will be part of the module that offers many specific and current examples of the interaction of communication, media and culture, and vice versa. Among the many recent developments especially in digital media, the focus of this module will be on social media. During the fall semester, we will take an in-depth look at relevant media theories as well as topics in social media-related research such as online presentation of the self, the Internet as a public sphere, and online activism. During the spring semester, we will concentrate on implementing some of the research ideas and proposals developed in the first part of the module. This part of the module will be taught as a lab with a strong self-study component. A particular focus on qualitative research designs and mixed-method designs including “big data” research will provide students with ‘hands-on’ experience. They will be engaged in working on a self-developed research project in their second year, which will demonstrate the diversity of methodological approaches in the social sciences (e.g., experimental, discourse, content, and text analysis, visual analysis, as well as text mining and visualization), and their application to particular research questions and research designs.</td></tr>
</table>

Intended Learning Outcomes

By the end of this module, students should be able to

Discipline Specific Skills

- explain and critically apply key concepts of theories of consumerism and mass communication; apprehend how mass media systems and communication work, and to what effect; be familiar with core research topics and findings relating to social media;
- identify and critically evaluate advantages and disadvantages of mass consumption and consumerism;
- critically reflect on the media in general, and own media consumption behavior in relation to social expectations and consequences;
- apply empirical tools for analyzing mass communication and consumption, apply qualitative research methods suitable for studying social media, differentiate between advanced quantitative and qualitative methods of empirical research and evaluate an appropriate choice for their application; develop research designs, and design and carry out a study on social media;

Transferable and Key Skills

- apply media and communication skills in diverse and non-peer social contexts;
- work in a team (if students choose to work in teams) and deal with diversity, develop communicative competence as well as cooperation and conflict resolution skills, strengthen empathy and tolerance for ambiguity.

Indicative Literature

Davidowitz, S. (2017). Everybody lies: Big data, new data and what the internet can tell us about who we really are. New York: Harper Collins.
Fuchs, C. (2017). Social media. A critical introduction. Los Angeles, CA: Sage.
Lindgren, S. (2017). Digital media and society. Los Angeles, CA: Sage.
O'Neill, C. (2017). Weapons of math destruction. London: Penguin Books.

Usability and Relationship to other Modules

- Mandatory elective for a major in SMP
- Mandatory for a minor in SMP
- This module is part of the core-unit "*Culture*", which also includes the modules: Consumer Culture and Society, Mass Beliefs, and Civil Society
- The module "Media, Culture and Digitization" focuses on a media perspective. Students who are interested in deepening this perspective further during their second year can do so especially in the modules "Crisis, conflict, and Media" and "Comparing Mass Communication Systems".
- The first-year-unit "Introductions" provides a useful basis of knowledge for a successful participation in this module.

Examination Type: Module Examination

Assessment Type: (Research) project (including data collection and analysis, research report, as well as statement of ethics and an extended abstract).
Students are encouraged to work in teams.

Weight:100%

Scope: All intended learning outcomes of the module.

7.5 Mass Beliefs and Civil Society

<table>
<tr><td colspan="2">Module Name
Mass Beliefs and Civil Society</td><td>Module Code
CO-642</td><td>Level (type)
Year 2 (CORE)</td><td>CP
5</td></tr>
<tr><td colspan="5">Module Components

Number | Name | Type | CP
CO-642-A | Mass Beliefs and Civil Society | Seminar | 5</td></tr>
<tr><td>Module Coordinator

Franziska Deutsch</td><td colspan="2">Program Affiliation

• Society, Media and Politics (SMP)</td><td colspan="2">Mandatory Status

Mandatory elective for SMP</td></tr>
<tr><td colspan="2">Entry Requirements

Pre-requisites
☒ None

Co-requisites
☒ None

Knowledge, Abilities, or Skills
• None</td><td>Frequency

Annually (Spring)

Duration

1 semester</td><td colspan="2">Forms of Learning and Teaching

• Contact Time (35 hours)
• Private study (90 hours)

Workload

125 hours</td></tr>
<tr><td colspan="5">Recommendations for Preparation

Study the syllabus thoroughly and take a first look at the main reading material.</td></tr>
<tr><td colspan="5">Content and Educational Aims

The module addresses the cultural basis of politics and discusses the determinants and effects of mass beliefs on conflict and crisis. Students in the seminar will discuss fundamental cultural transformations in the belief systems of modern societies as well as their impact on mass political behavior and the development of democratic institutions. Special attention is given to the role of civil society as a link between the people and the state. Drawing on milestone studies on civic culture as well as recent empirical evidence from cross-national surveys, the seminar takes a comparative perspective. In their own small research projects, students are encouraged to empirically explore universal and culture-specific factors that structure mass beliefs and to address and analyze the implications of their findings with regard to potential solutions for conflict and crisis</td></tr>
<tr><td colspan="5">Intended Learning Outcomes

By the end of this module, students should be able to

Discipline Specific Skills

• explain and critically apply key concepts of political culture and civil society research as well as theories of value change, and cultural and political transformations; identify and critically analyze political culture and civil society from an interdisciplinary perspective, develop critical faculty, especially concerning media, and reflect on their own behavior critically;
• apply basic quantitative and/or qualitative methods, differentiate between advanced quantitative and qualitative methods of empirical research and evaluate an appropriate choice for their application in the given field, develop adequate research designs; and train skills to critically discuss empirical findings;

Transferable and Key Skills

• enhance problem solving skills by creatively and analytically addressing an empirical problem, formulating and implementing the necessary research steps to solve it;</td></tr>
</table>

- develop communicative competence as well as cooperation and conflict resolution skills, strengthen empathy and tolerance for ambiguity.

Indicative Literature

Dalton, R. J. & Klingemann, H.-D. (Eds.) (2007). The Oxford handbook of political behavior. New York: Oxford University Press.
Inglehart, R. (1977). The silent revolution. Princeton: Princeton University Press.
Inglehart, R. & Norris, P. (2017). Trump and the populist authoritarian parties: The silent revolution in reverse. Perspectives on Politics, 15(2), 443-454.
Putnam, R. (1993). Making democracy work. Princeton: Princeton University Press.
Theocharis, Y. & van Deth, Jan W. (2018). The continuous expansion of citizen participation: A new taxonomy. European Political Science Review, 10(1), 139–163.

Usability and Relationship to other Modules

- Mandatory elective for a major in SMP
- This module is part of the core-unit "*Culture*", which also includes the modules
- Media, Culture and Digitization, Consumer Culture and Society
- The module "Mass Beliefs and Civil Society" focuses on a political-science perspective. Students who are interested in deepening this perspective further during their second year can do so especially in the modules "International Resource Politics" and "Systems of Democratic Governance".
- The first-year-unit "Introductions" provides a useful basis of knowledge for a successful participation in this module. *Students who take SMP as a minor are recommended to choose this module as part of the unit "Culture", which is the default unit for minoring in SMP*

Unit "Culture"
- Consumer Culture and Society
- Media, Culture and Digitization

Examination Type: Module Examination

Assessment Type: Term Paper (research)

Length: 3.500 words
Weight: 100%

Scope: All intended learning outcomes of the module.

7.6 The Sociology of Conflict and Crisis

<table>
<tr><td colspan="3">Module Name
The Sociology of Conflict and Crisis</td><td>Module Code
CO-643</td><td>Level (type)
Year 2 (CORE)</td><td>CP
5</td></tr>
<tr><td colspan="6">Module Components

Number | Name | Type | CP
CO-643-A | The Sociology of Conflict and Crisis | Seminar | 5</td></tr>
<tr><td>Module Coordinator

Jakob Fruchtmann</td><td colspan="3">Program Affiliation

• Society, Media and Politics (SMP)</td><td colspan="2">Mandatory Status

Mandatory elective for SMP</td></tr>
<tr><td colspan="3">Entry Requirements

Pre-requisites
☒ None

Co-requisites
☒ None

Knowledge, Abilities, or Skills
☒ None</td><td>Frequency

Annually (Fall)

Duration

1 semester</td><td colspan="2">Forms of Learning and Teaching

• Contact Time (35 hours)
• Private study (90 hours)

Workload

125 hours</td></tr>
<tr><td colspan="6">Recommendations for Preparation

Study the syllabus thoroughly. Read the Wikipedia article on Conflict Theory. Watch the trailer of the film “How to start a Revolution” (https://www.youtube.com/watch?v=Vk1XbyFv51k sdf) and read the comment section. Research Gene Sharp’s work and its impact and form your own opinion.</td></tr>
<tr><td colspan="6">Content and Educational Aims

The module addresses social potentials of conflict and crisis on the macro-, meso and microlevel by discussing current events and developments as well as the theoretical basis for understanding them from a sociological perspective. This includes the study of conflicted structures and processes at a systemic level, as well as theories explaining social and political crisis. Theoretical and empirical perspectives will be brought together by applying the theoretical concepts to current events and experiencing some of their aspects in social practice. Current events are discussed on global, national and local level. We also explore positive approaches to addressing these conflicts.
The example provided in previous modules was the refugee crisis. Starting with the basic concepts of the background at the level of international conflict and the social consequences of (civil) war, we study the so called “refugee problem” and the sociological issues that arise from it. The module scrutinizes problems and risks of flight and continues to discuss issues of integration on a national and regional level, ending with a closer look at the potential of sports and combat sports for integration and social work at a practical level. The module ends with an excursion to Bremen jail, where we join unaccompanied minor refugees in a sports session. The participants get to know each other and talk about their experience, in person.</td></tr>
<tr><td colspan="6">Intended Learning Outcomes

By the end of this module, students should be able to

Discipline Specific Skills</td></tr>
</table>

- explain and critically apply key concepts of conflict theory in sociology as well as theories of social and political crisis; get a broad and global perspective on current events and tendencies using key elements of sociological theories and approaches;
- identify and critically analyze the complexity of the so called "refugee problem", and develop critical faculty and interdisciplinary perspectives on social issues;

Transferable and Key Skills

- provide solutions for issues of integration and communicate them appropriately, develop strong media and communication skills, and apply these skills in diverse and non-peer social contexts;
- reflect on their own behavior critically in relation to social expectations and consequences, enhance problem-solving skills;
- work in a team (if students choose to work in teams) and deal with diversity, develop communicative competence, as well as cooperation and conflict resolution skills, strengthen empathy and tolerance for ambiguity.

Indicative Literature

Wacquant, L. J. D. (2009). Punishing the poor. The neoliberal government of social insecurity. Durham, N.C: Duke University Press.
Taylor, K.-Y. (2016). From #Blacklivesmatter to black liberation. Chicago, Illinois: Haymarket Books.
Davidson, C. (2016). Shadow wars: The secret struggle for the Middle East. London: Oneworld Publications.
Jones, Lynne (2017). Outside the asylum. A memoir of war, disaster and humanitarian psychiatry. London, England: Weidenfeld & Nicolson.
Giulianotti, R., Coalter, F., Collison, H., & Darnell, S. C. (2019). Rethinking Sportland: A new research agenda for the Sport for Development and Peace sector. Journal of Sport and Social Issues, 43(6), 411-437.

Usability and Relationship to other Modules

- Mandatory elective for a major in SMP
- This module is part of the core-unit "Conflict*",* which also includes the modules
- Crisis, Conflict and Media
- International Resource Politics
- The module "The Sociology of Conflict and Crisis" focuses on a sociological perspective. Students who are interested in deepening this perspective further during their second year can do so especially in the modules "Systems of Social Inequality" and "Consumer Culture and Society".
- The first-year-unit "Introductions" provides a useful basis of knowledge for successful participation in this module.

Examination Type: Module Examination

Students can choose their preferred type among different forms of assessments offered.
The weight of the assessment is 100%.

Students can either choose to make a *presentation (30 min)* , realize a practical *project* that applies learned concepts to actual social practice or develop a *media project* (such as a production of a video, a site or animation), thus giving students of SMP an opportunity to develop actual practical social and / or media-skills in the process of acquiring their scientific knowledge. Students are encouraged to work in groups.

7.7 Crisis, Conflict and Media

Module Name	*Module Code*	*Level (type)*	*CP*
Crisis, Conflict and Media	CO-644	Year 2 (CORE)	*5*

Module Components

Number	*Name*	*Type*	*CP*
CO-644-A	Crisis, Conflict and Media	Seminar	5

Module Coordinator	*Program Affiliation*	*Mandatory Status*
Jakob Fruchtmann	• Society, Media and Politics (SMP)	Mandatory elective for SMP

Entry Requirements			*Frequency*	*Forms of Learning and Teaching*
Pre-requisites	*Co-requisites*	*Knowledge, Abilities, or Skills*	Annually (Spring)	• Contact Time (35 hours) • Private Study (90 hours)
☒ None	☒ None	☒ None		
			Duration	*Workload*
			1 semester	125 hours

Recommendations for Preparation

Study the syllabus thoroughly. Read the introduction to Coombs (2018): "Ongoing Crisis Communication: Planning, Managing, and Responding", 5th edition (you can find it online). Identify, which chapters sound most interesting to you, personally. Characterize the author and the general approach of the book.

Content and Educational Aims

This module focuses on the role of the media, journalism and mass communication in times of crisis and conflict. It applies concepts of media sociology and communication research to analyze the way contemporary cases of conflict and crisis are communicated in the media. Among the questions to be discussed and analyzed are: What are the characteristics of mediated communication before, during and after man-made and natural disasters, armed conflict, and terrorist attacks? What are the characteristics of propaganda, and how can '*fake news*' be distinguished from real news? How can specific forms of communication contribute to escalating or deescalating crises and conflicts? What are the structures and functions of traditional mass media and digital media during crisis and conflict? Students will discuss case studies and develop communication strategies for specific cases of crisis and conflict.

Intended Learning Outcomes

By the end of this module, students should be able to

Discipline Specific Skills

- critically apply key concepts of media sociology and communication research: explain structures and functions of media during crisis and conflict, develop critical-analytical understandings of communication dynamics during crises and develop an interdisciplinary perspective on the issue;
- identify and critically analyze complex media structures and strategies, and critically reflect on their own media consumption behavior;
- develop research questions and research designs in the area of crisis and conflict communication, apply basic quantitative and qualitative methods of empirical research and/or evaluate an appropriate choice for the application of advanced methods, develop an appropriate research design;

Transferable and Key Skills

- enhance their problem-solving skills by developing creative solutions for conflict and crisis management, communicate them appropriately, and develop strong media and communication skills;
- work in a team (if students choose to work in teams) and deal with diversity, develop communicative competence as well as cooperation and conflict resolution skills, strengthen empathy and tolerance for ambiguity.

Indicative Literature

Fearn-Banks, K. (2016). Crisis communications: A casebook approach. Routledge.
Coombs, W. T. (2014). Ongoing crisis communication. Planning, managing, and responding. 4th edition, Los Angeles.
Entman, R. M. (1993). Framing: Toward clarification of a fractured paradigm. Journal of communication, 43(4), 51-58.
Lakoff, G., & Johnson, M. (2008). Metaphors we live by. University of Chicago Press.
Hegelich, S., & Janetzko, D. (2016). Are social bots on Twitter political actors? Empirical evidence from a Ukrainian social botnet. ICWSM, 579-582.

Usability and Relationship to other Modules

- Mandatory elective for a major in SMP
- This module is part of the core-unit "*Conflict*", which also includes the modules
- „Crisis, Conflict and Media"
- „International Resource Politics
- The module "Crisis, Conflict and Media" focuses on a media perspective. Students who are interested in deepening this perspective further during their second year can do so especially in the modules "Comparing Mass Communication Systems" and "Media, Culture and Digitization".
- The first-year-unit "Introductions" provides a useful basis of knowledge for a successful participation in this module.

Examination Type: Module Examination

Students can choose their preferred type among different forms of assessments offered.
The weight of the assessment is 100%.

Students can either make a *presentation* (which can also be a *poster presentation, 30 min*), realize a *research project* that applies learnt concepts or a *media project* (such as a production of a video, a website or animation etc.), thus giving students of SMP an opportunity to develop actual practical social and / or media-skills in the process of acquiring scientific knowledge. Students are encouraged to work in groups.

7.8 International Resource Politics

<table>
<tr><td colspan="2">Module Name
International Resource Politics</td><td>Module Code
CO-666</td><td>Level (type)
Year 2 (CORE)</td><td>CP
5.0</td></tr>
<tr><td colspan="5">Module Components

Number | Name | Type | CP
CO-666-A | International Resource Politics | Seminar | 5.0</td></tr>
<tr><td>Module Coordinator

Karen Smith Stegen</td><td colspan="2">Program Affiliation

• International Relations: Politics and History (IRPH)</td><td colspan="2">Mandatory Status

Mandatory elective for IRPH and SMP</td></tr>
<tr><td colspan="2">Entry Requirements

Pre-requisites
☒ None

Co-requisites
☒ None

Knowledge, Abilities, or Skills
• Analytical Skills
• Writing Skills</td><td>Frequency

Annually (Spring)

Duration

1 semester</td><td colspan="2">Forms of Learning and Teaching

• Seminar (30 classroom hours), with small class size
• Interactive exercises (5 classroom hours)
• Private study (90 hours)

Workload

125 hours</td></tr>
<tr><td colspan="5">Recommendations for Preparation

Students should read “The Blood of Victory: World War I”, in: The Prize, The Epic Quest for Oil, Money and Power, Simon & Schuster Ltd, pp. 167-183, by Daniel Yergin (1991).</td></tr>
<tr><td colspan="5">Content and Educational Aims

In this module, students explore the intersection of politics, economics, and resources—particularly energy. In the first half, students will examine the geopolitical jostling that has occurred from the late 19th century up to present times as states seek to secure resources. Students will learn how resources affect state behavior and international politics. They will also become familiar with various forms of energy (e.g., hydrocarbon and renewable energy) and will delve into the traditional topics associated with energy security and geopolitics such as resource nationalization, the formation of OPEC and the IEA, “energy weapons,” peak oil theory, resource wars and curse, Dutch disease, and pipeline routing. In the second half of the module, students will learn about the recent rise in energy terrorism and explore emerging geopolitical issues including China’s Belt-and-Road Initiative (the new Silk Road) and the wrangling over ownership of Arctic resources. They will also assess the political implications of the transition to renewable forms of energy and of increased dependence on critical materials or rare earths by asking the question: “Are political and energy security concerns likely to remain the same, increase, or lessen?” As the topics of this course are of interest to employers in both the private and public sectors, students will be taught to conduct political risk analyses and to convert their insights into advisory briefing memos and policy papers.</td></tr>
</table>

Intended Learning Outcomes

By the end of this module, students should be able to

- explain how the drive to secure energy and resources influences state behavior and international politics;
- summarize the traditional and emerging topics in the field of geopolitics;
- conduct political risk analyses for employers (such as banks, insurance companies, and energy and resource concerns);
- write briefing memos and policy papers with recommendations for employers.

Indicative Literature

Yergin, Daniel (1991). Various chapters from The Prize, The Epic Quest for Oil, Money and Power. New York: Simon & Schuster Ltd, pp.167-183.

Tammy Nemeth (2014). A Brief History of Transatlantic Energy Relations: The pursuit of balance and stability through interdependence, Chapter 2. In J. Deni and K. Smith Stegen (eds.), *Transatlantic Energy Relations: Convergence or Divergence.* Abingdon: Routledge.

Smith Stegen, Karen (2011). Deconstructing the 'Energy Weapon': Russia's Threat to Europe as a Case Study. In *Energy Policy, Vol. 39, No.10*, pp. 6505-6513.

Correlje, Aad and van der Linde. Coby (2006). Energy Supply Security and Geopolitics: A European Perspective. In *Energy Policy 34,* pp. 532-543.

Klare, Michael T. (2002). Wealth, Resources, and Power: The Changing Parameters of Global Security, Chapter 1 . In: *Resource Wars: The New Landscape of Global Conflict*. New York: Holt Paperbacks.

Smith Stegen, K., Gilmartin, P. and Carlucci, J. (2012) Terrorists versus the Sun: Desertec in North Africa as a Case study for Assessing Risks to Energy Infrastructure. In: Risk Management, Vol.14. No.1.

Smith Stegen, Karen (2018). Redrawing the Geopolitical Map: International Relations and Renewable Energies, Chapter 3. In Daniel Scholten (ed.), *The Geopolitics of Renewables*, Berlin: Springer.

Usability and Relationship to other Modules

- Mandatory elective for a major in IPRH and SMP
- The concepts in this module dovetail with the content of "History" (CHOICE module), "Understanding International Political Economy," and "Advanced International Relations Theory" (CORE modules)

Examination Type: Module Examination

Assessment Type: Term Paper — Length: 3.000 words
Weight: 100%

Scope: All intended learning outcomes of the module: Students will write a report assessing the political risks associated with a country engaged in a resource-related conflict. The analysis should include insights into how the drive for resources has affected state behavior and interstate relations as well as the role played by any of the traditional geopolitical issues in the conflict. The report should conclude with an advisory briefing memo.

7.9 Systems of Social Inequality

Module Name	*Module Code*	*Level (type)*	*CP*
Systems of Social Inequality	CO-645	Year 2 (CORE)	*5*

Module Components

Number	*Name*	*Type*	*CP*
CO-645-A	Systems of Social Inequality	Seminar	5

Module Coordinator	*Program Affiliation*	*Mandatory Status*
Hilke Brockmann	• Society, Media and Politics (SMP)	Mandatory elective for SMP

Entry Requirements			*Frequency*	*Forms of Learning and Teaching*
Pre-requisites	*Co-requisites*	*Knowledge, Abilities, or Skills*	Annually (Fall)	• Contact time (35 hours) • Private study (90 hours)
• Applied Statistics with R	☒ None	☒ None	*Duration* 1 semester	*Workload* 125 hours

Recommendations for Preparation

Study the syllabus thoroughly. Check out the site "https://www.gapminder.org/", look at some of the videos, look at "Dollar Street" and play around with the data in the "gapminder tools" - how does your country fare in comparison to others?

Content and Educational Aims

Societies are characterized by different patterns of social inequality, that give rise to specific social conflicts and patterns of solidarity. This module analyzes how inequalities in the distribution of resources and 'life chances' come about and how they are reproduced or attenuated. It also examines the social causes and consequences of inequality in terms of social conflict and social solidarity. The seminar involves descriptive questions on actual levels of social inequality in contemporary societies, as well as normative questions on the levels and types of inequalities that may be legitimate or just.
Throughout the module, we will strike a balance between theoretical reflection and empirical analysis by analyzing empirical data, together. We will also discuss the perspectives on future development and political implications with special attention to the home countries of the participants, to identify what needs to be done.
Students can, as a form of their assessment, engage in these practices by developing their own media products based on their new scientific knowledge or research, if they so wish.

Intended Learning Outcomes

By the end of this module, students should be able to

Discipline Specific Skills

- explain and critically apply sociological concepts relating to inequality, identify and critically analyze different forms and intensities of inequality, and develop critical faculty with a comparative global perspective using key contemporary theories of sociology, not only understand problems that inequality can cause, but also develop, discuss and advance solutions to these issues;

- develop research designs to address specific research questions on social inequality, apply basic quantitative and qualitative methods of empirical research in social science or differentiate between the advanced quantitative and qualitative methods of empirical research of social science and evaluate an appropriate choice for their application in a given research context

Transferable and Key Skills

- develop their media and communication skills, and apply these skills in diverse and non-peer social contexts;
- reflect their own behavior critically in relation to social expectations and consequences;
- work in a team (if students choose to work in teams) and deal with diversity, develop communicative competence as well as cooperation and conflict resolution skills, strengthen empathy and tolerance of ambiguity.

Indicative Literature

Atkinson, A.B. (2008). The changing distribution of earnings in OECD countries. Oxford: Oxford University Press.
Breen, R. & Goldthorpe, J. H. (1997). Explaining educational differentials: Towards a formal rational action theory. Rationality and Society, 9(3), 275-305.
Lenski, G. E. (1966). Power and privilege: A theory of social stratification. New York: MacGraw-Hill.
Marx, K. (1857-8). The Grundrisse. In R. C. Tucker (1978, 2nd edition), Marx-Engels Reader (pp. 221-293). New York: Norton & Company.
Piketty, T. (2014). Capital in the twenty-first century. Cambridge: Harvard University Press.

Usability and Relationship to other Modules

- Mandatory elective for a major in SMP
- This module is part of the core-unit "*Systems*", which includes the modules "Understanding Mass Communication Systems"; and „Systems of Democratic Governance"
- The module "Systems of Social Inequality" focuses on a sociological perspective. Students wo are interested in deepening this perspective further during their second year can do so especially in the modules "The Sociology of Conflict and Crisis", "Consumer Culture and Society"
- The first-year-unit "Introductions" provides a useful basis of knowledge for successful participation in this module.

Examination Type: Module Examination

Students can choose their preferred type among different offered forms of assessments.
The weight of the assessment is 100%.

These assessments can consist of either a *research project*, an *essay* or a *presentation* (30 min) and also a *media project* (such as the production of a video, a website or animation etc.). This gives the students of SMP an opportunity to develop actual practical media skills in their scientific and social practice. Students are encouraged to work in groups.

7.10 Comparing Mass Communication Systems

<table>
<tr><td colspan="3">Module Name
Comparing Mass Communication Systems</td><td>Module Code
CO-646</td><td>Level (type)
Year 2 (CORE)</td><td>CP
5</td></tr>
<tr><td colspan="6">Module Components

Number | Name | Type | CP
CO-646-A | Comparing Mass Communication Systems | Seminar | 5</td></tr>
<tr><td>Module Coordinator

Leif Kramp</td><td colspan="3">Program Affiliation

• Society, Media and Politics (SMP)</td><td colspan="2">Mandatory Status

Mandatory elective for SMP</td></tr>
<tr><td colspan="3">Entry Requirements

Pre-requisites
☒ None

Co-requisites
☒ None

Knowledge, Abilities, or Skills
☒ None</td><td>Frequency

Annually (Fall)

Duration

1 semester</td><td colspan="2">Forms of Learning and Teaching

• Contact Time (35 hours)
• Private study (90 hours)

Workload

125 hours</td></tr>
<tr><td colspan="6">Recommendations for Preparation

Study the syllabus thoroughly. Get access to Hallin/Mancini (2004) and take a first look.</td></tr>
<tr><td colspan="6">Content and Educational Aims

Mass media systems are complex and difficult to grasp, and are all the more difficult to compare. Therefore, this module begins with an introduction to comparative methodology and terminology with special respect to mass media systems. The module provides an overview both on mass communication processes and of the specific system components, thus covering the systems perspective on all levels – from local to regional to national, international, and finally global communication systems, their actors, and audiences. Theoretical models on categorizing and operationalizing mass media systems will serve as a thread of thought throughout the module, during which these models will be applied beyond their original Western context. Western and Non-Western mass media systems will be compared and new models will be developed by the students.
With this global perspective in mind, we will continue to discuss the perspectives on the future development of mass media with special attention to the home countries of the participants, and will do si by asking the following questions: What can you do, how do you see yourself in the media landscape?
Students are encouraged to practically interact with media. They can develop their own media products, based on their newly acquired scientific knowledge or research as part of their assessment, if they so wish.</td></tr>
<tr><td colspan="6">Intended Learning Outcomes

By the end of this module, students should be able to

Discipline Specific Skills

• explain theories of consumerism, prosumerism and mass communication, understand how mass media systems and communication work and to what effect – critically apply key concepts of media sociology and mass communication research, and identify and critically analyze complex social issues relating to mass media systems from an interdisciplinary perspective;
• identify and critically evaluate the advantages and disadvantages of mass consumption and consumerism in the media context and explain specific trends and comparative differentiations as well as advance</td></tr>
</table>

solutions or constructive contributions to a pro-social development of mass communication systems by using key contemporary theories of media sociology and mass communication research;
- develop a comparative communication research project, know about empirical tools for analyzing mass communication and consumption, apply basic quantitative and/or qualitative methods of empirical research in social science, differentiate between advanced quantitative and qualitative methods of empirical research in social science and evaluate an appropriate choice for their application in a given research context by developing their own research designs;

Transferable and Key Skills

- visualize knowledge in form of a research poster or develop media products, if they so wish – develop strong media and communication skills by applying them in diverse and non-peer social contexts;
- develop critical faculty, especially with regard to images and the media in general, reflect on their own behavior critically in relation to media consumption and presumption;
- enhance problem-solving skills and the ability to work in a team (if students choose to work in teams) and deal with diversity, develop communicative competence as well as cooperation and conflict resolution skills, and strengthen empathy and tolerance for ambiguity.

Indicative Literature

Hallin, D. C. & Mancini, P. (2004). Comparing media systems. Three models of media and politics. Cambridge: Cambridge University Press.
Hallin, D. C. & Mancini, P. (Eds.) (2012). Comparing media systems. Beyond the Western world. Cambridge: Cambridge University Press.
Hepp, A.& Communicative Figurations Research Network. (2017). Transforming communications. Media-related changes in times of deep mediatization. Communicative Figurations Working Paper Series No. 16. http://elib.suub.uni-bremen.de/edocs/00105985-1.pdf.
Kramp, L. & Loosen, W. (2018). The transformation of journalism: From changing newsroom cultures to a new communicative orientation? In: A. Hepp, U. Hasebrink, & A. Breiter, Andreas (Eds.), Communicative figurations. Transforming communications in times of deep mediatization (pp. 205-39). Basingstoke: Palgrave Macmillan.
Peruško, Z., Čuvalo, A., & Vozab, D. (2017): Mediatization of journalism: Influence of the media system and media organization on journalistic practices in European digital mediascapes. Journalism, first published online: November 24, 2017.

Usability and Relationship to other Modules

- Mandatory elective for a major in SMP
- This module is part of the core-unit "*Systems*", which also includes the modules Systems of Democratic Governance and Systems of Social Inequality
- The module "Comparing Mass Communication Systems" focuses on a media perspective. Students interested in deepening this perspective further during their second year can do so especially in the modules "Crisis, Conflict and Media" and "Media, Culture and Digitization".
- The first-year-unit "Introductions" provides a useful basis of knowledge for successful participation in this module.

Examination Type: Module Examination

Students can choose their preferred type among different forms of assessments offered.
The weight of the assessment is 100%.

These assessments can be either a *research project*, a *presentation (30 min)*, a *poster presentation (30 min)* or a *media project* (such as the production of a video, a website or animation etc.), thus giving students of SMP an opportunity to develop actual practical media skills in their scientific and social practice. Students are encouraged to work in groups.

7.11 Systems of Democratic Governance

<table>
<tr><td colspan="3">Module Name
Systems of Democratic Governance</td><td>Module Code
CO-647</td><td>Level (type)
Year 2 (CORE)</td><td>CP
5</td></tr>
<tr><td colspan="6">Module Components

Number | Name | Type | CP
CO-647-A | Democratic Governance | Seminar | 5</td></tr>
<tr><td>Module Coordinator

Marco Verweij</td><td colspan="3">Program Affiliation

• Society, Media and Politics (SMP)</td><td colspan="2">Mandatory Status

Mandatory elective for SMP</td></tr>
<tr><td colspan="3">Entry Requirements

Pre-requisites

☒ None

Co-requisites

☒ None

Knowledge, Abilities, or Skills

• Ability to read primary political science literature
• Basic familiarity with key concepts of political science and politics (e.g., "parliament", "totalitarianism")
• Willingness to engage in constructive debate</td><td>Frequency

Annually (Spring)

Duration

1 semester</td><td colspan="2">Forms of Learning and Teaching

• Contact Time:(35 hours)
• Private study (90 hours)

Workload

125 hours</td></tr>
<tr><td colspan="6">Recommendations for Preparation

Study the syllabus thoroughly.
John Keane, The Life and Death of Democracy (New York: Simon & Schuster, 2009).</td></tr>
<tr><td colspan="6">Content and Educational Aims

Democracy is both a normative ideal and an empirical type of political governance. This module explores both dimensions. It first introduces students to the conceptual foundations and the most important structural properties of democracies: namely the principles of representation and majoritarian rule. Later, students will learn about the achievements and shortcomings of democratic systems in terms of conflict management, welfare maximization and international peace. The seminar deals also with contemporary problems related to democracy such as the issue of social participation and bottom-up activism, the role of the new social media in challenging older democratic practices, and the tension between universalism and particularism. The module will also explore the extent to which deliberative democracy can overcome these challenges will be explored.</td></tr>
<tr><td colspan="6">Intended Learning Outcomes

By the end of this module, students should be able to

Discipline Specific Skills

• explain and critically apply key concepts of political science and their knowledge of a wide range of theories of democracy and concepts from political philosophy; Critical insight into what policy-makers</td></tr>
</table>

do (and how they do it), and identify and critically analyze complex issues of democratic governance using key contemporary theories of political science;

Transferable and Key Skills

- strengthen the ability to critically and creatively analyze highly complex problems, think about solutions to the related issues and communicate them appropriately;
- reflect upon their own political behavior critically;
- reflect upon their own behavior critically in relation to social expectations and consequences.

Indicative Literature

Schmitter, P. C. & Karl, T. (1991). What democracy is … and is not. Journal of Democracy, 2(3), 75-88.
Foa, R. S. & Mounk, Y. (2017). The signs of deconsolidation. Journal of Democracy, 28(1), 5-15.
Bell, D. A. (2006). Taking elitism seriously: Democracy with Confucian characteristics. In Beyond liberal democracy: Political thinking for an East Asian context (pp. 152-179). Princeton: Princeton University Press.
Elster, J. (1998): Introduction. In J. Elster (Ed.), Deliberative democracy (pp. 1-18). Cambridge: Cambridge University Press.
Hendriks, F. (2011). Purity and democracy: Beauty ideals and pollution reduction in democratic reform. Administrative Theory and Praxis, 33(1), 44-61.

Usability and Relationship to other Modules

- Mandatory elective for a major in SMP
- This module is part of the core-unit "*Systems*", which also includes the modules Understanding Mass Communication Systems, Systems of Social Inequality
- The module "Systems of Democratic Governance" focuses on a political science perspective. Students interested in deepening this perspective further during their second year can do so especially in the modules "International Resource Politics" and "Mass Beliefs and Civil Society".
- The first-year-unit "Introductions" provides a useful basis of knowledge for a successful participation in this module.

Examination Type: Module Examination

Assessment Type: Written examination (Take Home Exam)
Scope: In the exam, students are confronted with four-wide-ranging questions about theories and themes central to democratic governance and they have to answer three of these questions in the form of a short, coherent essay. This type of exam encourages the analytical, critical, creative, and writing skills of the students. It thus helps fulfill all the intended learning outcomes, except for those pertaining to leading and participating in class debates. Finally, the module helps students prepare for their future graduate studies.

7.12 Social Science of Happiness

<table>
<tr><td colspan="3">Module Name
Social Science of Happiness</td><td>Module Code
CA-S-SMP-801</td><td>Level (type)
Year 3
(CAREER - Specialization)</td><td>CP
5</td></tr>
<tr><td colspan="6">Module Components

Number | Name | Type | CP
CA-SMP-801 | Social Science of Happiness | Seminar | 5</td></tr>
<tr><td>Module Coordinator

Hilke Brockmann</td><td colspan="3">Program Affiliation

• Society, Media and Politics (SMP)</td><td colspan="2">Mandatory Status

Mandatory elective for SMP</td></tr>
<tr><td colspan="3" rowspan="2">Entry Requirements

Pre-requisites | Co-requisites | Knowledge, Abilities, or Skills
☒ Systems of Social Inequality | ☒ None | ☒ None</td><td>Frequency

Annually (Fall)</td><td colspan="2">Forms of Learning and Teaching

• Contact time (35 hours)
• Private study (90 hours)</td></tr>
<tr><td>Duration

1 semester</td><td colspan="2">Workload

125 hours</td></tr>
<tr><td colspan="6">Recommendations for Preparation

Study the syllabus thoroughly and take a first look at the main reading. Discuss Ayn Rand's notion of happiness and altruism being mutually exclusive. Start your research with this clip: https://www.youtube.com/watch?time_continue=52&v=mQVrMzWtqgU</td></tr>
<tr><td colspan="6">Content and Educational Aims

What makes us happy? How can we measure it? What are causes and consequences of unhappiness? Can happiness be studied on a societal or even global level? The significance and actuality of these questions can hardly be overestimated. However, we nevertheless tend to measure the success of our societies – or even of our individual lives – merely in monetary terms. Are we, maybe, missing the point?
Happiness or contentment studies directly address these questions. They have been a field of interest to sociologists since the very beginnings of the discipline but have found a new wave of growing interest since the 1970s. Since then, vast amounts of data have been collected, worldwide, that allow not only for longitudinal, national and global comparisons but also for new and growing theoretical insights, concerning, for example, the relation of levels of contentment and social inequality. In this module, students will gain insights into the topic and learn the basic concepts of social sciences of happiness, thus intensifying their knowledge and skills in sociology and social sciences in general. They will also discuss the influence of different factors and the possible political strategies of improvement in a variety of nationally specific contexts. A particular focus will be directed toward applying research methods in their own projects, using international data-sets with special emphasis on quantitative methods.</td></tr>
</table>

Intended Learning Outcomes

By the end of this module, students should be able to

Discipline Specific Skills

- explain and critically apply key concepts of happiness research and related sociological concepts, critically analyze the factors that have an influence on happiness as well as the societal effects of happiness, develop critical faculty and an interdisciplinary perspective;
- discuss solutions to related problems and communicate them appropriately, and enhance their problem-solving skills;
- know and apply basic quantitative and qualitative methods of empirical research in social science, differentiate between advanced quantitative and qualitative methods of empirical research in social science and evaluate an appropriate choice for their application in a given research context, and develop research designs to address specific research questions.

Transferable and Key Skills

- strengthen debating skills, professional presentation and visualization of research results;
- reflect own behavior critically in relation to social expectations and consequences, strengthen the ability to work in teams (if students choose to work in teams) and deal with diversity, develop communicative competence as well as cooperation and conflict skills, strengthen empathy and ambiguity tolerance.

Indicative Literature

Easterlin, R. A., McVey, L. A., Switek, M., Sawangfa, O., & Zweig, J. S. (2010). The happiness-income paradox revisted. PNAS Dec 28, 2010, 207(52), 22463-22468.
Helliwell, J. F., Layard, R., & Sachs, J. D. (2019). World happiness report 2019. New York: Sustainable Development Solutions Network. Available at: https://worldhappiness.report/ed/2019/
Kahneman, D. (1999). Objective happiness. In D. Kahneman, E. Diener, & N. Schwarz (Eds.), Well-being: The foundations of hedonic psychology (pp. 1-25). New York: Russell Sage Foundation.
Stiglitz, J. E., Sen, A., & Fitoussi, J.-P. (2009). Report of the Commission on the Measurement of Economic Performance and Social Progress (CMEPSP). Available at http://www.stiglitz-sen-fitoussi.fr/en/documents.htm
Veenhoven, R. (2008). Sociological theories of subjective well-being. In M. Eid & R. J. Larsen (Eds.), The science of subjective well-being (pp.44-61). A tribute to Ed Diener. New York: Guilford Publications.

Usability and Relationship to other Modules

- Mandatory elective Specialization module for SMP major students in their third year.
- The module builds on the knowledge and skills acquired in the first two years of study.

Examination Type: Module Examination

Students can choose their preferred type among different forms of assessments offered.
The weight of the assessment is 100%.

They can either do a *presentation (30 min)*, realize a *research project* that applies the concepts and methods that they have learned or write an *essay* on the topic (3.000 words). Students are encouraged to work in groups.

7.13 **Applying Social Science in Research**

<table>
<tr><td colspan="2">Module Name
Applying Social Science in Research</td><td>Module Code
CA-S-SMP-802</td><td>Level (type)
Year 3
(CAREER - Specialization)</td><td>CP
5</td></tr>
<tr><td colspan="5">Module Components

Number | Name | Type | CP
CA-SMP-802 | Applying Social Science in Research | Seminar | 5</td></tr>
<tr><td>Module Coordinator

Hilke Brockmann</td><td colspan="2">Program Affiliation

• Society, Media and Politics (SMP)</td><td colspan="2">Mandatory Status

Mandatory elective for SMP, and ISCP</td></tr>
<tr><td colspan="3">Entry Requirements

Pre-requisites | Co-requisites | Knowledge, Abilities, or Skills
☒ None | ☒ None | ☒ None</td><td>Frequency

Annually (Fall)

Duration

1 semester</td><td>Forms of Learning and Teaching

• Contact time (35 hours)
• Private Study (90 hours)

Workload

125 hours</td></tr>
<tr><td colspan="5">Recommendations for Preparation

Study the syllabus thoroughly. Think about your studies so far: Which topics has interested you most, what “gets you going”. Which methods were most fun for you to apply or study? Think of a broad topical field that would interest you most to do a study on and tell the other students about it in our first session.</td></tr>
<tr><td colspan="5">Content and Educational Aims

This module aims at applying the theoretical and methodological potential that the students have acquired this far to current and ongoing socio-political debates of our time and training them to translate it into state-of-the-art research designs. Students are empowered to apply the skills they have acquired in the social sciences during their studies to a field of empirical research in the field of society, politics, or media. They are encouraged to find projects of their own interest and are professionally guided toward an efficient implementation of an adequate research design.
Social scientists are at the forefront of societal discussions centered on the challenges of the 21st century – be that old and new criticisms of global financial capitalism in crisis, new concepts of possible alternative ways of living together in urban space, the critical discussion on ethnic, gender, - or sexual discrimination, and the revenant ghost of nationalism – where instead of “alternative facts” they struggle to provide a scientific, rational basis for the relevant debates. Students will experience the relevance of scientific arguments for practical social issues and how scientific theory and research can be applied to social practice. It is supposed to reflect problems in contemporary societies’ and to flexibly adapt the dynamic nature of topics under debate.
The module is designed to match the specific demand of students, resulting from their interests, their specific career profiles, or new developments in science and society. Topics will be chosen flexibly, depending on current issues and, more importantly, students’ interest.</td></tr>
</table>

Intended Learning Outcomes

By the end of this module, students should be able to

Discipline Specific Skills

- explain and critically apply key concepts of the social sciences relating to society, media and politics, identify and critically analyze complex social issues, develop critical faculties and an interdisciplinary perspective on social issues;
- learn about and apply quantitative and qualitative methods of empirical research in social science, and design an appropriate approach toward choosing methods for a research project.

Transferable and Key Skills

- apply media and communication skills in diverse and non-peer social contexts;
- work in a team and deal with diversity, develop communicative competence as well as cooperation and conflict resolution skills, strengthen empathy and tolerance of ambiguity;
- foster social responsibility of the students toward the societies they will soon be returning to, and explain the links between personal experience and social change.

Indicative Literature

Angrist, J. D. & Pischke, J.-S. (2009). Mostly harmless econometrics: An empiricists companion. Princeton, NJ: Princeton University Press.
Creswell, J. W. & Clark, V. L. P. (2017). Designing and conducting mixed methods research. London: Sage.
Dion, M. L. (2018). Gendered citation patterns across political science and social science methodology fields. Political Analysis, 26(3), 312-327.
Moullin, J. C., Dickson, K. S., Stadnick, N. A., Rabin, B., & Aarons, G. A. (2019). Systematic review of the Exploration, Preparation, Implementation, Sustainment (EPIS) framework. Implementation Science 14(1). Published online 05 January 2019.
Pearl, J., Glymour, M., & Jewell, N. P. (2016). Causal inference in statistics. A primer. Chichester: Wiley.

Usability and Relationship to other Modules

- This module is a mandatory-elective for SMP and ISCP major students in their third year of study.
- The module builds on the knowledge and skills acquired in the first two years of study.

Examination Type: Module Examination

Assessment Type: (Research) Project (including research report on data collection and analysis, and an extended abstract).

Weight:100%

Scope: All intended learning outcomes of the module.

7.14 **A New Cold War? EU-Russian relations**

<table>
<tr><td colspan="2">Module Name
A New Cold War? EU-Russian relations</td><td>Module Code
CA-S-SMP-803</td><td>Level (type)
Year 3
(CAREER - Specialization)</td><td>CP
5</td></tr>
<tr><td colspan="5">Module Components

Number | Name | Type | CP
CA-SMP-803 | A New Cold War? EU-Russian Relations | Seminar | 5</td></tr>
<tr><td>Module Coordinator

Jakob Fruchtmann</td><td colspan="2">Program Affiliation

• Society, Media and Politics (SMP)</td><td colspan="2">Mandatory Status

Mandatory elective for SMP and IRPH</td></tr>
<tr><td colspan="3">Entry Requirements

Pre-requisites | Co-requisites | Knowledge, Abilities, or Skills
☒ None | ☒ None | ☒ None</td><td>Frequency

Annually (Fall)

Duration

1 semester</td><td>Forms of Learning and Teaching

• Contact Time:35 hours
• Private Study: 90 hours

Workload

125 hours</td></tr>
<tr><td colspan="5">Recommendations for Preparation

Study the syllabus thoroughly and read Chapter 7 of Chomsky, N. (1982): “Towards a new Cold War.” A digital copy is accessible, here: http://www.kropfpolisci.com/cold.war.critical.chomsky.pdf . This was published in the wake of a severe escalation of the confrontation between East and West in the 1980s. Compare the material given by Chomsky to what you know about the current situation. Can you spot any parallels? What are they? What is different, today?</td></tr>
<tr><td colspan="5">Content and Educational Aims

Russo-European relations have traditionally fluctuated between relations of conflict and cooperation. Recently, relations seem to be swinging towards conflict. It may even seem that they have become part of a more global confrontation between Russia and “the West”, as part of a new Cold War. This implies a transformation of traditional relations of cooperation in the fields of both politics and economy from a situation that involves opportunities for mutual benefit to one characterized by risks of vulnerability. Under this perspective everything from the internet and information-flows to migration is being revised as potential instruments of confrontation. On the other hand, the new Cold War, systematic as it may seem, is not of a systemic nature. Mechanisms of self-stabilization of relations in a global conflict have now become a complex and unstable matter of a multitude of changing bi- and multilateral relations.
The seminar seeks to discuss the different aspects of this complex development. Keeping an eye on the historical context, we explore the military aspects of cooperation and conflict, and also focus on the new geostrategic perspective on economic, informational, demographic and societal relations. Special attention is paid to the impact of economic crisis and the (in-) stability of multi- and transnational institutes and constellations. Our discussions may also include an analysis of the media-coverage of current issues of pertaining to EU-Russian Relations in different countries of the world.
Topics will be adapted to current affairs.</td></tr>
</table>

Intended Learning Outcomes

By the end of this module, students should be able to

Discipline Specific Skills

- participate in current political and scientific debates on the subject of EU-Russian relations and the new Cold War;
- transfer scientific skills acquired at university into addressing contemporary problems;
- explain the relevance of social science as tool of analysis as well as a path away from prejudice;

Transferable and Key Skills

- foster social and political awareness and responsibility concerning political issue
- transfer abstract scientific concepts to socio-political contexts or policies;
- use problem-solving skills in connecting with a broader view on society and the political and social mechanisms involved.

Indicative Literature

Fischer, S. & Klein, M. (2016). Conceivable surprises: Eleven possible turns in Russia's foreign policy.
Gray, C. S. & Payne, K. (1980). Victory is possible. Foreign Policy, 39, 14-27.
Haukkala, H. (2015). From cooperative to contested Europe? The conflict in Ukraine as a culmination of a long-term crisis in EU–Russia relations. Journal of Contemporary European Studies, 23(1), 25-40.
Stulberg, A. N. (2015). Out of gas? Russia, Ukraine, Europe, and the changing geopolitics of natural gas. Problems of Post-Communism, 62(2), 112-130.
Sakwa, R. (2014). Frontline Ukraine: Crisis in the borderlands. London & New York: I. B. Tauris.

Usability and Relationship to other Modules

- This module is a mandatory-elective for SMP and IRPH major students in their third year of study.
- The module builds on the knowledge and skills acquired in the first two years of study.

Examination Type: Module Examination

Assessment Type: Term Paper (essay)

Length: appr. 3.000 words
Weight: 100%

Scope: All intended learning outcomes of the module.

7.15 China: Politics, Economy and Society

<table>
<tr><td colspan="2">Module Name
China: Politics, Economy and Society</td><td>Module Code
CA-S-IRPH-802</td><td>Level (type)
Year 3 (CA-REER – Specialization)</td><td>CP
5.0</td></tr>
<tr><td colspan="5">Module Components

Number | Name | Type | CP
CA-S-IRPH-802 | China: Politics, Economy and Society | Seminar | 5.0</td></tr>
<tr><td>Module Coordinator

Tobias ten Brink</td><td colspan="2">Program Affiliation

• International Relations: Politics and History (IRPH)</td><td colspan="2">Mandatory Status

Mandatory elective for IRPH and SMP</td></tr>
<tr><td colspan="3">Entry Requirements

Pre-requisites
• IRPH CORE module Understanding International Political Economy

Co-requisites
☒ None

Knowledge, Abilities, or Skills
• Familiarity with East Asia
• Writing skills</td><td>Frequency

Annually (Spring)

Duration

1 semester</td><td>Forms of Learning and Teaching

• Seminar (35 hours), with small class size
• Self-study (90 hours)

Workload

125 hours</td></tr>
<tr><td colspan="5">Recommendations for Preparation
Students should read Tony Saich (2015): Governance and Politics of China, Palgrave Macmillan and David Shambaugh (2016): China's Future. Polity Press.</td></tr>
<tr><td colspan="5">Content and Educational Aims

This module will introduce students to in-depth analyses of contemporary Chinese politics, economy, and society. It deals with topical themes such as the transformation of the Chinese party-state, technological and social innovation, China "going global," and other socio-political and economic challenges. The module introduces students to empirical research on China by scholars in the field.

This module provides students with theories and themes of contemporary China studies. It fosters competence in oral and written communication skills, and equips students with a foundation for utilizing and critically applying theories that were originally developed in the West in non-Western contexts. It is specifically designed for students who are interested in pursuing an academic career as they also will learn how to prepare and conduct empirical fieldwork.</td></tr>
</table>

Intended Learning Outcomes

Upon completion of this module, students should be able to

- develop a nuanced understanding of China studies;
- critically and comparatively analyze the complex interactions between politics and economics in contemporary China;
- apply different theories and concepts in non-Western contexts;
- design a research paper on a topic related to empirical issues discussed in class.

Indicative Literature

Fu, X. (2015): China's Path to Innovation. Cambridge: Cambridge University Press.

Shambaugh, D. (2016): China's Future. Cambridge: Polity Press.

Ngok, K./Chan, C.K. (Eds.) (2016): China's Social Policy: Transformation and Challenges. New York: Routledge.

ten Brink, T. (2019): China's Capitalism. A Paradoxical Route to Economic Prosperity. Philadelphia: University of Pennsylvania Press.

Usability and Relationship to other Modules

- Mandatory elective Specialization module for 3rd year IRPH and SMP major students.
- The module builds on the content of "History of Globalization" and "Understanding International Political Economy" (CORE modules).

Examination Type: Module Examination

Assessment Type: Term Paper — Length: 3.000 words
Weight: 100%

Scope: All intended learning outcomes of the module.

7.16 Oppression, Conformity and Resistance under Dictatorships

<table>
<tr><td colspan="2">Module Name
Oppression, Conformity and Resistance under Dictatorships</td><td>Module Code
CA-S-IRPH-803</td><td>Level (type)
Year 3 (CA-REER - Specialization)</td><td>CP
5.0</td></tr>
<tr><td colspan="5">Module Components

Number | Name | Type | CP
CA-IRPH-803 | Oppression, Conformity and Resistance under Dictatorships | Seminar | 5.0</td></tr>
<tr><td>Module Coordinator

Julia Timpe</td><td colspan="2">Program Affiliation

• International Relations: Politics and History (IRPH)</td><td colspan="2">Mandatory Status

Mandatory Elective for IRPH and SMP</td></tr>
<tr><td colspan="3" rowspan="2">Entry Requirements

Pre-requisites
• IRPH CHOICE Module Introduction to Modern European History

Co-requisites
☒ None

Knowledge, Abilities, or Skills
• Familiarity with 20th century history
• Writing Skills</td><td>Frequency

Annually (Fall)</td><td>Forms of Learning and Teaching

• Seminar (35 classroom hours), with small class size
• Private Study (90 hours)</td></tr>
<tr><td>Duration

1 semester</td><td>Workload

125 hours</td></tr>
<tr><td colspan="5">Recommendations for Preparation
Students should read Stephen J. Lee, European Dictatorships 1918-1945.</td></tr>
<tr><td colspan="5">Content and Educational Aims

This module will introduce students to scholarly approaches toward and debates on the history of everyday life with a focus on the study of life under dictatorships. The main questions to be examined in this module, which uses a sample of European twentieth-century dictatorships such as Fascist Italy, Nazi Germany, Stalinist Russia, and Socialist Eastern Germany as case studies include the following: What was daily life like under twentieth-century dictatorial regimes? How did the ideology and politics of a regime affect the lives of “ordinary people” living under it? How did dictatorship affect the daily lives of all those who were persecuted by each such regime? What forms of oppression and acts of resistance took place on a more-or-less daily basis? How much support did these regimes have? What adaptations to their demands, rules, and structures can we discern among their populations? Students will explore these questions by engaging with a wide range of historical studies that deal with themes such as education and propaganda, consumption and housing, work conditions, cultural life, and the everyday experiences of women and minorities under these regimes. The module aims to intensify students’ exposure to the scholarly work of historians and to train them in critiquing academic scholarship, interpreting historical sources, and designing an independent research project on topics related to the themes of the module.</td></tr>
</table>

Intended Learning Outcomes

By the end of this module, students should be able to

- describe the history of twentieth-century European dictatorships;
- explain different approaches and methods in the field of "everyday history" in relation to the study of dictatorial regimes;
- compare (potentially divergent) scholarly interpretations of historical developments;
- evaluate historical source material;
- compose a brief research paper on a topic related to issues discussed in class.

Indicative Literature

Hellbeck, Jochen (2006). Revolution on my Mind: Writing a Diary under Stalin. Cambridge: Harvard University Press.

Gellately, Robert (2002). Backing Hitler: Consent and Coercion in Nazi Germany. Oxford: Oxford University Press.

Fitzpatrick, Sheila (1999). Everyday Stalinism: Ordinary Life in Extraordinary Times: Soviet Russia in the 1930s. New York/Oxford; Oxford University Press.

Lee, Stephen J (1987). European Dictatorships 1918-1945. London/New York: Routledge.

Lüdtke, Alf, ed. (1995). The History of Everyday Life. Reconstructing Historical Experiences and Ways of Life. Princeton: Princeton University Press.

Peukert, Detlev (1987). Inside Nazi Germany: Conformity, Opposition and Racism in Everyday Life. New Haven: Yale UP.

Usability and Relationship to other Modules

- Mandatory elective Specialization module for 3rd year IRPH and SMP major students.
- The concepts and content in this module build on the contents and methods of introduced in the first year CHOICE module "Introduction to Modern European History" and furthermore relates to approaches and applied in the CORE module "Empires and Nation States." The module applies and hones the academic skills acquired in "History of Globalization" and "International Law" (CORE modules). It thus contributes to the students' preparations for writing their BA thesis.

Examination Type: Module Examination

Assessment Type: Term Paper

Length: 5,000 words
Weight: 100%

Scope: All intended learning outcomes of the module. Students will write a paper on a topic related to the history of twentieth-century European dictatorship, after developing a research question individually, and will base their papers on the analyses of primary sources and scholarly accounts.

7.17 The Science of Happiness

<table>
<tr><td colspan="3">Module Name
The Science of Happiness</td><td>Module Code
CA-S-ISCP-805</td><td>Level (type)
Year 3 (CAREER - Specialization)</td><td>CP
5</td></tr>
<tr><td colspan="6">Module Components

Number | Name | Type | CP
CA-ISCP-805 | The Science of Happiness | Seminar | 5</td></tr>
<tr><td colspan="2">Module Coordinator

Song Yan</td><td colspan="2">Program Affiliation

• Integrated Social and Cognitive Psychology (ISCP)</td><td colspan="2">Mandatory Status

Mandatory elective for ISCP and SMP</td></tr>
<tr><td colspan="3" rowspan="2">Entry Requirements

Pre-requisites
☒ None

Co-requisites
☒ none

Knowledge, Abilities, or Skills
• Knowledge of general psychological concepts
• Basics of psychological research methods</td><td>Frequency

Annually (Spring)</td><td colspan="2">Forms of Learning and Teaching

• Seminars (35 hours)
• Private study (90 hours)</td></tr>
<tr><td>Duration

1 semester</td><td colspan="2">Workload

125 hours</td></tr>
<tr><td colspan="6">Recommendations for Preparation
None.</td></tr>
<tr><td colspan="6">Content and Educational Aims

Following the principles of positive psychology, this module will focus on the theories and research centered on the nature of happiness and psychological well-being. Topics covered will include concept(s) and measurement of happiness, determinants and correlates of happiness, theories of psychological well-being, culture and happiness, benefits of happiness and the implications of happiness research.

The aim of this module is to give you a greater understanding of what happiness is. Alongside theory, you will also engage in a series of exercises designed to increase your own happiness and benefit from learning and applying the psychological science of well-being.

This module will be a combination of lectures/presentations, class discussions and self-exploration exercises.</td></tr>
<tr><td colspan="6">Intended Learning Outcomes

By completion of this module, students will be able to

Discipline Specific Skills;
• demonstrate an understanding of concepts and contemporary approaches to happiness;
• become acquainted with scientific studies on subjective well-being;
• identify the practical application of the science of happiness both for personal life and professional goals;</td></tr>
</table>

Transferable and Key Skills

- reflect and think critical;
- apply techniques to increase happiness and overall quality of life;
- apply discussion and Communication skills;
- apply independent learning strategies.

Indicative Literature

David, S. A., Boniwell, I., & Conley Ayers, A. (2013).The Oxford handbook of happiness. New York, NY, US: Oxford University Press. doi:10.1093/oxfordhb/9780199557257.001.0001
Link: https://ebookcentral.proquest.com/lib/jacob/detail.action?docID=1591550

Sarracino, F. (2013).The Happiness Compass: theories, actions and perspectives for well-being. Hauppauge, NY, US: Nova Science Publishers, Inc.
Link https://ebookcentral.proquest.com/lib/jacob/detail.action?docID=2193860

Schmitz, B. (2016). Art-of-living: A concept to enhance happiness. Cham, Switzerland: Springer International Publishing. doi:10.1007/978-3-319-45324-8.
Link: https://ebookcentral.proquest.com/lib/jacob/detail.action?docID=4701656

Myers, D. G., & Diener, E. (2018). The Scientific Pursuit of Happiness. Perspectives on Psychological Science, 13(2), 218–225. https://doi.org/10.1177/1745691618765171

Diener, E., & Ryan, K. (2009). Subjective well-being: A general overview. South African journal of psychology, 39(4), 391-406.

Usability and Relationship to other Modules

- Mandatory elective Specialization module for 3rd year ISCP and SMP major students.

Examination Type: Module Examination

Type: Project & Presentation

Duration of the presentation: 20 minutes
Weight: 100%

Scope: All intended learning outcomes of the module.

7.18 **Managing Demographic Change in Organizations**

<table>
<tr><td colspan="3">Module Name
Managing Demographic Change in Organizations</td><td>Module Code
CA-S-ISCP-803</td><td>Level (type)
Year 3 (CAREER - Specialization)</td><td>CP
2.5</td></tr>
<tr><td colspan="6">Module Components

Number | Name | Type | CP
CA-ISCP-803 | Managing Demographic Change in Organizations | Seminar | 2.5</td></tr>
<tr><td colspan="2">Module Coordinator

C. Stamov Roßnagel</td><td colspan="2">Program Affiliation

• Integrated Social and Cognitive Psychology (ISCP)</td><td colspan="2">Mandatory Status

Mandatory elective for ISCP and SMP</td></tr>
<tr><td colspan="3" rowspan="2">Entry Requirements

Pre-requisites

☒ Data Collection and Empirical Research Methodologies

☒ Qualitative Research Methods

and

☒ Applied Statistics with SPSS

Or

☒ Applied Statistics with R

Co-requisites

☒ none

Knowledge, Abilities, or Skills

• Basics of correlational statistics
• Concepts of generalizability, external, internal, ecological validity</td><td>Frequency

Annually (Spring)</td><td colspan="2">Forms of Learning and Teaching

• Seminars (17.5 hours)
• Private study (45 hours)</td></tr>
<tr><td>Duration

1 semester</td><td colspan="2">Workload

62.5 hours</td></tr>
<tr><td colspan="6">Recommendations for Preparation
None.</td></tr>
</table>

Content and Educational Aims

In many industrialized countries, organizations face an aging labor force. Fewer young workers than ever be-fore enter the labor force, while older workers retire at a higher age than previous cohorts. The general question that this demographic change raises is how organizations might have to adapt their personnel management strategies to keep productivity high. How does team-work, learning, or leadership change in an increasingly age-diverse work-place? How do the generations (e.g., Gen Y, Generation X, Boomers) actually differ from a personnel development point of view?
Applying general models of lifespan development, organizational climate, leadership, training and development, and work teams to real-world cases, you will slip into organizational consultants' shoes and develop strategies for organizational demographic change management that you will then present to the CHRO of your (fictitious) company. We will pay particular attention to the theory-practice gap and its implications for practical work in consultant roles and will learn how to appropriately use research findings in strategy development.
This module attaches particular importance to an in-depth treatment of the approaches and contemporary issues of application-oriented research. Using case studies from actual consulting projects as real-life examples, you will refine your ability to analyze real-life situations based on a theory-based fashion and to design strategies for assessments and interventions in selected workplace settings.

Intended Learning Outcomes

Upon completion of this module, students will be able to

- explain how age-related changes in cognition and motivation influence work processes and outcomes;
- develop a theory-based strategy for analyzing individual companies training and development needs;
- apply organizational psychological theories to define specific interventions that address the negative effects of aging on individual and team performance;
- translate research findings into implications that inform personnel-related decision-making.

Indicative Literature

Boehm, S.A., & Kunze, F. (2015). Age Diversity and Age Climate in the Workplace. In P.M. Bal, D.T.A.M. Kooij, & D.M. Rousseau (Eds), Aging Workers and the Employee-Employer Relationship (pp. 33-56). Heidelberg: Springer.

Hobfoll, S.E., Halbesleben, J., Neveu, J.-P., & Westman, M. (2018). Conservation of Resources in the Organizational Context: The Reality of Resources and Their Consequences. Annual Review of Organizational Psychology and Organizational Behavior, 5, 103-128.

Truxillo,D.M., Cadiz,D.M. , & Hammer, L.B. (2015). Supporting the Aging Workforce: A Review and Recommendations for Workplace Intervention Research. Annual Review of Organizational Psychology and Organizational Behavior, 2, 351-381.

Usability and Relationship to other Modules

- Mandatory elective Specialization module for 3rd year ISCP and SMP major students.

Examination Type: Module Examination

Assessment Type: Presentation — Duration: 20 minutes
Weight: 100%

Scope: All intended learning outcomes of the module.

7.19 Psychology of Food

<table>
<tr><td colspan="2">Module Name
Psychology of Food</td><td>Module Code
CA-S-ISCP-804</td><td>Level (type)
Year 3 (CAREER - Specialization)</td><td>CP
2.5</td></tr>
<tr><td colspan="5">Module Components

Number | Name | Type | CP
CA-ISCP-804 | Psychology of Food | Seminar | 2.5</td></tr>
<tr><td>Module Coordinator

Sonia Lippke</td><td colspan="2">Program Affiliation

• Integrated Social and Cognitive Psychology (ISCP)</td><td colspan="2">Mandatory Status

Mandatory elective for ISCP and SMP</td></tr>
<tr><td colspan="3">Entry Requirements

Pre-requisites
☒ Intro to Psychology I and II

Co-requisites
☒ None

Knowledge, Abilities, or Skills
• None beyond formal pre-requisites</td><td>Frequency

Annually (Spring)

Duration

1 semester</td><td>Forms of Learning and Teaching

• Seminars (17.5 hours)
• Private study (35 hours)
• Exam Preparation (15 hours)

Workload

62.5 hours</td></tr>
<tr><td colspan="5">Recommendations for Preparation
None.</td></tr>
<tr><td colspan="5">Content and Educational Aims

In this module, we will look at several psychological aspects related to food, nutrition, food waste behavior, eating, and dieting. We will cover topics such as mood, emotions, stress, different social influences, food cravings, and weight control. The module will be complemented by selected specialized topics including food choices, historical changes in food consumption patterns, intercultural differences, health, and food attractiveness. We will discuss state of the art social-cognitive models to explain behavior and to support behavioral change, techniques, general challenges, and evidence-based approaches to understand all these matters and to make informed choices, as well to help others effectively.
A significant amount of time will be devoted to practical training and exercises to obtain a deeper understanding of theoretical aspects and to enable you to apply this new knowledge to your professional work.</td></tr>
<tr><td colspan="5">Intended Learning Outcomes

By completion of this module, students will be able to

Discipline Specific Skills

To understand, predict, and change psychological aspects related to food consumption and to be able to answer questions like:

• Why do people continue eat specific products despite knowing their damaging effects?
• How can we investigate the interrelations of food, nutrition, and health?</td></tr>
</table>

- How can habituated food consumption behaviors be altered?
- How and why does obesity "spread" in social networks?
- How can diet recommendations be translated into policies?

Transferable and Key Skills

- Understand comprehensively complex patterns and interrelations;
- summarize and critically reflect on research findings;
- translate scientific knowledge and research findings into everyday language to be disseminated to a wider audience;
- design a poster to disseminate research findings.
- Work in a team of students and present results of this teamwork.

Indicative Literature

Conner, M. & Armitage, C. J. (2002). The social psychology of food. Buckingham: Open University Press.
Conner, M. & Norman, P. (2005). Predicting Health Behaviour (2nd ed.). Glasgow: Open University Press.
Filgueiras, A. R., de Almeida, V. B. P., Nogueira, P. C. K., Domene, S. M. A., da Silva, C. E., Sesso, R. & Sawaya, A. L. (2019). Exploring the consumption of ultra-processed foods and its association with food addiction in overweight children. *Appetite*.
Lippke, S., Corbet, J. M., Lange, D., Parschau, D. & Schwarzer, R. (2016). Intervention engagement moderates the dose-response relationships in a dietary intervention. *Dose Response, 14* (1), 1-10.
Logue, A. W. (2004). The psychology of eating and drinking (3rd ed.). New York: Brunner-Routledge.
Meurer, S. T., Lopes, A. C. S., Almeida, F. A., Mendonça, R. D. D. & Benedetti, T. R. B. (2019). Effectiveness of the VAMOS strategy for increasing physical activity and healthy dietary habits. A randomized controlled community trial. *Health Education & Behavior*. Advance online publication. doi: 10.1177/1090198118820095.
Ogden, J. (2010). The Psychology of eating. From healthy to disordered behaviour (2nd ed.). Chichester: Wiley-Blackwell.
Shepherd, R. & Raats, M. (2006). The psychology of food choice. Wallingford: CABI.

Usability and Relationship to other Modules

- Mandatory elective Specialization module for 3rd year ISCP and SMP major students.

Examination Type: Module Examination

Assessment Type: Presentation	Duration: 15 min.
Scope: All intended learning outcomes of the module	Weight: 100%

7.20 **Internship / Startup and Career Skills**

<table>
<tr><td colspan="3">Module Name
Internship / Startup and Career Skills</td><td>Module Code
CA-INT-900</td><td>Level (type)
Year 3 (CAREER)</td><td>CP
15</td></tr>
<tr><td colspan="6">Module Components

Number | Name | Type | CP
CA-INT-900-0 | Internship | Internship | 15</td></tr>
<tr><td>Module Coordinator

Predrag Tapavicki & Christin Klähn (CSC Organization);
SPC / Faculty Startup Coordinator (Academic responsibility);</td><td colspan="3">Program Affiliation

• CAREER module for undergraduate study programs</td><td colspan="2">Mandatory Status

Mandatory for all undergraduate study programs except IEM</td></tr>
<tr><td colspan="3">Entry Requirements

Pre-requisites
☒ at least 15 CP from CORE modules in the major

Co-requisites
☒ None

Knowledge, Abilities, or Skills
• Information provided on CSC pages (see below)
• Major specific knowledge and skills</td><td>Frequency

Annually (Spring/Fall)

Duration
1 semester</td><td colspan="2">Forms of Learning and Teaching

• Internship/Start-up
• Internship event
• Seminars, info-sessions, workshops and career events
• Self-study, readings, online tutorials

Workload

375 Hours consisting of:
• Internship (308 hours)
• Workshops (33 hours)
• Internship Event (2 hours)
• Self-study (32 hours)</td></tr>
<tr><td colspan="6">Recommendations for Preparation

• Reading the information in the menu sections titled “Internship Information,” “Career Events,” “Create Your Application,” and “Seminars & Workshops” at the Career Services Center website: https://jacobs-university.jobteaser.com/en/users/sign_in?back_to_after_login=%2F
• Completing all four online tutorials about job market preparation and the application process, which can be found here: https://jacobs-university.jobteaser.com/en/users/sign_in?back_to_after_login=%2F
• Participating in the internship events of earlier classes</td></tr>
<tr><td colspan="6">Content and Educational Aims

The aims of the internship module are reflection, application, orientation, and development: for students to reflect on their interests, knowledge, skills, their role in society, the relevance of their major subject to society, to apply these skills and this knowledge in real life whilst getting practical experience, to find a professional orientation, and to develop their personality and in their career. This module supports the programs’ aims of preparing students for gainful, qualified employment and the development of their personality.</td></tr>
</table>

The full-time internship must be related to the students' major area of study and extends lasts a minimum of two consecutive months, normally scheduled just before the 5th semester, with the internship event and submission of the internship report in the 5th semester. Upon approval by the SPC and CSC, the internship may take place at other times, such as before teaching starts in the 3rd semester or after teaching finishes in the 6th semester. The Study Program Coordinator or their faculty delegate approves the intended internship a priori by reviewing the tasks in either the Internship Contract or Internship Confirmation from the respective internship institution or company. Further regulations as set out in the Policies for Bachelor Studies apply.
Students will be gradually prepared for the internship in semesters 1 to 4 through a series of mandatory information sessions, seminars, and career events.
The purpose of the Career Services Information Sessions is to provide all students with basic facts about the job market in general, and especially in Germany and the EU, and services provided by the Career Services Center.
In the Career Skills Seminars, students will learn how to engage in the internship/job search, how to create a competitive application (CV, Cover Letter, etc.), and how to successfully conduct themselves at job interviews and/or assessment centers. In addition to these mandatory sections, students can customize their skill set regarding application challenges and their intended career path in elective seminars.
Finally, during the Career Events organized by the Career Services Center (e.g. the annual Jacobs Career Fair and single employer events on and off campus), students will have the opportunity to apply their acquired job market skills in an actual internship/job search situation and to gain their desired internship in a high-quality environment and with excellent employers.
As an alternative to the full-time internship, students can apply for the StartUp Option. Following the same schedule as the full-time internship, the StartUp Option allows students who are particularly interested in founding their own company to focus on the development of their business plan over a period of two consecutive months. Participation in the StartUp Option depends on a successful presentation of the student's initial StartUp idea. This presentation will be held at the beginning of the 4th semester. A jury of faculty members will judge the student's potential to realize their idea and approve the participation of the students. The StartUp Option is supervised by the Faculty StartUp Coordinator. At the end of StartUp Option, students submit their business plan. Further regulations as outlined in the Policies for Bachelor Studies apply.
The concluding Internship Event will be conducted within each study program (or a cluster of related study programs) and will formally conclude the module by providing students the opportunity to present on their internships and reflect on the lessons learned within their major area of study. The purpose of this event is not only to self-reflect on the whole internship process, but also to create a professional network within the academic community, especially by entering the Alumni Network after graduation. It is recommended that all three classes (years) of the same major are present at this event to enable networking between older and younger students and to create an educational environment for younger students to observe the "lessons learned" from the diverse internships of their elder fellow students.

Intended Learning Outcomes

By the end of this module, students should be able to

- describe the scope and the functions of the employment market and personal career development;
- apply professional, personal, and career-related skills for the modern labor market, including self-organization, initiative and responsibility, communication, intercultural sensitivity, team and leadership skills, etc.;
- independently manage their own career orientation processes by identifying personal interests, selecting appropriate internship locations or start-up opportunities, conducting interviews, succeeding at pitches or assessment centers, negotiating related employment, managing their funding or support conditions (such as salary, contract, funding, supplies, work space, etc.);
- apply specialist skills and knowledge acquired during their studies to solve problems in a professional environment and reflect on their relevance in employment and society;
- justify professional decisions based on theoretical knowledge and academic methods;
- reflect on their professional conduct in the context of the expectations of and consequences for employers and their society;
- reflect on and set their own targets for the further development of their knowledge, skills, interests, and values;
- establish and expand their contacts with potential employers or business partners, and possibly other students and alumni, to build their own professional network to create employment opportunities in the future;
- discuss observations and reflections in a professional network.

Indicative Literature

Not specified

Usability and Relationship to other Modules

- Mandatory for a major in BCCB, CBT, CS, EES, GEM, IBA, IRPH, ISCP, Math, MCCB, Physics, RIS, and SMP.
- This module applies skills and knowledge acquired in previous modules to a professional environment and provides an opportunity to reflect on their relevance in employment and society. It may lead to thesis topics.

Examination Type: Module Examination

Assessment Type: Internship Report or Business Plan and Reflection	Length: approx. 3.500 words
Scope: All intended learning outcomes	Weight: 100%

7.21 **Bachelor Thesis and Seminar**

<table>
<tr><td colspan="3">Module Name

Bachelor Thesis and Seminar</td><td>Module Code

CA-SMP-800</td><td>Level (type)

Year 3 (CA-REER)</td><td>CP

15</td></tr>
<tr><td colspan="6">Module Components

Number | Name | Type | CP
CA-SMP-800-T | Thesis | Thesis | 12
CA-SMP-800-S | Thesis Seminar | Seminar | 3</td></tr>
<tr><td colspan="2">Module Coordinator

Study Program Chair</td><td colspan="2">Program Affiliation

• All undergraduate programs</td><td colspan="2">Mandatory Status

Mandatory for all undergraduate programs</td></tr>
<tr><td colspan="3">Entry Requirements

Pre-requisites

☒ Students must be in their third year and have taken at least 30 CP from CORE modules in their major.

Co-requisites

☒ None

Knowledge, Abilities, or Skills

• comprehensive knowledge of the subject and deeper insight into the chosen topic;
• ability to plan and undertake work independently;
• skills to identify and critically review literature.</td><td>Frequency

Annually (Spring)

Duration

1 semester</td><td colspan="2">Forms of Learning and Teaching

• Self-study/lab work (350 hours)
• Seminars (25 hours)

Workload

375 hours</td></tr>
<tr><td colspan="6">Recommendations for Preparation

• Identify an area or a topic of interest and discuss this with your prospective supervisor in a timely manner.
• Create a research proposal including a research plan to ensure timely submission.
• Ensure you possess all required technical research skills or are able to acquire them on time.
• Review the University's Code of Academic Integrity and Guidelines to Ensure Good Academic Practice.</td></tr>
</table>

Content and Educational Aims

This module is a mandatory graduation requirement for all undergraduate students to demonstrate their ability to address a problem from their respective major subject independently using academic/scientific methods within a set time frame. Although supervised, this module requires students to be able to work independently and systematically and set their own goals in exchange for the opportunity to explore a topic that excites and interests them personally and that a faculty member is interested in supervising. Within this module, students apply their acquired knowledge about their major discipline and their learned skills and methods for conducting research, ranging from the identification of suitable (short-term) research projects, preparatory literature searches, the realization of discipline-specific research, and the documentation, discussion, interpretation, and communication of research results.

This module consists of two components, an independent thesis and an accompanying seminar. The thesis component must be supervised by a Jacobs University faculty member and requires short-term research work, the results of which must be documented in a comprehensive written thesis including an introduction, a justification of the methods, results, a discussion of the results, and a conclusion. The seminar provides students with the opportunity to practice their ability to present, discuss, and justify their and other students' approaches, methods, and results at various stages of their research in order to improve their academic writing, receive and reflect on formative feedback, and therefore grow personally and professionally.

Intended Learning Outcomes

On completion of this module, students should be able to

1. independently plan and organize advanced learning processes;
2. design and implement appropriate research methods, taking full account of the range of alternative techniques and approaches;
3. collect, assess, and interpret relevant information;
4. draw scientifically-founded conclusions that consider social, scientific, and ethical factors;
5. apply their knowledge and understanding to a context of their choice;
6. develop, formulate, and advance solutions to problems and debates within their subject area, and defend these through argument;
7. discuss information, ideas, problems, and solutions with specialists and non-specialists.

Usability and Relationship to other Modules

- This module builds on all previous modules in the undergraduate program. Students apply the knowledge, skills, and competencies they have acquired and practiced during their studies, including research methods and their ability to acquire additional skills independently as and if required.

Examination Type: Module Component Examinations

Module Component 1: Thesis
Assessment type: Thesis
Scope: All intended learning outcomes, mainly 1-6.
Weight: 80%
Length: approx. 6.000 – 8.000 words (15 – 25 pages), excluding front and back matter.

Module Component 2: Seminar
Assessment type: Presentation
Duration: approx. 15 to 30 minutes
Weight: 20%

Scope: The presentation focuses mainly on ILOs 6 and 7, but by nature of these ILOs it also touches on the others.

Completion: To pass this module, both module component examinations have to be passed with at least 45%.

Two separate assessments are justified by the size of this module and the fact that the justification of solutions to problems and arguments (ILO 6) and discussion (ILO 7) should at least have verbal elements. The weights of the types of assessments are commensurate with the sizes of the respective module components.

7.22 **Jacobs Track Modules**

7.22.1 Methods and Skills Modules

7.22.1.1 Academic Writing and Academic Skills

<table>
<tr><td colspan="3">Module Name
Academic Writing and Academic Skills</td><td>Module Code
JTMS-MET-01</td><td>Level (type)
Year 1 (Methods)</td><td>CP
5</td></tr>
<tr><td colspan="6">Module Components

Number | Name | Type | CP
JTMS-01 | Academic Writing and Academic Skills | Lecture/Tutorial | 5</td></tr>
<tr><td colspan="2">Module Coordinator

Mandi Larsen</td><td colspan="2">Program Affiliation

• Jacobs Track – Methods and Skills</td><td colspan="2">Mandatory Status

Mandatory for ISCP, IRPH and SMP</td></tr>
<tr><td colspan="3">Entry Requirements

Pre-requisites
☒ None

Co-requisites
☒ None

Knowledge, Abilities, or Skills
• none</td><td>Frequency

Annually (Fall)</td><td colspan="2">Forms of Learning and Teaching

• Lecture (20 hours)
• Tutorials (15 hours)
• Literature search and review (35 hours)
• Preparation of draft paper (35 hours)
• Peer review (10 hours)
• Revision of final paper (10 hours)</td></tr>
<tr><td colspan="3"></td><td>Duration

1 semester</td><td colspan="2">Workload

125 hours</td></tr>
<tr><td colspan="6">Recommendations for Preparation

None</td></tr>
<tr><td colspan="6">Content and Educational Aims

In this module, students acquire basic skills necessary for academic work and academic writing. The module introduces students to the differences between academic and non-academic sources, how to make use of online databases of academic literature, and how to properly conduct a literature search. Techniques will be demonstrated for the critical reading and understanding of academic sources (e.g., monographs, edited volumes, journal articles) necessary for their studies. The module also focuses on the fundamentals of academic writing, including the development of a clear thesis statement, organized structure, and rational argumentation. Students are presented with simple approaches to summarizing, paraphrasing, and synthesizing ideas and results found in academic social science literature. Additionally, students will acquire proficiency in citation and referencing rules, as well as style guides.</td></tr>
<tr><td colspan="6">Intended Learning Outcomes

By the end of this module, students should be able to:
• recognize the difference between academic and non-academic sources;
• conduct an academic literature review;
• successfully synthesize various academic sources to create a coherent argument;
• accurately apply citation and referencing rules;
• write a clearly structured and organized academic paper.</td></tr>
</table>

Indicative Literature

Spatt, B. (2016). Writing from sources. Boston, MA: Bedford/St. Martin's.
Bailey, S. (2006). Academic writing: A handbook for international students. New York, NY: Routledge.

Usability and Relationship to other Modules

- The module is a mandatory / mandatory elective module of the Methods and Skills area that is part of the Jacobs Track (Methods and Skills modules; Community Impact Project module; Language modules; Big Questions modules).
- This module lays the foundation for the entire period of study at Jacobs University, but is especially useful for modules with a specific focus on written work and for the Bachelor's Thesis.
- Mandatory for a major in ISCP, IRPH and SMP.
- Mandatory elective for a major in EES.
- Elective for all other study programs.

Examination Type: Module Examinationc

Type: Term paper

Length: 3.000 words
Weight: 100%

Scope: Should demonstrate a clear mastery of skills related to academic work and writing. All of the above ILOs.

7.22.1.2 Applied Statistics with SPSS

<table>
<tr><td colspan="3">Module Name
Applied Statistics with SPSS</td><td>Module Code
JTMS-MET-02</td><td>Level (type)
Year 1 (Methods)</td><td>CP
5</td></tr>
<tr><td colspan="6">Module Components

Number | Name | Type | CP
JTMS-02 | Applied Statistics with SPSS | Lecture / Lab | 5</td></tr>
<tr><td colspan="2">Module Coordinator

Klaus Boehnke</td><td colspan="2">Program Affiliation

• Jacobs Track – Methods and Skills</td><td colspan="2">Mandatory Status

Mandatory elective for IBA, SMP, ISCP and IRPH</td></tr>
<tr><td colspan="3">Entry Requirements

Pre-requisites
☒ None

Co-requisites
☒ None

Knowledge, Abilities, or Skills
• none</td><td>Frequency

Annually (Spring)

Duration

1 semester</td><td colspan="2">Forms of Learning and Teaching

• Lecture (17.5 hours)
• Lab (17.5 hours)
• self-study (55 hours)
• Preparation of in-class presentation (35 hours)

Workload

125 hours</td></tr>
<tr><td colspan="6">Recommendations for Preparation

None</td></tr>
<tr><td colspan="6">Content and Educational Aims

The module offers insights into quantitative methods of social science research and beyond. Students are familiarized with statistical concepts of basic and intermediate complexity. They examine their potential as well as limitations. Students gain knowledge about hypothesis testing for differences in the central tendencies of variables assessed in two or more groups, about bivariate correlations and—simple and multiple—regression. Approaches to finding patterns in social science data will be introduced; alternatives for non-metric, non-normal data will be discussed. The module takes a 'cookbook approach', to statistical methods. This means that it conveys how statistical tests are performed and how results are interpreted in the social sciences and beyond, while not requiring students to delve deeply into the mathematical foundations of applied statistics. The material will be presented in more traditional lectures and highly interactive practical labs. During the practical sessions, the tools and concepts discussed during the lecture sessions are applied to data obtained via a survey amongst participants and to 'real' datasets obtained in research projects of the methods section of the Department of Psychology & Methods. By attending the module, students will receive a basic training in the statistics software SPSS and develop proficiency in using SPSS as a social science research tool.</td></tr>
<tr><td colspan="6">Intended Learning Outcomes

By the end of this module, students should be able to:
• explain the potential of using quantitative methods in the social sciences;
• express informed skepticism to the limitations of statistical reasoning in the social sciences;
• interpret, within limits, the results sections of reports of empirical social science research;
• perform simple and intermediate-level statistical analyses of social science data, using SPSS;
• show flexibility in interpreting SPSS output, generated for unknown datasets, obtained from open access sources.</td></tr>
<tr><td colspan="6">Indicative Literature

Bryman, A. & Cramer, D. (2011). Quantitative data analysis with IBM SPSS. London: Routledge.
Field, A. (2017). Discovering statistics using IBM SPSS Statistics. London: Sage.</td></tr>
</table>

George, D. & Mallery, P. (2019). IBM SPSS Statistics 26 step by step. A simple guide and reference. London: Routledge.
Hinton, P., McMurray, I., & Brownlow, C. (2014). SPSS explained. London: Routledge.
Pollock III, P.H. (2019). An IBM SPSS companion to political Analysis. London: Sage.

Usability and Relationship to other Modules

- The module is a mandatory / mandatory elective module of the Methods and Skills area that is part of the Jacobs Track (Methods and Skills modules; Community Impact Project module; Language modules; Big Questions modules).
- Mandatory elective for a major in IBA, IRPH, ISCP and SMP
- Elective for all other study programs.
- Quantitative analytical skills are used and needed in many modules of all study programs.
- This module prepares students in IBA for the analysis of data in the 2nd year modules International Strategic Management and Marketing and the 3rd year module Contemporary Topics in Marketing and the thesis

Examination Type: Module Examination

Type: Written examination Duration: 120 min
Weight: 100%

During the examination students use of the software SPSS as an auxiliary resource approved by the Instructor of Record.

Scope: All intended learning outcomes of the module.

7.22.1.3 Applied Statistics with R

<table>
<tr><td colspan="2">Module Name
Applied Statistics with R</td><td>Module Code
JTMS-MET-03</td><td>Level (type)
Year 1 (Methods)</td><td>CP
5</td></tr>
<tr><td colspan="5">Module Components

Number | Name | Type | CP
JTMS-03 | Applied Statistics with R | Lecture & Lab | 5</td></tr>
<tr><td colspan="2">Module Coordinator

Adalbert Wilhelm</td><td colspan="2">Program Affiliation

• Jacobs Track – Methods and Skills</td><td>Mandatory Status

Mandatory for GEM and IEM, Mandatory elective for SMP, IBA, ISCP, IRPH</td></tr>
<tr><td colspan="2" rowspan="2">Entry Requirements

Pre-requisites

☒ None</td><td rowspan="2">Co-requisites

☒ None</td><td rowspan="2">Knowledge, Abilities, or Skills
• none</td><td>Frequency

Annually (Spring)</td><td>Forms of Learning and Teaching

• Lecture (17.5 hours)
• Lab (17.5 hours)
• Homework and self-study (90 hours)</td></tr>
<tr><td>Duration

1 semester</td><td>Workload

125 hours</td></tr>
<tr><td colspan="5">Recommendations for Preparation
Get acquainted to statistical thinking by watching online videos for introductory probability and statistics as well as paying attention whenever arguments are backed up by empirical data.</td></tr>
<tr><td colspan="5">Content and Educational Aims

We live in a world full of data and more and more decisions are taken based on a comprehensive analysis of data. A central method of data analysis is the use of models describing the relationship between a set of predictor variables and a response. This module provides a thorough introduction to quantitative data analysis covering graphical representations, numerical summary statistics, correlation, and regression models. The module also introduces the fundamental concepts of statistical inference. Students learn about the different data types, how to best visualize them and how to draw conclusions from the graphical representations. Students will learn in this module the ideas and techniques of regression models within the generalized linear model framework involving multiple predictors and co-variates. Students will learn how to become an intelligent user of statistical techniques from a prosumers perspective to assess the quality of presented statistical results and to produce high-quality analyses by themselves. By using illustrative examples from economics, engineering, and the natural and social sciences students will gain the relevant background knowledge for their specific major as well as an interdisciplinary glimpse of other research fields. The general objective of the module is to enable students to become skilled statistical modelers who are well versed in the various assumptions, limitations, and controversies of statistical models and their application. Regular exercises and practical sessions will corroborate the students' proficiency with the statistical software R.</td></tr>
<tr><td colspan="5">Intended Learning Outcomes

By the end of this module, students should be able to:
• apply basic techniques in statistical modeling and quantitative research methods
• describe fundamental statistical concepts, procedures, their assumptions and statistical fallacies
• explain the potential of using quantitative methods in all fields of applications;
• express informed skepticism of the limitations of statistical reasoning;
• interpret statistical modeling results in scientific publications;
• perform basic and intermediate-level statistical analyses of data, using R.</td></tr>
<tr><td colspan="5">Indicative Literature

Michael J. Crawley (2013). The R Book, Second Edition. Hoboken: John Wiley & Sons.</td></tr>
</table>

Peter Daalgard (2008). Introductory Statistics with R. Berlin: Springer.

John Maindonald, W. John Braun (2010). Data Analysis and Graphics Using R – an Example-Based Approach, Third Edition, Cambridge Series. In *Statistical and Probabilistic Mathematics.* Cambridge: Cambridge University Press.

Christopher Gandrud (2015). Reproducible Research with R and RStudio, Second Edition. The R Series, Chapman & Hall/CRC Press.

Randall E. Schumacker (2014). Learning Statistics Using R. Thousand Oaks: Sage.

Charles Wheelan (2013). Naked Statistics: Stripping the Dread from The Data. New York: W.W. Norton & Company.

Usability and Relationship to other Modules

- The module is a mandatory / mandatory elective module of the Methods and Skills area that is part of the Jacobs Track (Methods and Skills modules; Community Impact Project module; Language modules; Big Questions modules).
- Quantitative analytical skills are used and needed in many modules of all study programs.
- Pre-requisite for Econometrics.
- This module introduces students to R in preparation for the 2nd year mandatory method module on econometrics and 3rd year GEM module on advanced econometrics; the statistics skills prepare students for all 2nd and 3rd year GEM modules and the thesis.
- Mandatory for a major in GEM and IEM.
- Mandatory elective for a major in IBA, IRPH, ISCP and SMP
- Elective for all other study programs.

Examination Type: Module Examination

Type: Written examination

Duration: 120 min
Weight: 100%

During the examination students use the software R as an auxiliary resource approved by the Instructor of Record.

Scope: All intended learning outcomes of the module.

7.22.1.4 Qualitative Research Methods

<table>
<tr><td colspan="2">Module Name
Qualitative Research Methods</td><td>Module Code
JTMS-MET-04</td><td>Level (type)
Year 2 (Methods)</td><td>CP
5</td></tr>
<tr><td colspan="5">Module Components

Number | Name | Type | CP
JTMS-04 | Qualitative Research Methods | Lecture | 5</td></tr>
<tr><td>Module Coordinator

Margrit Schreier</td><td colspan="2">Program Affiliation

• Jacobs Track – Methods and Skills</td><td colspan="2">Mandatory Status

Mandatory for GEM, IBA, IRPH, ISCP, SMP
Mandatory elective for EES</td></tr>
<tr><td colspan="2">Entry Requirements

Pre-requisites
☒ None

Co-requisites
☒ None

Knowledge, Abilities, or Skills
• none</td><td>Frequency

Annually (Fall)

Duration

1 semester</td><td colspan="2">Forms of Learning and Teaching

• In-class contact time (35 hours)
• Private study (90 hours)

Workload

125 hours</td></tr>
<tr><td colspan="5">Recommendations for Preparation

Patton, Michael Quinn (2015). Qualitative evaluation and research methods (4th ed.). Thousand Oaks etc.: Sage, chapter 2</td></tr>
<tr><td colspan="5">Content and Educational Aims

Qualitative researchers explore the structure of everyday life and the meaning that events, other persons and their actions hold for us. To do so, they take an in-depth look at a few selected cases, such as organizations, campaigns, or people. We will look at the rationale and constructivist and interpretivist principles underlying qualitative research and from there move on to specific designs (such as grounded theory or ethnography), design principles (such as purposive strategies for selecting cases), and research methods. The focus of the module will be on learning about and trying out methods for collecting and analyzing qualitative data. Among methods for collecting qualitative data, relevant topics include semi-structured and narrative interviews, focus groups, observation, working with documents and with visual elements. Methods for analyzing qualitative data include, for example, coding, qualitative content analysis, discourse analysis, visual analysis, semiotics or iconography.
The module has a strong hands-on component. It is held in part as a seminar and in part as a lab where students apply the methods to data from their own fields of study. During the lab sessions, students are required to participate in and report on activities involving the application and testing of selected methods. For assessment and grading, students will carry out their own small research project, in which they bring to bear different methods to a topic of their choice.</td></tr>
<tr><td colspan="5">Intended Learning Outcomes

By the end of this module, students should be able to:
• explain the principles underlying qualitative research;
• apply basic qualitative approaches and designs;
• identify and address ethical issues arising in qualitative research;
• apply strategies for purposefully selecting participants and cases;
• apply methods for collecting qualitative data;
• apply methods for analyzing qualitative data;
• know what to look for in evaluating qualitative research.</td></tr>
</table>

Indicative Literature

Dresing, T., Pehl, T., & Schmieder, C. (2015). Manual (on) transcription. Transcription conventions, software guides, and practical hints for qualitative researchers. 3rd English edition. Marburg. Available under: http://www.audiotranskription.de/english/transcription-practicalguide.htm
Flick, U. (2018) (ed.). The SAGE handbook of qualitative data collection. Los Angeles, CA: Sage.
Flick, U. (2019). Introduction to qualitative research. 6th edition. London etc.: Sage.
Patton, M.Q. (2015). Qualitative evaluation and research methods. 4th edition. Thousand Oaks etc.: Sage.
Rose, G. (2016). Visual methodologies. 4th edition. London: Sage.

Usability and Relationship to other Modules

- The module is a mandatory / mandatory elective module of the Methods and Skills area that is part of the Jacobs Track (Methods and Skills modules; Community Impact Project module; Language modules; Big Questions modules).
- Complements Method and Skills module Data Collection and Empirical Research Methodologies.
- This module prepares students for the GEM and IBA 2nd year module on organization and HRM as well as Marketing, the GEM 3rd year module on public and nonprofit management, the IBA 3rd year module on Contemporary Topics in Marketing, and the thesis.
- Mandatory for a major in GEM, IBA IRPH, ISCP, SMP.
- Mandatory elective for a major in EES.
- Elective for all other study programs.

Examination Type: Module Examination

Assessment type: Research project (including abstract, ethics statement, and lab report on methods implementation, findings, and evaluation) Length: 5.000 words (for groups of three students)

Weight: 100%

Scope: All intended learning outcomes of the module.

7.22.1.5 Data Collection and Empirical Research Methodologies

<table>
<tr><td colspan="3">Module Name
Data Collection and Empirical Research Methodologies</td><td>Module Code
JTMS-MET-06</td><td>Level (type)
Year 1 (Methods)</td><td>CP
5</td></tr>
<tr><td colspan="6">Module Components

Number | Name | Type | CP
JTMS-06 | Data Collection and Empirical Research Methodologies | Lecture | 5</td></tr>
<tr><td colspan="2">Module Coordinator

Mandi Larsen</td><td colspan="2">Program Affiliation
• Jacobs Track – Methods and Skills</td><td colspan="2">Mandatory Status

Mandatory for IRPH, ISCP and SMP
Mandatory elective for IBA</td></tr>
<tr><td colspan="3">Entry Requirements

Pre-requisites
☒ None

Co-requisites
☒ None

Knowledge, Abilities, or Skills
• none</td><td>Frequency

Annually (Spring)</td><td colspan="2">Forms of Learning and Teaching

• Lecture (35 hours)
• Reading and self-study (30 hours)
• Questionnaire construction and data collection (35 hours)
• Preparation of research report (25 hours)</td></tr>
<tr><td colspan="3"></td><td>Duration

1 semester</td><td colspan="2">Workload

125 hours</td></tr>
<tr><td colspan="6">Recommendations for Preparation</td></tr>
<tr><td colspan="6">Content and Educational Aims

How exactly does empirical research work? This module gives an overview of the basic concepts and strategies involved in conducting empirical research in the social sciences. Students learn about basic approaches towards research, such as quantitative and qualitative, basic and applied, descriptive and explanatory research, and about core concepts of empirical research such as research ethics, generating hypotheses and hypothesis testing, measurement, and evaluation criteria such as reliability and validity. The module shows how these concepts and ideas are applied in the context of various research techniques. Students will actively apply this knowledge to the context of survey research, which is presumably the most widespread mode of gathering data in the social sciences and adjacent disciplines. Students will be familiarized with diverse aspects of sampling strategies, developing state-of-the-art questionnaires, and conducting cutting-edge survey research. Questionnaire construction for different data-gathering modalities (paper-pencil, telephone, face-to-face, online) will be discussed, as will their utilization in diverse populations (different social groups, cultures and languages). Students will carry out small empirical survey research projects putting these skills into practice.</td></tr>
<tr><td colspan="6">Intended Learning Outcomes

By the end of this module, students should be able to
• describe basic concepts involved in conducting empirical research in the social sciences;
• outline the empirical research process;
• carry out a small research project from start to finish:
• formulate an empirical research question, as well as develop relevant hypotheses;
• address issues of random probability sampling;
• recognize issues related to various modes of data collection;
• construct a social science questionnaire;
• compose a first empirical research report.</td></tr>
</table>

Indicative Literature

Fowler, F. J. (2015). Survey research methods. Thousand Oaks, CA: Sage.
Neumann, W. (2014). Social research methods: Qualitative and quantitative approaches (7th International Edition). Harlow: Pearson.
Gray, D. E. (2014). Doing research in the real world (3rd edition). London: Sage.
Picardie, C. A. & Masick, K. D. (2014). Research methods: Designing and conducting research with a real-world focus. London: Sage.

Usability and Relationship to other Modules

- The module is a mandatory / mandatory elective module of the Methods and Skills area that is part of the Jacobs Track (Methods and Skills modules; Community Impact Project module; Language modules; Big Questions modules).
- This module builds on "Academic Writing and Academic Skills", where students gain critical skills related to academic writing, as well as to understanding empirical literature.
- This module prepares IBA students with an interest in consumer or firm-level research for their Bachelor Thesis.
- This module also provides students with a first opportunity to carry out their own data collection, which will be helpful for the Bachelor Thesis.
- Mandatory for a major in IRPH, ISCP and SMP.
- Mandatory elective for major in IBA
- Elective for all other study programs.

Examination Type: Module Examination

Assessment type: Research report

Length: 2500-3000 words
Weight: 100%

Scope: Should demonstrate: (1) knowledge of the empirical research process and its key concepts; (2) ability to carry out a small empirical research project; and (3) ability to accurately report on the research process in writing. All intended learning outcomes of the module.

7.22.2 Big Questions Modules

7.22.2.1 Water: The Most Precious Substance on Earth

<table>
<tr><td colspan="2">Module Name
Water: The Most Precious Substance on Earth</td><td>Module Code
JTBQ-BQ-002</td><td>Level (type)
Year 3 (Jacobs Track)</td><td>CP
5</td></tr>
<tr><td colspan="5">Module Components

Number | Name | Type | CP
JTBQ-002 | Water: The Most Precious Substance on Earth | Lecture/Tutorial | 5</td></tr>
<tr><td>Module Coordinator

M. Bau and D. Mosbach</td><td colspan="2">Program Affiliation

• Big Questions Area: All undergraduate study programs except IEM</td><td colspan="2">Mandatory Status

• Mandatory elective for students of all undergraduate study programs, except IEM</td></tr>
<tr><td colspan="2">Entry Requirements

Pre-requisites

☒ None

Co-requisites

☒ None

Knowledge, Abilities, or Skills

• The ability and openness to engage in interdisciplinary issues of global relevance
• Media literacy, critical thinking, and a proficient handling of data sources</td><td>Frequency

Annually (part I: Fall; part II: Spring)

Duration

2 semesters</td><td colspan="2">Forms of Learning and Teaching

• Lectures (17.5 hours)
• Project work (90 hours)
• Private study (17.5 hours)

Workload

125 hours</td></tr>
<tr><td colspan="5">Recommendations for Preparation

Critically following media coverage on the module's topics in question.</td></tr>
</table>

Content and Educational Aims

All "Big Questions" (BQ) modules deal with the economic, technological, societal, and environmental contexts of the global issues and challenges of the coming decades. BQ modules intend to raise awareness of those challenges and broaden students' horizons with applied problem solving beyond the borders of their own disciplines. Knowledge and skills offered in the interdisciplinary BQ modules support students in their development to become informed and responsible citizens in a global society.
Water is the basic prerequisite for life on our planet, but it has become a scarce resource and a valuable commodity. Water is of fundamental importance to the world's economy and global food supply, in addition to being a driving force behind geopolitical conflict. In this module, the profound impact of water on all aspects of human life will be addressed from very different perspectives: from the natural and environmental sciences and engineering, and from the social and cultural sciences.
Following topical lectures in the Fall semester, students will work on projects on the occasion of the World Water Day (March 22) in small teams comprised of students from various disciplines and with different cultural backgrounds. This teamwork will be accompanied by related tutorials.

Intended Learning Outcomes

Students acquire transferable and key skills in this module.

By the end of this module, students will be able to

- use their disciplinary factual and methodological knowledge to reflect on interdisciplinary questions by comparing approaches from various disciplines;
- advance a knowledge-based opinion on the complex module topics: on the physio-chemical properties of water, its origin and history, on the importance of water as a resource, on physical and economic freshwater scarcity, on the risks of water pollution and the challenges faced by waste water treatment, on the concept of virtual water, on the bottled water industry, and on the cultural values and meanings of water;
- formulate coherent written and oral contributions (e.g., to panel discussions) on the topic;
- perform well-organized teamwork;
- present a self-designed project in a university-wide context.

Indicative Literature

Finney, John (2015). Water. A Very Short Introduction. Oxford: Oxford University Press.

Zetland, David (2011). The End of Abundance: Economic Solutions to Water Scarcity. California: Aguanomics Press.

United Nation (January 2016): Sustainable Development Goals. Retrieved from https://www.ipcc.ch

Usability and Relationship to other Modules

- This module is a mandatory elective module in the Big Questions area, which is part of the Jacobs Track (Methods and Skills modules; Community Impact Project module; Language modules; Big Questions modules).
- Students are encouraged to relate the content of their previous modules to the topics of this module and contribute their knowledge and competencies to class discussions and activities.

Examination Type: Module Examination

Assessment Component 1: Written examination — Duration: 60 min, Weight: 50%

Assessment Component 2: Team project — Weight: 50%

Scope: All intended learning outcomes of the module

Completion: This module is passed with an assessment-component weighted average grade of 45% or higher.

7.22.2.2 Ethics in Science and Technology

<table>
<tr><td colspan="2">Module Name
Ethics in Science and Technology</td><td>Module Code
JTBQ-BQ-003</td><td>Level (type)
Year 3 (Jacobs Track)</td><td>CP
5.0</td></tr>
<tr><td colspan="5">Module Components

Number | Name | Type | CP
JTBQ-003 | Ethics in Science and Technology | Lecture /Projects | 5.0</td></tr>
<tr><td>Module Coordinator

A. Lerchl</td><td colspan="2">Program Affiliation

• Big Questions Area: All undergraduate study programs, except IEM</td><td colspan="2">Mandatory Status

• Mandatory for CBT
• Mandatory elective for students of all undergraduate study programs, except IEM</td></tr>
<tr><td colspan="2">Entry Requirements

Pre-requisites

☒ None</td><td>Co-requisites

☒ None</td><td>Knowledge, Abilities, or Skills

• The ability and openness to engage in interdisciplinary issues of global relevance
• Media literacy, critical thinking, and a proficient handling of data sources</td><td>Frequency

Each semester (Fall & Spring)

Duration

1 semester</td><td>Forms of Learning and Teaching

• Lectures (35 hours)
• Project work (55 hours)
• Private study (35 hours)

Workload

125 hours</td></tr>
<tr><td colspan="5">Recommendations for Preparation

Critically following media coverage of the scientific topics in question.</td></tr>
</table>

Content and Educational Aims

All "Big Questions" (BQ) modules deal with the economic, technological, societal, and environmental contexts of the global issues and challenges of the coming decades. BQ modules intend to raise awareness of those challenges and broaden students' horizons with applied problem solving that extends beyond the borders of their own disciplines. Knowledge and skills offered in the interdisciplinary BQ modules support students in their development to become informed and responsible citizens in a global society.
Ethics is an often neglected, yet essential part of science and technology. Our decisions about right and wrong influence the way in which our inventions and developments change the world. A wide array of examples will be presented and discussed, e.g., the foundation of ethics, individual vs. population ethics, artificial life, stem cells, animal rights, abortion, pre-implantation diagnostics, legal and illegal drugs, the pharmaceutical industry, gene modification, clinical trials and research with test persons, weapons of mass destruction, data fabrication, and scientific fraud.

Intended Learning Outcomes

Students acquire transferable and key skills in this module.

By the end of this module, students will be able to

- use their disciplinary factual and methodological knowledge to reflect on interdisciplinary questions by comparing approaches from various disciplines;
- summarize and explain ethical principles;
- critically look at scientific results that seem too good to be true;
- apply the ethical concepts to virtually all areas of science and technology;
- discover the responsibilities of society and of the individual for ethical standards;
- understand and judge the ethical dilemmas in many areas of the daily life;
- discuss the ethics of gene modification at the level of cells and organisms;
- reflect on and evaluate clinical trials in relation to the Helsinki Declaration;
- distinguish and evaluate the ethical guidelines for studies with test persons;
- complete a self-designed project;
- overcome general teamwork problems;
- perform well-organized project work.

Indicative Literature

Not specified.

Usability and Relationship to other Modules

- Mandatory for CBT
- This module is a mandatory elective module in the Big Questions area that is part of the Jacobs Track (Methods and Skills modules; Community Impact Project module; Language modules; Big Questions modules).
- Students are encouraged to relate the content of their previous modules to the topics of this module and contribute their knowledge and competencies to class discussions and activities.

Examination Type: Module Examination

Assessment Component 1: Written examination	Duration: 60 min
	Weight: 50%
Assessment Component 2: Team project	Weight: 50%

Scope: All intended learning outcomes of the module

Completion: This module is passed with an assessment-component weighted average grade of 45% or higher.

7.22.2.3 Global Health – Historical context and future challenges

<table>
<tr><td colspan="2">Module Name
Global Health – Historical context and future challenges</td><td>Module Code
JTBQ-BQ-004</td><td>Level (type)
Year 3 (Jacobs Track)</td><td>CP
5</td></tr>
<tr><td colspan="5">Module Components

Number | Name | Type | CP
JTBQ-004 | Global Health – Historical context and future challenges | Lecture | 5</td></tr>
<tr><td>Module Coordinator

A. M. Lisewski</td><td colspan="2">Program Affiliation

• Big Questions Area: All undergraduate study programs, except IEM</td><td colspan="2">Mandatory Status

• Mandatory elective for students of all undergraduate study programs, except IEM</td></tr>
<tr><td colspan="2">Entry Requirements

Pre-requisites
☒ None

Co-requisites
☒ None

Knowledge, Abilities, or Skills
• The ability and openness to engage in interdisciplinary issues of global relevance
• Media literacy, critical thinking, and a proficient handling of data sources</td><td>Frequency

Annually (Fall)

Duration

1 semester</td><td colspan="2">Forms of Learning and Teaching

• Lectures (35 hours)
• Private study (90 hours)

Workload

125 hours</td></tr>
<tr><td colspan="5">Recommendations for Preparation

Critically following media coverage on the module's topics in question.</td></tr>
<tr><td colspan="5">Content and Educational Aims

All "Big Questions" (BQ) modules deal with the economic, technological, societal, and environmental contexts of the global issues and challenges of the coming decades. BQ modules intend to raise awareness of those challenges and broaden students' horizons with applied problem solving beyond the borders of their own disciplines. Knowledge and skills offered in the interdisciplinary BQ modules support students in their development to become informed and responsible citizens in a global society.
This module gives a historical, societal, technical, scientific, and medical overview of the past and future milestones and challenges of global health. Particular focus is put on future global health issues in a world that is interconnected both through mobility and communication networks. This module presents the main milestones along the path to modern health systems, including the development of public hygiene, health monitoring and disease response, and health-related breakthroughs in science, technology, and the economy. Focus is given to pediatric, maternal, and adolescent health, as these are the areas most critical to the well-being of future generations. This module also provides key concepts in global health, epidemiology, and demographics, such as the connection between a society's economic level and its population's health status, measures of health status, demographic and epidemiologic transitions, and modern issues such as the growing fragmentation (at a personal level) of disease conditions and the resulting emergence of personalized medicine. Finally, attention is also given</td></tr>
</table>

to less publicly prominent global health issues, such as re-emerging diseases, neglected tropical diseases, and complex humanitarian crises.

Intended Learning Outcomes

Students acquire transferable and key skills in this module.

By the end of this module, students will be able to

- use their disciplinary factual and methodological knowledge to reflect on interdisciplinary questions by comparing approaches from various disciplines;
- explain the historical context of current global health surveillance, response systems, and institutions;
- discuss and evaluate the imminent and future challenges to public hygiene and response to disease outbreaks in the context of a global societal network.

Indicative Literature

Richard Skolnik (2015). Global Health 101 (Essential Public Health). Burlington: Jones and Bartlett Publishers, Inc.

Usability and Relationship to other Modules

- The module is a mandatory elective module in the Big Questions area, which is part of the Jacobs Track (Methods and Skills modules; Community Impact Project module; Language modules; Big Questions modules).
- Students are encouraged to relate the content of their previous modules to the topics of this module and contribute their knowledge and competencies to class discussions and activities.

Examination Type: Module Examination

Assessment Type: Written examination — Duration: 60 min.
Scope: All intended learning outcomes of the module — Weight: 100%

7.22.2.4 Global Existential Risks

<table>
<tr><td colspan="2">Module Name
Global Existential Risks</td><td>Module Code
JTBQ-BQ-005</td><td>Level (type)
Year 3 (Jacobs Track)</td><td>CP
2.5</td></tr>
<tr><td colspan="5">Module Components

Number | Name | Type | CP
JTBQ-005 | Global Existential Risks | Lecture | 2.5</td></tr>
<tr><td>Module Coordinator

M. A. Lisewski</td><td colspan="2">Program Affiliation

• Big Questions Area: All undergraduate study programs except IEM</td><td colspan="2">Mandatory Status

• Mandatory elective for students of all undergraduate study programs except IEM</td></tr>
<tr><td colspan="2">Entry Requirements

Pre-requisites

☒ None</td><td>Co-requisites

☒ None</td><td>Knowledge, Abilities, or Skills

• The ability and openness to engage in interdisciplinary issues of global relevance
• Media literacy, critical thinking, and a proficient handling of data sources</td><td>Frequency

Annually (Spring)

Duration

1 semester</td><td>Forms of Learning and Teaching

• Lectures (17.5 hours)
• Private study (45 hours)

Workload

62.5 hours</td></tr>
<tr><td colspan="5">Recommendations for Preparation

Critically following media coverage on the module's topics in question.</td></tr>
<tr><td colspan="5">Content and Educational Aims

All "Big Questions" (BQ) modules deal with the economic, technological, societal, and environmental contexts of the global issues and challenges of the coming decades. BQ modules intend to raise awareness of those challenges and broaden students' horizons with applied problem solving beyond the borders of their own disciplines. Knowledge and skills offered in the interdisciplinary BQ modules support students in their development to become informed and responsible citizens in a global society.
The more we develop science and technology, the more we also learn about catastrophic and, in the worst case, even existential global dangers that put the entire human civilization at risk of collapse. These doomsday scenarios therefore directly challenge humanity's journey through time as an overall continuous and sustainable process that progressively leads to a more complex but still largely stable human society. The module presents the main known varieties of existential risks, including, for example, astrophysical, planetary, biological, and technological events or critical transitions that have the capacity to severely damage or even eradicate earth-based human civilization as we know it. Furthermore, this module offers a description of the characteristic features of these risks in comparison to more conventional risks, such as natural disasters, and a classification of global existential risks based on parameters such as range, intensity, probability of occurrence, and imminence. Finally, this module</td></tr>
</table>

reviews several hypothetical monitoring and early warning systems as well as analysis methods that could potentially be used in strategies, if not to eliminate, then at least to better understand and ideally to minimize imminent global existential risks. This interdisciplinary module will allow students to explore this topic across diverse subject fields.

Intended Learning Outcomes

Students acquire transferable and key skills in this module.

By the end of this module, students will be able to

- use their factual and methodological knowledge to reflect on interdisciplinary questions by comparing approaches from various disciplines;
- explain the varieties of global existential risks;
- discuss approaches to minimize these risks;
- formulate coherent written and oral contributions on this topic.

Indicative Literature

Nick Bostrom, Milan M. Cirkovic (eds.) (2011). Global Catastrophic Risk.Oxford: Oxford University Press.

Murray Shanahan (2015). The Technological Singularity. Cambridge:The MIT Press.

Martin Rees (2003) Our Final Hour. New York: Basic Books.

Usability and Relationship to other Modules

- This module is a mandatory elective module in the Big Questions area, which is part of the Jacobs Track (Methods and Skills modules; Community Impact Project module; Language modules; Big Questions modules).
- Students are encouraged to relate the content of their previous modules to the topics of this module and contribute their knowledge and competencies to class discussions and activities.

Examination Type: Module Examination

Assessment Type: Written examination — Duration: 60 min.
Scope: All intended learning outcomes of the module — Weight: 100%

7.22.2.5 Future: From Predictions and Visions to Preparations and Actions

<table>
<tr><td colspan="2">Module Name
Future: From Predictions and Visions to Preparations and Actions</td><td>Module Code
JTBQ-BQ-006</td><td>Level (type)
Year 3 (Jacobs Track)</td><td>CP
2.5</td></tr>
<tr><td colspan="5">Module Components
Number | Name | Type | CP
JTBQ-006 | Future: From Predictions and Visions to Preparations and Actions | Lecture | 2.5</td></tr>
<tr><td>Module Coordinator
Joachim Vogt</td><td colspan="2">Program Affiliation
• Big Questions Area: All undergraduate study programs, except IEM</td><td colspan="2">Mandatory Status
• Mandatory elective for students of all undergraduate study programs, except IEM</td></tr>
<tr><td colspan="3">Entry Requirements
Pre-requisites: ☒ None
Co-requisites: ☒ None
Knowledge, Abilities, or Skills:
• The ability and openness to engage in interdisciplinary issues of global relevance
• Media literacy, critical thinking, and a proficient handling of data sources</td><td>Frequency
Annually (Spring)

Duration
1 semester</td><td>Forms of Learning and Teaching
• Lecture (17.5 hours)
• Private study (45 hours)

Workload
62.5 hours</td></tr>
<tr><td colspan="5">Recommendations for Preparation
Critically following media coverage of the module's topics in question.</td></tr>
<tr><td colspan="5">Content and Educational Aims
All "Big Questions" (BQ) modules deal with the economic, technological, societal, and environmental contexts of the global issues and challenges of the coming decades. BQ modules intend to raise awareness of those challenges and broaden students' horizons with applied problem solving that extend beyond the borders of their own disciplines. Knowledge and skills offered in the interdisciplinary BQ modules support students in their development to become informed and responsible citizens in a global society.
This module addresses selected topics related to the future as a general concept in science, technology, culture, literature, ecology, and economy, and it consists of three parts. The first part (Future Continuous) discusses forecasting methodologies rooted in the idea that key past and present processes are understood and continue to operate such that future developments can be predicted. General concepts covered in this context include determinism, uncertainty, evolution, and risk. Mathematical aspects of forecasting are also discussed. The second part (Future Perfect) deals with human visions of the future as reflected in the arts and literature, ranging from ideas of utopian societies and technological optimism to dystopian visions in science fiction. The third part (Future Now) concentrates on important current developments—such as trends in technology, scientific breakthroughs, the evolution of the Earth system, and climate change—and concludes with opportunities and challenges for present and future generations.</td></tr>
</table>

Intended Learning Outcomes

Students acquire transferable and key skills in this module.

By the end of this module, student should be able to

- use their factual and methodological knowledge to reflect on interdisciplinary questions by comparing approaches from various disciplines;
- distinguish and qualify important approaches to forecasting and prediction;
- summarize the history of utopias, dystopias, and the ideas presented in classical science fiction;
- characterize current developments in technology, ecology, society, and their implications for the future.

Indicative Literature

United Nations (2015, September) Millennium Development Goals. Retrieved from http://www.un.org/millenniumgoals.
United Nation (2016, January): Sustainable Development Goals. Retrieved from http://catalog.jacobs-university.de/search~S0
United Nations University. https://unu.edu
US National Intelligence Council (2017). Global Trends. Retrieved from https://www.dni.gov/index.php/global-trends-home.
International Panel on Climate Change. Retrieved from https://www.ipcc.ch.
World Inequality Lab (2017, December). World Inequality Report 2018. Retrieved from https://wir2018.wid.world.
World Health Organization. Retrieved from http://www.who.int.
World Trade Organization. Retrieved from *https://www.wto.org*
Gapminder. Retrieved from https://www.gapminder.org.
World Bank. Retrieved from http://www.worldbank.org.

Usability and Relationship to other Modules

- This module is a mandatory elective module in the Big Questions area, which is part of the Jacobs Track (Methods and Skills modules; Community Impact Project module; Language modules; Big Questions modules).
- Students are encouraged to relate the content of their previous modules to the topics of this module and contribute their knowledge and competencies to class discussions and activities.

Examination Type: Module Examination

Assessment Type: Written examination — Duration: 60 min
Weight: 100%

Scope: All intended learning outcomes of the module

7.22.2.6 Climate Change

<table>
<tr><td colspan="3">Module Name
Climate Change</td><td>Module Code
JTBQ-BQ-007</td><td>Level (type)
Year 3 (Jacobs Track)</td><td>CP
2.5</td></tr>
<tr><td colspan="6">Module Components
Number | Name | Type | CP
JTBQ-007 | Climate Change | Lecture | 2.5</td></tr>
<tr><td>Module Coordinator
L. Thomsen/
V. Unnithan</td><td colspan="3">Program Affiliation
• Big Questions Area: All undergraduate study programs, except IEM</td><td colspan="2">Mandatory Status
• Mandatory elective for students of all undergraduate study programs, except IEM</td></tr>
<tr><td colspan="3">Entry Requirements
Pre-requisites
☒ None

Co-requisites
☒ None

Knowledge, Abilities, or Skills
• The ability and openness to engage in interdisciplinary issues of global relevance
• Media literacy, critical thinking, and a proficient handling of data sources</td><td>Frequency
Annually (Spring)

Duration
1 semester</td><td colspan="2">Forms of Learning and Teaching
• Lecture (17.5 hours)
• Private study (45 hours)

Workload
62.5 hours</td></tr>
<tr><td colspan="6">Recommendations for Preparation
Critically following media coverage of the module's topics in question.</td></tr>
<tr><td colspan="6">Content and Educational Aims
All "Big Questions" (BQ) modules deal with the economic, technological, societal, and environmental contexts of the global issues and challenges of the coming decades. BQ modules intend to raise awareness of those challenges and broaden students' horizon with applied problem solving beyond the borders of their own disciplines. Knowledge and skills offered in the interdisciplinary BQ modules support students in their development to become informed and responsible citizens in a global society.
This module will give a brief introduction into the development of the atmosphere throughout Earth's history from the beginning of the geological record up to modern times, and will focus on geological, cosmogenic, and anthropogenic changes. Several major events in the evolution of the Earth that had a major impact on climate will be discussed, such as the evolution of an oxic atmosphere and ocean, the onset of early life, snowball Earth, and modern glaciation cycles. In the second part, the module will focus on the human impact on present climate change and global warming. Causes and consequences, including case studies and methods for studying climate change, will be presented and possibilities for climate mitigation (geo-engineering) and adapting our society to climate change (such as coastal protection and adaption of agricultural practices to more arid and hot conditions) will be discussed.</td></tr>
</table>

Intended Learning Outcomes

Students acquire transferable and key skills in this module.

By the end of this module, students should be able to

- use their disciplinary factual and methodological knowledge to reflect on interdisciplinary questions by comparing approaches from various disciplines;
- advance a knowledge-based opinion on the complex module topics, including: impact of climate change on the natural environment over geological timescales and since the industrial revolution, and the policy framework in which environmental decisions are made internationally;
- work effectively in a team environment and undertake data interpretation;
- discuss approaches to minimize habitat destruction.

Indicative Literature

The course is based on a self-contained, detailed set of online lecture notes.

Ruddiman, William F. Earth's Climate (2001). Past and future. New York: Macmillan.

Usability and Relationship to other Modules

- This module is a mandatory elective module in the Big Questions area, which is part of the Jacobs Track (Methods and Skills modules; Community Impact Project module; Language modules; Big Questions modules).
- Students are encouraged to relate the content of their previous modules to the topics of this module and contribute their knowledge and competencies to class discussions and activities.

Examination Type: Module Examination

Assessment Type: Written examination	Duration: 60 min.
Scope: All intended learning outcomes of the module	Weight: 100%

7.22.2.7 Extreme Natural Hazards, Disaster Risks, and Societal Impact

<table>
<tr><td colspan="2">Module Name
Extreme Natural Hazards, Disaster Risks, and Societal Impact</td><td>Module Code
JTBQ-BQ-008</td><td>Level (type)
Year 3 (Jacobs Track)</td><td>CP
2.5</td></tr>
<tr><td colspan="5">Module Components
Number | Name | Type | CP
JTBQ-008 | Extreme Natural Hazards: Disaster Risks, and Societal Impact | Lecture | 2.5</td></tr>
<tr><td>Module Coordinator
L. Thomsen</td><td colspan="2">Program Affiliation
• Big Questions Area: All undergraduate study programs, except IEM</td><td colspan="2">Mandatory Status
• Mandatory elective for students of all undergraduate study programs, except IEM</td></tr>
<tr><td colspan="2">Entry Requirements
Pre-requisites
☒ None

Co-requisites
☒ None

Knowledge, Abilities, or Skills
• The ability and openness to engage in interdisciplinary issues of global relevance
• Media literacy, critical thinking, and a proficient handling of data sources</td><td>Frequency
Annually (Fall)

Duration
1 semester</td><td colspan="2">Forms of Learning and Teaching
• Lecture (17.5 hours)
• Private study (45 hours)

Workload
62.5 hours</td></tr>
<tr><td colspan="5">Recommendations for Preparation
Critically following media coverage of the module's topics in question.</td></tr>
<tr><td colspan="5">Content and Educational Aims
All "Big Questions" (BQ) modules deal with the economic, technological, societal, and environmental contexts of the global issues and challenges of the coming decades. BQ modules intend to raise awareness of those challenges and broaden students' horizons with applied problem solving beyond the borders of their own disciplines. Knowledge and skills offered in the interdisciplinary BQ modules support students in their development to become informed and responsible citizens in a global society.
Extreme natural events increasingly dominate global headlines, and understanding their causes, risks, and impacts, as well as the costs of their mitigation, is essential to managing hazard risk and saving lives. This module presents a unique, interdisciplinary approach to disaster risk research, combining natural science and social science methodologies. It presents the risks of global hazards and natural disasters such as volcanoes, earthquakes, landslides, hurricanes, precipitation floods, and space weather, and provides real-world hazard and disaster case studies from Latin America, the Caribbean, Africa, the Middle East, Asia, and the Pacific.</td></tr>
<tr><td colspan="5">Intended Learning Outcomes
Students acquire transferable and key skills in this module.
By the end of this module, student should be able to</td></tr>
</table>

- use their disciplinary factual and methodological knowledge to reflect on interdisciplinary questions by comparing approaches from various disciplines;
- advance a knowledge-based opinion on the complex module topics, including how natural processes affect and interact with our civilization, especially those that create hazards and disasters;
- distinguish the methods scientists use to predict and assess the risk of natural disasters;
- discuss the social implications and policy framework in which decisions are made to manage natural disasters;
- work effectively in a team environment.

Indicative Literature

The course is based on a self-contained, detailed set of online lecture notes.

Ismail-Zadeh, Alik, et al., eds (2014). Extreme natural hazards, disaster risks and societal implications. In *Special Publications of the International Union of Geodesy and Geophysics Vol. 1.* Cambridge: Cambridge University Press.

Usability and Relationship to other Modules

- The module is a mandatory elective module of the Big Questions area, that is part of the Jacobs Track (Methods and Skills modules; Community Impact Project module; Language modules; Big Questions modules)
- Students are encouraged to relate the content of their previous modules to the topics of this module and contribute such knowledge and competences to class discussions and activities.

Examination Type: Module Examination

Assessment Type: Written examination — Duration: 60 min.
Scope: All intended learning outcomes of the module — Weight: 100%

7.22.2.8 International Development Policy

<table>
<tr><td colspan="2">Module Name
International Development Policy</td><td>Module Code
JTBQ-BQ-009</td><td>Level (type)
Year 3 (Jacobs Track)</td><td>CP
2.5</td></tr>
<tr><td colspan="5">Module Components
Number | Name | Type | CP
JTBQ-009 | International Development Policy | Lecture | 2.5</td></tr>
<tr><td>Module Coordinator

C. Knoop</td><td colspan="2">Program Affiliation

• Big Questions Area: All undergraduate study programs, except IEM</td><td colspan="2">Mandatory Status

• Mandatory elective for students of all undergraduate study programs, except IEM</td></tr>
<tr><td colspan="2">Entry Requirements

Pre-requisites

☒ None</td><td>Co-requisites

☒ None</td><td>Knowledge, Abilities, or Skills

• The ability and openness to engage in interdisciplinary issues of global relevance
• Media literacy, critical thinking, and a proficient handling of data sources</td><td>Frequency

Annually (Fall)

Duration

1 semester</td><td>Forms of Learning and Teaching

• Lecture (17.5 hours)
• Presentations
• Private study (45 hours)

Workload

62.5 hours</td></tr>
<tr><td colspan="5">Recommendations for Preparation

Critically following media coverage of the module's topics in question.</td></tr>
<tr><td colspan="5">Content and Educational Aims

All "Big Questions" (BQ) modules deal with the economic, technological, societal, and environmental contexts of the global issues and challenges of the coming decades. BQ modules intend to raise awareness of those challenges and broaden students' horizon with applied problem solving beyond the borders of their own disciplines. Knowledge and skills offered in the interdisciplinary BQ modules support students in their development to become informed and responsible citizens in a global society.
We live in a world where still a large number of people still live in absolute poverty without access to basic needs and services, such as food, sanitation, health care, security, and proper education. This module provides an introduction to the basic elements of international development policy, with a focus on the relevant EU policies in this field and on the Sustainable Development Goals/SDGs of the United Nations. The students will not only learn about the tools applied in modern development policies, but also about the critical aspects of monitoring and evaluating the results of development policy. Module-related oral presentations and debates will enhance the students' learning experience.</td></tr>
</table>

Intended Learning Outcomes

Students acquire transferable and key skills in this module.

By the end of this module, the student should be able to

- use their disciplinary factual and methodological knowledge to reflect on interdisciplinary questions by comparing approaches from various disciplines;
- breakdown the complexity of modern development policy;
- identify, explain, and evaluate the tools applied in development policy;
- formulate well-justified criticism of development policy;
- summarize and present a module-related topic in an appropriate verbal and visual form.

Indicative Literature

Francis Fukuyama (2006). The end of history and the last man. New York: Free Press.

Kingsbury, McKay, Hunt (2008). International Development.Issues and challenges. London: Palgrave.

A.Sumner, M.Tiwari (2009) After 2015: International Development Policy at a crossroad. New York: Palgrave Macmillan.

Graduate Institute of International Development, G. Carbonnier eds. (2001). International Development Policy: Energy and Development. New York:Palgrave Macmillan.

John Donald McNeil. International Development: Challenges and Controversy. Sentia Publishing,e-book.

Usability and Relationship to other Modules

- This module is a mandatory elective module in the Big Questions area, which is part of the Jacobs Track (Methods and Skills modules; Community Impact Project module; Language modules; Big Questions modules).
- Students are encouraged to relate the content of their previous modules to the topics of this module and contribute their knowledge and competencies to class discussions and activities.

Examination Type: Module Examination

Assessment Type: Presentation
Duration: 10 minutes per student
Scope: All intended learning outcomes of the module
Weight: 100%

7.22.2.9 Sustainable Value Creation with Biotechnology. From Science to Business

<table>
<tr><td colspan="2">Module Name
Sustainable Value Creation with Biotechnology. From Science to Business.</td><td>Module Code
JTBQ-BQ-011</td><td>Level (type)
Year 3
(Jacobs Track)</td><td>CP
2.5</td></tr>
<tr><td colspan="5">Module Components
Number | Name | Type | CP
JTBQ-011 | Sustainable Value Creation with Biotechnology. From Science to Business | Lecture - Tutorial | 2.5</td></tr>
<tr><td>Module Coordinator
Marcelo Fernandez Lahore</td><td colspan="2">Program Affiliation
• Jacobs Track - Big Questions</td><td colspan="2">Mandatory Status
• Mandatory elective for students of all undergraduate study except IEM</td></tr>
<tr><td colspan="2">Entry Requirements
Pre-requisites
☒ None
Co-requisites
☒ None
Knowledge, Abilities, or Skills
• The ability and openness to engage in interdisciplinary issues on bio-based value creation
• media literacy, critical thinking and a proficient handling of data sources</td><td>Frequency
Annually (Spring)

Duration
1 semester</td><td colspan="2">Forms of Learning and Teaching
• Lecture and Tutorial (17.5 hours)
• Private study (45 hours)

Workload
62.5 hours</td></tr>
<tr><td colspan="5">Recommendations for Preparation
https://www.ctsi.ucla.edu/researcher-resources/files/view/docs/EGBS4_Kolchinsky.pdf
https://link.springer.com/article/10.1057/jcb.2008.27
https://sustainabledevelopment.un.org/content/documents/21252030%20Agenda%20for%20Sustainable%20Development%20web.pdf</td></tr>
</table>

Content and Educational Aims

All "Big Questions" (BQ) modules deal with the economic, technological, societal and environmental contexts of the global issues and challenges of the coming decades. The BQ modules intend to raise awareness of those challenges and broaden the students' horizon with applied problem solving beyond the borders of their own disciplines. Knowledge and skills offered in the interdisciplinary BQ modules support students in their development to become an informed and responsible citizen in a global society.
This module has a particular focus on the role that Biotechnology and Biorefining is expected to play in social, economic and environmental contexts.

To deliver such a vision the module will prepare students to extract value form Biotechnology and associated activities. This will be done in the form of business cases that will be systematically developed by students alongside the development of the module. In this way, students will develop entrepreneurial skills while understanding basic business-related activities that are not always present in a technical curriculum. Case development will also provide students with the possibility of understanding the social, economic, environmental impact that Biotechnology and Biorefining can deliver in a Bio-Based Economy. The knowledge and skills gained through this module are in direct and indirect support of the UN 2030 Agenda for Sustainable Development: "Transforming our World".

Intended Learning Outcomes

Students acquire transferable and key skills in this module.

By the end of this module, the students should be able to

- design and develop a Business Case based on the tools provided by modern Biotechnology;
- explain the interplay between Science, Technology and Economics / Finance;
- use their disciplinary factual and methodological knowledge to reflect on interdisciplinary questions by comparing approaches from various disciplines;
- work effectively in a team environment and undertake data interpretation and analysis;
- discuss approaches to value creation in the context of Biotechnology and Sustainable Development;
- explain the ethical implications of technological advance and implementation;
- demonstrate presentation skills.

Indicative Literature

Springham, D., V. Moses & R.E. Cape (1999). Biotechnology – The Science and the Business. 2nd. Ed. Boca Raton: CRC Press.

Kornberg, Arthur (2002). The Golden Helix: Inside Biotech Ventures. Sausalito, CA: University Science Books.

UNESCO, Director-General. (2017). UNESCO moving forward the 2030 Agenda for Sustainable Development. Retrieved from https://unesdoc.unesco.org/ark:/48223/pf0000247785

Usability and Relationship to other Modules

- The module is a mandatory elective module in the Big Questions area, which is part of the Jacobs Track (Methods and Skills modules; Community Impact Project module; Language modules; Big Questions modules).
- Students are encouraged to relate the content of their previous modules to the topics of this module and contribute their knowledge and competencies to class discussions and activities.

Examination Type: Module Examination

Assessment Component 1: Term Paper — Length:1.500 – 3.000 words
Weight: 75%

Scope: Intended learning outcomes of the module (1-6)

Assessment Component 2: Presentation	Duration: 10-15 min. Weight: 25%
Scope: Intended learning outcomes of the module (2-7)	

7.22.2.10 Gender and Multiculturalism. Debates and Trends in Contemporary Societies

<table>
<tr><td colspan="2">Module Name
Gender and Multiculturalism. Debates and Trends in Contemporary Societies</td><td>Module Code
JTBQ-BQ-013</td><td>Level (type)
Year 3 (Jacobs Track)</td><td>CP
5.0</td></tr>
<tr><td colspan="5">Module Components

Number | Name | Type | CP
JTBQ-013 | Gender and Multiculturalism: Debates and Trends in Contemporary Societies | Lecture | 5.0</td></tr>
<tr><td>Module Coordinator

J. Price</td><td colspan="2">Program Affiliation

• Big Questions Area: All undergraduate study programs</td><td colspan="2">Mandatory Status

Mandatory elective for students of all undergraduate study programs, except IEM</td></tr>
<tr><td colspan="2">Entry Requirements

Pre-requisites

☒ None

Co-requisites

☒ None

Knowledge, Abilities, or Skills

• The ability and openness to engage in interdisciplinary issues of global relevance
• Media literacy, critical thinking and a proficient handling of data sources</td><td>Frequency

Annually (Fall)

Duration

1 semester</td><td colspan="2">Forms of Learning and Teaching

• Lectures (17.5 hours)
• Project work (90 hours)
• Private study (17.5 hours)

Workload

125 hours</td></tr>
<tr><td colspan="5">Recommendations for Preparation

Critical following of the media coverage on the module's topics in question.</td></tr>
<tr><td colspan="5">Content and Educational Aims

All "Big Questions" (BQ) modules deal with the economic, technological, societal and environmental contexts of the global issues and challenges of the coming decades. The BQ modules intend to raise awareness of those challenges and broaden the students' horizon with applied problem solving beyond the borders of their own disciplines. Knowledge and skills offered in the interdisciplinary BQ modules are relevant for every university graduate in order to become an informed and responsible citizen in a global society.
The objective of this module is to introduce and familiarize students with the current debates, trends and analytical frameworks pertaining how gender is socially constructed in different cultural zones. Through lectures, group discussions and reflecting upon cultural cases, students will familiarize themselves with the current trends and the different sides of ongoing cultural and political debates that shape cultural practices, policies and discourses. The module will zoom-in on topics such as: cultural identity; the social construction of gender; gender fluidity and its backlash; gender and human rights; multiculturalism as a perceived threat in plural societies, among others. Students will be provided with opportunities for reflection and to ultimately develop informed opinions</td></tr>
</table>

concerning topics that are continue to define some of the most contested cultural debates of contemporary societies. Furthermore, participants will engage their ideas in "hands on" projects aimed at moving the needle from mere reflection by conducting "action-research" that will inform the outcomes of their course projects.

Intended Learning Outcomes

Students acquire transferable and key skills in this module.

By the end of this module, students will be able to

- use their disciplinary factual and methodological knowledge to reflect on interdisciplinary questions by comparing approaches from various disciplines;
- summarize and evaluate the current cultural, political and legal debates concerning the social construction of gender in contemporary societies;
- reflect and develop informed opinions concerning the current debates and trends that are shaping ideas of whether multiculturalism ideals are realistic in pluralist western societies, or whether multiculturalism is a failed project;
- identify, explain and evaluate the role that societal forces, such as religion, socio-economic, political and migratory factors play in the construction of gendered structures in contemporary societies;
- develop a well-informed perspective concerning the interplay of science and culture in the debates around gender fluidity;
- deconstruct and reflect on the intersectionality between populist/nationalist discourses and gender discrimination;
- reflect and propose societal strategies and initiatives that attempt to answer the big questions presented in this module regarding gendered and cross-culturally-based inequalities;
- complete a self-designed project, collect and distill information from an "action-research" perspective;summarizing the process in a suitable reporting format;
- consider the application of an algorithm for group formation (not mandatory);
- overcome general teamwork problems in order to perform well-organized project work.

Indicative Literature

Biological Limits of Gender Construction Author(s): J. Richard Udry

Source: American Sociological Review , Jun., 2000, Vol. 65, No. 3 (Jun., 2000), pp. 443- 457. Published by: American Sociological Association Stable URL: https://www.jstor.org/stable/2657466

The Development of Gendered Interests and Personality Qualities From Middle Childhood Through Adolescence: A Biosocial Analysis. Susan M. McHale, Aryn M. Dotterer, Ji-Yeon Kim, Ann C. Crouter and Alan Booth. Child Development, March/April 2009, Volume 80, Number 2, Pages 482–495

Factors influencing attitudes to violence against women. Michael Flood and Bob Pease. Trauma, Violence, & ABuse, Vol. 10, No. 2, April 2009 125-142 dOi: 10.1177/1524838009334131. 2009 sAge Publications

Gender and Anti-immigrant Attitudes in Europe. Aaron Ponce (2017) Socius: Sociological Research for a Dynamic World. Volume 3: 1–17. Reprints and permissions: sagepub.com/journalsPermissions.nav

Usability and Relationship to other Modules

- The module is a mandatory elective module of the Big Questions area, that is part of the Jacobs Track (Methods and Skills modules; Community Impact Project module; Language modules; Big Questions modules)
- Students are encouraged to relate the content of their previous modules to the topics of this module and contribute such knowledge and competences to class discussions and activities.

Examination Type: Module Examination

Assessment Type: Team Project

Weight: 100%

Scope: All intended learning outcomes of the module

7.22.2.11 The Challenge of Sustainable Energy

<table>
<tr><td colspan="2">Module Name
The Challenge of Sustainable Energy</td><td>Module Code
JTBQ-BQ-014</td><td>Level (type)
Year 3 (Jacobs Track)</td><td>CP
2.5</td></tr>
<tr><td colspan="5">Module Components

Number | Type | CP
JTBQ-014 | The Challenge of Sustainable Energy | Lecture | 2.5</td></tr>
<tr><td>Module Coordinator

K. Smith Stegen</td><td colspan="2">Program Affiliation

• Big Questions Area: All undergraduate study programs</td><td colspan="2">Mandatory Status

Mandatory elective for students of all undergraduate study programs, except IEM</td></tr>
<tr><td colspan="3">Entry Requirements

Pre-requisites
☒ None

Co-requisites
☒ None

Knowledge, Abilities, or Skills
• Ability to read texts from a variety of disciplines</td><td>Frequency

Annually (Spring)

Duration

1 semester</td><td>Forms of Learning and Teaching

• Lectures and Group Exercises

Workload

62.5 hours</td></tr>
<tr><td colspan="5">Recommendations for Preparation

Reflect on their own behavior and habits with regard to sustainability.</td></tr>
<tr><td colspan="5">Content and Educational Aims

All “Big Questions” (BQ) modules deal with the economic, technological, societal and environmental contexts of the global issues and challenges of the coming decades. The BQ modules intend to raise awareness of those challenges and broaden the students’ horizon with applied problem solving beyond the borders of their own disciplines. Knowledge and skills offered in the interdisciplinary BQ modules are relevant for every university graduate in order to become an informed and responsible citizen in a global society.
How can wide-scale social, economic and political change be achieved? This module examines this question in the context of encouraging “sustainability”. To address global warming and environmental degradation, humans must adopt more sustainable lifestyles. Arguably, the most important change is the transition from conventional fuels to renewable sources of energy, particularly at the local, country and regional levels. The main challenge to achieving an “energy transition” stems from human behavior and not from a lack of technology or scientific expertise. This module thus examines energy transitions from the perspective of the social sciences, including political science, sociology, psychology, economics and management. To understand the drivers of and obstacles to technology transitions, students will learn the “Multi-Level Perspective”. Some of the key questions explored in this module include: What is meant by sustainability? Are renewable energies “sustainable”? How can a transition to renewable energies be encouraged? What are the main social, economic, and political challenges? How can these (potentially) be overcome? The aim of the course is to provide students with the tools for reflecting on energy transitions from multiple perspectives.</td></tr>
<tr><td colspan="5">Intended Learning Outcomes

Students acquire transferable and key skills in this module.

By the end of this module, students will be able to</td></tr>
</table>

- articulate the history of the sustainability movement and the major debates;
- identify different types of renewable energies;
- explain the multi-level perspective (MLP), which models technology innovations and transitions;
- summarize the obstacles to energy transitions;
- compare a variety of policy mechanisms for encouraging renewable energies.

Usability and Relationship to other Modules

- The module is a mandatory elective module of the Big Questions area that is part of the Jacobs Track (Methods and Skills modules; Community Impact Project module; Language modules; Big Questions modules).
- For students interested in sustainability issues, this module complements a variety of modules from different programs, such as "International Resource Politics" (IRPH/SMP), "Environmental Science" (EES), "General Earth and Environmental Sciences" (EES), and "Renewable Energies" (Physics).

Examination Type: Module Examination

Assessment Type: Written Examination

Duration: 60 min
Weight: 100%

Scope: All intended learning outcomes of the module

7.22.2.12 State, Religion and Secularism

<table>
<tr><td colspan="2">Module Name
State, Religion and Secularism</td><td>Module Code
JTBQ-BQ-015</td><td>Level (type)
Year 3 (Jacobs Track)</td><td>CP
2.5</td></tr>
<tr><td colspan="5">Module Components

Number | Type | CP
JTBQ-015 | State, religion and secularism | Lecture | 2.5</td></tr>
<tr><td>Module Coordinator

Manfred O. Hinz</td><td colspan="2">Program Affiliation

• Big Questions Area: All undergraduate study programs</td><td colspan="2">Mandatory Status

Mandatory elective for students of all undergraduate study programs, except IEM</td></tr>
<tr><td colspan="3">Entry Requirements

Pre-requisites
☒ None

Co-requisites
☒ None

Knowledge, Abilities, or Skills
• Ability to read texts from a variety of disciplines</td><td>Frequency

Annually (Spring)

Duration

1 semester</td><td>Forms of Learning and Teaching

• Lectures and Group Exercises

Workload

62.5 Hours</td></tr>
<tr><td colspan="5">Recommendations for Preparation

Reflect on the situation and role in respective home-country</td></tr>
<tr><td colspan="5">Content and Educational Aims

The relationship between state and religion has been a matter of concern in most if not all societies. Is religion above the state, or is it to the state to determine the place of religion? What does secularity mean? To what extent will religion accept secularity? Where does the idea of secularity come from? The course State, religion, secularism will search for answers to questions of this nature. After introducing to the topic and looking at some legal attempts to regulate the relationship between state and religion, the focus will be, on the one hand, on Christianity and secularity and, on Islam and secularity, on the other. Depending on the interest of participants, other religions and their relationships to states of relevance can be added.</td></tr>
<tr><td colspan="5">Intended Learning Outcomes

By the end of this course, students should be able
• To understand the basic problems that have led to different models to regulate the relationship between the state and religion;
• To reflect critically the situation of state and religion in selected countries;
• To assess the values behind the concept of democracy and human rights;
• To use the acquired knowledge to strengthen the capacity towards respect for others and tolerance.</td></tr>
<tr><td colspan="5">Usability and Relationship to other Modules

• The module is a mandatory elective module of the Big Questions area that is part of the Jacobs Track (Methods and Skills modules; Community Impact Project module; Language modules; Big Questions modules).</td></tr>
</table>

- For students interested in State, Religion and secularism, this module complements modules from other programmes, such as IRPH and SMP

Examination Type: Module Examination

Assessment Type: Term paper

Length:1.500 – 3.000 words
Weight: 100%

Scope: All intended learning outcomes of the module.

7.22.3 Community Impact Project

<table>
<tr><td colspan="3">Module Name
Community Impact Project</td><td>Module Code
JTCI-CI-950</td><td>Level (type)
Year 3 (Jacobs Track)</td><td>CP
5</td></tr>
<tr><td colspan="6">Module Components

Number | Name | Type | CP
JTCI-950 | Community Impact Project | Project | 5</td></tr>
<tr><td colspan="2">Module Coordinator

CIP Faculty Coordinator</td><td colspan="2">Program Affiliation

• All undergraduate study programs except IEM</td><td colspan="2">Mandatory Status

Mandatory for all undergraduate study programs except IEM</td></tr>
<tr><td colspan="3">Entry Requirements

Pre-requisites
☒ at least 15 CP from CORE modules in the major

Co-requisites
☒ None

Knowledge, Abilities, or Skills
• Basic knowledge of the main concepts and methodological instruments of the respective disciplines</td><td>Frequency

Annually (Fall)

Duration

1 semester</td><td colspan="2">Forms of Learning and Teaching

• Introductory, accompanying, and final events: 10 hours
• Self-organized teamwork and/or practical work in the community: 115 hours

Workload

125 hours</td></tr>
<tr><td colspan="6">Recommendations for Preparation

Develop or join a community impact project before the 5th semester based on the introductory events during the 4th semester by using the database of projects, communicating with fellow students and faculty, and finding potential companies, organizations, or communities to target.</td></tr>
<tr><td colspan="6">Content and Educational Aims

CIPs are self-organized, major-related, and problem-centered applications of students' acquired knowledge and skills. These activities will ideally be connected to their majors so that they will challenge the students' sense of practical relevance and social responsibility within the field of their studies. Projects will tackle real issues in their direct and/or broader social environment. These projects ideally connect the campus community to other communities, companies, or organizations in a mutually beneficial way.
Students are encouraged to create their own projects and find partners (e.g., companies, schools, NGOs), but will get help from the CIP faculty coordinator team and faculty mentors to do so. They can join and collaborate in interdisciplinary groups that attack a given issue from different disciplinary perspectives.
Student activities are self-organized but can draw on the support and guidance of both faculty and the CIP faculty coordinator team.</td></tr>
<tr><td colspan="6">Intended Learning Outcomes

The Community Impact Project is designed to convey the required personal and social competencies for enabling students to finish their studies at Jacobs as socially conscious and responsible graduates (part of the Jacobs mission) and to convey social and personal abilities to the students, including a practical awareness of the societal context and relevance of their academic discipline.

By the end of this project, students should be able to</td></tr>
</table>

- understand the real-life issues of communities, organizations, and industries and relate them to concepts in their own discipline;
- enhance problem-solving skills and develop critical faculty, create solutions to problems, and communicate these solutions appropriately to their audience;
- apply media and communication skills in diverse and non-peer social contexts;
- develop an awareness of the societal relevance of their own scientific actions and a sense of social responsibility for their social surroundings;
- reflect on their own behavior critically in relation to social expectations and consequences;
- work in a team and deal with diversity, develop cooperation and conflict skills, and strengthen their empathy and tolerance for ambiguity.

Indicative Literature

Not specified

Usability and Relationship to other Modules

- Students who have accomplished their CIP (6th semester) are encouraged to support their fellow students during the development phase of the next year's projects (4th semester).

Examination Type: Module Examination

Project, not numerically graded (pass/fail)
Scope: All intended learning outcomes of the module

7.22.4 Language Modules

The descriptions of the language modules are provided in a separate document, the "Language Module Handbook" that can be accessed from here: https://www.jacobs-university.de/study/learning-languages

8 Appendix

8.1 Intended Learning Outcomes Assessment-Matrix

Society, Media and Politics (SMP) BA					Introduction to the Social Sciences 1: Politics and Society	Introduction to the Social Sciences 2: Media and Society	Consumer Culture and Society	Media, Culture and Digitization	Mass Beliefs and Civil Society	The Sociology of Conflict and Crisis	Crisis, Conflict and Media	International Resource Politics	Systems of Social Inequality	Comparing Mass Media Systems	Systems of Democratic Governance	The Social Sciences of Happiness	A New Cold War? EU-Russian Relations	Applying Social Science in Research	BA Thesis Seminar	Bachelor Thesis	JT Methods	Community Impact Project	JT Language
Semester					1	2	3	3+4	4	3	4	3	4	4	3	5	5	6	6	6	1-4	5	1-4
Mandatory/ optional					M	M	ME	ME	ME	ME	ME	ME	ME	ME	ME	ME	ME	ME	M	M	M/ME	M	M
Credits					7.5	7.5	5	5	5	5	5	5	5	5	5	5	5	5	3	12	15	5	10
	Competencies*																						
Program Learning Outcomes	**A**	**E**	**P**	**S**																			
explain and critically apply key concepts of the social sciences relating to society, media and politics;	x	x		x	x	x	x	x	x	x	x	x	x	x	x	x	x	x		x		x	
identify and analyze complex social issues;	x	x		x	x	x	x	x	x	x	x	x	x	x	x	x	x	x		x		x	
develop an interdisciplinary perspective on social issues;	x	x					x	x	x	x	x	x				x	x	x		x		x	
evaluate solutions to societal problems and communicate them effectively;		x	x	x			x			x	x		x	x	x	x				x		x	
define research questions, select appropriate methods, collect, assess and interpret relevant data and draw scientifically-based conclusions that also consider social and ethical insights;	x	x		x			x	x	x		x		x	x		x		x	x	x	x		
develop and advance solutions to problems and arguments in the social sciences and defend them in discussions with specialists and non-specialists;	x	x						x								x		x	(x)	x	x	x	
engage ethically with academic, professional and wider communities and contribute actively toward a sustainable future, reflecting and respecting different views;	x	x	x	x						x	x											x	
take responsibility for their own learning and their personal and professional development and role in society, evaluating critical feedback and self-analysis;		x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	
apply their knowledge and understanding to a professional context;		x								x	x	x						x				x	
take on responsibility in a diverse team;		x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x			x	x
adhere to and defend ethical, scientific, and professional standards.	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Assessment Type					c = students choose assessment type from the given alternatives																		
Oral examination																							
Written examination	**x**: mandatory				x										x								
Project	form of						c	x		c	c		c	c		c		x		x		X	
Essay	assessment								x			x	c			c	x						
Media project						c	c			c	c		c	c									
Poster presentation	**c**: choose					c					c			c									
Presentation	preferred						c			c	c		c	c		c			x				
Various	form of																				x		x
Thesis	assessment																		x				
Module achievment or bonus points																							x

*Competencies: A-scientific/acad+A19:X35+A1:X35emic proficiency; E-competence for qualified employment; P-development of personality; S-competence for engagement in society

Figure 4: Intended Learning Outcomes Assessment-Matrix