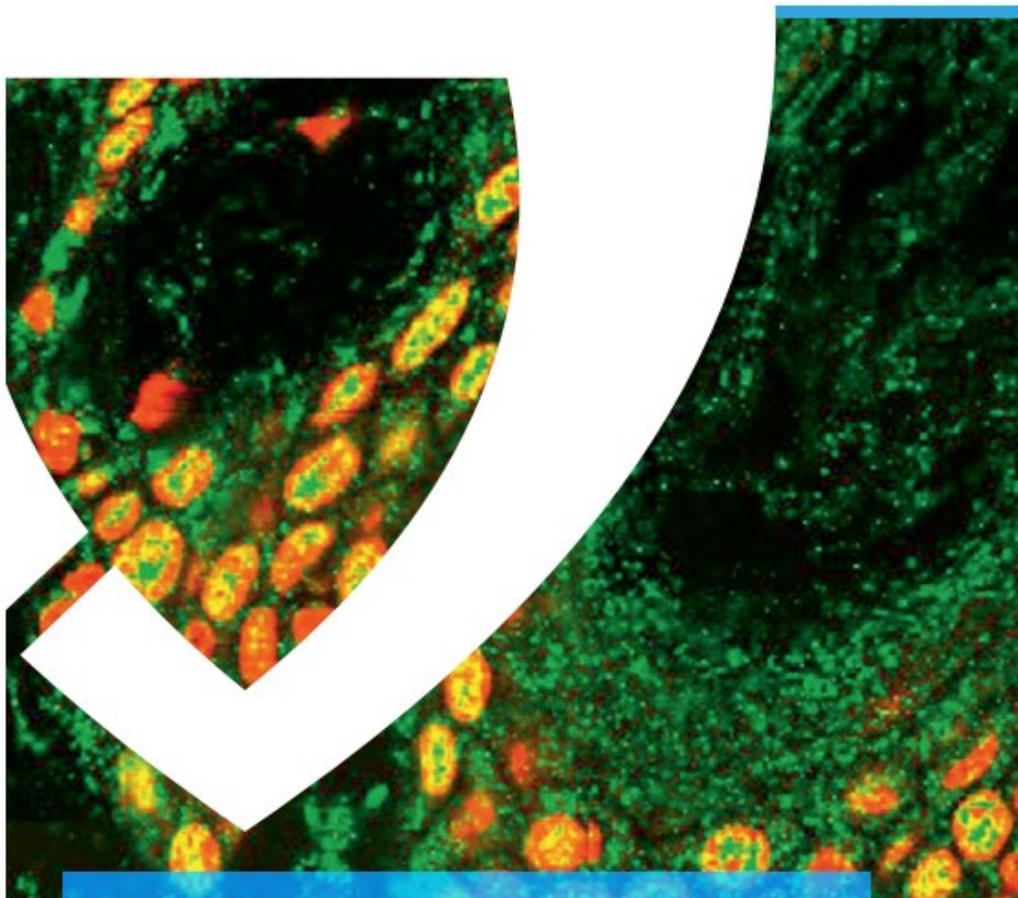




JACOBS
UNIVERSITY



Study Program Handbook

Biochemistry and Cell Biology (BCCB)

Bachelor of Science

Subject-specific Examination Regulations for Biochemistry and Cell Biology (Fachspezifische Prüfungsordnung)

The subject-specific examination regulations for Biochemistry and Cell Biology 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 Science (BSc) degree with a scope of 180 ECTS (for specifics see Chapter 6 of this handbook).

Version	Valid as of	Decision	Details
Fall 2022 – V1	Sep 01, 2022	Aug 26, 2021	V1 Originally approved by the Academic Senate on June 26, 2019.
		Feb 01, 2022	V1.1 Correction of Typos; removal of specialization course “RNA Biochemistry”; Module coordinator change in Jacobs Track Methods courses and “Advanced Biochemistry I & II”
		July 07, 2022	V1.2 Editorial Change focus area Health → School of Science (Section 1.1.2) Movement of MCCB Specialization “Current Topics in Molecular Life Sciences” to BCCB
		Aug 03, 2022	V.1.3 Change in BQ-Modules „Ethics in Science and Technology”, “Global Health” and “Global Existential Risks”
		Aug 17, 2022	V1.4 Changes in “Admission Requirements” and “Internship / Startup and Career Skills”
		Aug 30, 2022	V1.5 Adding fast-track Specialization Modules in Year 3 – Career + editorial changes major-specific/major-related
		Sep 19, 2022	V1.6 Editorial change uniform specialization module text

Contents

- 1 Program Overview..... 6**
 - 1.1 Concept..... 6
 - 1.1.1 The Jacobs University Educational Concept..... 6
 - 1.1.2 Program Concept 6
 - 1.2 Specific Advantages of BCCB at Jacobs University..... 7
 - 1.3 Program-Specific Educational Aims..... 8
 - 1.3.1 Qualification Aims..... 8
 - 1.3.2 Intended Learning Outcomes..... 8
 - 1.4 Career Options 9
 - 1.5 Admission Requirements..... 10
 - 1.6 More Information and Contact..... 10
- 2 The Curricular Structure..... 11**
 - 2.1 General 11
 - 2.2 The Jacobs University 3C Model..... 11
 - 2.2.1 Year 1 – CHOICE 11
 - 2.2.2 Year 2 – CORE..... 13
 - 2.2.3 Year 3 – CAREER..... 15
 - 2.2.4 The Jacobs Track 18
 - 2.2.5 Methods and Skills Modules..... 18
 - 2.2.6 Big Questions Modules 18
 - 2.2.7 Community Impact Project..... 19
 - 2.2.8 Language Modules 19
- 3 BCCB as a Minor..... 19**
 - 3.1 Qualification Aims 20
 - 3.1.1 Intended Learning Outcomes..... 20
 - 3.2 Module Requirements..... 20
 - 3.3 Degree..... 21
- 4 BCCB Undergraduate Program Regulations 21**
 - 4.1 Scope of these Regulations 21
 - 4.2 Degree..... 21
 - 4.3 Graduation Requirements..... 21
- 5 Schematic Study Scheme for BCCB 22**
- 6 Study and Examination Plan..... 23**

7	Biochemistry and Cell Biology Modules.....	24
7.1	General Biochemistry.....	24
7.2	General Cell Biology.....	27
7.3	General and Inorganic Chemistry.....	30
7.4	General Organic Chemistry	33
7.5	Microbiology	36
7.6	Microbiology Lab.....	38
7.7	Microbiology Seminar.....	40
7.8	Infection and Immunity.....	42
7.9	Advanced Biochemistry I.....	45
7.10	Advanced Biochemistry II.....	47
7.11	Advanced Biochemistry Lab.....	49
7.12	Advanced Cell Biology I.....	51
7.13	Advanced Cell Biology II.....	53
7.14	Advanced Cell Biology Lab	55
7.15	Experimental Strategy Design	57
7.16	Biomedicine.....	59
7.17	Environmental Microbiology and Biotechnology	61
7.18	Current Topics in the Molecular Life Sciences	63
7.19	Neurobiology of Behavior.....	65
7.20	Neuroscience Methods.....	67
7.21	Scientific Software and Databases.....	69
7.22	Industrial Biotechnology.....	71
7.23	Chemical Biology.....	73
7.24	Drug Discovery	75
7.25	Synthetic Biology.....	77
7.26	Internship / Startup and Career Skills	79
7.27	Bachelor Thesis and Seminar BCCB	82
7.28	Jacobs Track Modules.....	84
7.28.1	Methods and Skills Modules	84
7.28.2	Big Questions Modules.....	95
7.28.3	Community Impact Project	147
7.28.4	Language Modules.....	149
8	Appendix	150
8.1	Intended Learning Outcomes Assessment Matrix	150

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

Biochemistry is the study of molecules and chemical processes in living organisms, while Cell Biology addresses the structure and physiology of cells, their components, and their interactions with the environment. The two fields are combined in one comprehensive degree program, which provides students with a broad understanding of the molecular and cellular mechanisms that form the basis of life, including the principles of inheritance and gene expression. This allows BCCB graduates to address important problems in today's society in their careers, be it by basic or applied research, for example, in the areas of biomedicine, biotechnology, or molecular

biology. For this, the BCCB program at Jacobs University provides not only the theoretical background, but also substantial practical training. Students are, furthermore, involved in hands-on research during their studies. As part of the Bachelor program, students receive a solid foundation in mathematics and the natural sciences Physics and Chemistry, which is an important basis for a deeper understanding of the content of the study program. In the classic teaching formats of lectures, seminars, and lab courses, various didactic approaches are implemented in the BCCB program, such as project work, game-based learning, working groups, learning by teaching, and oral or poster presentations of their own data and those of others. Together, these approaches allow students to actively engage in shaping their studies, and they lead to excellent learning outcomes. Overall, the BCCB program follows the recommendations "Subject-Specific Criteria for Bioscience Study programs" as defined by the German Conference of Biological Departments (KBF). The aim of the BCCB program is to provide a broad knowledge and competence base that qualifies students for career entry in the field of the Life Sciences and for further degree programs (MSc and/or PhD), which is what the typical BCCB graduate aims for. Our graduates often receive several competitive offers from universities and research institutions around the world to continue with graduate and PhD studies. In many cases, BCCB graduates qualify as co-authors of peer-reviewed publications in top scientific journals. BCCB, the largest major of the School of Science at Jacobs University, regularly reaches top evaluations in rankings of study programs, such as the CHE or U-Multirank.

1.2 Specific Advantages of BCCB at Jacobs University

- The BCCB program at Jacobs University combines biochemistry and cell biology from the first day of study such that the connections between these fields become clear. In the first year, students rapidly obtain an overview of the entire field of molecular life science; this helps them identify their own area of interest.
- The BCCB program covers human and animal biochemistry, cell biology, molecular biology, and genetics, but is also strong in plant and microbial life science. The broad experience of Jacobs University Life Sciences Faculty, and the courses they offer, allow students to also explore related subjects such as biotechnology, biophysics, bioinformatics, organic chemistry, chemical biology, drug design, marine science, food analytics, molecular immunology, and others.
- The BCCB program has a very strong practical component, with excellent laboratory courses. This helps students gain the hands-on experience they need to apply for high-level internships and graduate school positions. The Bachelor thesis consists of research work in the research groups of the Life Sciences Faculty. The research carried out by BCCB students has regularly contributed to scientific publications.
- In the first years of its existence, the BCCB program has been highly successful with many students going on to graduate at high-level institutions around the world, including MSc and PhD programs (see also 1.4). Most BCCB students pursue graduate studies at the Master or PhD level, either in aspiration of an academic career or as further preparation for a leading position in related industry. As such and beyond, BCCB has an excellent track record in providing the scientific qualifications required for employability, particularly in the academic sector.

1.3 Program-Specific Educational Aims

1.3.1 Qualification Aims

The BCCB program prepares students for an academic or professional career in the field of Life Sciences:

- Throughout their studies, BCCB students acquire profound and comprehensive theoretical knowledge in the fields of biochemistry, molecular biology, and cell biology, thereby gaining a thorough understanding of the principal concepts in these research areas. Furthermore, students learn how to abstract and transfer their knowledge onto new research areas, an essential skill in modern life sciences.
- Presentation skills are developed through scientific poster preparation and oral presentations. In this context, students will be exposed to primary scientific literature and are eventually guided towards the development of research strategies, for example, for an application for a human mobility stipend grant or a PhD project.
- Theoretical education is complemented by rigorous practical training in comprehensive laboratory courses in the fields of biochemistry, cell biology, molecular biology, and microbiology. In these courses, which already start in the first semester, students acquire excellent technical skills and employ state-of-the-art methods. In addition, they learn how to accurately document and analyze scientific data through the writing of lab reports and the bachelor's thesis, all following publication-style rules. The philosophy of the BCCB program comprises working in an environment where scientific equipment is part of their daily encounters in closely-guided research projects.
- Through their extensive exposure to current topics in life science research conducted at Jacobs University, students experience an authentic research environment that also teaches them to adhere to ethical standards and good laboratory practice. They further learn how to develop and defend their individual research project, and acquire an early perspective on prospective job careers.
- Intensive teamwork in laboratory courses and within research groups enables students to take responsibility for their own work and how to constructively engage in international teams in an atmosphere of mutual acceptance and respect. Consequently, BCCB graduates develop high communication competence. They are aware of intercultural differences and possess skills to deal with the challenges of a global job market.

1.3.2 Intended Learning Outcomes

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

1. Apply basic concepts from the natural sciences (general chemistry, organic chemistry, and physics) and mathematics, including statistics;
2. Explain the basic concepts within the fields of biochemistry and cell biology;
3. Recognize general patterns of biochemical reactivity and metabolic pathways;
4. Explain how the structure and biochemical properties of biomolecules define their cellular function;
5. Explain general processes governing cellular and early developmental biology in health and diseased conditions;
6. Describe the molecular principles underlying gene expression and regulation;

7. Apply state-of-the-art techniques to experimentally analyze biomolecules and cells;
8. Collect, analyze, and evaluate relevant literature within the fields of biochemistry, molecular biology, and cell biology;
9. Use their acquired theoretical knowledge and practical skills to design and implement experimental approaches to address scientific questions in the modern Life Sciences;
10. Generate, analyze, and interpret data according to good scientific practice and ethical standards;
11. Present their own results, and those of others, concisely and professionally both in writing and in front of an audience;
12. Develop and advance solutions to problems in the Life Sciences and defend these in discussions with specialists and non-specialists;
13. Explore related subjects such as biotechnology, biophysics, bioinformatics, organic chemistry, drug design, marine science, food analytics, and others;
14. Acquire knowledge rapidly, and gather, evaluate, and interpret relevant information and evaluate new concepts critically to derive scientifically founded judgments;
15. Evaluate situations and make decisions based on ethical considerations, and adhere to and defend ethical, scientific, and professional standards;
16. Negotiate and mediate between different points of view and manage conflicts;
17. Analyze global issues of an economic, political, scientific, social, or technological nature;
18. Take responsibility in diverse and interdisciplinary teams, exhibiting tolerance and intercultural awareness;
19. Take responsibility for their own and their team's learning, personal, and professional development and role in society, evaluating critical feedback and using self-analysis;
20. Take responsibility for their professional community and society.

1.4 Career Options

Most BCCB graduates move on to graduate education, and past graduates of this program have enrolled at prestigious universities around the world. To these belong MSc and PhD programs at Imperial College London, LMU Munich, University of Heidelberg, University of Göttingen, ETH Zurich, EPF Lausanne, European Molecular Biology Laboratories (EMBL), various International Max Planck Research Schools (IMPRS), the University of Oxford, the University of Cambridge, Cornell University, Duke University, New York University, Yale, MIT, and Harvard.

The applied curriculum of the BCCB program with many laboratory courses also enables graduates to find work as lab researchers, in other research-related positions, in product development, technical support, marketing or sales in biotech, food or pharmaceutical companies, as well as government agencies. Some graduates have also found non-traditional careers such as management, science policy, or science writing. Outside academia, past graduates of this program work for Arthrex, Catenion, Roche, Leroy Merlin, Boston Consulting Group, and the non-profit partnership Medicines for Malaria Venture.

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) if applicable
- ZeeMee electronic resume (optional)
- Language proficiency test results (TOEFL, IELTS or equivalent)

Formal admission requirements are subject to higher education law and are outlined in the Admission and Enrollment Policy of Jacobs University.

For more detailed information about the admission visit: <https://www.jacobs-university.de/study/undergraduate/application-information>

1.6 More Information and Contact

For more information please contact the study program coordinator:

Prof. Dr. Klaudia Brix
Professor of Cell Biology
Email: k.brix@jacobs-university.de
Tel: +49 421 200-3249

or visit our program website: www.jacobs-university.de/bccb-program

2 The Curricular Structure

2.1 General

The curricular 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:

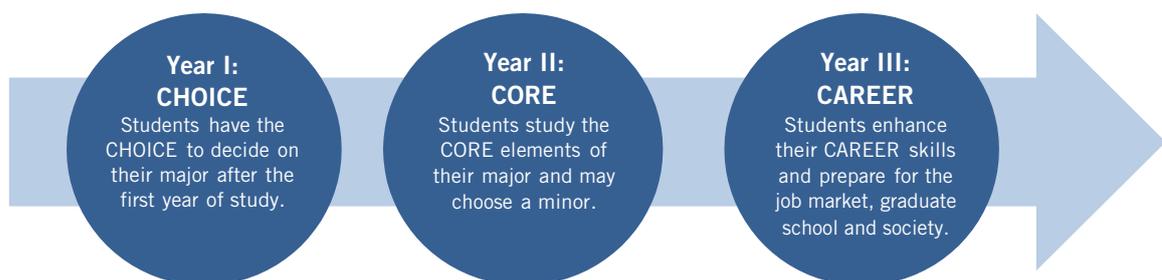


Figure 1: The Jacobs University 3C-Model

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 belong to 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 curriculum counseling to all Bachelor students independently of their major, while Academic Advisors, in their capacity as contact persons from the faculty, support students individually in deciding on their major study program.

To pursue Biochemistry and Cell Biology (BCCB) as a major, the following CHOICE modules (30 CP) need to be taken as mandatory modules:

- CHOICE Module: General Biochemistry (7.5 CP)
- CHOICE Module: General and Inorganic Chemistry (7.5 CP)
- CHOICE Module: General Cell Biology (7.5 CP)
- CHOICE Module: General Organic Chemistry (7.5 CP)

The mandatory CHOICE Modules of the BCCB major are planned out and consist of integrated lecture and laboratory course module components. The CHOICE General Biochemistry Module will explain how to apply and analyze basic concepts of biochemistry, while the CHOICE General Cell Biology Module introduces students to cells that are the minimal functional units of life. Both BCCB-specific modules find their essential foundations and complementation in the CHOICE General and Inorganic Chemistry and General Organic Chemistry Modules, in which the underlying principles of chemical reactions and organic molecules are conveyed. Thus, the macromolecular composition of cells, general principles of cellular and biochemical processes, as well as molecular biological codes provided by the genome, the transcriptome, and the proteome will be the focus of the complementary components of the mandatory BCCB CHOICE Modules at large. Physiology and pathological alterations bringing about diseases will be introduced alongside this. In-lab experiences will encompass the documentation, description, and discussion of experimental data, while awareness and the following of safety rules and regulations are explained and trained.

The remaining CHOICE modules (15 CP) can be selected in the first year of study according to interest and/or with the aim of allowing 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

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.

BCCB students that 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. The module descriptions can be found in the respective Study Program Handbook.

- Chemistry and Biotechnology (CBT)
CHOICE Module: Introduction to Biotechnology (7.5 CP)
- Medicinal Chemistry and Chemical Biology (MCCB)
CHOICE Module: General Medicinal Chemistry and Chemical Biology (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)
- 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)

Typically, students interested in BCCB will have a genuine interest in the molecular life sciences. Therefore, CHOICE Modules from the related majors "Chemistry and Biotechnology" (CBT) and "Medicinal Chemistry and Chemical Biology" (MCCB) are recommended as fitting complementation (see above). In the past, students have also declared interests in "Earth and Environmental Sciences" (ECE) as well as "Integrated Social and Cognitive Psychology" (ISCP). These students would thus be advised to choose the respective CHOICE Modules during their first year of study. The BSc program "Earth and Environmental Sciences," for example, has been structured to allow BCCB students with an interest in marine environmental systems access to CHOICE and CORE modules.

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 BCCB as a major, 35 CP from the following mandatory CORE modules need to be acquired:

- CORE Module: Advanced Biochemistry I (5 CP)
- CORE Module: Advanced Biochemistry II (5 CP)
- CORE Module: Advanced Biochemistry Lab (5 CP)
- CORE Module: Advanced Cell Biology I (5 CP)
- CORE Module: Advanced Cell Biology II (5 CP)
- CORE Module: Advanced Cell Biology Lab (5 CP)
- CORE Module: Microbiology (5 CP)

The mandatory CORE Modules of the BCCB program build on the BCCB CHOICE modules and are thought to deepen the knowledge in each of the two core fields of this major: biochemistry and cell biology. For either field, the CORE modules encompass two lectures and a laboratory course. To account for the wealth of information and the fast development in knowledge acquisition, as well as methodological advances in these rapidly enhancing scientific fields, the modules are staggered from the third to the fourth semester. The "Advanced Biochemistry I/II" modules cover energy production by living organisms, synthesis and degradation of biomolecules and principles of metabolism. Moreover, they address how genetic information is regulated, controlled and expressed in pro- and eukaryotic cells, and how DNA repair is realized at an advanced level. The "Advanced Cell Biology I/II" modules provide an in-depth view on the complexity of cellular systems, the regulation of key cellular processes and their integration in

tissue formation and organismal organization, including regulatory mechanisms that allow for coordinated early development in selected model organisms. These modules will also address principles of genetics and evolution and discuss consequences of alterations upon loss of homeostasis or stress, thereby approaching biomedical implications leading to disease.

In the laboratory modules, students will perform experiments to elucidate the relationship between structure, biochemical properties, and activity of biomolecules, both in vitro and in a cellular context. For example, proteins tagged by the green fluorescent protein (GFP) will be expressed and biochemically characterized in the Advanced Biochemistry Laboratory module while protein trafficking and functioning in different cellular compartments will be analyzed using GFP-tagged proteins in combination with different targeting signals in the Advanced Cell Biology Laboratory module. Methods range from standard techniques like chromatography, gel electrophoresis, spectrophotometry to genetic engineering of plasmid vectors, the genetic manipulation of cells and advanced laser scanning microscopy. Result documentation, analysis and discussion will be accomplished through publication-style laboratory reports.

The mandatory module "Microbiology" addresses the diversity of microorganisms, their manifold biochemically diverse life styles and adaptations to various environments. This includes the exploration how microbes contribute to the cycling of elements on our planet, and the analysis of host-pathogen interactions. Students will also learn about strategies to fight microbial contaminations and pathogens.

Students may decide to complement their studies by taking the discipline-specific mandatory elective CORE modules (10 CP)

- CORE Module: Microbiology Lab (2.5 CP)
- CORE Module: Infection and Immunity (7.5)

In the "Microbiology Lab", students will identify environmental bacteria through biochemical and sequence analyses. The lecture module "Infection and Immunity" (7.5 CP) explores microbial biology and pathogenicity as well as host-pathogen interactions in light of the human immune system as an efficient defense mechanism.

Alternatively, BCCB students may substitute the mandatory elective CORE modules "Microbiology Lab", "Infection and Immunity" as well the mandatory elective Methods/Skills module of the third semester with 15 CP from CORE modules from a second field of studies according to interest with the aim to pursue a minor (see 2.2.2.1).

2.2.2.1 Minor Option

BCCB 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 a 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 their minor selection; the consultation with the Academic Advisor is mandatory when choosing a minor.

As a rule, this requires BCCB students to:

- select CHOICE modules (15 CP) from the desired minor program in the first year and
- substitute the mandatory elective BCCB CORE modules "Microbiology Lab" and "Infection and Immunity" and the mandatory elective methods module in the third semester (15 CP total) 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 respective Study and Examination Plans. For an overview of accessible minors, please check the Major/Minor Combination Matrix, which is published at the beginning of each academic year.

2.2.3 Year 3 – CAREER

During their third year, students prepare and make decisions for their career after graduation. To explore available choices fitting individual interests, and to gain professional experience, students take a mandatory summer internship (see 2.2.3.1). The third year of studies allows BCCB students to further sharpen their profile with a selection of discipline-specific, research-oriented specialization modules that can be combined to enhance their individual competences in the natural sciences, strategy development for novel research approaches or managerial capabilities. Furthermore, the third year also focuses on the responsibility of students beyond their discipline (see Jacobs Track).

The fifth semester also opens 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 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 (<https://www.jacobs-university.de/employability/career-services>).

For organizational aspects consult with your Academic Advisor and the BCCB SPC for reasonable choices to conduct a prosperous internship.

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 BCCB as a major, at least 10 of the 15 CP from the following major-specific Specialization Modules need to be taken:

- BCCB Specialization: Experimental Strategy Design (5 CP)
- BCCB Specialization: Biomedicine (5 CP)
- BCCB Specialization: Current Topics in the Molecular Life Sciences (5 CP)

A maximum of 5 CP can be taken from major-related modules instead of major-specific Specialization Modules:

- BCCB CORE Modules: Immunology (5 CP)
- BCCB CORE Modules: Microbial Pathogenicity (2.5 CP)
- CBT Specialization: Environmental Microbiology and Biotechnology (5 CP)
- CBT CORE Module: Industrial Biotechnology (5 CP)
- CBT CORE Module: Scientific Software and Databases (5 CP)
- MCCB Specialization: Synthetic Biology (5 CP)
- MCCB Specialization: Drug Discovery (2.5 CP)
- MCCB CORE Module: Chemical Biology (5 CP)
- ISCP CORE Module: Neurobiology of Behavior (5 CP)
- ISCP CORE Module: Neuroscience Methods (5 CP)

Students may also select 15 CP entirely from their major-specific Specialization Modules.

The specialization modules in the BCCB program aim at critical discussions and evaluations of current advances in different research fields of the molecular life sciences to unravel and apply the fascinating complexity of biological systems in basic and applied sciences. Although from different perspectives, the BCCB Specialization Modules will address scientific challenges in the 21st century and how scientists tackle them. The module contents will enable students to formulate hypotheses, develop a strategy to approach any research question experimentally, predict possible experimental outcomes, and how the experiments need to be controlled in order to finally draw a conclusion from their own data or the results of others. In this context, the regulatory frameworks governing activities in the bioscience field will be discussed and the principles for creating and realizing research projects in the fast progressing fields of life sciences will be outlined. The module contents will take into consideration the societal context in a world with increasing cultural and socio-economic diversity, for example, by critically deducing today's challenges in designing research projects in the basic sciences and also by aiming at translation in the clinics.

Hypothesis-driven research is the central element in "Experimental Strategy Design," where students will expand their methodological knowledge through literature analysis, assessing the

benefits and limitations of state-of-the art-techniques, which will enable them to eventually design their own research strategy to answer a given scientific question. The "Biomedicine" module will analyze how biological processes can go wrong in disease, which molecular regulators are targeted in designing therapeutic approaches and new treatment options, and how diagnostic tools can be developed. In "Current Topics," students will analyze recent scientific articles in a seminar-style format where students present the authors' rationale and experimental design and debate the experimental outcomes through in-class discussions. " Environmental Microbiology and Biotechnology " will demonstrate how cells, particularly microorganisms, are increasingly used as cellular factories to produce proteins, biofuels, small-molecule pharmaceuticals, commodities, and fine-chemicals. Methods for designing and improving 'synthetic' microbial cell factories will be taught.

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 fifth 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/study/international-office>).

BCCB students that wish to pursue a study abroad in their fifth 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 sixth 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 the required 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.

BCCB students will typically choose institutions for study abroad where they can apply their factual knowledge and expand their experimental skills to broaden their methodological expertise. Furthermore, this option offers students to explore additional research fields complementary to the BCCB curriculum, such as evolutionary developmental biology, neurobiology, structural biology, virology, etc.

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.

2.2.4 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.

2.2.5 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 BCCB as a major, the following mandatory Methods and Skills (15 CP) need to be taken:

- Methods Module: Mathematical Concepts for the Sciences (5 CP, Semester 1)
- Methods Module: Physics for the Natural Sciences (5 CP, Semester 2)
- Methods Module: Plant Metabolism and Natural Products (5 CP, Semester 4)

For the remaining 5 CP BCCB students can choose between the two Methods modules

- Methods Module: Introduction to Bioinformatics (5 CP, Semester 3)
- Methods Module: Analytical Methods (5 CP, Semester 3)

2.2.6 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 fifth and sixth 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.

2.2.7 Community Impact Project

In their fifth 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.

2.2.8 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 BCCB as a Minor

The typical target group aiming at a Minor in BCCB are students with a genuine interest in neighboring disciplines that can be any of the following: bioinformatics, biotechnology, chemistry, environmental sciences, physics, or psychology. All of these fields of study connect to the scientific questions asked, approached, and solved in the molecular life sciences for which BCCB provides the basic scientific foundations. Students who are mainly interested in

the theoretical foundations of the field are invited to follow the enriching experience in BCCB by enrolling with a Minor.

3.1 Qualification Aims

In the BCCB CHOICE modules, students will receive an overview about the different classes of biomolecules and how their intricate interplay defines cellular architecture and function. They will also acquire basic experimental skills to develop a general understanding of core methodology. These foundations are complemented by the study of microbiology, host pathogen interactions, and immune defense to demonstrate the complexity of the field and relate fundamental research to key challenges in modern societies, for example, multiple drug resistance in bacteria and immunotherapy in cancer treatment. Understanding the basic principles underlying molecular life sciences and their applications is a key asset that will enable students to become a reasonable politician, to enroll in decision-making boards, and to empower society with respect to the biological revolution, which is only at the beginning of exploitation.

3.1.1 Intended Learning Outcomes

With a minor in BCCB, students will be able to:

1. Explain the basic concepts within the fields of biochemistry and cell biology;
2. Explain how the structure and biochemical properties of biomolecules define their cellular function;
3. Explain general processes governing cellular and early developmental biology in health and diseased condition;
4. Describe the molecular principles underlying gene expression and regulation;
5. Apply state-of-the-art techniques to experimentally analyze biomolecules and cells;
6. Generate, analyze, and interpret data according to good scientific practice and ethical standards;
7. Rapidly acquire knowledge, and gather, evaluate, and interpret relevant information, and critically evaluate new concepts to derive scientifically founded judgements;
8. Evaluate situations and make decisions based on ethical considerations, and adhere to and defend ethical, scientific, and professional standards;
9. Take responsibility in diverse and interdisciplinary teams, exhibiting tolerance and intercultural awareness;
10. Take responsibility for their own and their team's learning, personal and professional development, and role in society, evaluating critical feedback and using self-analysis.

3.2 Module Requirements

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

- CHOICE Module: General Biochemistry (7.5 CP)
- CHOICE Module: General Cell Biology (7.5 CP)
- CORE Module: Microbiology (5 CP)

- CORE Module: Microbiology Seminar (2.5 CP)
- CORE Module: Infection and Immunity (7.5 CP)

3.3 Degree

After successful completion, the minor in BCCB will be listed on the final transcript under PROGRAM OF STUDY and BA/BSc – [name of the major] as “(Minor: Biochemistry and Cell Biology).”

4 BCCB Undergraduate Program Regulations

4.1 Scope of these Regulations

The regulations in this handbook are valid for all students who entered the Biochemistry and Cell Biology 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 apply (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 successful completion of this study program, students are awarded a Bachelor of Science degree in Biochemistry and Cell Biology.

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 Scheme for BCCB

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.

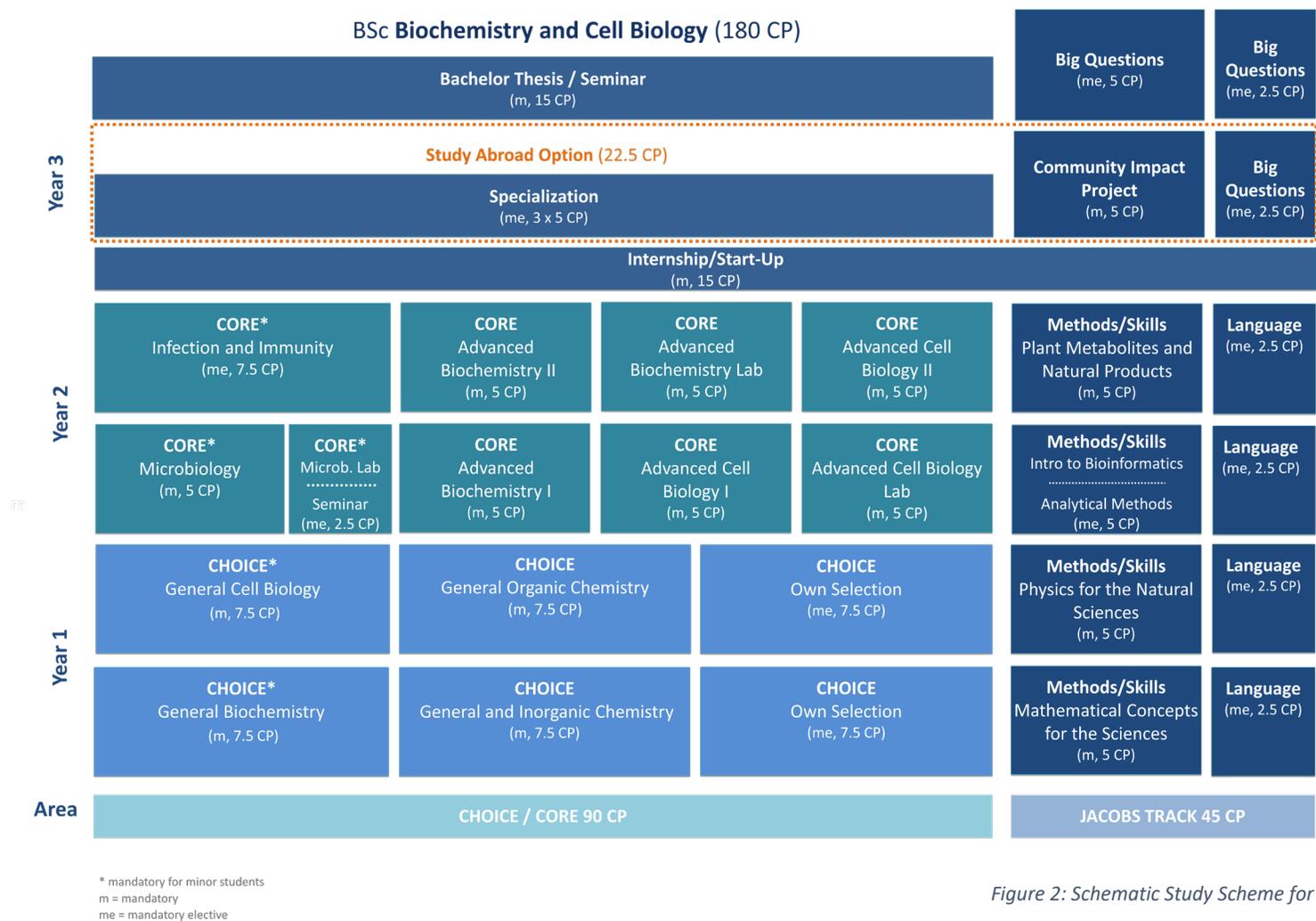


Figure 2: Schematic Study Scheme for BCCB

6 Study and Examination Plan

Biochemistry and Cell Biology																																																																															
Matriculation Fall 2022																																																																															
Program-Specific Modules					Type	Assessment	Period	Status ¹	Sem.	CP	Jacobs Track Modules (General Education)					Type	Assessment	Period	Status ¹	Sem.	CP																																																										
Year 1 - CHOICE										45										15																																																											
<i>Take the mandatory CHOICE modules listed below; this is a requirement for the BCCB program.</i>																																																																															
Unit: General BCCB (Default minor)										15										Unit: Skills / Methods										10																																																	
CH-100 Module: General Biochemistry (Default minor)										m 1 7.5										JTMS-MAT-07 Module: Mathematical Concepts for the Sciences										m 1 5																																																	
CH-100-A General Biochemistry										Lecture										Written examination										Examination period																																																	
CH-100-B General Biochemistry Lab										Lab										Lab report										During the semester																																																	
CH-101 Module: General Cell Biology (Default minor)										m 2 7.5										JTMS-SCI-17 Module: Physics for the Natural Sciences										m 2 5																																																	
CH-101-A General Cell Biology										Lecture										Written examination										Examination period																																																	
CH-101-B General Cell Biology Lab										Lab										Lab report										During the semester																																																	
Unit: Chemistry										15										Unit: Language										m 5																																																	
CH-120 Module: General and Inorganic Chemistry										m 1 7.5										German is default language. Native German speakers take modules in another offered language.																																																											
CH-120-A General and Inorganic Chemistry										Lecture										Written examination										Examination period																																																	
CH-120-B General and Inorganic Chemistry Lab										Lab										Lab report										During the semester																																																	
CH-111 Module: General Organic Chemistry										m 2 7.5										Module Code Module: Language 1										me 1 2.5																																																	
CH-111-A General Organic Chemistry										Lecture										Written examination										Examination period																																																	
CH-111-B General Organic Chemistry Lab										Lab										Lab report										During the semester																																																	
Unit: CHOICE (own selection)										1/2 15										Component number Language 1										Seminar										Various										Various										me																			
<i>Students take two further CHOICE modules from those offered for all other study programs.²</i>																																																																															
Year 2 - CORE										45										Unit: Skills / Methods										10																																																	
Unit: Microbiology, Infection and Immunity										15										Module: Select from the following Skills/Methods modules offered in the Fall term or replace the mandatory elective (me) module (SCP) with suitable CORE modules from other study programs.																																																											
CO-400 Module: Microbiology (Default minor)										m 3 5										JTMS-SCI-19 Module: Introduction to Bioinformatics										me³ 3 5																																																	
CO-400-A Microbiology										Lecture										Written examination										Examination period																																																	
CO-408 Module: Microbiology Lab										me³ 3 2.5										JTMS-SCI-16 Analytical Methods										me³ 3 5																																																	
CO-408-A Microbiology Lab										Lab										Lab report										During the semester																																																	
CO-409 Module: Microbiology Seminar (for minor students only, default minor)³										me 3 2.5										JTMS-16 Analytical Methods										Lecture										Written examination										Examination period																													
CO-409-A Microbiology Seminar										Seminar										Presentation										Examination period																																																	
CO-401 Module: Infection and Immunity (Default minor)										me³ 4 7.5										JTMS-SCI-18 Module: Plant Metabolism and Natural Products										m 4 5																																																	
CO-401-A Immunology										Lecture										Written examination										Examination period																																																	
CO-401-B Microbial Pathogenicity										Lecture										Oral examination										During the semester																																																	
Unit: Advanced Biochemistry										15										Unit: Language										m 5																																																	
CO-402 Module: Advanced Biochemistry I										m 3 5										German is default language. Native German speakers take modules in another offered language.																																																											
CO-402-A Metabolic Pathways										Lecture										Written examination										Examination period																																																	
CO-403 Module: Advanced Biochemistry II										m 4 5										Module Code Module: Language 3										me 3 2.5																																																	
CO-403-A Molecular Genetics										Lecture										Written examination										Examination period																																																	
CO-404 Module: Advanced Biochemistry Lab										m 4 5										Component number Language 3										Seminar										Various										Various										me																			
CO-404-A Advanced Biochemistry Laboratory Course										Lab										Lab report										During the semester																																																	
Unit: Advanced Cell Biology										15										Module Code Module: Language 4										me 4 2.5																																																	
CO-405 Module: Advanced Cell Biology I										m 3 5										Component number										Language 4										Seminar										Various										Various										me									
CO-405-A From Cells to Tissues										Lecture										Written examination										Examination period																																																	
CO-407 Module: Advanced Cell Biology Lab										m 3 5																																																																					
CO-407-A Cellular Compartments										Lab										Lab report										During the semester																																																	
CO-406 Module: Advanced Cell Biology II										m 4 5																																																																					
CO-406-A From Genes to Organisms										Lecture										Written examination										Examination period																																																	
Year 3 - CAREER										45										Unit: Big Questions										10																																																	
CA-INT-900 Module: Internship / Startup and Career Skills										m 4/5 15										Module: Big Questions										m 5/6																																																	
CA-INT-900-0 Internship / Startup and Career Skills										Internship										Report or Businessplan										During the 5 th semester																																																	
CA-BCCB-800 Module: Bachelor Thesis and Seminar BCCB										m 6 15										Take a total of 10 CP of Big Questions modules with each 2.5 or 5 CP										Lecture										Various										Examination period										me										10									
CA-BCCB-800-T Thesis BCCB										Thesis										Thesis										15th of May																																																	
CA-BCCB-800-S Seminar BCCB										Seminar										Presentation										During the semester																																																	
Unit: Specialization BCCB										m 15										Unit: Community Impact Project										5																																																	
<i>Take a total of 15 CP of specialization modules⁴</i>																				JTICP- Module: Community Impact Project										m 5 5																																																	
CA-S-BCCB-801 Specialization Module: Current Topics in Molecular Life Sciences										me 5 5										Component number										Community Impact Project										Project										Project										Examination period																			
CA-S-BCCB-801 Current Topics in Molecular Life Sciences										Seminar										Presentation										During the semester																																																	
CA-S-BCCB-802 Specialization Module: Experimental Strategy Design										me 5 5																																																																					
CA-S-BCCB-802 Experimental Strategy Design										Seminar										Term Paper										During the semester																																																	
CA-S-BCCB-804 Specialization Module: Biomedicine										me 6 5																																																																					
CA-S-BCCB-804 Biomedicine										Seminar										Poster Presentation										During the semester																																																	
CA-S-xxx Specialization electives (see BCCB study program handbook)										me 5/6 5																																																																					
Total CP										180																																																																					

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

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

³ Students minoring in BCCB take the module "Microbiology Seminar" (see handbook for details)

⁴ Module will be replaced with a CORE module from another study program in order to pursue a minor

⁵ Note that 15 CP specialization modules need to be taken, of which a minimum of 10 CP must be major-specific and max. 5 CP can be major-related

7 Biochemistry and Cell Biology Modules

7.1 General Biochemistry

Module Name		Module Code	Level (type)	CP
General Biochemistry		CH-100	Year 1 (CHOICE)	7.5
Module Components				
<i>Number</i>	<i>Name</i>		<i>Type</i>	<i>CP</i>
CH-100-A	General Biochemistry		Lecture	5
CH-100-B	General Biochemistry Lab		Lab	2.5
Module Coordinator	Program Affiliation		Mandatory Status	
Prof. Dr. Sebastian Springer	<ul style="list-style-type: none"> Biochemistry and Cell Biology (BCCB) 		Mandatory for BCCB and CBT	
Entry Requirements			Frequency	Forms of Learning and Teaching
<i>Pre-requisites</i>	<i>Co-requisites</i>	<i>Knowledge, Abilities, or Skills</i>	Annually (Fall)	<ul style="list-style-type: none"> Lecture (35 hours) Private study (90 hours) Safety instructions (1 hours) Reading lab manuals (6 hours) MSDS preparation (4 hours) Experimental work in the laboratory, including seminars (27.5 hours) Lab report writing (24 hours)
<input checked="" type="checkbox"/> None	<input checked="" type="checkbox"/> None	<ul style="list-style-type: none"> High school level of chemistry, mathematics, physics and biology. 	Duration	Workload
			1 semester	187.5 hours
Recommendations for Preparation				
<p>For this module, students should revise chemistry, mathematics, physics and biology at the high school level and ideally bring basic self-directed study skills at the high school level.</p> <p>Students need to read the relevant chapters in the recommended textbooks and all course materials provided by the instructors (e.g., manuals for the laboratory course).</p> <p>For participation in the laboratory course, students must have attended the general safety instructions, fire safety instructions and the mandatory safety instructions to the laboratory course (chemical and S1 safety). In addition, Material Safety Data Sheets have to be prepared.</p>				

Content and Educational Aims

The CHOICE General Biochemistry Module aims at students with a good High School knowledge of chemistry, mathematics, physics, and biology as well as basic self-directed study skills at high school level. The module consists of two module components, one lecture and one laboratory course.

In the lecture, students gain solid first-year level understanding of biochemistry and learn how to apply and analyze basic concepts of biochemistry.

In the laboratory course, students develop their practical skills and acquire basic proficiency in the use of laboratory equipment. The experiments parallel the lecture content and allow students to apply methods testing for the chemical properties of biomolecules. Furthermore, students learn how to document, describe, and discuss experimental data. In both module components, students also acquire meta-skills such as self-organization and teamwork.

Intended Learning Outcomes

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

1. explain the chemical basics of the life sciences;
2. identify major classes of biological molecules;
3. describe the structure and function of proteins;
4. summarize the basic principles of anabolic and energy metabolism;
5. list the techniques and strategies in molecular life sciences;
6. relate gained knowledge and inductive reasoning to unknown topics in the molecular life sciences;
7. integrate new scientific information into the framework of the knowledge already obtained;
8. perform basic experiments in a Biosafety Level S1 Laboratory;
9. follow experimental procedures outlined in a laboratory manual;
10. relate an experimental setup to the aim of an experiment;
11. formulate expectations and hypotheses to be tested;
12. understand how different biomolecules can be analyzed by testing for their biochemical properties;
13. develop scientific writing skills regarding the depiction and description of experimental data as well as their interpretation in publication-style lab reports;
14. correctly cite literature and know how to avoid plagiarism.

Indicative Literature

Becker et al., *The World of the Cell*. Benjamin/Cummings Series in the Life Sciences, latest edition.

Horton et al., *Principles of Biochemistry*, Prentice Hall, latest edition.

Alberts et al., *Essential Cell Biology*, Garland, latest edition.

General Introduction Manual and Lab Day Manuals provided by instructor

Usability and Relationship to other Modules

- The General Biochemistry Module provides an essential foundation for the study of BCCB. It is a pre-requisite for the General Cell Biology CHOICE Module and the BCCB CORE Modules Microbiology, Infection and Immunity; and Advanced Biochemistry I. It is also a pre-requisite for the Chemistry CHOICE Module
- Introduction to Biotechnology
- Mandatory for a major in BCCB and CBT
- Mandatory for a minor in BCCB
- It is an elective module for all other undergraduate study programs.

Examination Type: Module Component Examinations

Module Component 1: Lecture

Assessment Type: Written examination

Duration: 120 min

Weight: 67 %

Scope: All intended learning outcomes of the lecture (1-7)

Module Component 2: Lab

Assessment Type: Lab Reports

Duration: Approx. 10 pages per report

Weight: 33%

Scope: All intended learning outcomes of the laboratory course (8-14)

Completion: To pass this module, the examination of each module component has to be passed with at least 45%.

7.2 General Cell Biology

Module Name		Module Code	Level (type)	CP
General Cell Biology		CH-101	Year 1 (CHOICE)	7.5
Module Components				
<i>Number</i>	<i>Name</i>	<i>Type</i>		<i>CP</i>
CH-101-A	General Cell Biology	Lecture		5
CH-101-B	General Cell Biology Lab	Lab		2.5
Module Coordinator	Program Affiliation		Mandatory Status	
Prof. Dr. Susanne Illenberger	<ul style="list-style-type: none"> Biochemistry and Cell Biology (BCCB) 		Mandatory for BCCB and MCCB	
Entry Requirements			Frequency	Forms of Learning and Teaching
<i>Pre-requisites</i>	<i>Co-requisites</i>	<i>Knowledge, Abilities, or Skills</i>	Annually (Spring)	<ul style="list-style-type: none"> Lecture (35 hours) Tutorials (15 hours) Private study (75 hours) Safety instructions (1 hours) Reading lab manuals (6 hours) MSDS preparation (4 hours) Experimental work in the laboratory, including seminars (27.5 hours) Lab report writing (24 hours)
<input checked="" type="checkbox"/> General Biochemistry	<input checked="" type="checkbox"/> None	<ul style="list-style-type: none"> General understanding of biomolecules from the General Biochemistry lecture 		
			Duration	Workload
			1 semester	187.5 hours
Recommendations for Preparation				
For this module, students should revise chemistry, mathematics, physics and biology at the high school level and ideally bring basic self-directed study skills at the high school level.				

Students need to read the relevant chapters in the recommended textbooks and all course materials provided by the instructors (e.g., manuals for the laboratory course).

Students should participate in the weekly (voluntary) tutorials that accompany the lecture series.

For participation in the laboratory course, students must have attended the general safety instructions, fire safety instructions, and the mandatory safety instructions to the laboratory course (chemical and S1 safety). In addition, Material Safety Data Sheets have to be prepared.

Content and Educational Aims

The CHOICE General Cell Biology Module introduces students to cells as the minimal functional units of life. The module consists of two module components, one lecture and one laboratory course:

The lecture focuses on the molecular architecture of cells and the general principles of cellular processes. Students learn how genetic information is encoded, organized, and inherited. They will explore how cellular compounds are synthesized, delivered, and degraded within the cell, and how these processes govern cellular physiology and communication. A comprehensive overview of the field of molecular cell biology will be provided through a combination of historical outlines, information about experimental approaches in the molecular life sciences and the analysis of key cellular processes including: DNA replication, protein synthesis, intracellular transport, cellular movements, cell division, Mendelian genetics, signal transduction, cellular communication, and the biology of neurons. Finally, students will learn how alterations in key molecules, e.g. by mutation, may lead to diseases, such as cancer and neurodegeneration.

The experiments in the laboratory course parallel the lecture content in that they introduce students to the molecular investigation of cells. Students will apply basic techniques to analyze genomic DNA (nuclease treatment, PCR). The use of different modes of light microscopy will be introduced by observing movement and endocytosis in the ciliate *Paramecium caudatum* as well as the microscopic analysis of different muscle specimen. Furthermore, yeast cultures will be analyzed through cell counts and spectrophotometry.

In both module components, students also acquire meta-skills such as self-organization and teamwork.

Intended Learning Outcomes

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

1. draw, label and describe cellular structures and processes;
2. recognize cellular structures depicted by different modes of microscopy;
3. use proper terminology and scientific language to explain cellular processes;
4. relate the class examples to more general principles governing cellular physiology;
5. provide examples for methodological approaches to investigate the molecular composition of cells and to monitor cellular processes;
6. predict the outcome of simple experimental approaches in molecular cell biology;
7. apply their knowledge to solve more distantly related problems in molecular cell biology;
8. perform experiments in a Biosafety Level S1 Laboratory, partially under semi-sterile conditions;
9. show practical laboratory skills (use of equipment, carry out methods etc.);
10. follow experimental procedures in the fields of molecular cell biology as outlined in a laboratory manual;
11. use technical equipment and plan basic experiments;
12. relate an experimental setup to the aim of an experiment;
13. formulate expectations and hypotheses to be tested;
14. generally explain the principles of molecular biology and cellular analyses;
15. depict, describe, and interpret experimental data in publication-style lab reports;
16. correctly cite literature and know how to avoid plagiarism.

Indicative Literature

Alberts et al., Molecular Biology of the Cell, Garland Science, latest edition.

Horton et al., Principles of Biochemistry, Prentice Hall, latest edition.

Optional: Alberts et al., Essential Cell Biology, Garland, latest edition.

Optional: Lodish et al., Molecular Cell Biology, Macmillan Education, latest edition.

General Introduction Manual and Lab Day Manuals provided by instructor.

Usability and Relationship to other Modules

- The General Cell Biology Module provides an essential foundation for the study of BCCB. It is a pre-requisite for the BCCB CORE Modules Microbiology, Infection and Immunity and Advanced Cell Biology I.
- It is also a pre-requisite for the MCCB CORE Module Chemical Biology and one of two possible pre-requisites for the CBT CORE Module Industrial Biotechnology.
- Mandatory for a major and minor in BCCB
- It is an elective module for all other undergraduate study programs.

Examination Type: Module Component Examinations

Module Component 1: Lecture

Assessment Type: Written examination

Duration: 120 min

Weight: 67%

Scope: All intended learning outcomes of the lecture (1-7)

Module Component 2: Lab

Assessment Type: Lab Reports

Length: Approx. 10 pages per report

Weight: 33%

Scope: All intended learning outcomes of the laboratory course (8-16).

Completion: To pass this module, the examination of each module component has to be passed with at least 45%.

7.3 General and Inorganic Chemistry

Module Name		Module Code	Level (type)	CP
General and Inorganic Chemistry		CH-120	Year 1 (CHOICE)	7.5
Module Components				
Number	Name	Type		CP
CH-120-A	General and Inorganic Chemistry	Lecture		5
CH-120-B	General and Inorganic Chemistry Lab	Lab		2.5
Module Coordinator	Program Affiliation		Mandatory Status	
Prof. Ulrich Kortz, Ph.D.	<ul style="list-style-type: none"> Chemistry and Biotechnology (CBT) 		Mandatory for CBT and BCCB students	
Entry Requirements			Frequency	Forms of Learning and Teaching
<i>Pre-requisites</i>	<i>Co-requisites</i>	<i>Knowledge, Abilities, or Skills</i>	Annually (Fall)	<ul style="list-style-type: none"> Lecture (35 hours) Tutorial (10 hours) Private study for the lecture (75 hours) Lab (26 hours) Private study for the lab (41.5 hours)
<input checked="" type="checkbox"/> None	<input checked="" type="checkbox"/> None	<ul style="list-style-type: none"> None 	Duration	
			1 semester	187.5 hours
Recommendations for Preparation				
Early reading, extensive note taking and self-testing, work through practice problems, and fully understand the material before entering the laboratory and the risks associated with the daily goals.				
Content and Educational Aims				
This module provides a theoretical introduction to general and inorganic chemistry covering the areas of chemical foundations, atoms, molecules, ions, stoichiometry, types of chemical reactions and solution stoichiometry, gases, atomic structure and periodicity, bonding (general concepts), covalent bonding (orbitals), chemical equilibrium, acids and bases, and acid-base equilibria. Furthermore, students learn the practical foundation principles of chemistry, including basic laboratory techniques, the qualitative analysis of anions and cations, strong/weak acids and bases, titrations, the solubility of salts, crystallization, redox reactions, gravimetric analysis, volumetric analysis, complex formation, and the synthesis of nanoparticles.				

Intended Learning Outcomes

By the end of the module, the student will be able to

- Discuss basic concepts in general and inorganic chemistry
- Recognize general properties of matter
- Engage in fundamental concepts in measurements and moles
- Identify basic types of chemical reactions
- Perform stoichiometric calculations
- Predict the general properties of gases
- Understand elements and trends in the periodic table
- Recognize and discuss basic concepts of chemical bonding
- Predict the reactivity of elements and compounds
- Find the locations and operating procedures of all safety equipment including the first aid kit, eyewash station, safety shower, fire extinguisher, and fire blanket
- Use lab equipment and be familiar with key aspects of working in a laboratory environment
- Correlate the theoretical concepts they learn in class and the actual experimental application of the various hypotheses, laws, techniques, materials, reactions, and instruments
- Perform qualitative and quantitative determination of unknowns and know how to handle and analyze chemical compounds
- Write proper lab reports
- Properly dispose of chemical waste

Indicative Literature

Zumdahl and Zumdahl, Chemistry, 9th edition, Brooks Cole, 2014;

Higson, Analytical Chemistry, Oxford University Press, 2005, or latest edition as appropriate, Parts 1 and 2;

Jeffrey et.al., Vogel's Textbook of Quantitative Chemical Analysis, Longman Group UK Limited, 5th edition, 1989;

Course Handout.

Usability and Relationship to Other Modules

- This module provides fundamental knowledge of chemistry and is a foundation for all other modules in CBT, BCCB, and MCCB
- Mandatory for a major in CBT and BCCB
- Mandatory for a minor in CBT
- Prerequisite for first-year CHOICE modules "Introduction to Biotechnology: Microbiology and Genetics" and "General Organic Chemistry"
- Prerequisite for second-year CORE modules "Physical Chemistry," "Advanced Inorganic Chemistry," "Scientific Software and Databases" and "Inorganic and Physical Chemistry Lab"
- Prerequisites for third-year Specialization modules "Supramolecular Chemistry," "Environmental Microbiology and Biotechnology" and "Organometallic Chemistry"
- Elective for all other undergraduate study programs

Examination Type: Module Component Examinations

Module Component 1: Lecture

Assessment Type: Written examination

Duration: 120 min

Weight: 67%

Scope: Intended learning outcomes of the lecture (1-9);

Module Component 2: Lab

Assessment Type: Lab reports, lab performance

Length: 4-6 pages per report

Weight: 33%

Scope: Intended learning outcomes of the laboratory course (4, 5, 10-15)

Completion: To pass this module, the examination of each module component has to be passed with at least 45%.

7.4 General Organic Chemistry

Module Name		Module Code	Level (type)	CP
General Organic Chemistry		CH-111	Year 1 (CHOICE)	7.5
Module Components				
<i>Number</i>	<i>Name</i>		<i>Type</i>	<i>CP</i>
CH-111-A	General Organic Chemistry		Lecture	5
CH-111-B	General Organic Chemistry Lab		Laboratory	2.5
Module Coordinator	Program Affiliation		Mandatory Status	
Prof. Dr. Thomas Nugent	<ul style="list-style-type: none"> Medicinal Chemistry and Chemical Biology (MCCB) 		Mandatory for BCCB, CBT and MCCB	
Entry Requirements		Frequency	Forms of Learning and Teaching	
<i>Pre-requisites</i>		Annually (Spring)	<ul style="list-style-type: none"> Lecture (35 hours) Tutorial of the lecture (10 hours) Private study for the lecture (80 hours) Laboratory (25.5 hours) Private for the study laboratory (37 hours) 	
<input checked="" type="checkbox"/> General and Inorganic Chemistry or <input checked="" type="checkbox"/> General Medicinal Chemistry and Chemical Biology	<i>Co-requisites</i> <input checked="" type="checkbox"/> None			
		Duration	Workload	
		1 semester	187.5 hours	
Recommendations for Preparation				
Early reading, extensive note taking and self-testing, work through practice problems, fully understand the material before entering laboratory and the risks associated with the daily goals.				
Content and Educational Aims				
This module provides an introduction to Organic Chemistry and begins with general reactivity patterns and the supportive concepts of resonance, conjugation and aromaticity, which come from applying knowledge of orbitals. Carbanion, alcohol, and amine nucleophiles are introduced and this allows carbonyl additions resulting in: alcohol, acetal, imine, enamine, oxime, and 33harmacop formation to be discussed. The student is then exposed to the relationships between equilibria and rates of reaction to better understand mechanistic investigations. This is followed by an introduction to conformational analysis and stereochemistry which allow the transition states within the subsequent chapters on substitution, elimination, and addition reactions to be understood.				

In a parallel manner, The student will learn that a chemistry laboratory is for exploring chemical reactions. However, before doing so we must demonstrate: safety aspects, common hazards, and the structure and content required for a laboratory report. After this, the essential techniques are shown for: setting up, monitoring (TLC, color change, etc.), and quenching (neutralize active chemicals) reactions. In parallel, the student will purify the products (chromatography, crystallization, separatory funnel extractions, etc.), and use basic methods to identify the products. While doing so, the student is exposed to the common equipment (rotary evaporator, melting point apparatus, etc.) within the laboratory. Reactions based on nucleophilic substitution, elimination, bromination to an alkene, electrophilic aromatic substitution, and the isolation of a natural product, characterize the experimental exposure within this laboratory.

Intended Learning Outcomes

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

- understand bond strength and angles using knowledge of orbitals;
- recognize resonance effects versus inductive effects;
- understand basic mechanisms and arrow pushing in organic chemistry;
- differentiate some nucleophiles and electrophiles and their orbital connectivity to HOMO and LUMO concepts;
- distinguish high and low energy conformations of molecules and recall their value for transition states;
- identify basic symmetry elements, stereocenters, and be able to recognize the stereochemical outcome of selected reactions;
- identify and recall specific structures and reactions discussed during class;
- in addition to knowing the fire exit locations, students will be able to find the location and know the operating procedures of all safety equipment including the first aid kit, eyewash station, safety shower, fire extinguisher, and fire blanket in the laboratory;
- handle and dispose of chemicals safely and show competence in locating and retrieving material safety data sheet (MSDS) information;
- perform acid-base extractions;
- monitor and quench organic reactions;
- identify standard laboratory equipment;
- set up reactions with assistance.

Indicative Literature

J. Clayden, N. Greeves, S. Warren. Organic Chemistry, 2nd Edition, Oxford University Press, 2012.

Usability and Relationship to other Modules

- Mandatory for a major in MCCB, BCCB and CBT
- This module provides the foundation knowledge required for your 2nd year CORE modules
- Prerequisite for the CORE modules "Medicinal Chemistry", "Chemical Biology", "Pharmaceutical Chemistry" and „Advanced Organic Chemistry“

Examination Type: Module Component Examinations

Module Component 1: Lecture

Assessment Type Written examination

Duration: 180 min
Weight: 67%

Scope: The first seven intended learning outcomes are connected to the lecture

Module Component 2: Lab

Assessment Type Lab Reports

Length: Five to fifteen pages per report

Weight: 33%

Scope: The last six intended learning outcomes are connected to the laboratory

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

7.5 Microbiology

Module Name		Module Code	Level (type)	CP
Microbiology		CO-400	Year 2 (CORE)	5
Module Components				
Number	Name	Type		CP
CO-400-A	Microbiology	Lecture		5
Module Coordinator	Program Affiliation		Mandatory Status	
Prof. Dr. Matthias Ullrich	<ul style="list-style-type: none"> Biochemistry and Cell Biology (BCCB) 		Mandatory for BCCB	
Entry Requirements			Frequency	Forms of Learning and Teaching
<i>Pre-requisites</i>	<i>Co-requisites</i>	<i>Knowledge, Abilities, or Skills</i>	Annually (Fall)	<ul style="list-style-type: none"> Lecture (35 hours) Tutorials (15 hours) Private study (75 hours)
<input checked="" type="checkbox"/> General Biochemistry and General Cell Biology	<input checked="" type="checkbox"/> Microbiology Lab or Seminar	<ul style="list-style-type: none"> Basic knowledge of biochemistry and cell biology 		
			1 semester	125 hours
Recommendations for Preparation				
<p>Students should have a sound background in biochemistry and cell biology that they acquired by attending the respective CHOICE modules. They should understand the basic structure and function of biomolecules and general principles by which cells multiply and interact with each other.</p>				
Content and Educational Aims				
<p>This Microbiology CORE module consists of one lecture.</p> <p>There is no higher life form without microbes, but there are plenty of microbes without higher life forms. Microorganisms are present wherever life is possible. Microbes conduct the most diverse biochemical processes and are found anywhere in our natural and manmade surroundings. The lecture introduces principles of the world of microorganisms, discussing their diversity and analyzing how microbes act in the environment or on human health. Bacteria, archaea, fungi, protozoa, and viruses are dealt with in the context of human health, environmental processes, or food manufacturing. Taxonomy will be analyzed with respect to different characteristics, including presence and activity within various cellular compartments, or special biochemical features. The lecture addresses the diverse biochemical life styles of microbes from photosynthesis via biofilms and methanogenesis to pathogenicity. The role of microbes for the cycling of elements on our planet will be exemplarily demonstrated for carbon, nitrogen, and sulfur. Basic differences between microbes and their hosts will be delineated in order to equip students with</p>				

knowledge about how to defeat microorganisms. The lecture furthermore deals with different ways to investigate and control microbial contaminations, and how microbes influence our everyday life, but also political processes and even social behavior.

Intended Learning Outcomes

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

- explain the principles governing the world of microorganisms;
- apply knowledge of biochemical and cellular processes to microbial metabolism;
- illustrate the cellular interactions of microbes with their environment;
- analyze how pathogens cause diseases to infer the establishment of therapeutic strategies;
- categorize the diversity of microorganisms, their biochemical life styles, and microbial fitness;
- examine the characteristics of microbial habitats and establish differences between oxygenic and anoxygenic life processes;
- determine cellular and environmental factors contributing to the evolutionary adaptations of microbes;
- outline microbial biochemical cycles of elements such as oxygen, carbon, nitrogen, or sulfur;

Indicative Literature

Madigan et. al., Brock Biology of Microorganisms, 15th Edition, Pearson International, 2018, or the latest edition as appropriate.

Various current research articles.

Usability and Relationship to Other Modules

- This module builds on the pre-required BCCB CHOICE Modules General Biochemistry and General Cell Biology.
- Mandatory for a major in BCCB
- Mandatory for a minor in BCCB
- Elective module for all other undergraduate study programs

Examination Type: Module Examination

Assessment Type: Written examination

Duration: 120 min

Weight: 100%

Scope: All intended learning outcomes

7.6 Microbiology Lab

Module Name		Module Code	Level (type)	CP
Microbiology Lab		CO-408	Year 2 (CORE)	2.5
Module Components				
Number	Name	Type		CP
CO-408-A	Microbiology Lab	Lab		2.5
Module Coordinator	Program Affiliation		Mandatory Status	
Prof. Dr. Matthias Ullrich	<ul style="list-style-type: none"> Biochemistry and Cell Biology (BCCB) 		Mandatory elective for BCCB	
Entry Requirements			Frequency	Forms of Learning and Teaching
Pre-requisites	Co-requisites	Knowledge, Abilities, or Skills	Annually (Fall)	<ul style="list-style-type: none"> Safety instructions (1 hour) Reading lab manuals (6 hours) Experimental work in the laboratory, including seminars (27.5 hours) Lab report writing (28 hours)
<input checked="" type="checkbox"/> General Biochemistry and General Cell Biology	<input checked="" type="checkbox"/> Microbiology	<ul style="list-style-type: none"> Basic knowledge of biochemistry and cell biology Basic laboratory skills in biochemistry and cell biology S1 safety instructions 		
			Duration	Workload
			1 semester	62.5 hours
Recommendations for Preparation				
<p>Students should have a sound background in biochemistry and cell biology that they acquired by attending the respective CHOICE modules. Students should have acquired basic skills in experimental molecular biology techniques from the respective CHOICE laboratory courses.</p>				
Content and Educational Aims				
<p>This Microbiology Lab Course CORE module consists of one laboratory course.</p> <p>Microbial taxonomy and physiology will be analyzed with respect to different characteristics, including presence and activity within various environmental habitats, or special biochemical features. Students will learn how to sample, analyze, isolate, handle, characterize, and taxonomically identify unknown microorganisms using diverse classical</p>				

and state-of-the-art molecular techniques. Focus will be placed on the cellular characteristics of bacterial organisms, their biochemical properties and capabilities, as well as their resistance towards antibiotics. For this, each student will be assigned to one microbial aquatic habitat, will have to take a sample, and process it individually. The participants will learn how to identify an unknown bacterium, how to determine its growth rate, and how to compare its taxonomic marker genes with genomic databases. The individual experimental results will be summarized in a manuscript-style lab report.

Intended Learning Outcomes

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

- apply their theoretical knowledge to the skilled use of methods in microbiology and microbial biochemistry;
- apply methods in microbiology and microbial biochemistry;
- handle microorganisms in a sterile and safe manner;
- record and transfer experimental data;
- identify microorganisms;
- master classical and molecular tools to characterize microbes;
- interpret growth and resistance data for individual microbial organisms.

Indicative Literature

Madigan et. al., Brock Biology of Microorganisms, 15th Edition, Pearson International, 2018, or the latest edition as appropriate.

Laboratory manuals provided by the instructor.

Usability and Relationship to Other Modules

- This module builds on the pre-required BCCB CHOICE Modules General Biochemistry and General Cell Biology.
- Mandatory elective for a major in BCCB
- Elective module for all other undergraduate study programs

Examination Type: Module Examination

Assessment Type: Lab Reports

Length: Approx. 10 pages per report

Weight: 100%

Scope: All intended learning outcomes of the laboratory course

7.7 Microbiology Seminar

Module Name		Module Code	Level (type)	CP
Microbiology Seminar		CO-409	Year 2 (CORE)	2.5
Module Components				
Number	Name	Type		CP
CO-409-A	Microbiology Seminar	Lab		2.5
Module Coordinator	Program Affiliation		Mandatory Status	
Prof. Dr. Matthias Ullrich	<ul style="list-style-type: none"> Biochemistry and Cell Biology (BCCB) 		Mandatory for BCCB minors	
Entry Requirements			Frequency	Forms of Learning and Teaching
<i>Pre-requisites</i>	<i>Co-requisites</i>	<i>Knowledge, Abilities, or Skills</i>	Annually (Fall)	<ul style="list-style-type: none"> Tutorials (6 hours) Private study (25 hours) Preparation and conducting an oral presentations (31.5 hours)
<input checked="" type="checkbox"/> General Biochemistry and General Cell Biology	<input checked="" type="checkbox"/> Microbiology	<ul style="list-style-type: none"> Basic knowledge of biochemistry and cell biology Basic laboratory skills in biochemistry and cell biology S1 safety instructions 		
			1 semester	62.5 hours
Recommendations for Preparation				
<p>Students should have a sound background in biochemistry and cell biology that they acquired by attending the respective CHOICE modules. They should understand the basic structure and function of biomolecules and general principles by which cells multiply and interact with each other.</p>				
Content and Educational Aims				
<p>This Microbiology Seminar CORE module consists of one seminar course.</p> <p>There is no higher life form without microbes, but there are plenty of microbes without higher life forms. Microorganisms are present wherever life is possible. Microbes conduct the most diverse biochemical processes and are found anywhere in our natural and manmade surroundings. The seminar familiarizes students to understand principles of the world of microorganisms, and innovative strategies for the investigation of environmental processes and optimization of microbial food manufacturing. The seminar addresses diverse research papers dealing with biochemical life styles of microbes and their pathogenicity. Furthermore, students will learn how to investigate and</p>				

control microbial contaminations. The seminar will be concluded by student presentations on their individual literature research results.

Intended Learning Outcomes

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

- apply their theoretical knowledge to understand the use of microbiological methods in state-of-the-art research publications;
- examine alternative ways for application of basic methods in microbiology and microbial biochemistry;
- interpret the level of sterility and sterile research work from published data
- interpret experimental data in microbiology;
- express the own understanding of the subject matter, the experimental approach chosen, and the interpretation of data by the authors from research publications.

Indicative Literature

Madigan et. al., Brock Biology of Microorganisms, 15th Edition, Pearson International, 2018, or the latest edition as appropriate.

Various current research articles.

Usability and Relationship to Other Modules

- This module builds on the pre-required BCCB CHOICE Modules General Biochemistry and General Cell Biology.
- Mandatory for a minor in BCCB
- Elective module for all other undergraduate study programs

Examination Type: Module Examination

Assessment Type: Presentation

Duration: 30 min

Weight: 100%

Scope: All intended learning outcomes of the seminar

7.8 Infection and Immunity

Module Name		Module Code	Level (type)	CP
Infection and Immunity		CO-401	Year 2 (CORE)	7.5
Module Components				
CO-401-A	Immunology		Lecture	5
CO-401-B	Microbial Pathogenicity		Lecture	2.5
Module Coordinator	Program Affiliation		Mandatory Status	
Prof. Dr. Sebastian Springer	<ul style="list-style-type: none"> Biochemistry and Cell Biology (BCCB) 		Mandatory elective for BCCB and MCCB	
Entry Requirements		Frequency	Forms of Learning and Teaching	
<i>Pre-requisites</i>	<i>Co-requisites</i>	Annually (Spring)	<ul style="list-style-type: none"> Lectures (52.5 hours) Private study (135 hours) 	
<input checked="" type="checkbox"/> General Biochemistry and General Cell Biology	<input checked="" type="checkbox"/> None			
		1 semester	187.5 hours	
Recommendations for Preparation				
<p>Students should have a sound background in biochemistry and cell biology that they acquired by attending the respective CHOICE modules. They should understand the basic structure and function of biomolecules, and the general principles by which cells multiply and interact with each other. Furthermore, students should have acquired basic skills in experimental molecular biology techniques from the respective CHOICE laboratory courses.</p>				
Content and Educational Aims				
<p>Infectious diseases of all types have always been and still are a major threat to our civilization. Our immune system defends us against pathogens such as viruses, bacteria, worms, and fungi, and it also contributes to protection against cancer and other diseases. The module brings pathogenicity and immunity and their relationship into close context and enables a thorough understanding of the underlying complexities.</p> <p>The human immune system is central to fighting disease. Immunology is thus one of the central sciences underlying medicine and at the same time a fascinating application of the principles of molecular life sciences to a complex organismic phenomenon. The Immunology lecture provides a second-year undergraduate-level introduction to the entire field of immunology that is based on knowledge in general biochemistry and cell biology. Students will get to know the molecular agents of the system (receptors and metabolic processes), with intracellular processes (antigen presentation and innate intracellular defense), cell-specific phenomena (cell differentiation, maturation, and</p>				

trafficking), the function of the organs of the immune system, and organismic phenomena such as the acute phase response. The lecture then turns towards the mechanisms of disease and disease-specific immunity, focusing on autoimmunity, HIV infection, and cancer as three major examples. In addition, pathogen evasion of the immune response is discussed as an important feature. Finally, immunotherapy approaches are thoroughly discussed. Altogether, the lecture enables students to understand the functioning of the immune system, its role in preventing, fighting, and (sometimes) causing diseases, as well as the possibilities that arise from the manipulation of the immune system through vaccination and adoptive transfer.

The Microbial Pathogenicity lecture will familiarize students with basic principles of microbial pathogenicity, methods used to investigate pathogens, and a selection of infectious diseases caused by microbes and viruses. The lecture is meant to explore potential ways to treat and heal infected individuals and how to utilize our knowledge of pathogens for the successful treatment of diseases. Aside of state-of-the-art methods on how to identify virulence and pathogenicity factors, the lecture will introduce specific examples of diseases and the pathogens that cause them. For each disease, the lecture will address the pathogen's discovery, how it employs virulence factors, how it infects and transmits, and how the respective infection can be treated. Students will learn how to distinguish between different types of microbial infections and will understand how the immune system copes with various types of infection both qualitatively and quantitatively. The Emerging problems of multiple antibiotic resistance will also be covered in this lecture. Ultimately, participants will appraise the role of microbial infections as global challenges for the future development of our human societies.

Intended Learning Outcomes

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

- explain the topics of the lecture at the level presented;
- apply this understanding to relate the basic knowledge to current problems in research and medicine;
- analyze and discriminate immunological challenges posed by specific pathogens;
- correlate pathogen exposure with the characteristic answer of the immune system;
- judge the success rates, likelihoods, and time lines of different immunological treatments currently available, in development, or being envisioned;
- apply knowledge of biochemical and cellular processes to understand principles in infection biology;
- analyze infectious diseases, their principles and mechanisms;
- evaluate the applicability of molecular methods to assess microbial pathogenicity;
- distinguish between how bacteria, fungi, viruses or parasitic pathogen infect a host;
- identify and investigate microbial pathogens and their role in symptom development;
- prioritize measures on how to cope with a microbial infection;
- correlate basic principles of immunology and pathogenicity;
- deduce the impact of a virulence or pathogenicity factor on the functioning of the immune system;
- outline basic steps on how to identify and treat a microbial infection.

Indicative Literature

Murphy and Weaver, Janeway's Immunobiology, 9th edition, Garland Science, 2017 or the latest edition as appropriate.

Madigan et. al., Brock Biology of Microorganisms, 15th Edition, Pearson International, 2018, or the latest edition as appropriate.

Various research articles related to the individual infectious diseases and their pathogens

Usability and Relationship to other Modules

- This module builds on the pre-required BCCB CHOICE Modules General Biochemistry and General Cell Biology.
- Mandatory elective for a major in BCCB
- Mandatory for a minor in BCCB
- Serves as a mandatory elective 3rd year Specialization module for MCCB students

- Elective module for all other undergraduate study programs.

Examination Type: Module Component Examinations

Module Component 1: Lecture 1

Assessment Type:

Written examination

Duration: 120 min

Weight: 67%

Module Component 2: Lecture 2

Assessment Type: Oral examination

Duration: 20 min

Weight: 33%

Scope: All intended learning outcomes

7.9 Advanced Biochemistry I

Module Name		Module Code		Level (type)	CP
Advanced Biochemistry I		CO-402		Year 2 (CORE)	5
Module Components					
<i>Number</i>		<i>Name</i>		<i>Type</i>	<i>CP</i>
CO-402-A		Metabolic Pathways		Lecture	5
Module Coordinator		Program Affiliation		Mandatory Status	
N.N.		<ul style="list-style-type: none"> Biochemistry and Cell Biology (BCCB) 		Mandatory for BCCB Mandatory elective for MCCB	
Entry Requirements			Frequency	Forms of Learning and Teaching	
<i>Pre-requisites</i>	<i>Co-requisites</i>	<i>Knowledge, Abilities, or Skills</i>		Annually (Fall)	<ul style="list-style-type: none"> Lecture (35 hours) Private study (90 hours)
General Biochemistry and General Cell Biology	None	<ul style="list-style-type: none"> Knowledge of biochemical compounds Ability to write chemical equations 			
			Duration	Workload	
			1 semester	125 hours	
Recommendations for Preparation					
Revision of the module content of the pre-required CHOICE modules					
Content and Educational Aims					
<p>The module intends to provide a detailed understanding of the biochemical reactions that underlie energy production and consumption in living systems. The thermodynamics and kinetics of ligand binding to proteins and enzyme catalysis are explained and enzymatic catalysis is explored at the molecular and atomic level. The module will further introduce advanced methods to study the molecules involved in enzymatic catalysis. These concepts are applied to explain the principles of metabolism. In this context, the module describes how energy is produced by living organisms, and how key types of biomolecules are synthesized and degraded. Thus, all important classes of biomolecules are covered (with exception of nucleic acids that are covered in Advanced Biochemistry II). A special focus will be placed on common schemes and the adjustment of metabolism under different cellular conditions. <u>Note:</u> Photosynthesis as a key metabolic pathway will be discussed in the module "Methods for Plant Metabolism and Natural Products".</p>					

Intended Learning Outcomes

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

- explain advanced theoretical concepts of metabolism;
- outline advanced biochemical experimental methods that provide an entry point into independent experimental work;
- outline key biochemical pathways and selected reaction mechanisms;
- predict the outcome of metabolic pathways under variable conditions;
- qualitatively and quantitatively solve thermodynamic equations;
- qualitatively and quantitatively analyze kinetic data of enzymatic reactions;
- apply their knowledge to novel problems;
- find, understand, and interpret additional specific information from the literature and web resources.

Indicative Literature

Nelson and Cox, Lehninger Principles of Biochemistry, Freeman Macmillan, latest edition.

Stryer et. al., Biochemistry, Freeman Macmillan, latest edition.

Usability and Relationship to other Modules

- This module builds on the pre-required BCCB CHOICE Modules General Biochemistry and General Cell Biology.
- It is a pre-requisite for the BCCB CORE modules Advanced Biochemistry Laboratory and Advanced Biochemistry II.
- Mandatory for a major in BCCB

Examination Type: Module Examination

Assessment Type: Written examination

Duration: 120 min

Weight: 100%

Scope: All intended learning outcomes of the module.

7.10 Advanced Biochemistry II

Module Name		Module Code	Level (type)	CP
Advanced Biochemistry II		CO-403	Year 2 (CORE)	5
Module Components				
<i>Number</i>	<i>Name</i>		<i>Type</i>	<i>CP</i>
CO-403-A	Molecular Genetics		Lecture	5
Module Coordinator	Program Affiliation		Mandatory Status	
N.N.	<ul style="list-style-type: none"> Biochemistry and Cell Biology (BCCB) 		Mandatory for BCCB Mandatory elective for MCCB	
Entry Requirements			Frequency	Forms of Learning and Teaching
<i>Pre-requisites</i>	<i>Co-requisites</i>	<i>Knowledge, Abilities, or Skills</i>	Annually (Spring)	<ul style="list-style-type: none"> Lecture (35 hours) Private study (90 hours)
General Biochemistry	None	<ul style="list-style-type: none"> Knowledge of biochemical compounds Ability to write chemical equations Knowledge about metabolic principles Ability to determine kinetic and thermodynamic parameters 	Duration	Workload
General Cell Biology			1 semester	125 hours
Recommendations for Preparation				
Revision of the module content of the pre-required CORE module				
Content and Educational Aims				
<p>The module intends to provide a detailed understanding of the biochemical mechanisms that underlie the realization of genetic information in living systems. Initially, the focus lies on the structure, biosynthesis, and degradation of nucleotides and nucleic acids. Molecular mechanisms are elucidated, by which genetic information is regulated, controlled, and expressed in bacterial and eukaryotic cells, with an emphasis on replication, transcription, and translation. Furthermore, this module gives an insight in DNA damage and repair mechanisms and it introduces advanced concepts such as epigenetic regulation and control. Molecular mechanisms contributing to an altered use of genetic information in living systems are exemplified (e.g., homologous recombination, (alternative) splicing or chemical modifications, and processing of both, RNAs and proteins). Advanced methods to study these processes are introduced and examples of experimental results obtained by these methods are discussed. A special focus is placed on common principles and the cellular integration of regulatory processes governing these pathways.</p>				
Intended Learning Outcomes				

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

- illustrate the biosynthesis and degradation of nucleotides and discriminate different types of nucleic acid structures;
- outline the flow and control of genetic information in living systems;
- explain the mechanisms of replication, transcription and translation;
- discriminate regulatory processes on the different levels of the flow of information;
- outline advanced biochemical experimental methods that provide an entry point into independent experimental work;
- interpret experimental data obtained by these methods;
- predict the outcome of information pathways under variable conditions;
- summarize epigenetic control mechanisms;
- assess which repair mechanisms act on which type of DNA damage;
- rate the impact of the different mechanisms acting in the altered use of genetic information;
- apply their knowledge to novel problems;
- find, understand, and interpret additional specific information from the literature and web resources.

Indicative Literature

Nelson and Cox, Lehninger Principles of Biochemistry, Freeman Macmillan, latest edition.

Stryer et. al., Biochemistry, Freeman Macmillan, latest edition.

Usability and Relationship to other Modules

- This module builds on the pre-required BCCB CORE module Advanced Biochemistry I. It is a co-requisite for the BCCB CORE module Advanced Biochemistry Laboratory.
- Further, it is the pre-requisite for BCCB CAREER Specialization modules Current Topics in the Molecular Life Sciences and Experimental Strategy Design.
- Mandatory for a major in BCCB.
- Serves as a mandatory elective third year Specialization module for MCCB major students who took Advanced Biochemistry I.

Examination Type: Module Examination

Assessment Type: Written examination

Duration: 120 min

Weight: 100%

Scope: All intended learning outcomes of the module.

7.11 Advanced Biochemistry Lab

Module Name		Module Code	Level (type)	CP
Advanced Biochemistry Lab		CO-404	Year 2 (CORE)	5
Module Components				
Number	Name	Type		CP
CO-404-A	Advanced Biochemistry Lab	Lab		5
Module Coordinator	Program Affiliation		Mandatory Status	
Prof. Dr. Sebastian Springer	<ul style="list-style-type: none"> Biochemistry and Cell Biology (BCCB) 		Mandatory for BCCB	
Entry Requirements			Frequency	Forms of Learning and Teaching
<i>Pre-requisites</i>	<i>Co-requisites</i>	<i>Knowledge, Abilities, or Skills</i>	Annually (Spring)	<ul style="list-style-type: none"> Safety instructions (2 hours) Private study (24 hours), Reading lab manual (6 hours) MSDS preparation (4 hours) Experimental work in the laboratory (50 hours) Seminars (5 hours) Lab report writing (34 hours)
General Biochemistry	<input checked="" type="checkbox"/> Advanced Biochemistry II	<ul style="list-style-type: none"> Basic self-directed study skills Basic laboratory skills in chemistry and biochemistry Advanced knowledge in biochemistry 	Duration	
General Cell Biology			1 semester	125 hours
Recommendations for Preparation				
<p>For this module, it is important that students already know and understand biochemistry at an advanced level, and general chemistry and cell biology at first year level. They also need to be able to analyze (and partially, create) logical connections between scientific contents.</p> <p>Students need to read the relevant Chapters in the recommended textbooks and all course materials provided by the instructors (e.g., manuals for the laboratory course).</p>				

Students must have attended the general safety instructions, fire safety instructions, and the mandatory safety instructions to the laboratory course (chemical and S1 safety). In addition, Material Safety Data Sheets have to be prepared.

Content and Educational Aims

Understanding the relationships between the structure, biochemical properties, and activity of biomolecules is at the core of the discipline of biochemistry. This module focuses on the activity and the biological roles of proteins. Students will isolate and purify proteins, conduct enzyme activity assays, determine enzyme kinetics, and study the actions of small molecules on proteins. Methods include spectrophotometry, fluorimetry, chromatography, and gel electrophoresis. Students document their results in publication-style reports.

Intended Learning Outcomes

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

- explain and practically apply various techniques in the biochemistry laboratory;
- perform all calculations required to prepare the experiments;
- organize the laboratory workflow to be safe, equitable, and reproducible;
- act safely in the laboratory;
- assess the method most suitable for a given scientific problem;
- exchange results, discuss them with their peers, and defend them in front of an audience;
- write up their results in a coherent laboratory report.

Indicative Literature

Laboratory Manuals (updated yearly)

Usability and Relationship to other Modules

- This module builds on the pre-required BCCB CORE module Advanced Biochemistry I
- Mandatory for a major in BCCB.

Examination Type: Module Examination

Assessment Type: Lab Reports

Duration: 5 x 10 pages

Weight: 100%

Scope: All intended learning outcomes of the module.

7.12 Advanced Cell Biology I

Module Name		Module Code	Level (type)	CP
Advanced Cell Biology I		CO-405	Year 2 (CORE)	5
Module Components				
Number	Name	Type		CP
CO-405-A	From Cells to Tissues	Lecture		5
Module Coordinator	Program Affiliation		Mandatory Status	
Prof. Dr. Klaudia Brix	<ul style="list-style-type: none"> Biochemistry and Cell Biology (BCCB) 		Mandatory for BCCB	
Entry Requirements			Frequency	Forms of Learning and Teaching
Pre-requisites	Co-requisites	Knowledge, Abilities, or Skills	Annually (Fall)	<ul style="list-style-type: none"> Lectures (35 hours) Private Study (90 hours)
<input checked="" type="checkbox"/> General Cell Biology <input checked="" type="checkbox"/> General Biochemistry	<input checked="" type="checkbox"/> None	<ul style="list-style-type: none"> Basic knowledge of cell biology and biochemistry 		
			1 semester	125 hours
Recommendations for Preparation				
<ul style="list-style-type: none"> Revision of the module content of the pre-required CHOICE modules. Visit the Molecular Life Sciences Seminar series in which researchers from other institutions give invited talks. 				
Content and Educational Aims				
<p>This lecture builds on the CHOICE module "General Cell Biology" and intends to provide a detailed and advanced understanding of the complexity of cellular systems. The module will analyze the molecular architecture of cells, the regulation of key cellular processes and their integration in tissue formation and enabling physiological tasks of our bodily organs. In this context, protein folding, targeting, and trafficking will be evaluated. The principles of compartmentalization by biological membranes of eukaryotic cells will be explained by looking at certain cell types of different tissues and bodily organs. By way of introducing the physiology of multi-cellular organisms, a detailed understanding of the underlying molecular principles and cellular mechanisms that enable cells, tissues, and bodies to maintain their function will be of central interest in this lecture. Finally, the consequences of cellular alterations (e.g., loss of homeostasis, stress, failure of quality control) will be tested and biomedical implications will be integrated wherever possible.</p>				

Intended Learning Outcomes

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

- explain key molecular mechanisms and regulatory processes in cell biology in detail;
- identify specific cell types common or unique to specific tissues;
- explain cellular interactions in tissues and organs;
- examine tissue morphogenesis and organ functions for an advanced understanding of physiological bodily functions;
- evaluate experimental designs used to answer key cell biological questions;
- critically compare model systems used in cell biological research approaches;
- enhance personal competence in abstracting complex data and devising scientific hypotheses.

Indicative Literature

Alberts et al., Molecular Biology of the Cell, Garland Science, latest edition.

Pollard et al., Cell Biology, Saunders, latest edition.

Mescher, Junqueira's Basic Histology: Text and Atlas, McGraw-Hill Companies Inc., latest edition.

Usability and Relationship to other Modules

- This module builds on the pre-required BCCB CHOICE modules General Cell Biology and General Biochemistry.
- It is a pre-requisite for the Advanced Cell Biology II module. Further, it is the pre-requisite for the BCCB CAREER Specialization Module Biomedicine.
- Mandatory for a major in BCCB.

Examination Type: Module Examination

Assessment Type: Written examination

Duration: 120 min

Weight: 100%

Scope: All intended learning outcomes of the module.

7.13 Advanced Cell Biology II

Module Name		Module Code	Level (type)	CP
Advanced Cell Biology II		CO-406	Year 2 (CORE)	5
Module Components				
Number	Name	Type		CP
CO-406-A	From Genes to Organism	Lecture		5
Module Coordinator	Program Affiliation		Mandatory Status	
Prof. Dr. Susanne Illenberger	<ul style="list-style-type: none"> Biochemistry and Cell Biology (BCCB) 		Mandatory for BCCB	
Entry Requirements			Frequency	Forms of Learning and Teaching
Pre-requisites	Co-requisites	Knowledge, Abilities, or Skills	Annually (Spring)	<ul style="list-style-type: none"> Lectures (35 hours) Private study (90 hours)
<input checked="" type="checkbox"/> General Cell Biology <input checked="" type="checkbox"/> General Biochemistry	<input checked="" type="checkbox"/> None	<ul style="list-style-type: none"> Basic knowledge of cell biology Basic knowledge of biochemistry 	Duration	Workload
			1 semester	125 hours
Recommendations for Preparation				
<ul style="list-style-type: none"> Read the chapters in the recommended textbooks that cover the respective topics of the lecture (see syllabus) Read additional literature as indicated by instructor Visit journal clubs or lab meetings of research groups in the field of Molecular Life Science Attend the Molecular Life Sciences Seminar series 				
Content and Educational Aims				
<p>This module builds on the CHOICE module "General Cell Biology" and the CORE module "Advanced Cell Biology I". In this lecture, students will apply their understanding of cellular processes to explain how these processes combine at the organismal level. First, the cellular energy status, proliferation, apoptosis, and cell communication will be analyzed at an advanced level, focusing on regulatory mechanisms that allow for the coordinated execution of these processes. In the context of early organismal development, the contribution of morphogens, homeotic genes and epigenetics in selected model organisms will be discussed. Secondly, students will learn how inherited traits define</p>				

evolutionary fitness and how recombination and mutation contribute to evolution and natural selection. In the end, the current ideas about the evolution of the cell and the tree of life will be discussed.

Intended Learning Outcomes

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

- explain key molecular mechanisms and regulatory cellular processes in detail;
- relate individual cellular processes to one another in early organismal development;
- critically compare model systems used in developmental biology;
- correlate alterations in molecular functions to consequences in organismal development;
- explain the general principles underlying natural selection and evolution;
- apply simple calculations to predict changes in allele frequency;
- deduce common principles in cell communication and regulation;
- enhance personal competence in abstracting complex cellular processes.

Indicative Literature

Alberts et al., Molecular Biology of the Cell, Garland Science, latest edition.

Campbell et al., Biology - A Global Approach (Global Edition), Pearson Education Ltd., latest edition.

Nelson and Cox, Lehninger Principles of Biochemistry, Macmillan / Springer, latest edition.

Graur, Molecular and Genome Evolution, Oxford University Press / Sinauer, latest edition.

Usability and Relationship to other Modules

- This module builds on the pre-required BCCB CORE module Advanced Cell Biology I.
- It is one of the pre-requisites for BCCB CAREER specialization modules Current Topics in the Molecular Life Sciences, Experimental Strategy Design and Biomedicine.
- Mandatory for a major in BCCB.

Examination Type: Module Examination

Assessment Type: Written examination

Duration: 120 min

Weight: 100%

Scope: All intended learning outcomes of the module.

7.14 Advanced Cell Biology Lab

Module Name		Module Code	Level (type)	CP
Advanced Cell Biology Lab		CO-407	Year 2 (CORE)	5
Module Components				
Number	Name	Type		CP
CO-407-A	Cellular Compartments	Lab		5
Module Coordinator	Program Affiliation		Mandatory Status	
Prof. Dr. Klaudia Brix	<ul style="list-style-type: none"> Biochemistry and Cell Biology (BCCB) 		Mandatory for BCCB	
Entry Requirements		Frequency	Forms of Learning and Teaching	
<i>Pre-requisites</i>	<i>Co-requisites</i>	Annually (Fall)	<ul style="list-style-type: none"> Safety instructions (2 hours) Private Study (24 hours), Reading lab manual (6 hours) MSDS preparation (4 hours) Experimental work in the laboratory (50 hours) Seminars (5 hours) Lab report writing (34 hours) 	
<input checked="" type="checkbox"/> General Cell Biology and General Biochemistry	<input checked="" type="checkbox"/> Advanced Cell Biology I			
		Duration	Workload	
		Blocked course, Intersession	125 hours	
Recommendations for Preparation				
<ul style="list-style-type: none"> Mandatory attendance of biosafety instructions regarding S1 laboratories Mandatory attendance of laser safety instructions due to experimental work with a laser scanning microscope Mandatory preparation of material safety data sheets regarding specific chemicals used in the experiments 				

- Mandatory attendance of experiment-accompanying, imaging and lab report writing seminars during lab course time
- Visit lab meetings of research groups in the field of Molecular Life Science (voluntary)

Content and Educational Aims

This module focuses on the cellular architecture and the subcellular targeting of proteins. The laboratory module has four major parts. CHO cells are transfected with plasmids coding for targeted and non-targeted green fluorescent protein (GFP). This part includes an introduction into cell culture techniques. Then, the localization of these proteins is investigated by microscopy and subcellular fractionation followed by SDS-PAGE and immunoblotting. In the third part, normal CHO cells are vital-stained and immunolabeled. Mouse tissue sections are immunolabeled for compartmental and cell surface proteins to include histological aspects of protein targeting and trafficking. Conventional and confocal fluorescence microscopy is employed to examine the microscopic specimen; image analysis tools will be used. The theoretical background of the experiments will be prepared by self-study of the laboratory manual and through compilation of material safety data sheets (MSDS). In-lab seminars will explain the theory behind the experiments and the expected outcomes. Trouble-shooting sessions will solve problems on the spot. The students will document and assess their experimental data in reports that follow the format of a scientific manuscript.

Intended Learning Outcomes

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

- explain key regulatory processes in cell biology;
- discover the structure-function relationship of biomolecules at the cellular level;
- gain detailed insight into the experimental analysis of cells on the practical level;
- employ the regulatory framework of genetic engineering in the bioscience field;
- test research questions of protein targeting and trafficking experimentally;
- consider the basic principles of image analysis;
- enhance personal competence in experimental skills in a research-oriented manner;
- enhance personal competence in reporting their own scientific data in publication-style laboratory reports.

Indicative Literature

Comprehensive Lab Manual provided by the instructor.
Literature list in lab manual.

Usability and Relationship to other Modules

- This module builds on the pre-required BCCB CHOICE modules General Cell Biology and General Biochemistry.
- Mandatory for a major in BCCB.

Examination Type: Module Examination

Assessment Type: Lab report

Length: 20 pages

Weight: 100%

Scope: All intended learning outcomes of the module.

7.15 Experimental Strategy Design

Module Name		Module Code	Level (type)	CP
Experimental Strategy Design		CA-S-BCCB-802	Year 3 (Specialization)	5
Module Components				
Number	Name	Type	CP	
CA-BCCB-802	Experimental Strategy Design	Lecture and Seminar	5	
Module Coordinator	Program Affiliation		Mandatory Status	
Prof. Dr. Susanne Illenberger	<ul style="list-style-type: none"> Biochemistry and Cell Biology (BCCB) 		Mandatory elective for BCCB	
Entry Requirements			Frequency	Forms of Learning and Teaching
<i>Pre-requisites</i>	<i>Co-requisites</i>	<i>Knowledge, Abilities, or Skills</i>	Annually (Fall)	<ul style="list-style-type: none"> Lectures (18 hours) Literature Analysis (7 hours) In-class discussions (9 hours) Group discussion (30 hours) Group presentation (1 hours) Private study, additional readings (35 hours) Term paper (25 hours)
<input checked="" type="checkbox"/> Advanced Biochemistry I <input checked="" type="checkbox"/> Advanced Cell Biology I <input checked="" type="checkbox"/> Advanced Cell Biology II <input checked="" type="checkbox"/> Advanced Biochemistry II	<input checked="" type="checkbox"/> None	<ul style="list-style-type: none"> Advanced knowledge in cell biology, molecular biology and biochemistry Ability to read and understand scientific literature Preferably basic research experience (e.g., from internship) 		
			Duration	Workload
			1 semester	125 hours
Recommendations for Preparation				
<ul style="list-style-type: none"> Recapitulate the methods already applied in the BCCB laboratory modules. Recapitulate additional methodology (practical and theoretical) employed in the internship. Visit journal clubs or lab meetings of research groups in the field of Molecular Life Science Attend the Molecular Life Sciences Seminar series to experience how scientists present their data 				

Content and Educational Aims

One of the most challenging tasks in modern science is to design the optimal experimental strategy to unravel the fascinating complexity of biological systems. On one hand, this strategy may involve the isolation and characterization of a single molecule, while on the other hand it could require the genetic manipulation and functional analysis of a whole organism. This module provides a problem-oriented introduction to the general design of hypothesis-driven research strategies in modern molecular life sciences. Research strategies will be developed based on the students' previous experiences and thus first discuss the methods that were already applied in second year BCCB modules and internships. Advanced State-of-the-Art methodology will be explored through the analysis of current scientific literature. In small groups, students will then outline an experimental approach to a particular task towards the characterization of a novel protein (e.g., expression, cellular interactions, and cellular function). This also involves the formulation of a working hypothesis, the prediction of experimental outcomes and depiction of hypothetical results. The groups will present their experimental strategies and their "data" to the whole class for critical discussion. Based on the feedback received, students will individually write a short publication about their scientific findings.

Intended Learning Outcomes

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

- explain routine and advanced methodology;
- evaluate the advantages and limitations of different methods;
- formulate and test hypotheses for experimental research based on current knowledge and literature;
- predict the experimental outcomes of experiments;
- study and critically analyze scientific literature;
- design a coherent experimental strategy in Molecular Life Science;
- present experimental data in both, oral and written form;
- enhance personal competence in scientific discussion and academic writing.

Indicative Literature

Alberts et al., Molecular Biology of the Cell, Garland Science, latest edition.

Nelson and Cox, Lehninger Principles of Biochemistry, Macmillan / Springer, latest edition.

Usability and Relationship to other Modules

- This module builds on the pre-required BCCB CORE modules Advanced Biochemistry II and Advanced Cell Biology II.
- Mandatory elective specialization module for third year BCCB major students.

Examination Type: Module Examination

Assessment Type: Term Paper

Length: approx. 3000 words
Weight: 100%

Scope: All intended learning outcomes of the module.

7.16 Biomedicine

Module Name		Module Code	Level (type)	CP
Biomedicine		CA-S-BCCB-804	Year 3 (Specialization)	5
Module Components				
Number	Name	Type		CP
CA-BCCB-804	Biomedicine	Lecture and seminar		5
Module Coordinator	Program Affiliation		Mandatory Status	
Prof. Dr. Klaudia Brix	<ul style="list-style-type: none"> Biochemistry and Cell Biology (BCCB) 		Mandatory elective for BCCB and MCCB	
Entry Requirements			Frequency	Forms of Learning and Teaching
<i>Pre-requisites</i>	<i>Co-requisites</i>	<i>Knowledge, Abilities, or Skills</i>	Annually (Spring)	<ul style="list-style-type: none"> Lectures (26 hours) Private study, readings (40 hours) Poster design (49.5 hours) Poster presentation (0.5 hours) In-class discussions (9 hours)
<input checked="" type="checkbox"/> Advanced Cell Biology I <input checked="" type="checkbox"/> Advanced Cell Biology II	<input checked="" type="checkbox"/> None	<ul style="list-style-type: none"> Advanced knowledge in cell biology Ability to read and understand scientific articles Critical discussion skills 	Duration	
			1 semester	125 hours
Recommendations for Preparation				
<ul style="list-style-type: none"> Read the chapters in the recommended textbooks that cover the respective topics of this lecture (see syllabus) Read about the diseases covered during this module in the Medline-Plus database (www.medlineplus.gov) Visit journal clubs or lab meetings of research groups in the field of Molecular Life Science Visit the Molecular Life Sciences Seminar series in which researchers from other institutions give invited talks 				

Content and Educational Aims

Biomedicine considers knowledge of key cellular processes that are often by affected in diseases, e.g. gene expression, cell proliferation, intracellular trafficking, signal transduction, and general the turnover of cellular compounds. This module will analyze how these processes become altered in different diseases, e.g., cancer and neurodegenerative diseases, and how diagnostic tools and therapies (ranging from chemical to natural compound- to cell-based approaches) can be developed according to a disease's molecular origin. The module will critically deduce the challenges in designing research projects aimed at translation to clinics, taking into consideration the societal context in a world with increasing cultural and socio-economic diversity. Environmental effects on disease onset and progression or decline will be considered in the discussion of e.g. endocrine disorders. The regulatory framework of activities in the bioscience field will be explained by including GMO-regulations, biosafety, and the ethical considerations of cloning, or establishing and using animal model systems of diseases. In addition, the production of recombinant proteins for substitution therapies and transgenic mouse models will be examined in detail.

Intended Learning Outcomes

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

- explain key regulatory processes in cell biology in detail;
- explain possible mechanisms of disease;
- understand diagnostics and therapy development;
- employ the regulatory framework of activities in the bioscience field;
- critically assess approaches in translational medicine;
- study and critically interpret scientific articles;
- present other's data while critically discussing their graphical, verbal and oral depiction;
- enhance personal competence in communicating and validating scientific data in the form of poster design and presentation.

Indicative Literature

Alberts et al., Molecular Biology of the Cell, Garland Science, latest edition.

Pollard et al., Cell Biology, Elsevier, latest edition.

Weinberg, The Biology of Cancer, Garland Science, latest edition.

McDonald, Biology of Aging, Garland Science, latest edition.

Medline-Plus database and related literature cited therein, at www.medlineplus.gov.

Usability and Relationship to other Modules

- This module builds on the pre-required BCCB CORE modules Cell Biology I and Advanced Cell Biology II.
- Mandatory elective specialization module for third year BCCB major students.

Examination Type: Module Examination

Assessment Type: Poster presentation

Duration: 30 min

Weight: 100%

Scope: All intended learning outcomes of the module.

7.17 Environmental Microbiology and Biotechnology

Module Name		Module Code	Level (type)	CP
Environmental Microbiology and Biotechnology		CA-S-CBT-804	Year 3 (Specialization)	5
Module Components				
<i>Number</i>	<i>Name</i>	<i>Type</i>		<i>CP</i>
CA-S-CBT-804	Environmental Microbiology and Biotechnology	Lecture		5
Module Coordinator	Program Affiliation	Mandatory Status		
Dr. Boran Kartal	<ul style="list-style-type: none"> Chemistry and Biotechnology (CBT) 	Mandatory elective for CBT and BCCB		
Entry Requirements		Frequency	Forms of Learning and Teaching	
<i>Pre-requisites</i>	<i>Co-requisites</i>	<i>Knowledge, Abilities, or Skills</i>	<ul style="list-style-type: none"> Lecture and presentations (45 hours) Private study (45 hours) Exam preparation (35 hours) 	
<input checked="" type="checkbox"/> General and Inorganic Chemistry <input checked="" type="checkbox"/> General Biochemistry <input checked="" type="checkbox"/> Introduction to Biotechnology <i>or</i> <input checked="" type="checkbox"/> Microbiology (for BCCB students)	<input checked="" type="checkbox"/> none	Basic knowledge of Microbiology, Molecular Biology, Biotechnology Annually (Spring)		
		Duration	Workload	
		1 semester	125 Hours	
Recommendations for Preparation				
Taking the CORE Modules Industrial Biotechnology (CBT) and Microbiology (BCCB) is helpful. Recall the contents of General Biochemistry Module.				
Content and Educational Aims				
<p>The topics of the Environmental Microbiology and Biotechnology module are the elemental cycles (Carbon, Nitrogen, Sulfur and Iron) that take place in nature. In these “cycles” microorganisms, the most abundant living things on earth, convert different forms of elements to one and other [e.g. methane oxidizing bacteria oxidize methane (CH₄) to carbon dioxide (CO₂)]. In this module, the metabolic pathways that the microorganisms use to convert their substrates and the methodology to detect these microorganisms are described to the students in detail. Furthermore, the application of these microorganisms in wastewater treatment will be discussed.</p>				

Intended Learning Outcomes

Upon completion of this module, students will be able to:

1. Explain the biogeochemical processes within Carbon, Nitrogen, Sulphur and Iron cycles.
2. Name and classify the microorganisms responsible for the conversion of elements at different redox states (e.g. NO_3^- reduction to N_2 or CH_4 oxidation to CO_2)
3. Describe the key types of energy metabolism of microorganisms (e.g. denitrification, photosynthesis, methanogenesis, fermentation, ammonium and methane oxidation, etc.).
4. Identify the impact of human activities on the natural cycles.
5. Classify the biodiversity of prokaryotes and the evolutionary relations between ecologically relevant species including the current theories and concepts concerning microbial evolution.
6. Compare and contrast conventional and advanced techniques that are used to detect microbiological activities in nature.
7. Summarize the most up-to-date developments in the field of microbiology.
8. Critically read and discuss scientific literature.

Indicative Literature

Madigan et al, Brock Biology of Microorganisms, 15th edition, Pearson, 2018;
Nelson and Cox, Lehninger, Principles of Biochemistry, 7th edition, W.H. Freeman, Macmillan Learning, 2017

Usability and Relationship to other Modules

- This module can be used as an mandatory elective module for students majoring in BCCB provided that the prerequisites are fulfilled;
- Mandatory elective specialization module for third year CBT major students.

Examination Type: Module Examination

Assessment Type: Written examination

Duration: 120 min.

Weight: 100%

Scope: All intended learning outcomes of the module

7.18 Current Topics in the Molecular Life Sciences

Module Name		Module Code	Level (type)	CP
Current Topics in the Molecular Life Sciences		CA-S-BCCB-801	Year 3 (Specialization)	5
Module Components				
Number	Name	Type		CP
CA-BCCB-801	Current Topics in the Molecular Life Sciences	Seminar		5
Module Coordinator	Program Affiliation		Mandatory Status	
Prof. Dr. Sebastian Springer	<ul style="list-style-type: none"> Biochemistry and Cell Biology (BCCB) 		Mandatory elective for BCCB and MCCB	
Entry Requirements			Frequency	Forms of Learning and Teaching
<i>Pre-requisites</i>	<i>Co-requisites</i>	<i>Knowledge, Abilities, or Skills</i>	Annually (Fall)	<ul style="list-style-type: none"> Lecture (10 hours) Preparation of presentation (30 hours) Seminar (15 hours) Private study (69 hours) Presentation (45 minutes)
<input checked="" type="checkbox"/> Advanced Biochemistry II <input checked="" type="checkbox"/> Advanced Cell Biology II Or <input checked="" type="checkbox"/> Chemical Biology <input checked="" type="checkbox"/> Medicinal Chemistry	<input checked="" type="checkbox"/> None	<ul style="list-style-type: none"> Advanced knowledge in cell biology Advanced self-directed study skills Basic presentation skills 		
			Duration	Workload
			1 semester	125 hours
Recommendations for Preparation				
For this module, it is important that students already know and understand biochemistry and cell biology at the second-year level. They also need to be able to analyze (and partially, create) logical connections between scientific contents.				

Content and Educational Aims

Cutting-edge science is complex and requires excellent communication and exchange of information among researchers. Communication in science takes many forms, some specific to science (such as the scientific manuscript or paper), and some shared with all academic disciplines (such as the engaging oral presentation of results or data). In this module, two specific forms, manuscripts and presentations, are explained in detail. Students will be taught how manuscripts are written and reviewed, and how scientific talks should be planned and structured. They will then organize the data from a high-impact scientific paper of their own choice into a slide show according to the rules of professional speaking.

Students will take the prepared slide file and turn it into an one-hour oral presentation. They will then be coached in successive sessions by the instructor, and by their own peers, to develop their own style of speaking and presenting. The entire class will then benefit from professional-level presentations of cutting-edge scientific literature of general interest.

Intended Learning Outcomes

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

- explain how publications in the Molecular Life Sciences are structured;
- explain how publications in the Molecular Life Sciences are put together and written by the authors;
- explain how publications in the Molecular Life Sciences are pre-reviewed and how they undergo changes during the review process;
- analyze a scientific paper of their own choice in detail and how to evaluate its logical reasoning;
- professionally and coherently explain scientific experiments to a professional audience;
- test scientific conclusions for their logical rigor and discuss this with peers;
- report on some of the latest and most modern developments in the molecular life sciences;
- present scientific results (own or others') in front of an audience;
- arrange the contents of a scientific paper, and their own work, into a series of slides and to construct a 'story' that will keep an audience engaged;
- plan an oral presentation for diverse audiences;
- design slides to explain a specific set of scientific contents;
- give a presentation at a professional level, which is useful for any kind of occupation where teaching, the exchange of ideas, and leadership are expected;
- critique and to support the learning work of others (peer instruction).

Indicative Literature

G. Reynolds: Presentation Zen: Simple Ideas on Presentation Design and Delivery. Addison-Wesley, 3rd edition, 2019. ISBN 978-0135800911. (Jacobs IRC HF5718.22 .R49 2008_)

G. Reynolds: Presentation Zen Design. New Riders Publications, 2010. ISBN 978-0321934154. (Jacobs IRC HF5718.22 .R49 2010)

N. Duarte: Slide:ology : the art and science of creating great presentations. ISBN 978-0596522346. (Jacobs IRC HF5718.22 .D83 2008_).

C. Witt: Real Leaders Don't Do PowerPoint: How to Sell Yourself and Your Ideas. Crown Business, 2009. ISBN 978-0307407702.

Usability and Relationship to other Modules

- This module builds on the pre-required BCCB CORE modules Advanced Biochemistry II and Advanced Cell Biology II.
- Mandatory elective Specialization module for third year BCCB and MCCB major students.

Examination Type: Module Examination

Assessment Type Presentation

Duration: 45 minutes

Weight: 100%

Scope: All intended learning outcomes of the module.

7.19 Neurobiology of Behavior

Module Name Neurobiology of Behavior		Module Code CO-683	Level (type) Year 3 (Specialisation)	CP 5
Module Components				
<i>Number</i>	<i>Name</i>		<i>Type</i>	<i>CP</i>
CO-683-A	Neurobiology of Behavior I		Lecture	2.5
CO-683-B	Neurobiology of Behavior II		Lecture	2.5
Module Coordinator Ben Godde	Program Affiliation <ul style="list-style-type: none"> Integrated Social and Cognitive Psychology (ISCP) 		Mandatory Status Mandatory elective for ISCP and BCCB	
Entry Requirements		Frequency	Forms of Learning and Teaching	
<i>Pre-requisites</i>	<i>Co-requisites</i>	<i>Knowledge, Abilities, or Skills</i>	Annually (Fall)	<ul style="list-style-type: none"> Lectures (35 hours) Private study (90 hours)
<input checked="" type="checkbox"/> Essentials of Cognitive Psychology	<input checked="" type="checkbox"/> None	<ul style="list-style-type: none"> None 	Duration 2 semesters	Workload 125 hours
Recommendations for Preparation None.				
Content and Educational Aims <p>This module introduces state-of-the-art knowledge of structure-function relationships in the mammalian nervous system, particularly at the large-scale systems level. Starting from the organization of neural systems and the neuroanatomy of the brain, this module focuses on the neurobiological basis of cognitive processing in the areas of perception, motor control, attention, emotion, memory, learning, and language, etc. How do neurons communicate? What do drugs do to the brain and how do they alter behavior? How is the brain involved in making decisions? How does the brain change? These and other questions as well as critical perspectives are addressed in this module.</p> <p>With a clear focus on the human brain, the module provides a basic review of the brain as a biological organ, including its basic structure and operations, and teaches students how the brain gives rise to a wide variety of complex behaviors. You will learn how to integrate knowledge obtained from several levels of analysis – neurons, circuits, systems – into a coherent understanding of the brain’s structure and function. Thus, this module, lays the groundwork for other modules in psychology that relate behavior to underlying neural mechanisms. You will learn to evaluate the challenges and limits of modern, neuro-oriented psychology.</p>				
Intended Learning Outcomes <p>By the end of this module, you will be able to</p> <ul style="list-style-type: none"> explain the brain’s basic structure and processes; describe how brain structures and functions relate to psychological processes, phenomena, and behaviors; critically evaluate the neuroscience approach to psychology. 				
Indicative Literature <p>Kolb, B. & Wishaw I.Q (2015). Fundamentals of Human Neuropsychology, 7th ed. New York: Worth Publishers. Breedlove, S.M. & Watson, N.V. (2017). Behavioral Neuroscience, 8th ed. Sunderland: Sinauer.</p>				

Usability and Relationship to other Modules

- Mandatory elective for a major in ISCP
- Pre-requisite for any neuroscience-related 3rd-year module
- Co-requisite for Neuroscience Methods
- Elective for all other undergraduate study programs.

Examination Type: Module Examination

Assessment Type: Written examination

Scope: All intended learning outcomes of the module.

Duration: 120 minutes

Weight: 100%

7.20 Neuroscience Methods

Module Name Neuroscience Methods		Module Code CO-684	Level (type) Year 3 (Specialisation)	CP 5
Module Components				
<i>Number</i>	<i>Name</i>		<i>Type</i>	<i>CP</i>
CO-684-A	Neuroscience Methods		Seminar	2.5
CO-684-B	Neuroscience Methods Lab		Lab	2.5
Module Coordinator Ben Godde	Program Affiliation <ul style="list-style-type: none"> Integrated Social and Cognitive Psychology (ISCP) 		Mandatory Status Mandatory elective for ISCP and BCCB	
Entry Requirements		Frequency	Forms of Learning and Teaching	
<i>Pre-requisites</i>	<i>Co-requisites</i>	<i>Knowledge, Abilities, or Skills</i>	<ul style="list-style-type: none"> Seminar/lab (35 hours) Private study (90 hours) 	
<input checked="" type="checkbox"/> Essentials of Cognitive Psychology	<input checked="" type="checkbox"/> Neurobiology of Behavior 1	<ul style="list-style-type: none"> None 		
		Duration	Workload	
		2 semesters	125 hours	
Recommendations for Preparation				
None				
Content and Educational Aims				
<p>In neurobiology and cognitive psychology, respectively, a vast array of methods exists for investigating neuropsychological processes from single cells up to complex human behavior. Apart from basic research, these methods are very important in clinical investigations. Both in terms of methods that enable researchers to analyze processes (e.g. structural and functional neuroimaging, magnetoencephalography) and of techniques for manipulating processes (e.g. brain stimulation, optogenetic methods), fundamental new techniques have been developed recently.</p> <p>Based on this, a thorough overview of available methods and their specific purposes is essential. With a strong focus on human brain imaging and electrophysiology, this module provides you with both practical skills and the conceptual knowledge to responsibly choose modern human brain imaging techniques for specific research or diagnostics purposes and to critically discuss their application potential as revealed by seminal or recent publications in the field.</p>				
Intended Learning Outcomes				
<p>Upon completion of this module, you will be able to</p> <ol style="list-style-type: none"> choose and apply appropriate methods to answer specific research questions; interpret empirical results in the context of the chosen methods; draw implications for further research from specific findings; critically assess and compare the advantages and disadvantages of selected techniques. 				
Indicative Literature				
Kolb, B. & Wishaw I.Q (2015). Fundamentals of Human Neuropsychology, 7th ed. Chapter 7: Imaging the brain's activity. New York: Worth Publishers.				

Usability and Relationship to other Modules

- Mandatory elective for a major in ISCP
- Pre-requisite for any neuroscience-related 3rd-year module.
- Elective for all other undergraduate study programs.

Examination Type: Module Component Examinations

Module Component 1: Seminar

Assessment Type: Presentation

Length: 15-20 minutes (+ Summary: ~ 500 words)

Weight: 50%

Scope: Intended learning outcomes of the lecture (2-4).

Module Component 2: Lab

Assessment Type: Lab report

Length 1500 Words

Weight: 50%

Scope: Intended learning outcomes of the lab (1).

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

7.21 Scientific Software and Databases

Module Name Scientific Software and Databases		Module Code CO-443	Level (type) Year 2 (CORE)	CP 5
Module Components				
<i>Number</i>	<i>Name</i>		<i>Type</i>	<i>CP</i>
CO-443-A	Scientific Software and Databases		Lecture	5
Module Coordinator Prof. Dr. Detlef Gabel	Program Affiliation <ul style="list-style-type: none"> Chemistry and Biotechnology (CBT) 		Mandatory Status Mandatory elective for CBT, BCCB and MCCB	
Entry Requirements		Frequency	Forms of Learning and Teaching	
<i>Pre-requisites</i> <input checked="" type="checkbox"/> None	<i>Co-requisites</i> <input checked="" type="checkbox"/> None	<i>Knowledge, Abilities, or Skills</i> <ul style="list-style-type: none"> None 	Annually (Spring)	<ul style="list-style-type: none"> Lecture (20 hours) Seminar (15 hours) Homework and self-study (50 hours) Preparation of term paper (45 hours)
		Duration 1 semester	Workload 125 hours	
Recommendations for Preparation First-year modules in General Chemistry, Organic Chemistry, Biochemistry, and Biotechnology				
Content and Educational Aims The students will be familiarized with software to visualize scientific information in chemistry and life sciences. They will be familiarized with the sources used to draw the relevant scientific information, and the retrieval of primary sources of data. They will be familiarized with software to present results, and with software to numerically evaluate data.				
Intended Learning Outcomes By the end of this module, students should be able to <ul style="list-style-type: none"> use software to write reports and scientific papers; use software to evaluate and handle numerical data; use software to present data graphically; use Entrez as a source of information on the life sciences; use software to draw chemical structures; use SciFinder to find information on research subjects, chemical structures and substructures, reactions to and from given structures, and patents; use the Cambridge Data System to retrieve data on crystal structures; use software to visualize data for small molecules; use PDB to retrieve and three-dimensionally visualize data on protein structures and interactions; use software to visualize protein structures and the interaction of small molecules with proteins; use GenBank to retrieve information on gene sequences and the similarities between genes; use metabolic data banks to retrieve information on metabolic pathways; use data banks to obtain information about clinical trials; use data banks to obtain data on toxicity and the side effects of drugs; retrieve the primary sources of information of such data. 				

Indicative Literature

Handout provided by instructor.

Usability and Relationship to other Modules

- Mandatory elective for a major in CBT and MCCB
- Module can be replaced with a CORE module from another study program in order to pursue a minor, but has to be taken in Year 3, replacing one specialization module

Examination Type: Module Examination

Assessment Type: Term paper

Duration: 3000 words

Weight: 100%

Scope: All intended learning outcomes of the module.

7.22 Industrial Biotechnology

Module Name Industrial Biotechnology		Module Code CO-441	Level (type) Year 2 (CORE)	CP 5
Module Components				
<i>Number</i>	<i>Name</i>	<i>Type</i>		<i>CP</i>
CO-441-A	Industrial Biotechnology	Lecture		5
Module Coordinator Prof. Dr. Elke Nevoigt	Program Affiliation <ul style="list-style-type: none"> Chemistry and Biotechnology (CBT) 		Mandatory Status Mandatory for CBT Mandatory Elective for BCCB	
Entry Requirements		Frequency Annually (Fall)	Forms of Learning and Teaching <ul style="list-style-type: none"> Lecture (45 hours) Private study (45 hours) Exam preparation (35 hours) 	
<i>Pre-requisites</i>	<i>Co-requisites</i>	<i>Knowledge, Abilities, or Skills</i>	Duration	Workload
<input checked="" type="checkbox"/> Introduction to Biotechnology or <input checked="" type="checkbox"/> Cell Biology	<input checked="" type="checkbox"/> None	<ul style="list-style-type: none"> None beyond formal prerequisites 	1 semester	125 hours
Recommendations for Preparation				
None.				
Content and Educational Aims				
<p>This module provides insight into how biotechnology impacts chemical production. The replacement of both chemical catalysts by enzymes and cells and of fossil resources by renewable raw materials are two aspects that are increasingly pushed by the chemical industry in order to achieve a more sustainable production of bulk and fine chemicals, building blocks for chemical industry as well as food ingredients, bioplastics, and biofuels. Using a number of commercially successful examples as well as current R&D efforts of chemical industry, students will be introduced to the advantages and practice of implementing cells or enzymes for the production of industrially relevant products. Moreover, the module describes the utilization of biomass and biomass waste streams as feedstock for the production of the above mentioned compounds.</p>				
Intended Learning Outcomes				
<p>By the end of the module, the student will be able to</p> <ul style="list-style-type: none"> evaluate the use of renewable as opposed to fossil resources as raw materials for chemical production; explain the impact of using enzymes and cells in the chemical and pharmaceutical industry; evaluate the value and applications of industrial enzymes; express the concept of a cell factory; list important commercial products made by microorganisms; assess the limitations of natural organisms for chemical production; evaluate the feasibility of a bio-based process compared to its chemical counterpart; identify possibilities to modify the characteristics of an enzyme sketch the basic concept of metabolic engineering; 				

Indicative Literature

Glazer and Nikaido, Microbial Biotechnology: Fundamentals of Applied Microbiology, 2nd edition, Cambridge University Press, 2007;
Lehninger, Principles of Biochemistry: International Edition, WH Freeman, 2017;
Ratledge and Kristiansen, Basic Biotechnology, 3rd edition, Cambridge University Press, 2006;
Schmidt, Pocket Guide for Biotechnology and Genetic Engineering, 2003;
Madigan et. al., Brock Biology of Microorganisms, 15th edition, Pearson International, 2018;
Willey et al., Prescott's Microbiology, 11th edition, McGraw-Hill Education, 2019;

Usability and Relationship to other Modules

- Mandatory for a major and a minor in CBT
- The module Industrial Biotechnology is complementary to the Advanced Biotechnology Lab and synergistic to the Specialization course Environmental Microbiology and Biotechnology;

Examination Type: Module Examination

Assessment Type: Written examination

Duration: 120 min.

Weight: 100%

Scope: All intended learning outcomes of the module

7.23 Chemical Biology

Module Name		Module Code	Level (type)	CP
Chemical Biology		CO-421	Year 2 (CORE)	5
Module Components				
<i>Number</i>	<i>Name</i>		<i>Type</i>	<i>CP</i>
CO-421-A	Chemical Biology		Lecture	5
Module Coordinator	Program Affiliation	Mandatory Status		
Prof. Dr. Klaudia Brix Prof. Dr. Thomas Nugent	<ul style="list-style-type: none"> Medicinal Chemistry and Chemical Biology (MCCB) 	Mandatory for a MCCB major Mandatory for a MCCB minor Mandatory elective for BCCB		
Entry Requirements		Frequency	Forms of Learning and Teaching	
<i>Pre-requisites</i>	<i>Co-requisites</i>	<i>Knowledge, Abilities, or Skills</i>	Annually (Spring)	<ul style="list-style-type: none"> Lecture (35 hours) Tutorial of the lecture (10 hours) Private study lecture (80 hours)
<input checked="" type="checkbox"/> General Medicinal Chemistry and Chemical Biology <input checked="" type="checkbox"/> General Organic Chemistry	<input checked="" type="checkbox"/> None	<ul style="list-style-type: none"> Basic knowledge in biochemistry, cell biology, and organic chemistry Understanding of structure-function relationships at the molecular and cellular levels 	Duration 1 semester	Workload 125 h
Recommendations for Preparation				
<ul style="list-style-type: none"> Read the chapters in the recommended textbooks that cover the respective topics of this lecture course (see syllabus) attend the lab meetings of research groups in the Department of Life Sciences and Chemistry visit the Molecular Life Sciences Seminar series in which researchers from other institutions are invited to give talks 				

Content and Educational Aims

Chemical biology combines the fields of chemistry and biology. In particular, chemical techniques such as targeted drug design and small molecule synthesis are applied to study and interfere with biological systems. In such approaches, the aim is to analyze, quantify and modify regulatory mechanisms of cellular and organ systems. Therefore, a general understanding of physiological processes is crucial. This module will focus on cellular decision making by enzymes that mediate biological processes and enable cellular functions as diverse as cell differentiation, proliferation, tissue regeneration, and cell death. The group of enzymes chosen are the hundreds of proteolytic enzymes that enable the most important post-translational modification, proteolysis. Proteases are critical – vital or deadly – from the beginning of life until its end they regulate the cell cycle, they involve in developmental processes, and they bring about catabolism. Proteolytic cleavages allow the activation and inactivation of cellular programs through the maturation, activation, inactivation, or destruction of the key molecules involved. Proteases are involved in as many diseases as molecules exist, and because their action is irreversible, they are prime targets to treat diseases with pharmaceutical drugs. From bench to bedside will be the over-arching theme of this module. In keeping with this notion, G protein-coupled receptors constitute another important group of molecules that have more recently been targeted in pharmacology. The use of biologics is another recent paradigm shift in the treatment of diseases and pharmaceutical exploitation. These topics will be discussed in order to broaden the understanding of the application aspects of medicinal chemistry and chemical biology.

Intended Learning Outcomes

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

- explain physiological mechanisms and organ functions;
- understand how to tackle disease by interfering with irreversible biological processes;
- interfere with biological processes that involve signaling by GPCRs;
- identify diseases that are brought about by alterations in enzymes or caused by altered signaling pathways;
- understand molecular targeting by drugs based on protein structure;
- understand how diseases are treated with pharmaceutical reagents that inhibit enzymes;
- distinguish the challenges and chances that arise when choosing a drug target to be exploited for clinical application;
- critically discuss experimental design to answer key research questions;
- abstract complex data for building scientific hypotheses.

Indicative Literature

K. Brix, W. Stöcker. Proteases: Structure and Function, Springer, 2013, ISBN 978-3-7091-1939-6.

Usability and Relationship to other Modules

- It is complementary to the Biomedicine module of the BCCB major.
- This module complements the thematics noted within the CORE modules: Medicinal Chemistry and Pharmaceutical Chemistry.
- Mandatory for a major in MCCB
- One of three default second year CORE modules for a minor in MCCB

Examination Type: Module Examination

Assessment Type Written examination

Duration: 180 min

Weight: 100%

Scope: All intended learning outcomes of the module.

7.24 Drug Discovery

Module Name Drug Discovery			Module Code CA-S-MCCB-805	Level (type) Year 3 (Specialization)	CP 2.5
Module Components					
<i>Number</i>	<i>Name</i>			<i>Type</i>	<i>CP</i>
CA-S-MCCB-805	Drug Discovery			Lecture	2.5
Module Coordinator Prof. Dr. Björn Windshügel	Program Affiliation <ul style="list-style-type: none"> Medicinal Chemistry and Chemical Biology (MCCB) 			Mandatory Status Mandatory elective for MCCB and BCCB	
Entry Requirements			Frequency	Forms of Learning and Teaching	
<i>Pre-requisites</i>	<i>Co-requisites</i>	<i>Knowledge, Abilities, or Skills</i>		Annually (Spring/Fall)	<ul style="list-style-type: none"> Lecture (17.5 hours) Private study lecture (45 hours)
<input checked="" type="checkbox"/> None	<input checked="" type="checkbox"/> None			Duration	Workload
			1 semester	67.5 hours	
Recommendations for Preparation					
None.					
Content and Educational Aims					
<p>Drug discovery is a multidisciplinary process that historically requires ten or more years to bring a drug to market. The drug discovery value chain can be divided into pre-clinical and clinical phases, and the subdivisions of each will be discussed. Within those discussions, an important theme will be target identification and validation, which will be covered in detail. The most important techniques for identifying bioactive small molecules will also be presented for different types of drug targets using relevant case study examples. Furthermore, pre-clinical processes such as hit-to-lead development and ADME (absorption, distribution, metabolism, excretion) properties assessment are delineated. Finally, the progression and importance of typical clinical trials will be covered (phase I-III) and this is complemented with the critical points required for regulatory approval.</p>					
Intended Learning Outcomes					
<p>Upon completion of this module, students will be able to:</p> <ul style="list-style-type: none"> Explain the overall process of drug discovery Summarize the challenges of the drug discovery process Plan an early stage drug discovery study for a given target Assess the validity of a potential drug target Interpret the outcome of a screening campaign Recommend strategies for characterizing bioactive small molecules Select the best candidate compound to be progressed in clinical trials 					

Indicative Literature

Benjamin Blass: Basic Principles of Drug Discovery and Development. Academic Press, 2nd edition 2021

Rick Ng: Drugs: From Discovery to Approval. Wiley-Blackwell 3rd edition 2015

Raymond G. Hill, Humphrey P. Rang: Drug Discovery and Development: Technology in Transition. Churchill Livingstone 2nd edition 2012

Usability and Relationship to other Modules

- This module is for students who continue to be curious and want to extend their studies within the field of drug discovery and may be considering graduate level education in Life Sciences or Medicinal Chemistry.
- Mandatory elective specialization module for third year MCCB major students

Examination Type: Module Examination

Assessment Type: Written examination

Duration/length: 90 min

Weight: (weighted according CP)

Scope: All intended learning outcomes of the module.

Completion: To pass this module, the examination of each module component has to be passed with at least 45%

7.25 Synthetic Biology

Module Name Synthetic Biology		Module Code CA-S-MCCB-804	Level (type) Year 3 (Specialization)	CP 5
Module Components				
<i>Number</i>	<i>Name</i>	<i>Type</i>		<i>CP</i>
CA-S-MCCB-804	Synthetic Biology	Seminar		5
Module Coordinator Dr. Andreas M. Lisewski	Program Affiliation <ul style="list-style-type: none"> Medicinal Chemistry and Chemical Biology (MCCB) 		Mandatory Status Mandatory elective for MCCB and BCCB	
Entry Requirements			Frequency	Forms of Learning and Teaching
<i>Pre-requisites</i>	<i>Co-requisites</i>	<i>Knowledge, Abilities, or Skills</i>	Annually (Spring)	<ul style="list-style-type: none"> Lecture (35 hours) Tutorial of the lecture (10 hours) Private study for the lecture (80 hours)
<input checked="" type="checkbox"/> General Cell Biology	<input checked="" type="checkbox"/> None	<ul style="list-style-type: none"> Molecular and cell biology main concepts 	Duration 1 semester	Workload 125 hours
Recommendations for Preparation				
Review the elementary concepts of Molecular and Cell Biology.				
Content and Educational Aims				
<p>Assuming elementary knowledge in molecular and cell biology the students will learn the basic elements of molecular biology (such as DNA replication, transcription, translation) from a modern information engineering perspective that incorporates the transmission of genetic information from a sender to a receiver (communication theory at a molecular biology level). This allows a representation of the basic concepts of synthetic biology using a hierarchy of abstraction through parts, modules, devices, and sender-receiver systems. We then critically discuss several landmark experimental realizations of this hierarchy during the "golden decade" of synthetic biology, from the 2000s to 2010s, including genetic logic gates, engineered genetic and metabolic networks, and synthetic genomes or even entire cells. A subtheme is additionally placed on the technological risks and societal impacts that come from breakthroughs in synthetic biology.</p>				
Intended Learning Outcomes				
<ol style="list-style-type: none"> Identify and explain basic concepts in synthetic biology by collecting and assessing appropriate items from the primary literature Schematize, differentiate and discuss parts, modules, and devices in synthetic biology systems Conclude that parts, modules, and devices predispose synthetic biological systems to rational (re-)design and engineering Identify information codes, redundancy and errors (noise) in synthetic biology systems Break down today's main directions in synthetic biology, present their landmark experiments, and formulate specific technical challenges in their experimental realizations 				

6. Assess, compare, and rank inherent risks (e.g., from individual to public health, to entire human society) associated with synthetic biology

Indicative Literature

1. Synthetic Biology - A Primer (Revised Edition), Geoff Baldwin, Published 2016; ISBN 978-1783268795
2. Cameron, D., Bashor, C. & Collins, J. A brief history of synthetic biology. Nat Rev Microbiol 12(5):381-390 (2014) <https://doi.org/10.1038/nrmicro3239>
3. Meng, F., Ellis, T. The second decade of synthetic biology: 2010–2020. Nat Commun 11(1):5174 (2020). <https://doi.org/10.1038/s41467-020-19092-2>

Usability and Relationship to other Modules

- Complements and further advances General Cell Biology and Advanced Cell Biology I and II (BCCB)
- Partly complements Bioprocess Engineering and Chemical and Pharmaceutical Technology (CBT)

Examination Type: Module Examination

Assessment Component: Oral examination

Duration/Length: <40 min
Weight: 100%

Scope: All intended learning outcomes of the module

Module achievement: Oral presentation of landmark experiments in synthetic biology

The module achievement ensures sufficient knowledge of key experiments and their underlying technologies.

7.26 Internship / Startup and Career Skills

Module Name Internship / Startup and Career Skills		Module Code CA-INT-900	Level (type) Year 3 (CAREER)	CP 15
Module Components				
<i>Number</i>	<i>Name</i>	<i>Type</i>	<i>CP</i>	
CA-INT-900-0	Internship	Internship	15	
Module Coordinator Sinah Vogel & Dr. Tanja Woebis (CSC Organization); SPC / Faculty Startup Coordinator (Academic responsibility)	Program Affiliation • CAREER module for undergraduate study programs		Mandatory Status Mandatory for all undergraduate study programs except IEM	
Entry Requirements		Frequency	Forms of Learning and Teaching	
<i>Pre-requisites</i>	<i>Co-requisites</i>	Annually (Spring/Fall)	<ul style="list-style-type: none"> • Internship/Start-up • Internship event • Seminars, info-sessions, workshops and career events • Self-study, readings, online tutorials 	
☑ at least 15 CP from CORE modules in the major	☑ None			
<i>Knowledge, Abilities, or Skills</i>		Duration 1 semester	Workload	
<ul style="list-style-type: none"> • Information provided on CSC pages (see below) • Major specific knowledge and skills 		375 Hours consisting of: <ul style="list-style-type: none"> • Internship (308 hours) • Workshops (33 hours) • Internship Event (2 hours) • Self-study (32 hours) 		
Recommendations for Preparation				
<ul style="list-style-type: none"> • Please see the section “Knowledge Center” at JobTeaser Career Center for information on Career Skills seminar and workshop offers and for online tutorials on the job market preparation and the application process. For more information, please see https://www.jacobs-university.de/employability/career-services • Participating in the internship events of earlier classes 				
Content and Educational Aims				
<p>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.</p> <p>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,</p>				

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

Scope: All intended learning outcomes

Length: approx. 3.500 words

Weight: 100%

7.27 Bachelor Thesis and Seminar BCCB

Module Name		Module Code	Level (type)	CP
Bachelor Thesis and Seminar BCCB		CA-BCCB-800	Year 3 (CAREER)	15
Module Components				
Number	Name	Type		CP
CA-BCCB-800-T	Thesis BCCB	Scientific Project		12
CA-BCCB-800-S	Seminar BCCB	Seminar		3
Module Coordinator	Program Affiliation		Mandatory Status	
Prof. Dr. Sebastian Springer	<ul style="list-style-type: none"> Biochemistry and Cell Biology (BCCB) 		Mandatory for BCCB	
Entry Requirements			Frequency	Forms of Learning and Teaching
Pre-requisites	Co-requisites	Knowledge, Abilities, or Skills	Annually (Spring)	<ul style="list-style-type: none"> Private study (104 hours) Scientific project work (200 hours) Seminar (21 hours) Writing (50 hours)
<input checked="" type="checkbox"/> Students must be in the third year and have at least 30 CP from CORE modules of their major.	<input checked="" type="checkbox"/> None	<ul style="list-style-type: none"> Advanced skills in Biochemistry and Cell Biology Advanced self-directed study skills Basic presentation skills 		
			1 semester	375 hours
Recommendations for Preparation				
<p>To begin the Seminar and Thesis BCCB Module, it is essential that students have advanced skills in biochemistry and cell biology. This is achieved by having taken the mandatory CORE modules in Advanced Biochemistry and Advanced Cell Biology. It is also important for students to have self-directed study skills and basic presentation skills.</p> <ul style="list-style-type: none"> Identify an area or a topic of interest and discuss this with your prospective supervisor in good time. Create a research proposal including a research plan to ensure timely submission. Review the University's Code of Academic Integrity and Guidelines to Ensure Good Academic Practice. 				

Content and Educational Aims

In the Seminar and Thesis BCCB Module, students carry out scientific work in the final semester of the BCCB study program. The scientific work includes both the completion of a scientific project with a host principal investigator as well as the critical and thorough assessment of own and others' scientific work in the frame of a seminar setting with presentations and discussions. With this, the Seminar and Thesis BCCB Module is an essential demonstration of the scientific skills that students have acquired during their study of BCCB. Furthermore, it also serves to prepare students for any further study (Master, PhD degrees) as well as work in a science-related environment. Even for students who aim to follow careers in finance, journalism, law, or consulting (to name but a few), the first-hand knowledge of the scientific process is a crucial educational component and a career-building element.

Intended Learning Outcomes

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

1. critically evaluate experiments performed by others in terms of scientific consistency, actual process planning, the appropriateness of experimental controls, reproducible execution, interpretation, and embedding in the scientific literature;
2. evaluate the planning of their own project in view of these criteria;
3. integrate any critique to improve their own project;
4. present their work in front of an audience of experts working on similar topics;
5. apply science ethics with respect to their own work and that of others;
6. compose a completed piece of work using scientific methods, i.e., a Bachelor thesis;
7. conduct thorough and cutting-edge literature searches in support of a specific project;
8. plan a scientific project;
9. individually implement a scientific project using acquired time and project management skills;
10. write up a scientific project in a coherent, concise and logical way;
11. evaluate their own performance in projecting, composing, planning, implementing, and concluding a scientific project;
12. summarize the process of scientific knowledge generation.

Indicative Literature

Not indicated.

Usability and Relationship to other Modules

- The Seminar and Thesis BCCB Module takes place in the final semester of the BCCB study program. It is usable for all further study, especially Master and PhD programs.
- Mandatory for BCCB major students.

Examination Type: Module Component Examinations

Module Component 1: Thesis

Assessment Type: Thesis

Length: 20 pages

Weight: 80%

Scope: Intended learning outcomes 6-12

Module Component 2: Seminar

Assessment Type: Presentation

Duration: 45 min

Weight: 20%

Scope: Intended learning outcomes 1-5

7.28 Jacobs Track Modules

7.28.1 Methods and Skills Modules

7.28.1.1 Mathematical Concepts for the Sciences

Module Name		Module Code	Level (type)	CP
Mathematical Concepts for the Sciences		JTMS-MAT-07	Year 1 (Methods)	5
Module Components				
Number	Name	Type	CP	
JTMS-07	Mathematical Concepts for the Sciences	Lecture	5	
Module Coordinator(s)		Program Affiliation	Mandatory Status	
Dr. Keivan Mallahi Karai, Prof. Dr. Tobias Preußer		<ul style="list-style-type: none"> Jacobs Track – Methods and Skills 	Mandatory for BCCB, CBT, EES and MCCB	
Entry Requirements		Frequency	Forms of Learning and Teaching	
Pre-requisites	Co-requisites	Annually (Fall)	<ul style="list-style-type: none"> Lectures (35 hours) Private study (90 hours) 	
<input checked="" type="checkbox"/> None	<input checked="" type="checkbox"/> None			
Knowledge, Abilities, or Skills		Duration	Workload	
<ul style="list-style-type: none"> none 		1 semester	125 hours	
Recommendations for Preparation				
Review basic mathematical concepts and tools.				
Content and Educational Aims				
<p>In this module, students develop and strengthen quantitative problem-solving skills that are important in the natural sciences. Hands-on exercises and group work are integrated in the lectures to maximize feedback between the students and the instructor. The module starts with a review of elementary mathematical concepts such as functions and their graphs, units and dimensions, and series and convergence. Vectors and matrices are introduced using linear equations, and then motivated further in the context of basic analytical geometry. An extended section on calculus proceeds from basic differentiation and integration to the solution of differential equations, always guided by applications in the natural sciences. The module is concluded by a data-oriented introduction to descriptive statistics and basic statistical modeling applied to laboratory measurements and observations of natural systems.</p>				

Intended Learning Outcomes

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

- identify important types of quantitative problems in the natural sciences;
- select and use key solution strategies, methods, and tools;
- explain and apply linear algebra concepts and techniques;
- analyze models and observations of natural systems using derivatives and integrals;
- classify differential equations, find equilibria, and apply standard solution methods;
- process data by means of descriptive statistics and basic regression techniques.

Indicative Literature

E. N. Bodine, S. Lenhart, and L. J. Gross (2014). Mathematics for the Life Sciences. Princeton: Princeton University Press.

D. Cherney, T. Denton, A. Waldron (2013, June). Linear Algebra. Retrieved from: <https://www.math.ucdavis.edu/~linear/>.

K.F. Riley, M.P. Hobson, and S.J. Bence (2002). Mathematical methods for physics and engineering, Cambridge: Cambridge University Press.

M. Corral. Vector Calculus (2008). Retrieved from: <http://www.mecmath.net/calc3book.pdf>.

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 for a major in BCCB, CBT, EES, and MCCB
- Elective for all other study programs.

Examination Type: Module Examination

Assessment type: Written examination

Duration: 120 min

Weight: 100%

Scope: All intended learning outcomes of this module.

7.28.1.2 Physics for the Natural Sciences

Module Name		Module Code	Level (type)	CP
Physics for the Natural Sciences		JTMS-SCI-17	Year 1 (Methods)	5
Module Components				
Number	Name	Type	CP	
JTMS-17	Physics for the Natural Sciences	Lecture	5	
Module Coordinator	Program Affiliation		Mandatory Status	
Prof. Dr. Jürgen Fritz	<ul style="list-style-type: none"> Jacobs Track – Methods and Skills 		Mandatory for BCCB, CBT, EES and MCCB	
Entry Requirements			Frequency	Forms of Learning and Teaching
<i>Pre-requisites</i>	<i>Co-requisites</i>	<i>Knowledge, Abilities, or Skills</i>	Annually (Spring)	<ul style="list-style-type: none"> Lecture (35 hours) Private study including homework (90 hours)
<input checked="" type="checkbox"/> None	<input checked="" type="checkbox"/> None	<ul style="list-style-type: none"> High school math Basic high school physics 		
			Duration	Workload
			1 semester	125 hours
Recommendations for Preparation				
Review high school math (especially calculus, geometry and vector analysis) and high school physics (basics of motion, forces and energy). Level and content follows the along standard textbooks for calculus-based first year general university physics, such as Young & Freedman: University Physics; Halliday, Resnick & Walker: Fundamentals of Physics; or others.				

Content and Educational Aims

Physics is the most fundamental of all natural sciences and serves as a basis for other sciences and engineering disciplines. This module introduces non-physics majors to the basic principles, facts, and experimental evidence from physics, as it is needed especially for the life sciences, geosciences, and chemistry.

Emphasis is placed on general principles and general mathematical concepts for a basic understanding of physical phenomena. Basic mathematics (geometry, calculus, vector analysis) is used to develop a quantitative and scientific description of physical phenomena. A voluntary tutorial is offered to discuss homework or topics of interest in more detail.

The lecture provides an overview of the basic fields of physics such as mechanics (motion, force, energy, momentum, oscillations, fluid mechanics), thermodynamics (temperature, heat, 1st law, ideal gas and kinetic gas theory, thermodynamic processes, entropy), electromagnetism (charge, electric field, potential, current, magnetic field, induction), optics (oscillations, waves, sound, reflection and refraction, lenses and optical instruments, interference and diffraction), and modern physics (particle-wave duality, atoms and electrons, absorption and emission, spin, NMR, ionizing radiation, radioactivity).

Intended Learning Outcomes

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

- recall the basic facts and experimental evidence in mechanics, thermodynamics, electromagnetism, optics and modern physics;
- use the basic concepts of motion, force, energy, oscillations, heat, and light to describe natural and technical phenomena;
- apply basic problem-solving strategies from physics to test the plausibility of ideas or arguments, such as reducing different natural phenomena to their underlying physical principles, or using analogies, approximations, estimates or extreme cases;
- apply basic calculus, geometry, and vector analysis for a quantitative description of physical systems.

Indicative Literature

Young & Freedman, University Physics, with Modern Physics, Pearson, latest edition.

Halliday, Resnick, Walker, Fundamentals of Physics, Extended Version, Wiley, latest edition.

Zinke-Allmang et al., Physics for the Life Sciences, Nelson Education, latest edition.

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 for a major in BCCB, CHEM, EES, and MCCB.
- Elective for all other study programs except physics majors.

Examination Type: Module Examination

Assessment type: Written examination

Duration: 120 min

Weight: 100%

Scope: All intended learning outcomes of the module.

7.28.1.3 Introduction to Bioinformatics

Module Name			Module Code	Level (type)	CP
Introduction to Bioinformatics			JTMS-SKI-19	Year 2 (Methods)	5
Module Components					
Number	Name			Type	CP
JTMS-SCI-19	Bioinformatics			Lecture and exercise	5
Module Coordinator	Program Affiliation			Mandatory Status	
Prof. Dr. Marc-Thorsten Hütt	<ul style="list-style-type: none"> Jacobs Track – Methods and Skills 			Mandatory elective for BCCB	
Entry Requirements			Frequency	Forms of Learning and Teaching	
Pre-requisites	Co-requisites	Knowledge, Abilities, or Skills		<ul style="list-style-type: none"> Class attendance (35 hrs) Private study (80 hrs) Exam preparation (10 hrs) 	
<input checked="" type="checkbox"/> none	<input checked="" type="checkbox"/> none	<ul style="list-style-type: none"> none 			
			Duration	Workload	
			1 semester	125 hours	
Recommendations for Preparation					
It is recommended that students install a recent stable version of Python on their notebooks and familiarize themselves with Jupyter notebooks as a programming environment.					
Content and Educational Aims					
<p>Bioinformatics has become an indispensable backbone of modern research in biology and medicine. With this course we want to provide an overview of current bioinformatics approaches, ranging from sequence analysis to biological databases and networks. An emphasis is on describing both, the biological applications of such methods as well as the underlying mathematical and algorithmic concepts. The Python programming language will be used to illustrate these concepts.</p> <p>The theoretical aspects of the lecture will be complemented by hands-on problem-solving exercises that amount to at least 30% of the in-class time. As such, the final examination will have a corresponding fraction of practical problem-solving components.</p>					
Intended Learning Outcomes					
Upon completion of this module, students will be able to:					
<ul style="list-style-type: none"> apply standard bioinformatics tools explain the limitations and parameter dependences of these tools access and use the main bioinformatics databases delineate the main principles and the relevance of algorithmic approaches 					
Indicative Literature					
Please see CampusNet entry for further details.					
<p>Arthur M. Lesk, Introduction to Bioinformatics, Oxford University Press, 2013</p> <p>R. Durbin, S. Eddy, A. Krogh, G. Mitchison, Biological sequence analysis - Probabilistic models of proteins and nucleic acids, CU Press, 1998</p> <p>Hütt M., Dehnert M., Methoden der Bioinformatik. 2nd edition. Springer-Verlag, 2016</p> <p>S Choudhuri, Bioinformatics for Beginners: Genes, Genomes, Molecular Evolution, Databases and Analytical Tools. Academic Press, 2014</p>					
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 BCCB.
- Elective for all other study programs.

Examination Type: Module Examination

Assessment Type: Written examination

Duration: 120 min

Weight: 100%

Scope: All intended learning outcomes of the module

Module achievement: Practical in-class exercises

7.28.1.4 Analytical Methods

Module Name		Module Code	Level (type)	CP
Analytical Methods		JTMS-SCI-16	Year 2 (Methods)	5
Module Components				
Number	Name	Type		CP
JTMS-16	Analytical Methods	Lecture		5
Module Coordinator	Program Affiliation		Mandatory Status	
Prof. Dr. Nikolai Kuhnert	<ul style="list-style-type: none"> Jacobs Track – Methods and Skills 		Mandatory for MCCB and CBT Mandatory elective for BCCB and EES	
Entry Requirements			Frequency	Forms of Learning and Teaching
Pre-requisites	Co-requisites	Knowledge, Abilities, or Skills	Annually (Fall)	<ul style="list-style-type: none"> Lecture (35 hours) Tutorial (10 hours) Private study (80 hours)
<input checked="" type="checkbox"/> None	<input checked="" type="checkbox"/> None	<ul style="list-style-type: none"> Basic knowledge in Life Sciences 		
			Duration	Workload
			1 semester	125 hours
Recommendations for Preparation				
<p>Students should have a sound background knowledge in general chemistry and MCCB as well as organic chemistry acquired by attending the respective CHOICE courses. They should have understood the basic principles of chemical bonding and chemical structures as well as the basic concepts of quantification and experimental measurement.</p>				
Content and Educational Aims				
<p>Analytical science is an important applied area of all chemical and life sciences. Analytical science deals with the separation, identification, and quantification of any chemical compound. It therefore provides an interface between the traditional areas of organic, inorganic, and physical chemistry with life sciences and all other areas of science requiring the identification and quantification of chemical compounds. It provides the methods and toolbox for all experimental sciences. Analytical chemistry provides the tools for all areas of experimental chemistry and a good foundation of analytical techniques is not only expected of any chemist but also for scientists at the interface to the life sciences. The course will give an introduction to analytical chemistry with selected applications. This will include an introduction to analytical terms and definitions, basic statistic treatment of experimental data, qualitative and quantitative analysis and instrumental analysis with an emphasis on spectroscopic techniques such as UV/Vis, NMR, mass spectrometry, IR and Raman spectroscopy, and fluorimetry. Furthermore, separation techniques such as HPLC and GC will be introduced. A series of lectures covering application in drug analysis, clinical chemistry, forensics, and toxicology will complement the course.</p>				

Intended Learning Outcomes

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

- illustrate knowledge of instrumental methods including spectroscopic techniques and separation techniques;
- explain and understand physical principles behind spectroscopic techniques and separation techniques and apply them to practically-orientated issues;
- apply knowledge of instrumental techniques to solve qualitative and quantitative analytical problems;
- interpret spectroscopic data and deduce chemical structures from these data;
- compare spectroscopic data and predict spectral properties from chemical structures;
- calculate quantitative values from analytical results;
- plan analytical experiments to solve chemical problems;
- calculate and estimate errors in analytical procedures by applying statistical methods;
- test scientific hypotheses;
- prepare scientific reports and critical analysis on experimental findings of analytical results.

Indicative Literature

Clayden, Greeves, Warren, Organic Chemistry, 2nd Edition, 2012 (ISBN 978-0-19-927029-3).

P.W. Atkins, Physical Chemistry 9th edition, 2006 (ISBN 9780198700722).

R. Kellner, J. Mermet, M. Otto, M. Valcarel, M. Widmer, Analytical Chemistry: A Modern Approach to Analytical Science, 2nd ed., 2004 (ISBN: 978-3-527-30590-2).

Usability and Relationship to other Modules

- It complements the Analytical Chemistry laboratory course and provides the experimental tool box for all fields of chemistry and the associated life sciences.
- Mandatory for a major in CBT and MCCB.
- Mandatory elective for a major in BCCB and EES.

Examination Type: Module Examination

Assessment type: Written examination

Duration: 180 min

Weight: 100%

Scope: All intended learning outcomes of the module

7.28.1.5 Plant Metabolism and Natural Products

Module Name		Module Code	Level (type)	CP
Plant Metabolism and Natural Products		JTMS-SCI-18	Year 2 (Methods)	5
Module Components				
Number	Name	Type		CP
JTMS-18	Plant Metabolism and Natural Products	Lecture		5
Module Coordinator	Program Affiliation	Mandatory Status		
Prof. Dr. Matthias Ullrich	<ul style="list-style-type: none"> Jacobs Track – Methods and Skills 	Mandatory for BCCB, MCCB and CBT Mandatory elective for EES		
Entry Requirements		Frequency	Forms of Learning and Teaching	
Pre-requisites	Co-requisites	Annually (Spring)	<ul style="list-style-type: none"> Lecture (35 hours) Private study (90 hours) 	
<input checked="" type="checkbox"/> None	<input checked="" type="checkbox"/> None			
Knowledge, Abilities, or Skills		Duration	Workload	
<ul style="list-style-type: none"> Comprehensive high school knowledge of chemistry, mathematics, physics, biochemistry, and cell biology 		1 semester	125 hours	
Recommendations for Preparation				
Students should have a sound background knowledge in chemistry, mathematics, physics, biochemistry and cell biology.				
Read the chapter "Plant Form and Function" (Joanne Chory) in the recommended textbook of Neil A. Campbell and Jane B. Reece, BIOLOGY, Benjamin Cummings, Pearson Education, current edition.				

Content and Educational Aims

Understanding general principles of biochemical processes in living cells requires a rigorous and robust knowledge of nature's ways and capacities to form and use primary and secondary metabolites from inorganic materials via the autotrophic (producer) mode of algae and plants. This module introduces methods to assess and understand the breath-taking diversity of plant biochemical and cellular processes, plant metabolism, as well as plant-borne substances including their purposes and functions. An array of compounds produced by plants that are relevant to human health and nutrition will be introduced. This is done by demonstrating natural functions of biomolecules in plant metabolism or during regulation of biochemical processes. Methods to assess and quantify photosynthesis and the Calvin cycle will be introduced, as will be those needed to understand the phytohormone-based language of plants. State-of-the-art methods on how to analyze the fascinating types of interactions with other organisms is explained. Plant genetic engineering is introduced, and its methodology are explained in detail. Modern aspects of agriculture, food production, and the application of natural products in medicine will complete this methods survey of plant metabolism and natural products.

Intended Learning Outcomes

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

- apply knowledge of biochemical and cellular processes to understand principles in the world of plants and algae;
- illustrate a plant's basic metabolic and biochemical features of plants;
- describe plant cells and plant tissue characteristics;
- explain how photosynthesis and the Calvin cycle enable autotrophic life;
- delineate how plants interact with their biotic and abiotic environment;
- explain the basic principles of Environmental Biochemistry;
- classify plant hormones, their roles, and the importance of their homeostasis;
- interpret the bioactivity potential of natural products;
- outline processes in plant biochemistry and plant genetics;
- describe natural product biosynthesis;
- illustrate how plants use basic building blocks to create complex structures;
- relate biological activities of natural products with their use for medicinal purposes;
- transfer the acquired knowledge to novel natural products;
- explain the importance of functional groups in natural products for bioactivity.

Indicative Literature

Urry et. al., Campell Biology, Pearson, latest edition.

Buchanan, Biochemistry and Molecular Biology of Plants, Wiley, latest edition.

Madigan et.al., Brock Biology of Microorganisms, latest edition.

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 Methods module is mandatory for BCCB, MCCB, and CBT major students.
- Mandatory elective for a major in EES.

- It complements the non-photosynthesis learning components of BCCB's general education. It furthermore provides essential background knowledge for medicinal chemistry, chemical biology, chemistry, and biotechnology.
- For CBT major students: the module can be replaced with a CORE module from another study program to pursue a minor.
- It is elective for all other study programs.

Examination Type: Module Examination

Assessment type: Written examination

Duration: 120 min

Weight: 100%

Scope: All intended learning outcomes of the module.

7.28.2 Big Questions Modules

7.28.2.1 Water: The Most Precious Substance on Earth

Module Name			Module Code	Level (type)	CP
Water: The Most Precious Substance on Earth			JTBQ-BQ-002	Year 3 (Jacobs Track)	5
Module Components					
Number		Name		Type	CP
JTBQ-002		Water: The Most Precious Substance on Earth		Lecture/Tutorial	5
Module Coordinator		Program Affiliation		Mandatory Status	
Prof. Dr. Michael Bau and Dr. Doris Mosbach		<ul style="list-style-type: none"> Big Questions Area: All undergraduate study programs except IEM 		Mandatory elective for students of all undergraduate study programs, except IEM	
Entry Requirements			Frequency	Forms of Learning and Teaching	
Pre-requisites	Co-requisites	Knowledge, Abilities, or Skills	Annually (part I: Fall; part II: Spring)	<ul style="list-style-type: none"> Lectures (17.5 hours) Project work (90 hours) Private study (17.5 hours) 	
<input checked="" type="checkbox"/> None	<input checked="" type="checkbox"/> None	<ul style="list-style-type: none"> The ability and openness to engage in interdisciplinary issues of global relevance Media literacy, critical thinking, and a proficient handling of data sources 			
			Duration	Workload	
			2 semesters	125 hours	
Recommendations for Preparation					
Critically following media coverage on the module's topics in question.					

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.

7.28.2.2 Ethics in Science and Technology

Module Name			Module Code	Level (type)	CP
Ethics in Science and Technology			JTBQ-BQ-003	Year 3 (Jacobs Track)	5
Module Components					
Number		Name		Type	CP
JTBQ-003		Ethics in Science and Technology		Lecture	5
Module Coordinator		Program Affiliation		Mandatory Status	
Prof. Dr. Alexander Lerchl		<ul style="list-style-type: none"> Big Questions Area: All undergraduate study programs, except IEM 		Mandatory for CBT Mandatory elective for students of all undergraduate study programs, except IEM	
Entry Requirements			Frequency	Forms of Learning and Teaching	
Pre-requisites	Co-requisites	Knowledge, Abilities, or Skills		Each semester (Fall & Spring)	<ul style="list-style-type: none"> Lectures (35 hours) Private study (90 hours)
<input checked="" type="checkbox"/> None	<input checked="" type="checkbox"/> None	<ul style="list-style-type: none"> The ability and openness to engage in interdisciplinary issues of global relevance Media literacy, critical thinking, and a proficient handling of data sources 		Duration	Workload
				1 semester	125 hours
Recommendations for Preparation					
Critically following media coverage of the scientific topics in question.					

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.

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 Type: Written examination

Duration: 120 min

Weight: 100%

Scope: All intended learning outcomes of the module.

7.28.2.3 Global Health – Historical context and future challenges

Module Name		Module Code	Level (type)	CP
Global Health – Historical context and future challenges		JTBQ-BQ-004	Year 3 (Jacobs Track)	5
Module Components				
Number	Name	Type	CP	
JTBQ-004	Global Health – Historical context and future challenges	Lecture	5	
Module Coordinator	Program Affiliation		Mandatory Status	
Dr. Andreas M. Lisewski	<ul style="list-style-type: none"> Big Questions Area: All undergraduate study programs, except IEM 		Mandatory elective for students of all undergraduate study programs, except IEM	
Entry Requirements			Frequency	Forms of Learning and Teaching
Pre-requisites	Co-requisites	Knowledge, Abilities, or Skills	Annually (Fall)	<ul style="list-style-type: none"> Lectures (35 hours) Private study (90 hours)
<input checked="" type="checkbox"/> None	<input checked="" type="checkbox"/> None	<ul style="list-style-type: none"> The ability and openness to engage in interdisciplinary issues of global relevance Media literacy, critical thinking, and a proficient handling of data sources 	Duration	
			1 semester	125 hours
Recommendations for Preparation				
Critically following media coverage on the module's topics in question.				

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 module gives a historical, societal, technical, and medicinal overview over the past, present and future milestones and challenges of global health. Main topics include health systems, public health, health/disease monitoring and response, past and recent breakthroughs in medicine and healthcare, as well as recent health-related developments in technology and economy. Special focus is put on children, maternal and adolescent health, as their health is critical to the well-being of next generations. Further topics cover epidemiology and demographics, such as the connection between a society’s economic development level and its population health status, demographic and epidemiologic transitions, measures of health status and disease burden, and health-related global development goals. An overall guiding aspect is human health in our increasingly interconnected civilization that is however reaching its global limits on key resources and that is therefore becoming more prone to disruptions. Discussed in this context are today’s urgent global health issues, such as newly emergent and re-emergent infectious diseases, biosafety and complex humanitarian crises caused by unforeseen epidemics and pandemics.

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;
- identify the historical context and today’s function of global health institutions, surveillance and response systems;
- evaluate and compare global indicators of disease burden, especially by using online databases and repositories
- break down global development goals directly related to global health
- discuss and differentiate present and future challenges of public and global health responses to novel disease outbreaks in a global society network context

Indicative Literature

- Richard Skolnik, *Global Health 101*, 4th Edition, Jones & Bartlett Publishers, 2019
- Solomon Benatar (*Editor*), *Global Health - Ethical Challenges*, 2nd Edition, Cambridge University Press, 2021

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: 120 min.

Scope: All intended learning outcomes of the module

Weight: 100%

Module achievement: Oral presentation of selected literature and media topics on global health (topics are given but can also be suggested by students for approval).

The module achievement ensures sufficient knowledge about key global health concepts, challenges and current topics

7.28.2.4 Global Existential Risks

Module Name		Module Code	Level (type)	CP
Global Existential Risks		JTBQ-BQ-005	Year 3 (Jacobs Track)	5
Module Components				
Number	Name	Type	CP	
JTBQ-005	Global Existential Risks	Lecture	5	
Module Coordinator	Program Affiliation		Mandatory Status	
Dr. Andreas M. Lisewski	<ul style="list-style-type: none"> Big Questions Area: All undergraduate study programs except IEM 		Mandatory elective for students of all undergraduate study programs except IEM	
Entry Requirements			Frequency	Forms of Learning and Teaching
<i>Pre-requisites</i>	<i>Co-requisites</i>	<i>Knowledge, Abilities, or Skills</i>	Annually (Spring)	<ul style="list-style-type: none"> Lectures (35 hours) Tutorial of the lecture (10 hours) Private study (80 hours)
<input checked="" type="checkbox"/> None	<input checked="" type="checkbox"/> None	<ul style="list-style-type: none"> The ability and openness to engage in interdisciplinary issues of global relevance Media literacy, critical thinking, and a proficient handling of data sources 		
			Duration	Workload
			1 semester	125 hours
Recommendations for Preparation				
Critically following media coverage on the module's topics in question.				
Content and Educational Aims				
<p>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.</p> <p>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</p>				

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 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 look across relevant and diverse subject fields, thus enabling them to initiate and to contribute substantially to discussions about these special risks.

Intended Learning Outcomes

Students acquire transferable and key skills in this module.

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

- identify and explain the known spectrum of global existential risks, including physical, biological, and technological risks
- differentiate and classify these risks according to their characteristics in range (scope), intensity (severity), probability of occurrence, and imminence
- distinguish and identify main directions and potential biases in media coverage of global existential risks
- prepare, present, explain and discuss today's key topics in global existential risks from both academic literature and from public media

Indicative Literature

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

Martin Rees: Our Final Hour – A Scientist's Warning,Basic Books,2009.

Martin Rees: On the Future – Prospects for Humanity, Princeton University Press, 2021.

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: 120 min.

Scope: All intended learning outcomes of the module

Weight: 100%

Module achievement: Oral presentation of selected literature and media topics on our civilization's existential risks (topics are given but can also be suggested by students for approval)

The module achievement ensures sufficient knowledge about key risks and challenges for humanity's survival.

7.28.2.5 Future: From Predictions and Visions to Preparations and Actions

Module Name		Module Code	Level (type)	CP
Future: From Predictions and Visions to Preparations and Actions		JTBQ-BQ-006	Year 3 (Jacobs Track)	2.5
Module Components				
Number	Name		Type	CP
JTBQ-006	Future: From Predictions and Visions to Preparations and Actions		Lecture	2.5
Module Coordinator	Program Affiliation		Mandatory Status	
Prof. Dr. Joachim Vogt	<ul style="list-style-type: none"> Big Questions Area: All undergraduate study programs, except IEM 		Mandatory elective for students of all undergraduate study programs, except IEM	
Entry Requirements			Frequency	Forms of Learning and Teaching
Pre-requisites	Co-requisites	Knowledge, Abilities, or Skills	Annually (Spring)	<ul style="list-style-type: none"> Lecture (17.5 hours) Private study (45 hours)
<input checked="" type="checkbox"/> None	<input checked="" type="checkbox"/> None	<ul style="list-style-type: none"> The ability and openness to engage in interdisciplinary issues of global relevance Media literacy, critical thinking, and a proficient handling of data sources 		
			Duration	Workload
			1 semester	62.5 hours
Recommendations for Preparation				
Critically following media coverage of the module's topics in question.				

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.

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

7.28.2.6 Climate Change

Module Name			Module Code	Level (type)	CP
Climate Change			JTBQ-BQ-007	Year 3 (Jacobs Track)	2.5
Module Components					
Number		Name		Type	CP
JTBQ-007		Climate Change		Lecture	2.5
Module Coordinator	Program Affiliation			Mandatory Status	
Prof. Dr. Laurenz Thomsen and Prof. Dr. Vikram Unnithan	<ul style="list-style-type: none"> Big Questions Area: All undergraduate study programs, except IEM 			Mandatory elective for students of all undergraduate study programs, except IEM	
Entry Requirements			Frequency	Forms of Learning and Teaching	
<i>Pre-requisites</i>	<i>Co-requisites</i>	<i>Knowledge, Abilities, or Skills</i>	Annually (Spring)	<ul style="list-style-type: none"> Lecture (17.5 hours) Private study (45 hours) 	
<input checked="" type="checkbox"/> None	<input checked="" type="checkbox"/> None	<ul style="list-style-type: none"> The ability and openness to engage in interdisciplinary issues of global relevance Media literacy, critical thinking, and a proficient handling of data sources 			
			Duration	Workload	
			1 semester	62.5 hours	
Recommendations for Preparation					
Critically following media coverage of the module's topics in question.					

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.

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
Scope: All intended learning outcomes of the module

Duration: 60 min.
Weight: 100%

7.28.2.7 Extreme Natural Hazards, Disaster Risks, and Societal Impact

Module Name		Module Code	Level (type)	CP
Extreme Natural Hazards, Disaster Risks, and Societal Impact		JTBQ-BQ-008	Year 3 (Jacobs Track)	2.5
Module Components				
Number	Name	Type	CP	
JTBQ-008	Extreme Natural Hazards: Disaster Risks, and Societal Impact	Lecture	2.5	
Module Coordinator	Program Affiliation		Mandatory Status	
Prof. Dr. Laurenz Thomsen	<ul style="list-style-type: none"> Big Questions Area: All undergraduate study programs, except IEM 		Mandatory elective for students of all undergraduate study programs, except IEM	
Entry Requirements			Frequency	Forms of Learning and Teaching
<i>Pre-requisites</i>	<i>Co-requisites</i>	<i>Knowledge, Abilities, or Skills</i>	Annually (Fall)	<ul style="list-style-type: none"> Lecture (17.5 hours) Private study (45 hours)
<input checked="" type="checkbox"/> None	<input checked="" type="checkbox"/> None	<ul style="list-style-type: none"> The ability and openness to engage in interdisciplinary issues of global relevance Media literacy, critical thinking, and a proficient handling of data sources 		
			Duration	Workload
			1 semester	62.5 hours
Recommendations for Preparation				
Critically following media coverage of the module's topics in question.				
Content and Educational Aims				
<p>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.</p> <p>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.</p>				

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 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
Scope: All intended learning outcomes of the module

Duration: 60 min.
Weight: 100%

7.28.2.8 International Development Policy

Module Name			Module Code	Level (type)	CP
International Development Policy			JTBQ-BQ-009	Year 3 (Jacobs Track)	2.5
Module Components					
Number	Name			Type	CP
JTBQ-009	International Development Policy			Lecture	2.5
Module Coordinator	Program Affiliation			Mandatory Status	
Prof. Dr. Claas Knoop	<ul style="list-style-type: none"> Big Questions Area: All undergraduate study programs, except IEM 			Mandatory elective for students of all undergraduate study programs, except IEM	
Entry Requirements			Frequency	Forms of Learning and Teaching	
<i>Pre-requisites</i>	<i>Co-requisites</i>	<i>Knowledge, Abilities, or Skills</i>		Annually (Fall)	<ul style="list-style-type: none"> Lecture (17.5 hours) Presentations Private study (45 hours)
<input checked="" type="checkbox"/> None	<input checked="" type="checkbox"/> None	<ul style="list-style-type: none"> The ability and openness to engage in interdisciplinary issues of global relevance Media literacy, critical thinking, and a proficient handling of data sources 			
			Duration	Workload	
			1 semester	62.5 hours	
Recommendations for Preparation					
Critically following media coverage of the module's topics in question.					

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.

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

Scope: All intended learning outcomes of the module

Duration: 10 minutes per student

Weight: 100%

7.28.2.9 Sustainable Value Creation with Biotechnology. From Science to Business

Module Name		Module Code	Level (type)	CP
Sustainable Value Creation with Biotechnology. From Science to Business		JTBQ-BQ-011	Year 3 (Jacobs Track)	2.5
Module Components				
Number	Name	Type	CP	
JTBQ-011	Sustainable Value Creation with Biotechnology. From Science to Business	Lecture /Tutorial	2.5	
Module Coordinator	Program Affiliation		Mandatory Status	
N.N.	<ul style="list-style-type: none"> Jacobs Track - Big Questions 		Mandatory elective for students of all undergraduate study except IEM	
Entry Requirements			Frequency	Forms of Learning and Teaching
Pre-requisites <input checked="" type="checkbox"/> None			Annually (Spring)	<ul style="list-style-type: none"> Lecture and Tutorial (17.5 hours) Private study (45 hours)
Co-requisites <input checked="" type="checkbox"/> None				
Knowledge, Abilities, or Skills <ul style="list-style-type: none"> 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 			1 semester	62.5 hours
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				

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 from 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)

7.28.2.10 Gender and Multiculturalism. Debates and Trends in Contemporary Societies

Module Name			Module Code	Level (type)	CP
Gender and Multiculturalism. Debates and Trends in Contemporary Societies			JTBQ-BQ-013	Year 3 (Jacobs Track)	5
Module Components					
Number	Name			Type	CP
JTBQ-013	Gender and Multiculturalism: Debates and Trends in Contemporary Societies			Lecture	5
Module Coordinator	Program Affiliation			Mandatory Status	
Dr. Jessica Price	<ul style="list-style-type: none"> Big Questions Area: All undergraduate study programs 			Mandatory elective for students of all undergraduate study programs, except IEM	
Entry Requirements			Frequency	Forms of Learning and Teaching	
Pre-requisites	Co-requisites	Knowledge, Abilities, or Skills	Annually (Fall)	<ul style="list-style-type: none"> Lectures (17.5 hours) Project work (90 hours) Private study (17.5 hours) 	
<input checked="" type="checkbox"/> None	<input checked="" type="checkbox"/> None	<ul style="list-style-type: none"> The ability and openness to engage in interdisciplinary issues of global relevance Media literacy, critical thinking and a proficient handling of data sources 			
			Duration	Workload	
			1 semester	125 hours	
Recommendations for Preparation					
Critical following of the media coverage on the module's topics in question.					
Content and Educational Aims					
<p>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.</p> <p>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</p>					

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 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

7.28.2.11 The Challenge of Sustainable Energy

Module Name		Module Code	Level (type)	CP
The Challenge of Sustainable Energy		JTBQ-BQ-014	Year 3 (Jacobs Track)	2.5
Module Components				
Number		Type		CP
JTBQ-014	The Challenge of Sustainable Energy		Lecture	2.5
Module Coordinator	Program Affiliation		Mandatory Status	
Prof. Dr. Karen Smith Stegen	<ul style="list-style-type: none"> Big Questions Area: All undergraduate study programs 		Mandatory elective for students of all undergraduate study programs, except IEM	
Entry Requirements		Frequency	Forms of Learning and Teaching	
<i>Pre-requisites</i>	<i>Co-requisites</i>	Annually (Spring)	<ul style="list-style-type: none"> Lectures and Group Exercises 	
<input checked="" type="checkbox"/> None	<input checked="" type="checkbox"/> None			
<i>Knowledge, Abilities, or Skills</i>		Duration	Workload	
<ul style="list-style-type: none"> Ability to read texts from a variety of disciplines 		1 semester	62.5 hours	
Recommendations for Preparation				
Reflect on their own behavior and habits with regard to sustainability.				
Content and Educational Aims				
<p>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.</p> <p>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</p>				

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.

Intended Learning Outcomes

Students acquire transferable and key skills in this module.

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

- 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.

SEP

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

7.28.2.12 State, Religion and Secularism

Module Name		Module Code	Level (type)	CP
State, Religion and Secularism		JTBQ-BQ-015	Year 3 (Jacobs Track)	2.5
Module Components				
Number		Type		CP
JTBQ-015	State, religion and secularism		Lecture	2.5
Module Coordinator	Program Affiliation		Mandatory Status	
Prof. Dr. Manfred O. Hinz	<ul style="list-style-type: none"> Big Questions Area: All undergraduate study programs 		Mandatory elective for students of all undergraduate study programs, except IEM	
Entry Requirements			Frequency	Forms of Learning and Teaching
<i>Pre-requisites</i>	<i>Co-requisites</i>	<i>Knowledge, Abilities, or Skills</i>	Annually (Spring)	<ul style="list-style-type: none"> Lectures and Group Exercises
<input checked="" type="checkbox"/> None	<input checked="" type="checkbox"/> None	<ul style="list-style-type: none"> Ability to read texts from a variety of disciplines 		
			Duration	Workload
			1 semester	62.5 Hours
Recommendations for Preparation				
Reflect on the situation and role in respective home-country				
Content and Educational Aims				
<p>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.</p>				

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.

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 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.

7.28.2.13 Water: The Most Precious Substance on Earth

Module Name		Module Code	Level (type)	CP
Water: The Most Precious Substance on Earth		JTBQ-BQ-002	Year 3 (Jacobs Track)	5
Module Components				
<i>Number</i>	<i>Name</i>	<i>Type</i>	<i>CP</i>	
JTBQ-002	Water: The Most Precious Substance on Earth	Lecture/Tutorial	5	
Module Coordinator	Program Affiliation		Mandatory Status	
Prof. Dr. Michael Bau and Dr. Doris Mosbach	<ul style="list-style-type: none"> Big Questions Area: All undergraduate study programs except IEM 		Mandatory elective for students of all undergraduate study programs, except IEM	
Entry Requirements			Frequency	Forms of Learning and Teaching
<i>Pre-requisites</i>	<i>Co-requisites</i>	<i>Knowledge, Abilities, or Skills</i>	Annually (part I: Fall; part II: Spring)	<ul style="list-style-type: none"> Lectures (17.5 hours) Project work (90 hours) Private study (17.5 hours)
<input checked="" type="checkbox"/> None	<input checked="" type="checkbox"/> None	<ul style="list-style-type: none"> The ability and openness to engage in interdisciplinary issues of global relevance Media literacy, critical thinking, and a proficient handling of data sources 		
			Duration	Workload
			2 semesters	125 hours
Recommendations for Preparation				
Critically following media coverage on the module's topics in question.				

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.

7.28.2.14 Ethics in Science and Technology

Module Name		Module Code	Level (type)	CP
Ethics in Science and Technology		JTBQ-BQ-003	Year 3 (Jacobs Track)	5
Module Components				
Number	Name	Type		CP
JTBQ-003	Ethics in Science and Technology	Lecture /Projects		5
Module Coordinator	Program Affiliation		Mandatory Status	
Prof. Dr. Alexander Lerchl	<ul style="list-style-type: none"> Big Questions Area: All undergraduate study programs, except IEM 		Mandatory for CBT Mandatory elective for students of all undergraduate study programs, except IEM	
Entry Requirements			Frequency	Forms of Learning and Teaching
<i>Pre-requisites</i>	<i>Co-requisites</i>	<i>Knowledge, Abilities, or Skills</i>	Each semester (Fall & Spring)	<ul style="list-style-type: none"> Lectures (35 hours) Project work (55 hours) Private study (35 hours)
<input checked="" type="checkbox"/> None	<input checked="" type="checkbox"/> None	<ul style="list-style-type: none"> The ability and openness to engage in interdisciplinary issues of global relevance Media literacy, critical thinking, and a proficient handling of data sources 		
			Duration	Workload
			1 semester	125 hours
Recommendations for Preparation				
Critically following media coverage of the scientific topics in question.				

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.

7.28.2.15 Global Health – Historical context and future challenges

Module Name		Module Code	Level (type)	CP
Global Health – Historical context and future challenges		JTBQ-BQ-004	Year 3 (Jacobs Track)	5
Module Components				
<i>Number</i>	<i>Name</i>	<i>Type</i>	<i>CP</i>	
JTBQ-004	Global Health – Historical context and future challenges	Lecture	5	
Module Coordinator	Program Affiliation		Mandatory Status	
Dr. Andreas M. Lisewski	<ul style="list-style-type: none"> Big Questions Area: All undergraduate study programs, except IEM 		Mandatory elective for students of all undergraduate study programs, except IEM	
Entry Requirements			Frequency	Forms of Learning and Teaching
<i>Pre-requisites</i>	<i>Co-requisites</i>	<i>Knowledge, Abilities, or Skills</i>	Annually (Fall)	<ul style="list-style-type: none"> Lectures (35 hours) Private study (90 hours)
<input checked="" type="checkbox"/> None	<input checked="" type="checkbox"/> None	<ul style="list-style-type: none"> The ability and openness to engage in interdisciplinary issues of global relevance Media literacy, critical thinking, and a proficient handling of data sources 		
			Duration	Workload
			1 semester	125 hours
Recommendations for Preparation				
Critically following media coverage on the module's topics in question.				

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 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
Scope: All intended learning outcomes of the module

Duration: 60 min.
Weight: 100%

7.28.2.16 Global Existential Risks

Module Name		Module Code	Level (type)	CP
Global Existential Risks		JTBQ-BQ-005	Year 3 (Jacobs Track)	2.5
Module Components				
<i>Number</i>	<i>Name</i>	<i>Type</i>	<i>CP</i>	
JTBQ-005	Global Existential Risks	Lecture	2.5	
Module Coordinator	Program Affiliation		Mandatory Status	
Dr. Andreas M. Lisewski	<ul style="list-style-type: none"> Big Questions Area: All undergraduate study programs except IEM 		Mandatory elective for students of all undergraduate study programs except IEM	
Entry Requirements			Frequency	Forms of Learning and Teaching
<i>Pre-requisites</i>	<i>Co-requisites</i>	<i>Knowledge, Abilities, or Skills</i>	Annually (Spring)	<ul style="list-style-type: none"> Lectures (17.5 hours) Private study (45 hours)
<input checked="" type="checkbox"/> None	<input checked="" type="checkbox"/> None	<ul style="list-style-type: none"> The ability and openness to engage in interdisciplinary issues of global relevance Media literacy, critical thinking, and a proficient handling of data sources 		
			Duration	Workload
			1 semester	62.5 hours
Recommendations for Preparation				
Critically following media coverage on the module's topics in question.				
Content and Educational Aims				
<p>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.</p> <p>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</p>				

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 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
Scope: All intended learning outcomes of the module

Duration: 60 min.
Weight: 100%

7.28.2.17 Future: From Predictions and Visions to Preparations and Actions

Module Name		Module Code	Level (type)	CP
Future: From Predictions and Visions to Preparations and Actions		JTBQ-BQ-006	Year 3 (Jacobs Track)	2.5
Module Components				
Number	Name		Type	CP
JTBQ-006	Future: From Predictions and Visions to Preparations and Actions		Lecture	2.5
Module Coordinator	Program Affiliation		Mandatory Status	
Prof. Dr. Joachim Vogt	<ul style="list-style-type: none"> Big Questions Area: All undergraduate study programs, except IEM 		Mandatory elective for students of all undergraduate study programs, except IEM	
Entry Requirements			Frequency	Forms of Learning and Teaching
Pre-requisites	Co-requisites	Knowledge, Abilities, or Skills	Annually (Spring)	<ul style="list-style-type: none"> Lecture (17.5 hours) Private study (45 hours)
<input checked="" type="checkbox"/> None	<input checked="" type="checkbox"/> None	<ul style="list-style-type: none"> The ability and openness to engage in interdisciplinary issues of global relevance Media literacy, critical thinking, and a proficient handling of data sources 		
			Duration	Workload
			1 semester	62.5 hours
Recommendations for Preparation				
Critically following media coverage of the module's topics in question.				

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.

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

7.28.2.18 Climate Change

Module Name		Module Code	Level (type)	CP
Climate Change		JTBQ-BQ-007	Year 3 (Jacobs Track)	2.5
Module Components				
Number	Name	Type		CP
JTBQ-007	Climate Change	Lecture		2.5
Module Coordinator	Program Affiliation		Mandatory Status	
Prof. Dr. Laurenz Thomsen and Prof. Dr. Vikram Unnithan	<ul style="list-style-type: none"> Big Questions Area: All undergraduate study programs, except IEM 		Mandatory elective for students of all undergraduate study programs, except IEM	
Entry Requirements			Frequency	Forms of Learning and Teaching
Pre-requisites	Co-requisites	Knowledge, Abilities, or Skills	Annually (Spring)	<ul style="list-style-type: none"> Lecture (17.5 hours) Private study (45 hours)
<input checked="" type="checkbox"/> None	<input checked="" type="checkbox"/> None	<ul style="list-style-type: none"> The ability and openness to engage in interdisciplinary issues of global relevance Media literacy, critical thinking, and a proficient handling of data sources 		
			Duration	Workload
			1 semester	62.5 hours
Recommendations for Preparation				
Critically following media coverage of the module's topics in question.				

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.

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
Scope: All intended learning outcomes of the module

Duration: 60 min.
Weight: 100%

7.28.2.19 Extreme Natural Hazards, Disaster Risks, and Societal Impact

Module Name		Module Code	Level (type)	CP
Extreme Natural Hazards, Disaster Risks, and Societal Impact		JTBQ-BQ-008	Year 3 (Jacobs Track)	2.5
Module Components				
Number	Name	Type		CP
JTBQ-008	Extreme Natural Hazards: Disaster Risks, and Societal Impact	Lecture		2.5
Module Coordinator	Program Affiliation		Mandatory Status	
Prof. Dr. Laurenz Thomsen	<ul style="list-style-type: none"> Big Questions Area: All undergraduate study programs, except IEM 		Mandatory elective for students of all undergraduate study programs, except IEM	
Entry Requirements			Frequency	Forms of Learning and Teaching
<i>Pre-requisites</i>	<i>Co-requisites</i>	<i>Knowledge, Abilities, or Skills</i>	Annually (Fall)	<ul style="list-style-type: none"> Lecture (17.5 hours) Private study (45 hours)
<input checked="" type="checkbox"/> None	<input checked="" type="checkbox"/> None	<ul style="list-style-type: none"> The ability and openness to engage in interdisciplinary issues of global relevance Media literacy, critical thinking, and a proficient handling of data sources 		
			Duration	Workload
			1 semester	62.5 hours
Recommendations for Preparation				
Critically following media coverage of the module's topics in question.				
Content and Educational Aims				
<p>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.</p> <p>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.</p>				

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 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
Scope: All intended learning outcomes of the module

Duration: 60 min.
Weight: 100%

7.28.2.20 International Development Policy

Module Name			Module Code	Level (type)	CP
International Development Policy			JTBQ-BQ-009	Year 3 (Jacobs Track)	2.5
Module Components					
Number	Name		Type	CP	
JTBQ-009	International Development Policy		Lecture	2.5	
Module Coordinator	Program Affiliation			Mandatory Status	
Prof. Dr. Claas Knoop	<ul style="list-style-type: none"> Big Questions Area: All undergraduate study programs, except IEM 			Mandatory elective for students of all undergraduate study programs, except IEM	
Entry Requirements			Frequency	Forms of Learning and Teaching	
<i>Pre-requisites</i>	<i>Co-requisites</i>	<i>Knowledge, Abilities, or Skills</i>	Annually (Fall)	<ul style="list-style-type: none"> Lecture (17.5 hours) Presentations Private study (45 hours) 	
<input checked="" type="checkbox"/> None	<input checked="" type="checkbox"/> None	<ul style="list-style-type: none"> The ability and openness to engage in interdisciplinary issues of global relevance Media literacy, critical thinking, and a proficient handling of data sources 			
			Duration	Workload	
			1 semester	62.5 hours	
Recommendations for Preparation					
Critically following media coverage of the module's topics in question.					

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.

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

Scope: All intended learning outcomes of the module

Duration: 10 minutes per student

Weight: 100%

7.28.2.21 Gender and Multiculturalism. Debates and Trends in Contemporary Societies

Module Name			Module Code	Level (type)	CP
Gender and Multiculturalism. Debates and Trends in Contemporary Societies			JTBQ-BQ-013	Year 3 (Jacobs Track)	5
Module Components					
Number		Name		Type	CP
JTBQ-013		Gender and Multiculturalism: Debates and Trends in Contemporary Societies		Lecture	5
Module Coordinator		Program Affiliation		Mandatory Status	
Dr. Jessica Price		<ul style="list-style-type: none"> Big Questions Area: All undergraduate study programs 		Mandatory elective for students of all undergraduate study programs, except IEM	
Entry Requirements			Frequency	Forms of Learning and Teaching	
Pre-requisites	Co-requisites	Knowledge, Abilities, or Skills		Annually (Fall)	<ul style="list-style-type: none"> Lectures (17.5 hours) Project work (90 hours) Private study (17.5 hours)
<input checked="" type="checkbox"/> None	<input checked="" type="checkbox"/> None	<ul style="list-style-type: none"> The ability and openness to engage in interdisciplinary issues of global relevance Media literacy, critical thinking and a proficient handling of data sources 			
			Duration	Workload	
			1 semester	125 hours	
Recommendations for Preparation					
Critical following of the media coverage on the module's topics in question.					
Content and Educational Aims					
<p>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.</p> <p>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</p>					

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 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

7.28.2.22 The Challenge of Sustainable Energy

Module Name		Module Code	Level (type)	CP
The Challenge of Sustainable Energy		JTBQ-BQ-014	Year 3 (Jacobs Track)	2.5
Module Components				
Number		Type		CP
JTBQ-014	The Challenge of Sustainable Energy		Lecture	2.5
Module Coordinator	Program Affiliation		Mandatory Status	
Prof. Dr. Karen Smith Stegen	<ul style="list-style-type: none"> Big Questions Area: All undergraduate study programs 		Mandatory elective for students of all undergraduate study programs, except IEM	
Entry Requirements		Frequency	Forms of Learning and Teaching	
<i>Pre-requisites</i>	<i>Co-requisites</i>	Annually (Spring)	<ul style="list-style-type: none"> Lectures and Group Exercises 	
<input checked="" type="checkbox"/> None	<input checked="" type="checkbox"/> None			
<i>Knowledge, Abilities, or Skills</i>		Duration	Workload	
<ul style="list-style-type: none"> Ability to read texts from a variety of disciplines 		1 semester	62.5 hours	
Recommendations for Preparation				
Reflect on their own behavior and habits with regard to sustainability.				
Content and Educational Aims				
<p>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.</p> <p>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</p>				

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.

Intended Learning Outcomes

Students acquire transferable and key skills in this module.

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

- 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.

SEP

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

7.28.2.23 State, Religion and Secularism

Module Name		Module Code	Level (type)	CP
State, Religion and Secularism		JTBQ-BQ-015	Year 3 (Jacobs Track)	2.5
Module Components				
Number		Type		CP
JTBQ-015	State, religion and secularism		Lecture	2.5
Module Coordinator	Program Affiliation		Mandatory Status	
Prof. Dr. Manfred O. Hinz	<ul style="list-style-type: none"> Big Questions Area: All undergraduate study programs 		Mandatory elective for students of all undergraduate study programs, except IEM	
Entry Requirements			Frequency	Forms of Learning and Teaching
<i>Pre-requisites</i>	<i>Co-requisites</i>	<i>Knowledge, Abilities, or Skills</i>	Annually (Spring)	<ul style="list-style-type: none"> Lectures and Group Exercises
<input checked="" type="checkbox"/> None	<input checked="" type="checkbox"/> None	<ul style="list-style-type: none"> Ability to read texts from a variety of disciplines 		
			Duration	Workload
			1 semester	62.5 Hours
Recommendations for Preparation				
Reflect on the situation and role in respective home-country				
Content and Educational Aims				
<p>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.</p>				

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.

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 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.

7.28.3 Community Impact Project

Module Name		Module Code	Level (type)	CP
Community Impact Project		JTCI-CI-950	Year 3 (Jacobs Track)	5
Module Components				
<i>Number</i>	<i>Name</i>	<i>Type</i>	<i>CP</i>	
JTCI-950	Community Impact Project	Project	5	
Module Coordinator	Program Affiliation		Mandatory Status	
CIP Faculty Coordinator	<ul style="list-style-type: none"> All undergraduate study programs except IEM 		Mandatory for all undergraduate study programs except IEM	
Entry Requirements			Frequency	Forms of Learning and Teaching
<i>Pre-requisites</i>	<i>Co-requisites</i>	<i>Knowledge, Abilities, or Skills</i>	Annually (Fall)	<ul style="list-style-type: none"> Introductory, accompanying, and final events: 10 hours Self-organized teamwork and/or practical work in the community: 115 hours
<input checked="" type="checkbox"/> at least 15 CP from CORE modules in the major	<input checked="" type="checkbox"/> None	<ul style="list-style-type: none"> Basic knowledge of the main concepts and methodological instruments of the respective disciplines 		
			1 semester	125 hours
Recommendations for Preparation				
Develop or join a community impact project before the 5 th semester based on the introductory events during the 4 th semester by using the database of projects, communicating with fellow students and faculty, and finding potential companies, organizations, or communities to target.				
Content and Educational Aims				
<p>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.</p> <p>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.</p> <p>Student activities are self-organized but can draw on the support and guidance of both faculty and the CIP faculty coordinator team.</p>				

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

- 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

7.28.4 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

Biochemistry and Cell Biology BSc																									
					General Biochemistry	General Cell Biology	General and Inorganic Chemistry	General Organic Chemistry	Microbiology	Infection and Immunity	Advanced Biochemistry I	Advanced Biochemistry II	Advanced Biochemistry Lab	Advanced Cell Biology I	Advanced Cell Biology Lab	Advanced Cell Biology II	Current Topics in the Molecular Life Sciences	Experimental Strategy Design	Biomedicine	Internship / Startup and Career Skills	Bachelor Thesis and Seminar BCCB	JT Methods/Skills	JT Language Modules	JT Big Questions	JT Community Impact Project
Semester					1	2	1	2	3	4	3	4	4	3	4	4	5	5	6	4-5	6	1-4	1-4	5-6	5
Mandatory/mandatory elective					m	m	m	m	me	me	m	m	m	m	m	me	me	me	m	m	m	m/me	m	m	m
Credits					7.5	7.5	7.5	7.5	7.5	7.5	5	5	5	5	5	5	5	5	5	15	15	20	10	10	5
Competencies*																									
Program Learning Outcomes																									
Apply basic concepts from the natural sciences (general chemistry, organic chemistry, physics) and mathematics, including statistics																									
	x	x					x	x	x													x			
Explain the basic concepts within the fields of biochemistry and cell biology;																									
	x	x			x	x			x																
Recognize general biochemical reactivity patterns and metabolic pathways;																									
	x	x			x		x	x	x		x											x			
Explain how the structure and biochemical properties of biomolecules define their cellular function;																									
	x	x			x	x			x	x	x	x	x	x	x	x		x				x			
Explain general processes governing cellular and early developmental biology in health and diseased conditions;																									
	x	x	x		x				x	x	x	x		x	x	x			x			x			
Describe the molecular principles underlying gene expression and regulation;																									
	x	x	x		x				x	x		x		x	x		x								
Apply state-of-the-art techniques to experimentally analyze biomolecules and cells;																									
	x	x			x	x		x	x					x							x	x			
Collect, analyze and evaluate relevant literature within the fields of biochemistry, molecular biology and cell biology;																									
	x	x							x	x		x	x	x	x	x	x	x	x	x	x	x			
Use their acquired theoretical knowledge and practical skills to design and implement experimental approaches to address scientific questions in the modern Life Sciences;																									
	x	x	x	x					x				x		x			x	x			x			
Generate, analyze and interpret data according to good scientific practice and ethical standards;																									
	x	x	x	x	x	x	x	x	x	x			x		x			x			x	x			
Present their own results, and those of others, concisely and professionally both, in writing and in front of an audience;																									
	x	x	x	x	x	x	x	x	x				x		x		x	x	x			x			
Develop and advance solutions to problems in the Life Sciences and defend these in discussions with specialists and non-specialists;																									
	x	x	x	x					x		x		x		x	x	x	x	x			x	x		
Explore related subjects such as biotechnology, biophysics, bioinformatics, organic chemistry, drug design, marine science, food analytics, and others;																									
	x	x							x	x	x	x		x	x	x	x	x	x			x	x		
Acquire knowledge rapidly, gather, evaluate and interpret relevant information and evaluate new concepts critically to derive scientifically founded judgements;																									
	x	x	x	x					x	x	x	x	x	x	x	x	x	x	x	x	x	x			
Evaluate situations and take decisions based on ethical considerations, and adhere to and defend ethical, scientific and professional standards;																									
			x	x								x		x	x	x	x	x	x	x	x	x			
Negotiate and mediate between different points of view and to manage conflicts;																									
			x	x								x		x		x	x	x	x	x	x	x			x
Analyze global issues of economic, political, scientific, social or technological nature;																									
	x	x	x						x	x			x		x	x	x					x		x	
Take on responsibility in diverse and interdisciplinary teams, exhibiting tolerance and intercultural awareness;																									
	x	x	x	x	x	x	x	x	x				x		x		x	x	x	x	x	x		x	x
Take on responsibility for their own and their team's learning, personal and professional development and role in society, evaluating critical feedback and using self-analysis;																									
	x	x	x	x	x	x	x	x	x				x		x		x	x	x	x	x			x	x
Take on responsibility for their professional community and society.																									
	x	x	x						x	x			x	x	x	x	x	x	x	x	x	x	x	x	x
Assessment Type																									
Oral examination											x														
Written examination					x	x	x	x	x	x	x	x		x								x			
Project																									x
Term paper																									
(Lab) report					x	x	x	x	x				x		x										
Poster presentation																					x				
Presentation																	x								
Thesis																									
Various																									
Module achievements/bonus achievements							x																x	x	

*Competencies: A-scientific/academic proficiency; E-competence for qualified employment; P-development of personality; S-competence for engagement in society

