



JACOBS
UNIVERSITY



Study Program Handbook

International Relations: Politics and History

Bachelor of Arts

Subject-specific Examination Regulations for International Relations: Politics and History (Fachspezifische Prüfungsordnung)

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

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

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1 Program Overview

1.1 Concept

1.1.1 The Jacobs University Educational Concept

Jacobs University aims to educate students for both academic and professional careers 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 that equally prepares students for graduate education and for 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, or 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 complements students' education. In addition, Jacobs University offers professional advising and counseling.

Jacobs University's educational concept is highly regarded both nationally and internationally. The university has consistently achieved top marks over the last decade from the Center for Higher Education (CHE), Germany's most comprehensive and detailed university ranking. 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 one of the most widely recognized university rankings. It is based on five major indicators: research, teaching, research impact, international orientation, and the volume of research income from industry.

1.1.2 Program Concept

The problems and threats facing the world today are complex. Navigating the international political arena and creating sustainable solutions require a nuanced and multi-faceted approach. Thus, the International Relations: Politics and History (IRPH) program teaches students concepts and methods from a number of fields including political science, history, law, and philosophy. The aim of this program is twofold: first, to equip students with the theoretical knowledge and analytical skills they need to explore the historical emergence of and remedies for pressing global challenges; and second, to prepare students so they can succeed either in the job market or at graduate school.

The highly interdisciplinary and international approach of the IRPH program epitomizes the spirit of Jacobs University. We have designed IRPH for students who appreciate an educational experience that transcends traditional teaching methods and have an interest in understanding all aspects of international affairs right from the origins of an issue up to its potential solutions. The program is motivated by the understanding that historical perspectives, theoretical analysis and empirical research are all required to comprehend international relations and current events in their full context.

In the first year, we introduce our students to both politics and history. In the fall semester, students learn the several theories of international relations and theories of cooperation and collective security. With an eye to developing our students' intellectual abilities in a holistic fashion, we focus on the original texts of renowned scholars and top thinkers. To foster a first-hand intuitive understanding of the theoretical concepts introduced in the readings and lectures, students engage in crisis simulations and cooperation exercises. Since presentation skills are necessary in almost all professional settings, students learn to make presentations in their first semester and have the opportunity to participate in practice sessions. The spring semester module focuses on the historical developments in Europe over the past two centuries, including revolutions and wars, social and cultural change, intellectual and political movements, and the influence of these developments on the rest of the world. In addition to texts from scholars, students work with primary sources to explore this history. Throughout their first year, students receive methodological training that includes honing their academic writing skills, learning statistical analysis, and identifying ways to interpret and construct arguments.

In their second year CORE modules, IRPH students can focus on topics such as international political economy, international law, globalization, international resource politics, diplomacy, foreign policy, nationalism, imperialism, migration, regional integration, and international security, among many others. Students seeking a stronger focus on history may opt for modules covering the tumultuous formation of the modern state system or global history of the 19th and 20th centuries. Their methodological training also continues throughout the second year, enabling students to interpret cutting-edge scholarship and conduct their own research.

In their second- and third-year modules, IRPH students have ample opportunities to advance their presentation, research, and writing skills. In their final year, they sharpen their profiles further by selecting specialization courses and undertaking their own independent research for their theses, which may utilize quantitative or qualitative methods.

Throughout their three years at Jacobs, IRPH students continually refine their intellectual, academic, and professional skills. As a result, our graduates are well-rounded critical thinkers who are able to synthesize and present complex information and arguments in a variety of formats including presentations, debates, policy briefs, and research papers.

Upon graduating, about 60% of our students enter prestigious graduate schools such as the University of Oxford, the University of Cambridge, the London School of Economics, Harvard University, Johns Hopkins University, Georgetown University, and Sciences Po. About 40% of our graduates opt to directly enter the job market and typically secure positions in international relations, public policy, or development work as well as in the business sector, consulting, and other areas. The success of our students attests to the excellence of the IRPH program, which is also confirmed by the program's outstanding rankings from the Centre for Higher Education.

1.2 Specific Advantages of International Relations: Politics and History at Jacobs University

IRPH embraces a global perspective on international relations, devoting attention to different world regions and their particularities, connections, and interdependencies.

In addition to international relations, the program offers a well-rounded array of subjects such as history, international law, foreign policy and diplomacy, political economy, and philosophy, and is thus comparable to other top programs in the US, UK, and the rest of Europe.

Our international faculty members come from top-flight PhD programs and enrich the classroom environment with insights gained from professional experience in IRPH-related fields. They provide a mixture of lectures and seminars and utilize interactive and experiential teaching techniques such as crisis and diplomacy simulations, cooperation games, debates, and excursions. Our instructors' teaching quality is demonstrated by several of them having received the university's "Teacher of the Year Award" in recent years.

IRPH is also characterized by its very diverse and international student body, which means that classroom discussions resemble mini-United Nations meetings. This unique experience allows students to hear first-hand about different world regions and perspectives and to learn from each other.

Despite the diversity of its faculty and students, IRPH sees itself as a community. Faculty are supportive of students encouraging them to actively engage in learning processes and to acquire not only subject-specific knowledge but also the skills needed to produce innovative research outcomes. One result of such encouragement is that IRPH has a very strong record of its students' bachelor's theses being converted into published articles.

Peer support is just as important as faculty encouragement. The IRPH program offers a Mentoring Program under which new first-year students are assigned mentors from the advanced cohorts who offer support and advice from the student perspective. During their time at Jacobs, students form a caring, close-knit community from which enduring friendships emerge.

IRPH is also closely connected to other programs at Jacobs University, including Global Economics and Management, and Society, Media, and Politics. These relationships enable exchanges and specializations that transcend traditional disciplinary boundaries. This becomes particularly helpful in future careers which often demand the ability to understand and communicate with people from a variety of fields and backgrounds.

1.3 Program-Specific Educational Aims

1.3.1 Qualification Aims

The interdisciplinary IRPH program awards a BA. It introduces students to theories of International Relations and fosters an understanding of political concepts and historical developments and their impacts. The program strives to hone students' critical thinking and writing skills, provides opportunities for collaborative problem solving, and equips students with a methodological foundation for formulating well-supported arguments and undertaking independent research. IRPH also includes practical training such as how to conduct political analysis, engage in negotiations, and formulate advisory policy briefs. Students gain an in-depth

understanding of the interrelationships among political, historical, legal, and economic processes and graduate in possession of an educational portfolio that they can use to enter the job market or top-flight graduate programs.

1.3.2 Intended Learning Outcomes

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

- explain the core theories of international relations, international cooperation, collective security, as well as key historical processes and their impacts on the modern era;
- describe political concepts and ideas as well as important institutions constituting the international system;
- critically assess academic and non-academic texts from the fields of political science and philosophy, international relations, law, and history;
- analyze complex issues and current events with the aim of advancing solutions for pressing global problems;
- construct well-supported, cogent arguments in professional and academic formats, such as presentations, debates, discussions, and research papers;
- develop proposals for addressing international problems in a respectful manner as part of a diverse team with potentially different viewpoints;
- apply qualitative and quantitative methodological tools to international and political issues to draw scientifically founded conclusions;
- design research questions and independent research projects in which relevant information is collected, organized, synthesized, assessed, and interpreted;
- employ practical negotiation and analytical skills, especially with regard to diplomacy and political analysis;
- analyze the interrelationships among international political, legal, and economic processes;
- engage ethically with academic, professional, and wider communities to contribute to a sustainable future;
- develop individual strategies for learning, and for personal and professional advancement, while considering critical feedback.

1.4 Career Options

The IRPH program provides students with a foundation for a variety of careers. By equipping them with an in-depth understanding of international relations and history, from both empirical and theoretical perspectives, they gain the knowledge and the analytical tools they need for fields like politics and diplomacy, public policy and administration, communications and journalism. Our students have secured internships and jobs in both governmental and non-governmental organizations, including the European Parliament, the United Nations, the World Bank, Doctors Without Borders, the German Development Agency (GIZ), Amnesty International, the Nobel Institute, Forbes, as well as a variety of government ministries, diplomatic missions, think tanks, and foundations.

Since our students gain highly transferable and sought-after abilities such as critical thinking, research, analysis, writing, and presentation skills, they are also able to attain positions in the business and management sectors. Our students have thus moved into management consulting, banking and finance, and logistics and project management. Specific employers of IRPH

graduates include PriceWaterhouseCoopers, KPMG, CapGemini, Accenture, Citigroup, Google, EON, DHL Express and Daimler.

Our students also receive academic training that enables them to continue on to graduate/postgraduate research, and IRPH has a solid track record of placing students at top-flight graduate schools around the world. To name a few, our graduates have gained acceptance to the University of Oxford, University of Cambridge, the London School of Economics, King's College, Imperial College London, the University of Edinburgh, Harvard University, Columbia University, UC Berkeley, John Hopkins University, Georgetown University, Duke University, WHU School of Management, Cass Business School, ETH Zurich, the College of Europe, the Graduate Institute of Geneva, and Sciences Po.

The Career Services Center (CSC) and the Jacobs Alumni Office support students in their career development. The CSC provides students with high-quality training and coaching in CV creation, cover letter formulation, interview preparation, effective presentation skills, business etiquette, and employer research as well as in many other aspects of personal professionalization, thus helping students identify and pursue rewarding careers after their time at Jacobs University. The Alumni Office supports all Jacobs students in establishing a long-lasting and worldwide network that is extremely beneficial when exploring job options in academia, industry, and elsewhere.

1.5 Admission Requirements

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

The following documents need to be submitted with the application:

- Recommendation Letter
- Official or certified copies of high school/university transcripts
- Educational History Form
- Standardized test results (SAT/ACT) 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 about the Study Program IRPH, please contact the study program chair:

Dr. Karen Smith Stegen

Professor of Political Science

Email: k.smithstegen@jacobs-university.de

Telephone: +49 421 200-4873

or visit our program website: <https://www.jacobs-university.de/study/undergraduate/programs/international-relations-politics-and-history>

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 undergraduate 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:

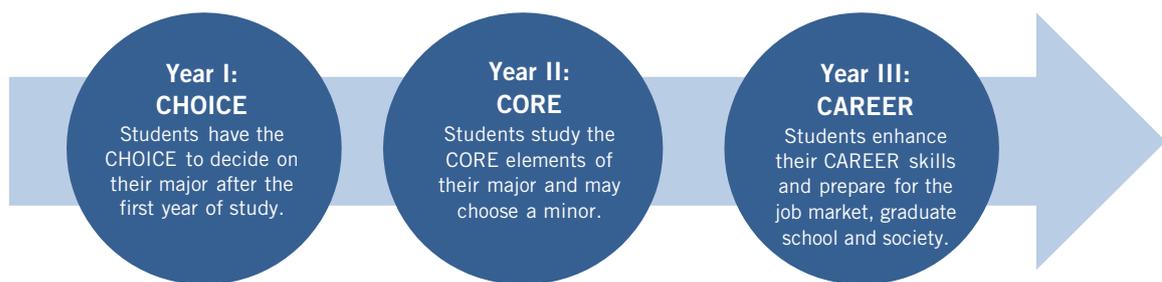


Figure 1: The Jacobs University 3C-Model

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. Our curricular structure allows students the unique advantage of selecting their majors freely while entering Jacobs University. The Academic Advising Coordinator offers curricular counseling to all bachelor's 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.

The following CHOICE modules (15 CP) are mandatory for students who want to pursue IRPH as a major:

- CHOICE Module: Introduction to International Relations (7.5 CP)
- CHOICE Module: Introduction to Modern European History (7.5 CP)

In accordance with the program's dual primary focus on politics and history, the two first-year modules in IRPH introduce students to international relations and history respectively. The "Introduction to International Relations" module covers the core theories of international relations and theories of cooperation and collective security, which students learn by reading texts of renowned scholars as well as by engaging in interactive exercises. The "Introduction to Modern European History" module examines the political, socio-economic, and cultural developments in Europe over the past two centuries, by studying current scholarship and interpreting primary sources. Both modules provide methodological training to students, developing their argumentation and academic writing skills.

The remaining CHOICE modules (30 CP) can be selected in the first year of studies according to the student's interests and/or with the aim to allow a change of major up 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

IRPH students can still change to another major at the beginning of their second year of study, provided they have taken the corresponding mandatory CHOICE modules in their first year of study. All students must participate in a seminar on major change options in the O-Week. Prior to changing their major, students are required in their first year of studies to first consult with their Academic Advisors.

IRPH students who wish to retain the option to change their majors are strongly recommended to register for the CHOICE modules from among one of the following study programs in their first year. The module descriptions can be found in the respective Study Program Handbook.

- Global Economics and Management (GEM)
CHOICE Module: Microeconomics (7.5 CP)
CHOICE Module: Macroeconomics (7.5 CP)
CHOICE Module: Introduction to International Business (7.5 CP)
CHOICE Module: Introduction to Finance and Accounting (7.5 CP)
- International Business Administration (IBA)
CHOICE Module: Microeconomics (7.5 CP)
CHOICE Module: Macroeconomics (7.5 CP)
CHOICE Module: Introduction to International Business (7.5 CP)
CHOICE Module: Introduction to Finance and Accounting (7.5 CP)
- Society, Media and Politics (SMP)
CHOICE Module: Introduction to the Social Sciences 1: Politics and Society (7.5 CP)
CHOICE Module: Introduction to the Social Sciences 2: Media and Society (7.5 CP)

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

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

- Medicinal Chemistry and Chemical Biology (MCCB)
CHOICE Module: General Medicinal Chemistry & Chemical Biology (7.5 CP)
CHOICE Module: General Organic Chemistry (7.5 CP)
CHOICE Module: General Biochemistry (7.5 CP)
CHOICE Module: General Cell Biology (7.5 CP)

- Chemistry and Biotechnology (CBT)
CHOICE Module: General Chemistry (7.5 CP)
CHOICE Module: General Organic Chemistry (7.5 CP)
CHOICE Module: General Biochemistry (7.5 CP)
CHOICE Module: Introduction to Biotechnology (7.5 CP)

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

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

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

- Computer Science (CS)
CHOICE Module: Programming in C and C++ (7.5 CP)
CHOICE Module: Algorithms and Data Structures (7.5 CP)
CHOICE Module: Introduction to Computer Science (7.5 CP)
or
CHOICE Module: Introduction to Robotics and Intelligent Systems (7.5 CP)

2.2.2 Year 2 – CORE

In their second year, students take modules with a total of 45 CP from in-depth discipline-specific CORE modules. Building on the introductory CHOICE modules and applying the methods and skills students have already acquired (see 2.3.1), these modules extend students' critical understanding of the key theories, principles, and methods in their major.

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

- CORE Module: Understanding International Political Economy (7.5 CP)
- CORE Module: Advanced International Relations Theory (7.5 CP)
- CORE Module: Empires and Nation States (5 CP)
- CORE Module: History of Globalization (5 CP)
- CORE Module: International Law (5 CP)
- CORE Module: Regional Integration (5 CP)
- CORE Module: International Resource Politics (5 CP)
- CORE Module: Diplomacy and Foreign Policy (5 CP)

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

In the “Understanding International Political Economy” module, students focus on the relationship between economics and international relations since the 1970s, with particular emphasis on the rise of China and East Asia. The “Advanced International Relations Theory” module examines the past 60 years of theorizing about world politics and develops students' debating skills. The “Empires and Nation States” module introduces students to the historical events, ideas, and processes that have shaped modern politics and societies. The “History of Globalization” module explores the historical roots and emergence of globalization – the interconnectedness of social, economic, political, and cultural spheres. In the “International Law” module, students are introduced to public international law and how it governs the international conduct of states and non-state actors. The “Regional Integration” module examines the efforts of states to transcend their boundaries and forge economic, political, and strategic integration at regional levels. The “International Resource Politics” module explores the intersection of politics, economics, and resources – particularly energy – and examines the geopolitical jostling and conflicts over resources that have occurred from the late 19th century up to the present. In the “Diplomacy and Foreign Policy” module, students study foreign policy concepts and tools and also acquire the practical skills that diplomats, foreign policy experts, and (international) civil servants employ in their professions.

2.2.2.1 Minor Option

IRPH 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 the Bachelor's degree. The educational aims of a minor are to broaden the students' knowledge and skills, support critical reflection on statements in complex contexts, foster an interdisciplinary approach to problem solving, and develop an individual academic and professional profile in line with their strengths and interests. This extra qualification will be highlighted in a student's final transcript.

Students are supported in the realization of the minor option by the Academic Advising Coordinator and by the Study Program Chair of the minor study program. In addition, it is mandatory that students consult their Academic Advisor when choosing a minor.

As a rule, this requires IRPH students to:

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

The requirements for each specific minor are described in the handbook of the study program offering the minor (chapter 3.2) and are marked in the Study and Examination Plans of the respective programs. 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 for and make decisions about their career path after graduation. To explore available choices and to gain professional experience, students undertake a mandatory summer internship. The third year of studies allows IRPH students to take Specialization modules in their discipline, but also focuses on the responsibility of students beyond their discipline (see Jacobs Track).

The fifth semester also opens 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 (15 CP) that will usually be completed during the summer between the second and third years of study. This allows students 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 a student's Bachelor's thesis project, for the selection of a Master's program, graduate school, or for 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 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 (<http://www.jacobs-university.de/career-services/contact>)

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

- IRPH Specialization: Political Philosophy (5 CP)
- IRPH Specialization: China: Politics, Economy and Society (5 CP)
- IRPH Specialization: Oppression, Conformity and Resistance under Dictatorships (5 CP)

In the “Political Philosophy” module, students use philosophical tools such as conceptual analysis, formal and informal logic, and thought experiments to study the implications and tensions of our most important political ideas, especially as they interact with contemporary society. The “China: Politics, Economy, and Society” module deals with topical themes such as the transformation of the Chinese party-state, technological and social innovation, China “going global” and other socio-political and economic challenges pertaining to China. In the “Oppression, Conformity, and Resistance under Dictatorships” module, students are introduced to scholarly approaches toward and debates about the history of everyday life in totalitarian regimes with a focus on twentieth-century European dictatorships such as Fascist Italy, Nazi Germany, the Soviet Union under Stalin, and the GDR (East Germany).

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

- SMP CORE Module: Systems of Democratic Governance (5 CP)
- SMP CORE Module: The Sociology of Conflict and Crisis (5 CP)
- SMP Specialization: A New Cold War? EU-Russian Relations (5 CP)

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

2.2.3.3 Study Abroad

Students have the opportunity to study abroad for a semester to extend their knowledge and competences, to broaden their horizons, and to 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 to the equivalent of 22.5 CP have to 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>.

IRPH students who intend to study abroad in their fifth semester are required to select their modules at the appropriate study-abroad partner institution such that they can be used to substitute between 10 and 15 CP of major-specific Specialization modules and 5 – 15 CP of modules that are 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.

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 the scientific literature, and the original development of their own ideas. With the permission of a Jacobs Faculty Supervisor, the Bachelor Thesis can also have an interdisciplinary nature. In the seminar, students present and discuss their theses in a course environment and reflect on their theoretical or experimental approach and conduct. They learn to present their chosen research topics concisely and comprehensively in front of an audience and to explain their methods, solutions, and results to both specialists and non-specialists.

2.3 The Jacobs Track

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

2.3.1 Methods and Skills modules

Methods and skills such as mathematics, statistics, programming, data handling, presentation skills, academic writing, and scientific and experimental skills are offered to all students as part of the Methods and Skills area in their curriculum. The modules that are specifically assigned to each study programs equip students with transferable academic skills. They convey and practice specific methods that are indispensable for each students' chosen study program. Students are required to take 20 CP in the Methods and Skills area. The size of all Methods and Skills modules is 5 CP.

The following Methods and Skills modules (15 CP) are mandatory to pursue IRPH as a major:

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

For the remaining 5 CP IRPH students can choose between the following two Methods modules:

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

2.3.2 Big Questions Modules

The modules in the Big Questions area (10 CP) intend to broaden students' horizons with applied problem solving between and beyond their chosen disciplines. The offerings in this area comprise problem-solving oriented modules that tackle global challenges from the perspectives of different disciplinary backgrounds that allow, in particular, a reflection on 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 this Area. This curricular component is offered as a portfolio of modules, from which students can make free selections during their fifth and sixth semesters with the aim of learning about the full spectrum of economic, societal, technological, and/or ecological contexts. The size of Big Questions Modules is either 2.5 or 5 CP.

2.3.3 Community Impact Project

In their 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.

2.3.4 Language Modules

Communication skills and foreign language abilities foster students' intercultural awareness and enhance their employability in an increasingly globalized and interconnected world. Jacobs

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

3 IRPH as a Minor

International Relations: Politics and History (IRPH) is one of the most popular minor choices at Jacobs University. A minor in IRPH is appropriate for students who have a strong interest in understanding the multi-faceted problems and threats challenging the world today. Students minoring in IRPH acquire highly transferable skills such as argumentation and academic writing and the ability to cogently summarize and critically analyze complex information. Thus, IRPH is a valuable complement to many other programs. It is a highly interdisciplinary program that employs concepts and methods from fields such as political science, history, law, and philosophy. The overall aim is to equip students so they can explore the historical emergence of, and remedies for, pressing global ills (for example, conflicts, climate change, and human rights abuses).

3.1 Qualification Aims

The IRPH program taken as a minor introduces students to the core theories of International Relations and fosters an understanding of political concepts and historical developments and their impacts. The program strives to hone these students' critical thinking and writing skills and provides opportunities for collaborative problem solving. The program endeavors to equip students minoring in IRPH with an in-depth understanding of the interrelationships among political, historical, legal, and economic processes.

3.1.1 Intended Learning Outcomes

With a minor in IRPH, students will be able to

- explain theories of international relations, international cooperation, collective security, and historical processes, and their impact on the modern era;
- describe political concepts and ideas as well as key institutions of the international system;
- critically assess academic and non-academic texts from the fields of political science and philosophy, international relations, and history;
- analyze complex issues and current events with the aim of advancing solutions to pressing global problems;
- construct well-supported and cogent arguments in professional and academic formats such as presentations, debates, discussions, and research papers;
- Develop proposals for addressing international problems in a respectful manner as part of a diverse team with potentially different viewpoints;
- analyze the interrelationships among international political, legal, and economic processes.

3.2 Module Requirements

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

- CHOICE Module: Introduction to International Relations Theory (7.5 CP)
- CHOICE Module: Introduction to Modern European History (7.5 CP)
- CORE Module: Understanding International Political Economy (7.5 CP)
- CORE Module: Advanced International Relations Theory (7.5 CP)

3.3 Degree

After successful completion, the minor in IRPH will be listed on the final transcript under PROGRAM OF STUDY and BA/BSc – [name of the major] as “(Minor: International Relations: Politics and History).”

4 IRPH Undergraduate Program Regulations

4.1 Scope of these Regulations

The regulations in this handbook apply to all students who entered the International Business Administration undergraduate program at Jacobs University in Fall 2021. In case of any conflict between the regulations in this handbook and the university’s general Policies for Bachelor Studies, the latter applies (see <http://www.jacobs-university.de/academic-policies>).

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

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

4.2 Degree

Upon the successful completion of the study program, students are awarded a Bachelor of Arts degree in International Relations: Politics and History.

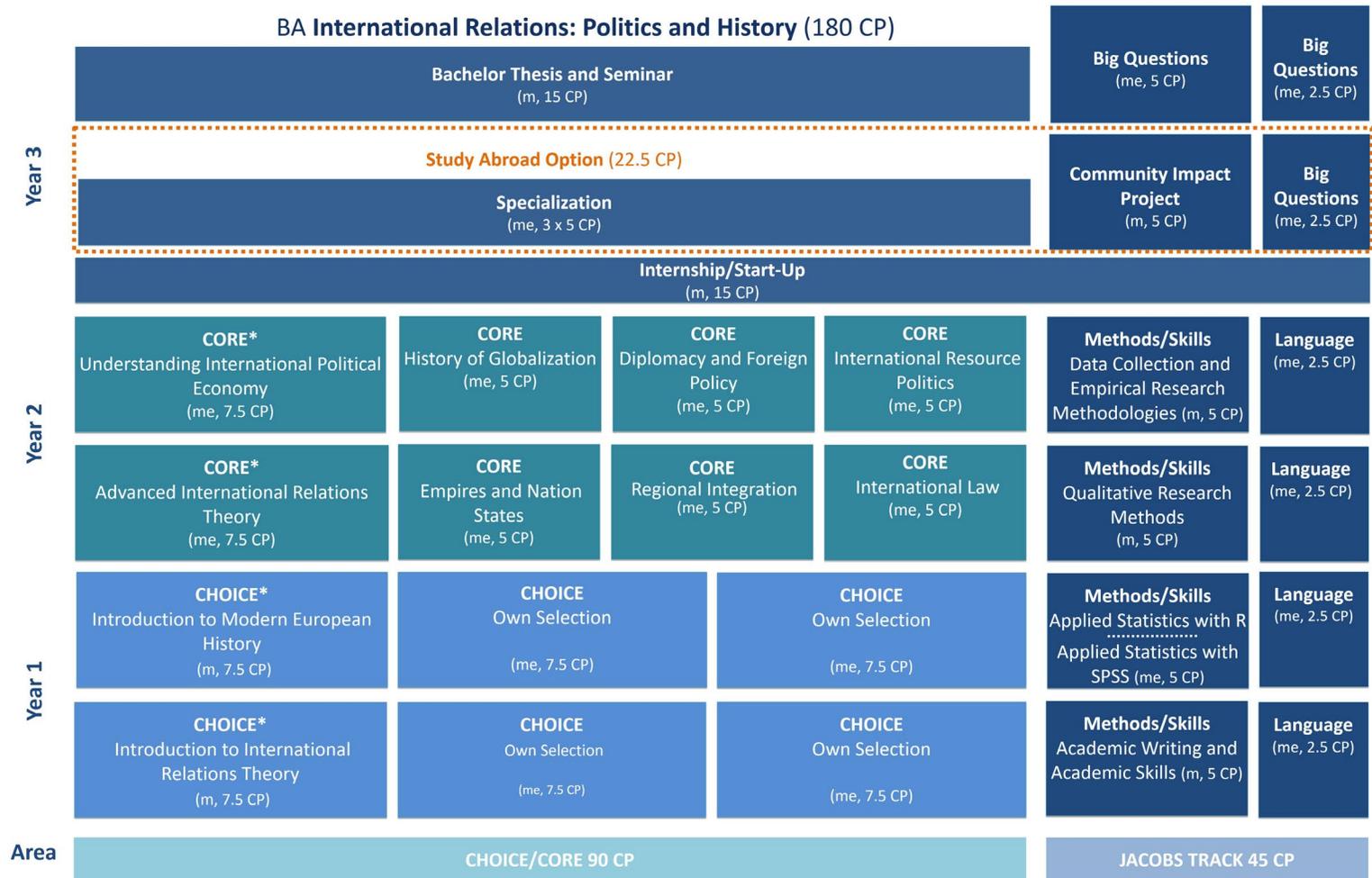
4.3 Graduation Requirements

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

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

5 Schematic Study Plan for IRPH

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



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

Figure 2: Schematic Study Plan for IRPH

6 Study and Examination Plan

| International Relations: Politics and History (IRPH) BA | | | | | | | | | | | | | | | | | | | | |
|---|---|------------|---|-------------------------------------|---------------------|---|----|------|------------|--------|---------------------|------|----|--|--|--|--|--|--|--|
| Matriculation Fall 2022 | | | | | | | | | | | | | | | | | | | | |
| Program-Specific Modules | | | | | | | | Type | Assessment | Period | Status ¹ | Sem. | CP | Jacobs Track Modules (General Education) | | | | | | |
| Year 1 - CHOICE | | | | | | | | | | | | | | | Year 1 - CHOICE | | | | | |
| <i>Take the mandatory CHOICE modules listed below, this is a requirement for the IRPH program.</i> | | | | | | | | | | | | | | | | | | | | |
| Unit: Introduction to International Relations (Default minor) | | | | | | | | | | | | | | | Unit: Methods / Skills | | | | | |
| CH-330 Module: Introduction to International Relations Theory | | | | | | | | | | | | | | | JTMS-MET-01 Module: Academic Writing and Academic Skills | | | | | |
| CH-330-A | International Relations Theory I | Lecture | Written examination | Examination period | | | m | 1 | 7.5 | | | | | | | | | | | |
| CH-330-B | Tutorial: Argument & Scholarship | Tutorial | | | | | | | | | | | | | | | | | | |
| CH-331 Module: Introduction to Modern European History | | | | | | | | | | | | | | | JTMS-MET-02 Module: Applied Statistics with SPSS | | | | | |
| CH-331-A | Modern European History | Lecture | Written examination | Examination period | | | m | 2 | 7.5 | | | | | | | | | | | |
| CH-331-B | Tutorial: Writing & Political Thought | Tutorial | | | | | | | | | | | | | | | | | | |
| Unit: CHOICE (own selection) | | | | | | | | | | | | | | | JTMS-MET-03 Module: Applied Statistics with R | | | | | |
| <i>Take four further CHOICE modules from those offered for all other study programs.²</i> | | | | | | | | | | | | | | | JTMS-03 Applied Statistics with R | | | | | |
| | | | | | | | | | | | | | | | Unit: Language | | | | | |
| | | | | | | | | | | | | | | | German is default language. Native German speakers take modules in another offered language. | | | | | |
| | | | | | | | | | | | | | | | JTLA-xxx Module: Language 1 | | | | | |
| | | | | | | | | | | | | | | | JTLA-xxx Language 1 Seminar Various Various me | | | | | |
| | | | | | | | | | | | | | | | JTLA-xxx Module: Language 2 | | | | | |
| | | | | | | | | | | | | | | | JTLA-xxx Language 2 Seminar Various Various me | | | | | |
| Year 2 - CORE | | | | | | | | | | | | | | | Year 2 - CORE | | | | | |
| <i>Take all CORE modules listed below or replace 15 CP with suitable CORE modules from other study programs²</i> | | | | | | | | | | | | | | | | | | | | |
| Unit: International Politics and Political Economy (Default minor) | | | | | | | | | | | | | | | Unit: Methods / Skills | | | | | |
| CO-660 Module: Understanding International Political Economy | | | | | | | | | | | | | | | JTMS-MET-04 Module: Qualitative Research Methods | | | | | |
| CO-660-A | International Political Economy | Lecture | Research paper | Examination period | | | me | 4 | 7.5 | | | | | | | | | | | |
| CO-660-B | IPE and the Rise of East Asia | Seminar | | | | | | | | | | | | | | | | | | |
| CO-661 Module: Advanced International Relations Theory | | | | | | | | | | | | | | | JTMS-MET-06 Module: Data Collection and Empirical Research Methodologies | | | | | |
| CO-661-A | International Relations Theory II | Lecture | Written examination | Examination period | | | me | 3 | 7.5 | | | | | | | | | | | |
| CO-661-B | Debating International Relations Theory | Seminar | | | | | | | | | | | | | | | | | | |
| Unit: Global Dynamics in Historical and Legal Perspective | | | | | | | | | | | | | | | Unit: Language | | | | | |
| CO-662 Module: Empires and Nation States | | | | | | | | | | | | | | | German is default language. Native German speakers take modules in another offered language. | | | | | |
| CO-662-A | Empires and Nation States | Seminar | Written examination | Examination period | | | me | 3 | 5 | | | | | | | | | | | |
| CO-664 Module: International Law | | | | | | | | | | | | | | | JTLA-xxx Module: Language 3 | | | | | |
| CO-664-A | International Law | Lecture | Research paper | Examination period | | | me | 3 | 5 | | | | | | | | | | | |
| CO-663 Module: History of Globalization | | | | | | | | | | | | | | | JTLA-xxx Module: Language 4 | | | | | |
| CO-663-A | History of Globalization | Seminar | Research paper | Examination period | | | me | 4 | 5 | | | | | | | | | | | |
| Unit: Arenas of Political Life | | | | | | | | | | | | | | | | | | | | |
| CO-665 Module: Regional Integration | | | | | | | | | | | | | | | | | | | | |
| CO-665-A | Regional Integration | Lecture | Research paper | End of Semester | | | me | 3 | 5 | | | | | | | | | | | |
| CO-666 Module: International Resource Politics | | | | | | | | | | | | | | | | | | | | |
| CO-666-A | International Resource Politics | Seminar | Research paper | End of Semester | | | me | 4 | 5 | | | | | | | | | | | |
| CO-667 Module: Diplomacy and Foreign Policy | | | | | | | | | | | | | | | | | | | | |
| CO-667-A | Diplomacy and Foreign Policy | Lecture | Research paper | End of Semester | | | me | 4 | 5 | | | | | | | | | | | |
| Year 3 - CAREER | | | | | | | | | | | | | | | Year 3 - CAREER | | | | | |
| CA-INT-900 Module: Internship / Start-up and Career Skills | | | | | | | | | | | | | | | Unit: Big Questions | | | | | |
| CA-INT-900-0 | Internship / Start-up and Career Skills | Internship | Report/Business Plan | During the 6 th Semester | | | m | 4/5 | 15 | | | | | | | | | | | |
| CA-IRPH-800 Module: Thesis / Seminar IRPH | | | | | | | | | | | | | | | JTBO-xxx Module: Big Questions | | | | | |
| CA-IRPH-800-T | Thesis IRPH | Thesis | Thesis and Presentation | Individually | | | m | 6 | 15 | | | | | | | | | | | |
| CA-IRPH-800-S | Seminar IRPH | Seminar | | | During the Semester | | | | | | | | | | | | | | | |
| Unit: Specialization IRPH | | | | | | | | | | | | | | | Unit: Community Impact Project | | | | | |
| <i>Take a total of 15 CP of specialization modules</i> | | | | | | | | | | | | | | | | | | | | |
| CA-S-IRPH-801 | Political Philosophy | Seminar | Term paper | Examination period | me | 6 | 5 | | | | | | | | | | | | | |
| CA-S-IRPH-802 | China: Politics, Economy and Society | Seminar | Term paper | During the Semester | me | 6 | 5 | | | | | | | | | | | | | |
| CA-S-IRPH-803 | Oppression, Conformity and Resistance under Dictatorships | Seminar | Term paper | Examination period | me | 5 | 5 | | | | | | | | | | | | | |
| CO-643 | The Sociology of Conflict and Crisis (from SMP) | Seminar | presentation, media project or presentation | During the semester | me | 5 | 5 | | | | | | | | | | | | | |
| CO-647-A | Democratic Governance Systems of Democratic Governance (from SMP) | Seminar | written examination | During the semester | me | 6 | 5 | | | | | | | | | | | | | |
| CA-S-SMP-803 | A New Cold War? EU-Russian relations (from SMP) | Seminar | Essay | During the semester | me | 5 | 5 | | | | | | | | | | | | | |
| Total CP | | | | | | | | | | | | | | | 180 | | | | | |

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

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

³ For details please see the IRPH study program handbook.

7 International Relations: Politics and History Modules

7.1 Introduction to International Relations

| | | | | |
|---|--|---|--|------------------|
| Module Name Introduction to International Relations | | Module Code CH-330 | Level (type) Year 1 (CHOICE) | CP 7.5 |
| Module Components | | | | |
| <i>Number</i> | <i>Name</i> | <i>Type</i> | <i>CP</i> | |
| CH-330-A | International Relations Theory I | Lecture | 5.0 | |
| CH-330-B | Tutorial: Argument & Scholarship | Seminar | 2.5 | |
| Module Coordinator Karen Smith Stegen | Program Affiliation <ul style="list-style-type: none"> International Relations: Politics and History (IRPH) | Mandatory Status Mandatory for IRPH | | |
| 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 | Annually (Fall) | <ul style="list-style-type: none"> Lecture and interactive exercises (35 classroom hours) Seminar (17.5 classroom hours), with small class size Private Study (135 hours) | |
| | | Duration | Workload | |
| | | 1 semester | 187.5 hours | |
| Recommendations for Preparation To prepare for this course, students should be aware of recent significant developments in international politics and must endeavor to study them by relying on respectable news outlets. | | | | |
| Content and Educational Aims This module introduces students to the field of political science and explores one of its main subfields, international relations (IR), in detail. Students will also gain basic knowledge of how to construct academic arguments and analyze academic scholarship. In "International Relations Theory I," students will learn key political concepts and several core theories of international relations, as well as theories of cooperation, and collective security. To bring the theories to life, students will play diplomacy and cooperation games. With an eye on practical issues as well, they will study how states attempt to cooperate with each other, particularly to address significant global issues. In the past century, states have created numerous international organizations and students will examine the effectiveness of and controversies surrounding several of the more prominent organizations, including the United Nations (UN), the North Atlantic Treaty Organization (NATO), and the World Trade Organization (WTO). As this is a first-semester module, students will be taught presentation skills and will be offered the opportunity to employ them in the course of their study. Moreover, students will be apprised of the non-academic attributes (such as integrity, ethics, teamwork, resilience, organizational skills) that both graduate schools and employers seek. The reading materials for the module will primarily comprise academic articles. In the "Tutorial," students will be taught to interpret high-level scholarship in political science, develop academic arguments, and structure academic papers. | | | | |

Intended Learning Outcomes

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

- describe several core-theories of International Relations as well as theories of cooperation, and collective security;
- explain how international cooperation can be achieved and how major challenges can be overcome;
- differentiate among several prominent international organizations, including the UN, NATO, and WTO;
- demonstrate presentation skills;
- enumerate non-academic attributes that are important for graduate schools and programs;
- compare different ways of developing academic arguments;
- describe how academic papers can be structured.

Indicative Literature

Waltz, K. N. (1986). Anarchic Orders and Balances of Power. In Robert O. Keohane (Eds.), *Neorealism and Its Critics*, (pp. 98-115). New York: Columbia University Press, 1986.

Morgenthau, H. (2003). The Future of Diplomacy. In Robert J. Art and Robert Jervis (Eds.), *International Politics: Enduring Concepts and Contemporary Issues* (pp. 116-125). Longman: Addison: Wesley Publishing Co.

Walt, S. (2003). Alliances: Balancing and Bandwagoning. In Robert J. Art and Robert Jervis (Eds.) *International Politics: Enduring Concepts and Contemporary Issues* (pp.108-115). Longman: Addison: Wesley Publishing Co.

Oye, K. (2003). The Conditions for Cooperation in World Politics. In Robert J. Art and Robert Jervis (Eds.) *International Politics: Enduring Concepts and Contemporary Issues* (pp.81-94). Longman, Addison: Wesley Publishing Co. Walt, S.

Pease, K. (2016). Mainstream Theories. In *International Organizations* (pp.43-75). London & New York: Routledge.

Sterling-Folker, J. (2010). Neoliberalism In Dunne et al. (Eds.) *International Relations Theories*

Keohane, R. & Nye, J. (2012). Interdependence in World Politics. In *Power and Interdependence* (pp.3-18). Longman, Addison: Wesley Publishing Co. Walt, S.

Abbott, K. & Snidal, D. (1998). Why States Act Through Formal International Organizations. In *The Journal of Conflict Resolution*, 42(1), pp.3-32.

Cathy Birkenstein and Gerald Graff (2018). They Say, I Say: The Moves That Matter in Academic Writing. New York: Norton & Company.

John Arthur and Steven Salet eds. (2008). Morality and Moral Controversies: Readings in Moral, Social, and Political Philosophy. New York: Routledge.

Usability and Relationship to other Modules

- Mandatory for a major in IRPH
- Mandatory for a minor in IRPH
- The theories introduced in this module provide the building blocks for further study in IRPH.
- The skills learned in the tutorial will be used and refined in further modules, such as the second semester History Module.
- The presentation skills acquired in this module will be used in further modules, particularly the CORE and specialization ones.
- This module is a prerequisite for IRPH Minors, namely “Understanding International Political Economy” and “Advanced International Relations Theory” modules.
- The work in the tutorial dovetails with the Academic Writing and Academic Skills module.

Examination Type: Module Examination

Assessment Type: Written Examination

Duration: 120 minutes

Weight: 100%

Scope: All intended learning outcomes of the module apply, aside from presentation skills.

7.2 Introduction to Modern European History

| | | | | |
|--|--|--|---|--|
| Module Name Introduction to Modern European History | | Module Code CH-331 | Level (type) Year 1 (CHOICE) | CP 7.5 |
| Module Components | | | | |
| <i>Number</i> | <i>Name</i> | | <i>Type</i> | <i>CP</i> |
| CH-331-A | Modern European History | | Lecture | 5.0 |
| CH-331-B | Tutorial: Writing & Political Thought | | Seminar | 2.5 |
| Module Coordinator Julia Timpe | Program Affiliation <ul style="list-style-type: none"> International Relations: Politics and History (IRPH) | | Mandatory Status Mandatory for IRPH | |
| 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"> Sufficient English reading | Annually (Spring) | <ul style="list-style-type: none"> Lecture (35 classroom hours) Seminar (17.5 classroom hours), with small class size Private Study (135 hours) |
| | | | Duration 1 semester | Workload 187.5 hours |
| Recommendations for Preparation None | | | | |
| Content and Educational Aims <p>This module introduces students to the study of history in general and explores the history of Europe in the modern era, that is since the French Revolution of 1789 in detail. Students will be familiarized with basic writing skills and will learn how to interpret source texts and craft arguments.</p> <p>In “Modern European History,” students gain knowledge about the political, social, economic, and cultural history of Europe in the aforementioned period and examine the emergence of political ideologies such as nationalism, liberalism, socialism, and fascism that continue to shape our world today. The lecture will provide them with an overview of the major historical developments in nineteenth and twentieth-century European history and introduce them to methods used by historians to examine and analyze these historical sources. Reading materials for the course will comprise textbook chapters, academic articles, and primary sources. The tutorial will introduce students to developments in political philosophy that shaped nineteenth-century ideologies such as liberalism and communism, complementing the examination of the historical relevance and contexts in the lecture. Students will also practice analyzing and developing arguments as well as writing short response papers etc., to enhance their abilities to deploy such arguments in structured academic writing. This module will support students in developing their abilities to organize, summarize, and analyze complex information in both written and verbal forms.</p> | | | | |

Intended Learning Outcomes

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

- name events and actors that are important in the history of Modern Europe;
- summarize major historical developments in Europe since 1789;
- describe the main content of political ideologies such as liberalism and communism and how they emerged;
- analyze primary sources in connection to their historical context;
- explain factors contributing to political and social change in Europe in the period between 1789 and 1989;
- identify different academic and theoretical approaches ;
- discuss complex ideas and concepts in a critical and constructive manner;
- construct written pieces that convey academic arguments concisely and persuasively.

Indicative Literature

Lynn Hunt, et al.. (2016). *The Making of the West: Peoples and Cultures – Volume 2: Since 1500*, 5th edn. Boston and New York: Bedford/St. Martin's (Macmillan).

Doris L. Bergen (2016). *War and Genocide: A Concise History of the Holocaust*, 3rd edn., Maryland and London: Rowman and Littlefield.

T. C. Blanning (2006). *The Oxford History of Modern Europe*, Oxford: Oxford UP.

Tony Judt (2010). *Postwar: A History of Europe Since 1945*. London: Vintage.

Robert O. Paxton and Julie Hessler (2012). *Europe in the Twentieth Century*, 5th edn., Boston: Wadsworth.

Michael Rowe (2013). The French Revolution, Napoleon and Nationalism in Europe. In *The Oxford History of Nationalism*, ed. by John Breuilly, Oxford: OUP 2013, pp. 127–148.

John Arthur and Steven Salet eds. (2008). *Morality and Moral Controversies: Readings in Moral, Social, and Political Philosophy*. New York: Routledge.

Karl Marx and Friedrich Engels (1848). *The Communist Manifesto*.

Isaiah Berlin (1969). *Two Concepts of Liberty*.

Usability and Relationship to other Modules

- Mandatory for a major in IRPH
- Mandatory for a minor in IRPH
- The knowledge acquired in this module provides the building blocks for further study in IRPH, especially for “Empires and Nation States,” “Advanced International Relations Theory,” and “History of Globalization” (CORE modules).
- The module is a prerequisite for the “History of Globalization” (IRPH CORE module) and the IRPH Specialization Course on “Oppression, Conformity, and Resistance under Dictatorships.”

Examination Type: Module Examination

Assessment Type: Written Examination

Duration: 120 minutes

Weight: 100%

Scope: All intended learning outcomes of the module.

7.3 Understanding International Political Economy

| | | | | | |
|---|--|--|------------------------------|--|--|
| Module Name Understanding International Political Economy | | | Module Code CO-660 | Level (type) Year 2 (CORE) | CP 7,5 |
| Module Components | | | | | |
| <i>Number</i> | <i>Name</i> | | | <i>Type</i> | <i>CP</i> |
| CO-660-A | International Political Economy | | | Lecture | 5 |
| CO-660-B | IPE and the Rise of East Asia | | | Seminar | 2.5 |
| Module Coordinator Tobias ten Brink | Program Affiliation <ul style="list-style-type: none"> International Relations: Politics and History (IRPH) | | | Mandatory Status Mandatory elective for IRPH | |
| 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) Seminar (17,5 hours) Self-Study (135 hours) |
| <input checked="" type="checkbox"/> IRPH CHOICE modules Introduction to International Relations Theory <input checked="" type="checkbox"/> Introduction to Modern European History | <input checked="" type="checkbox"/> None | <ul style="list-style-type: none"> Sufficient writing skills Willingness to engage in class debate | | Duration 1 semester | Workload 187,5 |
| Recommendations for Preparation | | | | | |
| Students should read Robert O'Brien and Marc Williams, Marc: <i>Global Political Economy: Evolution and Dynamics</i> , Houndmills 2016. | | | | | |
| Content and Educational Aims | | | | | |
| <p>In this module, students will focus on the relationship between economics and international relations since the 1970s. This module examines how domestic policies and politics interact with and are influenced by international economic issues and governance. In the lecture, first, key theories and concepts of International Political Economy (IPE) are discussed. Second, the roles and ideas of and interactions among the main agents—such as state actors, market actors, international organizations, and NGOs—are explored. Third, key IPE issue areas, including trade, financial relations, and poverty and development are explicated. In a follow-up seminar, students will apply IPE theories and concepts to study new dynamics emerging in the global political economy as a result of the rise of the Chinese and other East Asian economies. The results will be submitted as an end-of-term research paper.</p> <p>This module provides students with theoretical insights, principles, and themes of IPE, and offers an opportunity to improve their writing skills. Students will also learn to construct well-supported arguments and to develop critical thinking skills. Upon the completion of the module, students will be able to think across disciplinary boundaries and beyond the West to understand the complexity of contemporary political and economic processes.</p> | | | | | |

Intended Learning Outcomes

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

- develop a nuanced understanding of IPE theories and themes, and of the history of the international political economy since the 1970s;
- critically analyze the interplay among economic and political structures, institutions, and actors;
- apply different theoretical perspectives of IPE to empirical cases, with a focus on East Asia;
- design an independent research paper.

Indicative Literature

Cohn, Theodore (2014). *Global Political Economy*, Routledge, London.

Holcombe, Charles (2011). *A History of East Asia. From the Origins of Civilization to the Twenty-First Century*, Cambridge: Cambridge University Press.

Katzenstein, Peter J. and Stephen C. Nelson (2013). Reading the right signals and reading the signals right: IPE and the financial crisis of 2008. In: *Review of International Political Economy 20(5): 1101-1131*.

Krasner, Stephen (1976). State Power and the Structure of International Trade. In *World Politics 28:3*.

O'Brien, Robert/Williams, Marc (2016). *Global Political Economy: Evolution and Dynamics*, London: Palgrave Macmillan.

Stephen, Matthew D. (2017). Emerging Powers and Emerging Trends in Global Governance. In *Global Governance 23, 483-502*.

Usability and Relationship to other Modules

- Mandatory elective for a major in IRPH
- Mandatory for a minor in IRPH
- This module builds upon "Introduction to International Relations Theory" (CHOICE module). It connects to the following modules: "Regional Integration" and "Empires and Nation States" (CORE module). It also prepares students for the "BA thesis" Module.

Examination Type: Module Examination

Assessment Type: Term Paper

Length: 4000 words

Weight: 100%

Scope: All intended learning outcomes of the module

7.4 Advanced International Relations Theory

| | | | | |
|--|--|------------------------------|---|------------------|
| Module Name Advanced International Relations Theory | | Module Code CO-661 | Level (type) Year 2 (CORE) | CP 7.5 |
| Module Components | | | | |
| <i>Number</i> | <i>Name</i> | <i>Type</i> | | <i>CP</i> |
| CO-661-A | International Relations Theory II | Lecture | | 5 |
| CO-661-B | Debating International Relations Theory | Seminar | | 2.5 |
| Module Coordinator Marco Verweij | Program Affiliation <ul style="list-style-type: none"> International Relations: Politics and History (IRPH) | | Mandatory Status Mandatory Elective for IRPH | |
| Entry Requirements | | Frequency | Forms of Learning and Teaching | |
| <i>Pre-requisites</i> | <i>Co-requisites</i> | Annually (Fall) | <ul style="list-style-type: none"> Lecture (35 hours) Seminar (17.5 hours), with small class size Self-study (135 hours) | |
| <input checked="" type="checkbox"/> IRPH CHOICE modules Introduction to International Relations Theory <input checked="" type="checkbox"/> Introduction to Modern European History | <input checked="" type="checkbox"/> None | | | |
| | | Duration | Workload | |
| | | 1 semester | 187.5 hours | |
| Recommendations for Preparation | | | | |
| <p>For the first half of the course, students would benefit from reading: Robert D. McKinlay and Richard Little, <i>Global Problems and World Order</i> (London: Frances Pinter, 1986). For the second half of the course, students can consult: Tim Dunne, Milja Kurki and Steve Smith (eds), <i>International Relations Theories: Discipline and Diversity</i> (Oxford: Oxford University Press, 2016).</p> | | | | |
| Content and Educational Aims | | | | |
| <p>In this module, students are familiarized with the past sixty (or so) years of theories of world politics. It builds on the knowledge that the students acquire in the “International Relations Theory I” module, in which they focus on several core international relations theories. In this advanced module, students learn to analyze, apply, and criticize a wider range of approaches in international relations. In the first half of the module, the participants will focus on the theoretical approaches that made up the “Third Great Debate” in the study of international relations (which took place roughly from the 1960s to the 1980s). In the second part, they will analyze, compare, and evaluate the theoretical frameworks of the “Fourth Great Debate” (which has been raging from the 1990s up to now). Attention will also be given to the historical contexts in which paradigm shifts have taken place in the study of world politics. Thus, this module also connects in part with the “Introduction to Modern European History” module.</p> | | | | |

Each week, an interactive lecture sets out the main assumptions, features, applications, and policy implications of a particular theoretical contribution to either the Third or Fourth Great Debate. In a follow-up seminar, students will engage in debates on the strengths and weaknesses of that particular approach, and will be encouraged to discuss any remaining lacunae in their understanding of the approach. This debate is initiated and chaired by different groups of students (under the supervision of the course instructor) each week. To strengthen their analytical and critical skills, students have to answer three wide-ranging questions on IR theories in the form of short essays in their final exam. As a consequence, students taking this module also benefit from having participated in two CHOICE tutorials (Argument and Scholarship and Writing and Political Thought). All the required readings in this module consist of primary academic literature (mostly in the form of articles from leading international relations journals).

Intended Learning Outcomes

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

- apply, analyze, and evaluate the theoretical approaches of the ‘Third’ and ‘Fourth Great Debates’ in the study of world politics;
- appraise primary academic literature;
- engage constructively in class debates;
- introduce and chair class debates to the benefit of their fellow students;
- coherently express their views in the form of short essays.

Indicative Literature

Stephen D. Krasner (1992). Realism, Imperialism and Democracy: A Response to Gilbert. In *Political Theory* (Vol. 20, No. 1), pp. 38-52.

Sir Norman Angell (1914). The Great Illusion: A Study of the Relation of Military Power in Nations to Their Economic and Social Advantage. London: Heinemann, selected pages.

Immanuel Wallerstein (1974) Dependence in an Interdependent World: The Limited Possibilities of Transformation within the Capitalist World Economy. In *African Studies Review* (Vol. 17, No. 1), pp. 1-26.

Nina Tannenwald (1999). The Nuclear Taboo: The United States and the Normative Basis of Nuclear Non-Use. In *International Organization* (Vol. 53, No. 3), pp. 433-68;

J. Ann Tickner (2002). Feminist Perspectives on 9/11. In *International Studies Perspectives* (Vol. 3, 2002), pp. 333-350.

Marco Verweij, Mary Douglas, Richard J. Ellis, Christoph Engel, Frank Hendriks, Susanne Lohmann, Steven Ney, Steve Rayner and Michael Thompson (2006). Clumsy Solutions for a Complex World: The Case of Climate Change. *Public Administration* (Vol. 84, No. 4), pp. 817-843.

Usability and Relationship to other Modules

- Mandatory elective for a major in IRPH
- Mandatory for a minor in IRPH
- This module builds upon the following modules: “Introduction to International Relations Theory” and (to a lesser extent) “Introduction to Modern European History.”
- As this module provides a broad overview of international relations theories, it supports all other CORE and Specialization modules.

Examination Type: Module Examination

Assessment Type: Written examination

Duration: 180 minutes

Weight: 100%

Scope: The exam for this module follows the format employed at top universities in the United Kingdom (as well as other countries). Students will be confronted with twelve wide-ranging questions about core issues in the study of international relations, and have to answer three of these in the form of short coherent essays. This type of exam encourages students’ analytical, critical, creative, and writing skills. It helps fulfill all intended learning outcomes, except for those pertaining to participating in and leading class debates. The latter outcomes are

achieved through the seminar part of the module. Finally, the module helps students prepare for future graduate studies.

7.5 Empires and Nation States

| | | | | |
|--|--|---|--|---|
| Module Name Empires and Nation States | | Module Code CO-662 | Level (type) Year 2 (CORE) | CP 5.0 |
| Module Components | | | | |
| <i>Number</i> | <i>Name</i> | | <i>Type</i> | <i>CP</i> |
| CO-662-A | Empires and Nation States | | Seminar | 5.0 |
| Module Coordinator Julia Timpe | Program Affiliation <ul style="list-style-type: none"> International Relations: Politics and History (IRPH) | | Mandatory Status Mandatory elective for IRPH | |
| 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"> Seminar (35 classroom hours), with small class size Private Study (90 hours) |
| <input checked="" type="checkbox"/> IRPH CHOICE Module Introduction to Modern European History | <input checked="" type="checkbox"/> None | <ul style="list-style-type: none"> Basic understanding of Modern (European) History Willingness to engage in class debate | Duration 1 semester | |
| Recommendations for Preparation | | | | |
| Students should read Eric Hobsbawm, <i>The Age of Empire: 1875-1914</i> ; John Merriman, <i>History of Europe: From the Renaissance to the Present</i> , ch. 12- 22, or Trevor R. Getz, <i>The Long Nineteenth Century, 1750-1914: Crucible of Modernity</i> . | | | | |
| Content and Educational Aims | | | | |
| <p>This module will introduce students to the politics and ideologies of the so-called “long nineteenth century,” by providing them a close insight into events, ideas, and processes that came to shape modern politics and societies and that continue to define our institutions, political landscapes, and ideologies today. The module will explore historical developments in the period between the French Revolution and the beginning of the First World War, with a special focus on the history of politics and international relations and on European processes of nation-building and empire-building as well as their repercussions in Europe and other parts of the world.</p> <p>The module follows a three-part-structure. In the first part, students will explore the beginning of the “long nineteenth century” and the causes, course, and immediate consequences of the French Revolution. The second part of the module will build from this point onward and deal with the history of nineteenth-century nationalism and nation-building. The last part of the module will look at the history of European imperialism at the end of the nineteenth century and its repercussions for international relations. The module aims to train students’ skills in reading and reviewing scholarly literature as well as analyzing primary sources, including those in written and visual forms.</p> | | | | |

Intended Learning Outcomes

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

- describe the contours of international relations during the “long nineteenth century;”
- summarize the effects of the French Revolution on modern history;
- explain the content of and connections among nationalism, nation building, and imperialism in the nineteenth century;
- discuss visual and written primary sources;
- critique academic scholarship related to historical issues.

Indicative Literature

Robert Gildea, *Barricades and Borders* (2003). Europe 1800–1914, 3rd edn. Oxford and New York: OUP.

T.C. W. Blanning, ed. (2000). *The Nineteenth Century. Europe 1789 – 1914*, 3rd edition, Oxford: Oxford University Press.

Eric Hobsbawm (1996). *The Age of Revolution: 1789–1848*, London: Vintage.

John Hutchinson and Anthony Smith, eds. (1994). *Nationalism*. Oxford: Oxford University Press.

Jürgen Osterhammel (2015). *The Transformation of the World: A Global History of the Nineteenth Century*, trans. Patrick Camiller. Princeton: Princeton University Press.

Usability and Relationship to other Modules

- Mandatory elective for a major in IRPH
- This module’s content builds on the content of “Introduction to European History” (CHOICE module) and furthers the academic skills that the students gained in both IRPH CHOICE modules.

Examination Type: Module Examination

Assessment Type: Written examination

Duration: 120 minutes

Weight: 100%

Scope: All intended learning outcomes of the module. Students will be asked to produce answers based on their historical knowledge they acquired in class. In the exam, they will also discuss the scholarship that they read in class and analyze a primary source.

7.6 History of Globalization

| | | | | |
|--|--|------------------------------|---|------------------|
| Module Name History of Globalization | | Module Code CO-663 | Level (type) Year 2 (CORE) | CP 5.0 |
| Module Components | | | | |
| <i>Number</i> | <i>Name</i> | | <i>Type</i> | <i>CP</i> |
| CO-663-A | History of Globalization | | Seminar | 5.0 |
| Module Coordinator Julia Timpe | Program Affiliation <ul style="list-style-type: none"> International Relations: Politics and History (IRPH) | | Mandatory Status Mandatory elective for IRPH | |
| Entry Requirements | | Frequency | Forms of Learning and Teaching | |
| <i>Pre-requisites</i> | <i>Co-requisites</i> | Annually (Spring) | <ul style="list-style-type: none"> Seminar (35 classroom hours), with small class size Private study (90 hours) | |
| <input checked="" type="checkbox"/> IRPH CHOICE Module Introduction to Modern European History | <input checked="" type="checkbox"/> None | | | |
| | | 1 semester | 125 hours | |
| Knowledge, Abilities, or Skills | | | | |
| <ul style="list-style-type: none"> Basic understanding of Modern (European) History Sufficient English writing skills Willingness to engage in class debate | | | | |
| Recommendations for Preparation | | | | |
| Students should read Jürgen Osterhammel/Niels P. Peterson, <i>Globalization: A Short History</i> or Peter N. Stearns, <i>Globalization in World History</i> . | | | | |
| Content and Educational Aims | | | | |
| <p>Today's world is marked by the far-reaching international interconnectedness of the social, economic, political, and cultural spheres. This process of progressive international integration is often referred to as "globalization." This module will explore the historical roots and emergence of this development by reading and discussing scholarship dealing with issues from the field of the history of globalization. The module will first introduce students to debates on different starting points and chronologies of the history of globalization. Students will then look at developments during the nineteenth century and explore aspects such as trade, transportation, communication, and migration and their role in the emergence and acceleration of globalization. The next part of the module will deal with globalization in the twentieth century, once again by focusing on these aspects, namely trade, transportation, communication, and migration. For both time periods, these aspects will be explored by an examination and discussion on related historical case studies. In addition to introducing students to the history of globalization, the module also aims to train students on writing academic papers. Students will be trained to identify a research topic related to the module's content that they will then pursue, to organize and conduct the necessary research, structure, and write an argumentative essay.</p> | | | | |
| Intended Learning Outcomes | | | | |
| By the end of this module, students should be able to | | | | |
| <ul style="list-style-type: none"> describe historical processes leading to the emergence of globalization; explain factors, innovations, and continuities during the nineteenth and twentieth centuries which have led to today's interconnected world; evaluate academic scholarship; prepare a research paper on a topic related to the history of globalization. | | | | |

Indicative Literature

C. A. Bayly (2004). *The Birth of the Modern World*. Malden: Blackwell Publishing.

Robin Cohen (1997). *Global Diasporas: An Introduction*. London: Routledge.

Sven Beckert (2004). *Empire of Cotton: A Global History*. New York: Borzoi.

Daniel R. Headrick (1988). *The Tentacles of Progress: Technology Transfer in the Age of Imperialism*. New York/Oxford: Oxford University Press.

Jürgen Osterhammel, Niels P. Petersson (2009). *Globalization: A Short History*, trans. Dona Geyer, Princeton: Princeton University Press.

Peter N. Stearns (2017). *Globalization in World History*, 2nd edition. New York/ London: Routledge.

Usability and Relationship to other Modules

- Mandatory elective for a major in IRPH
- This module's content builds on the content of "History" (CHOICE module). It is part of the students' preparation for writing their BA thesis.

Examination Type: Module Examination

Assessment Type: Term Paper

Length: 4.500 – 5.000 words

Weight: 100%

Scope: All intended learning outcomes of the module. Students will individually produce an argumentative essay dealing with a topic related to the discussion in the class and based on an analysis of academic scholarship.

7.7 International Law

| | | | | |
|---|--|--|--|---|
| Module Name International Law | | Module Code CO-664 | Level (type) Year 2 (CORE) | CP 5 |
| Module Components | | | | |
| <i>Number</i> | | <i>Type</i> | | <i>CP</i> |
| CO-664-A | International law | Lecture | 5 | |
| Module Coordinator Prof. Dr. Manfred Hinz | Program Affiliation <ul style="list-style-type: none">International Relations: Politics and History (IRPH) | | Mandatory Status Mandatory elective for IRPH | |
| 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">Understanding of theories of international relationsEngagement in class debates | Annually (Fall) | <ul style="list-style-type: none">Lecture (35 classroom hours)Private study (90 hours) |
| | | | Duration 1 semester | Workload 125 hours |
| Recommendations for Preparation | | | | |
| A. Orford; F. Hoffmann; M. Clark (2016): eds., The theory of international law, Oxford: Oxford University Press: Part 1; Gaeta, P.; Viñuales, J. E.; Zappalà (2020): Cassese's international law. 3 rd ed. Oxford: Oxford University Press | | | | |
| Content and Educational Aims | | | | |
| <p>The International law module introduces students to public international law, which governs the international conduct of states and, increasingly, also of non-state actors. Over the past century, public international law has undergone significant changes. Until the twentieth century, it was the law between states, but now also encompasses the rights and duties of individuals as well as transnational businesses and organizations. Before the Second World War, public international law was the realm of the dominant Western powers, but this has changed with the access of former colonies to statehood and their membership in the international family of states.</p> <p>The following are the main questions that the course will address in three parts:</p> <ol style="list-style-type: none"> 1) How was international law created and how has it changed in the time until today? Who are the actors in the international legal order? To whom does international law apply? 2) What are the central principles of international law? 3) To what extent does international law assist in regulating international relations and resolving conflicts? | | | | |

Intended Learning Outcomes

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

- describe the principles of international law;
- understand how international law works and what its limits are;
- critically review developments in international law, including court judgments relevant to the development of international law;
- evaluate international conflicts by applying international law and considering relevant political positions.

Indicative Literature

Gaeta, P.; Viñuales, J. E.; Zappalà (2020): Cassese's international law. 3rd ed. Oxford: Oxford University Press.

Crawford, J. (2012): Brownlie's principles of public international law. 8th ed. Oxford: Oxford University Press.

Fassbender, B.; Peters, A. (2014): eds., The Oxford handbook of the history of international law. Oxford: Oxford University Press.

Harris, D.; Sivakumaran (2015): Cases and materials on international law. 8th ed. London: Thomson Reuters.

Orford, A.; Hoffmann, F.; Clark, M. (2016): eds., The Oxford handbook of the theory of international law. Oxford: Oxford University Press.

Usability and Relationship to other Modules

- Mandatory elective for a major in IRPH
- The module builds on "Introduction to International Relations" (CHOICE module) and connects to the "Advanced International Relations Theory," "International Resource Politics," and "History of Globalization," and the Specialization of "Political Philosophy" (CORE modules).

Examination Type: Module Examination

Assessment Type: Term paper on a chosen topic relevant to the content of the course.

Length: 3000 words, excluding footnotes and bibliography

Weight: 100%

Scope: The scope of the course determines the scope of the topics chosen for the term paper. The capacity to argue around problems related to the topic and to submit solutions for them will be of particular importance.

7.8 Regional Integration

| | | | | |
|--|--|---|--|------------------|
| Module Name Regional Integration | | Module Code CO-665 | Level (type) Year 2 (CORE) | CP 5.0 |
| Module Components | | | | |
| <i>Number</i> | <i>Name</i> | | <i>Type</i> | <i>CP</i> |
| CO-665-A | Regional Integration | | Lecture | 5.0 |
| Module Coordinator Claas Knoop | Program Affiliation <ul style="list-style-type: none"> International Relations: Politics and History (IRPH) | | Mandatory Status Mandatory elective for IRPH | |
| Entry Requirements | | Frequency | Forms of Learning and Teaching | |
| <i>Pre-requisites</i> | | Annually (Fall) | <ul style="list-style-type: none"> Lecture (35 classroom hours) Private study (90 hours) | |
| <i>Co-requisites</i> | | Duration | Workload | |
| <input checked="" type="checkbox"/> None | | 1 semester | 125 hours | |
| <i>Knowledge, Abilities, or Skills</i> | | <ul style="list-style-type: none"> Familiarity with mainstream IR Theories (Realism and Functionalism) Writing Skills | | |
| Recommendations for Preparation | | | | |
| <p>Students should read: Ernst B. Haas: <i>Beyond the Nation State: Functionalism and International Organization</i>, Stanford University Press, 1964; Ariane Kössler, Martin Zimmek (eds.): <i>Global Voices on Regional Integration</i>, Center for European Studies, C 176, 2007.</p> | | | | |
| Content and Educational Aims | | | | |
| <p>In this module, students will examine efforts that have sought to overcome the boundaries of nation states and work toward economic, political, or strategic integration at a regional level. The module is divided into three sections. First, students will become familiar with various theoretical perspectives and concepts for regional cooperation and integration between nation states from “functionalism” to “deep integration” in order to assess chances and limits to regional integration and its relevance in the context of “globalization.” In the second section, students will look into structural conditions and political interests contributing to or challenging regional integration efforts as well as examine the role of economic and cultural elements in the process of regional integration. Recent challenges to multilateralism and regional integration by some influential players in world politics will also be assessed. In the last section, the students will analyze and assess different types, phases, and patterns of regional integration by drawing on case studies from Europe, Africa, Asia, and the American Continent, both historical and contemporary. As the topics of this course are of interest to employers in both the private and public sectors, students will be taught how to conduct analyses of regional integration efforts by different groups of countries and convert their insights into advisory briefing memos and policy papers.</p> | | | | |

Intended Learning Outcomes

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

- explain the motivations and driving forces behind concepts for regional integration (with a focus on economic integration);
- summarize different phases of regional integration based on case studies;
- explain the link between regional integration and globalization;
- write briefing memos and policy papers with recommendations for their employers.

Indicative Literature

Ernst B. Haas (1964). *Beyond the Nation State: Functionalism and International Organization*, Redwood City: Stanford University Press.

Ariane Kössler, Martin Zimmek (eds.) (2007). *Global Voices on Regional Integration*. ZEI Discussion Paper No. 176.

Timothy Murithi (ed.) (2008). *Towards a Union Government for Africa: Challenges and Opportunities*. In *ISS Monograph Series No. 140*.

Tatjana Evas, Ulrike Liebert, Christopher Lord (eds.) (2012). *Multilayered representation in the European Union*, Baden-Baden: Nomos.

Conrad Rein: *The European Union and the African Union: A Strategic Partnership?* In *European Foreign Affairs Review*, Issue No.4,2015, pp.553-571.

Usability and Relationship to other Modules

- Mandatory elective for a major in IRPH
- The module builds on IRPH CHOICE modules and connects to “International Resource Politics”, “History of Globalization,” and “Understanding International Political Economy” (CORE modules).

Examination Type: Module Examination

Assessment Type: Research Paper

Length: 3,000 words

Weight: 100%

Scope: The research paper covers all intended learning outcomes of the module: Students will assess the political and economic risks—as well as the opportunities—that countries are confronted with when they engage in regional integration to enhance their economic, social, and/or political development. This assessment should preferably be based on at least one case study and should conclude with policy recommendations.

7.9 International Resource Politics

| | | | | |
|---|--|---|--|------------------|
| Module Name International Resource Politics | | Module Code CO-666 | Level (type) Year 2 (CORE) | CP 5.0 |
| Module Components | | | | |
| <i>Number</i> | <i>Name</i> | <i>Type</i> | <i>CP</i> | |
| CO-666-A | International Resource Politics | Seminar | 5.0 | |
| Module Coordinator Karen Smith Stegen | Program Affiliation • International Relations: Politics and History (IRPH) | | Mandatory Status Mandatory elective for IRPH and SMP | |
| Entry Requirements | | Frequency | Forms of Learning and Teaching | |
| <i>Pre-requisites</i> | <i>Co-requisites</i> | Annually (Spring) | <ul style="list-style-type: none"> • Seminar (30 classroom hours), with small class size • Interactive exercises (5 classroom hours) • Private study (90 hours) | |
| <input checked="" type="checkbox"/> None | <input checked="" type="checkbox"/> None | | | |
| | | <i>Knowledge, Abilities, or Skills</i> | | |
| | | <ul style="list-style-type: none"> • Analytical Skills • Writing Skills | | |
| | | Duration | Workload | |
| | | 1 semester | 125 hours | |
| Recommendations for Preparation | | | | |
| Students should read “The Blood of Victory: World War I”, in: <i>The Prize, The Epic Quest for Oil, Money and Power</i> , Simon & Schuster Ltd, pp. 167-183, by Daniel Yergin (1991). | | | | |
| Content and Educational Aims | | | | |
| <p>In this module, students explore the intersection of politics, economics, and resources—particularly energy. In the first half, students will examine the geopolitical jostling that has occurred from the late 19th century up to present times as states seek to secure resources. Students will learn how resources affect state behavior and international politics. They will also become familiar with various forms of energy (e.g., hydrocarbon and renewable energy) and will delve into the traditional topics associated with energy security and geopolitics such as resource nationalization, the formation of OPEC and the IEA, “energy weapons,” peak oil theory, resource wars and curse, Dutch disease, and pipeline routing. In the second half of the module, students will learn about the recent rise in energy terrorism and explore emerging geopolitical issues including China’s Belt-and-Road Initiative (the new Silk Road) and the wrangling over ownership of Arctic resources. They will also assess the political implications of the transition to renewable forms of energy and of increased dependence on critical materials or rare earths by asking the question: “Are political and energy security concerns likely to remain the same, increase, or lessen?” As the topics of this course are of interest to employers in both the private and public sectors, students will be taught to conduct political risk analyses and to convert their insights into advisory briefing memos and policy papers.</p> | | | | |

Intended Learning Outcomes

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

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

Indicative Literature

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

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

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

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

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

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

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

Usability and Relationship to other Modules

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

Examination Type: Module Examination

Assessment Type: Term Paper

Length: 3.000 words

Weight: 100%

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

7.10 Diplomacy and Foreign Policy

| | | | | |
|--|--|------------------------------|--|------------------|
| Module Name Diplomacy and Foreign Policy | | Module Code CO-667 | Level (type) Year 2 (CORE) | CP 5.0 |
| Module Components | | | | |
| <i>Number</i> | <i>Name</i> | | <i>Type</i> | <i>CP</i> |
| CO-667-A | Diplomacy and Foreign Policy | | Lecture | 5.0 |
| Module Coordinator Claas Knoop | Program Affiliation <ul style="list-style-type: none"> International Relations: Politics and History (IRPH) | | Mandatory Status Mandatory elective for IRPH | |
| Entry Requirements | | Frequency | Forms of Learning and Teaching | |
| <i>Pre-requisites</i> | <i>Co-requisites</i> | Annually (Spring) | <ul style="list-style-type: none"> Lecture (35 classroom hours) Private study (90 hours) | |
| <input checked="" type="checkbox"/> None | <input checked="" type="checkbox"/> None | | | |
| | | Duration | Workload | |
| | | 1 semester | 125 hours | |
| Recommendations for Preparation | | | | |
| Students should read Henry Kissinger, <i>World Order</i> , Penguin Press 2014 and Hent Kalmo, Skinner Quentin (eds.) <i>Sovereignty in Fragments. The Past, Present and Future of a Contested Concept</i> , Cambridge, 2010. | | | | |
| Content and Educational Aims | | | | |
| In this module, students will explore conceptual tools and learn to apply the practical skills that diplomats, foreign policy experts, and (international) civil servants employ in their professions. The module is divided into three sections. First, students will look into the theoretical frameworks, structures, and processes that shape diplomacy and foreign policy of nations and international organizations in the 21 st century. In the second section, students will delve into the complex roles of non-state actors in diplomacy and foreign policy, such as parliaments, media, and NGOs. In the last section, students will study the daily routines, opportunities, and challenges involved in working in the field of diplomacy and foreign policy. This section will also focus on the work of embassies and permanent representations. As topics in this course may be relevant for the future careers of students in an international professional environment, students will be taught to prepare applications for foreign services and international organizations, such as the UN and the European Union. | | | | |
| Intended Learning Outcomes | | | | |
| By the end of this module, students will be able to: | | | | |
| <ul style="list-style-type: none"> discuss the tools and the role of diplomacy in international relations in the 21st century; identify the role of non-state-actors in diplomacy and foreign policy; summarize the tasks and roles of Foreign Services, Embassies and Permanent Representations in International Relations; explain the process of negotiating, particularly in an international context; understand how to implement diplomatic instructions by carrying out a demarche; write diplomatic correspondence, including verbal notes; | | | | |

- prepare for a professional career in the field of Diplomacy and Foreign Policy.

Indicative Literature

Roger Fisher, William Ury & Bruce Patton (1992). Getting to Yes; Negotiating an agreement without giving in. London: Random Century Ltd.

Henry Kissinger (1994). Diplomacy. New York: Simon&Schuster.

Henry Kissinger (2014). World Order. London: Penguin Press.

Timothy Snyder (2018). The road to unfreedom. New York.

Amy Web (2019). The big Nine. New York: Hachette Book Group.

Usability and Relationship to other Modules

- Mandatory elective for a major in IRPH
- The module builds on both IRPH CHOICE modules and is also connected to “Empires and Nation States” (CORE module).

Examination Type: Module Examination

Assessment Type: Research Paper

Length: 3.000 words

Weight: 100%

Scope: All intended learning outcomes of the module: Students will write a research paper assessing the challenges and opportunities for multilateral diplomacy in the 21st Century. The analysis should include insights on how multilateral organizations, such as the European Union or the United Nations are affected by countries that follow strictly nationally oriented foreign policies.

7.11 Political Philosophy

| | | | | |
|--|--|--|--|------------------|
| Module Name Political Philosophy | | Module Code CA-S-IRPH-801 | Level (type) Year 3 (CAREER - Specialization) | CP 5.0 |
| Module Components | | | | |
| <i>Number</i> | <i>Name</i> | <i>Type</i> | | <i>CP</i> |
| CA-IRPH-801 | Political Philosophy | Seminar | | 5 |
| Module Coordinator Eoin Ryan | Program Affiliation <ul style="list-style-type: none"> International Relations: Politics and History (IRPH) | Mandatory Status Mandatory elective for IRPH | | |
| Entry Requirements | | Frequency | Forms of Learning and Teaching | |
| <i>Pre-requisites</i> | <i>Co-requisites</i> | Annually (Spring) | <ul style="list-style-type: none"> Seminar sessions (35 hours), with small class size Private study, including seminar preparation and debriefing, assessment preparation (90 hours) | |
| <input checked="" type="checkbox"/> IRPH CHOICE modules Introduction to International Relations Theory <input checked="" type="checkbox"/> Introduction to Modern European History | <input checked="" type="checkbox"/> None | | | |
| | | Duration | Workload | |
| | | 1 semester | 125 hours | |
| Recommendations for Preparation | | | | |
| Students are advised to read the following: <ul style="list-style-type: none"> Jonathan Wolff, <i>An Introduction to Political Philosophy</i>, 3rd edn., Oxford and New York: 2016, Oxford University Press. | | | | |
| <p>In this module, students will explore central problems and key concepts in political philosophy. The module will introduce students to key concerns in contemporary political philosophy that are grounded in their reading and analysis of central texts from the traditions of Modern Philosophy.</p> <p>The first part of the module focuses on the genesis of modern political philosophy and science in Europe, particularly on the historical and intellectual development of the conceptual framework at the base of the political systems in the modern era. By reading select classical works, students will reflect on key concepts such as power, the state, representation, and democracy. Students will also be familiarized with the problems of conceptual history, and the practice of reading philosophical texts closely.</p> <p>The second part of the module focuses on prominent discourse and key debates in the political philosophy of the twentieth and twenty-first centuries. Students will learn how classical political concerns have been addressed in light of twentieth-century philosophical (and historical) developments. Students will use philosophical tools such as conceptual analysis, formal and informal logic, and thought experiments to study the implications and tensions of our most important political ideas, especially as they interact with contemporary society.</p> <p>Students will deepen their understanding of the evolution and complexity of and interrelations among political ideas that are often deemed transparent in other academic, professional, and public debates, thus giving them the background to examine controversial ideas and discussions from more varied critical perspectives. By engaging</p> | | | | |

with issues in political philosophy at an advanced level, students will enhance their analytical and critical thinking skills, their communication and intercultural skills in speaking, presenting, arguing and debating, as well as their independent research and academic writing skills. This will have a beneficial impact on the achievement of their academic, personal, and career goals because of their relevance and transferability in higher studies at the master's level or in their professional careers.

Intended Learning Outcomes

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

- distinguish among the various concepts and ideas in political philosophy;
- explain the grounding of several aspects of international relations in political philosophy;
- analyze fundamental political concepts critically;
- articulate well-supported philosophical arguments;
- justify complex thoughts in a cogent manner;
- apply methodological tools of close reading and intellectual history to understand political and philosophical texts;
- dissect contemporary political problems using philosophical and logical tools;
- formulate an independent research project on a philosophical topic.

Indicative Literature

Niccolo Machiavelli. The Prince.

John Locke. Second Treatise on Government.

J. S. Mill. On Liberty.

Michel Foucault, Discipline and Punishment.

Further Readings from Marx, Catherine McKinnon, Kwame Ture, Hannah Arendt

Usability and Relationship to other Modules

- Mandatory elective Specialization module for 3rd year IRPH and SMP major students.
- This module builds on the IRPH CHOICE modules and connects with the contents discussed in IRPH, specifically, "Advanced International Relations Theory" and "International Law" (CORE modules). It also complements the IRPH Thesis Module.

Examination Type: Module Examination

Assessment Type: Term Paper

Length: 3,000 words

Weight: 100%

Scope: All intended learning outcomes of the module. Students will write a paper analyzing a philosophical question based on their own research and familiarity with philosophical literature and methods.

7.12 China: Politics, Economy and Society

| | | | | |
|---|--|--|--|--|
| Module Name China: Politics, Economy and Society | | Module Code CA-S-IRPH-802 | Level (type) Year 3 (CAREER – Specialization) | CP 5.0 |
| Module Components | | | | |
| Number | Name | Type | | CP |
| CA-S-IRPH-802 | China: Politics, Economy and Society | Seminar | | 5.0 |
| Module Coordinator Tobias ten Brink | Program Affiliation <ul style="list-style-type: none"> International Relations: Politics and History (IRPH) | | Mandatory Status Mandatory elective for IRPH and SMP | |
| Entry Requirements | | | Frequency | Forms of Learning and Teaching |
| Pre-requisites <ul style="list-style-type: none"> IRPH CORE module Understanding International Political Economy | Co-requisites <input checked="" type="checkbox"/> None | Knowledge, Abilities, or Skills <ul style="list-style-type: none"> Familiarity with East Asia Writing skills | Annually (Spring) | <ul style="list-style-type: none"> Seminar (35 hours), with small class size Self-study (90 hours) |
| | | | Duration 1 semester | Workload 125 hours |
| Recommendations for Preparation Students should read Tony Saich (2015): <i>Governance and Politics of China</i> , Palgrave Macmillan and David Shambaugh (2016): <i>China's Future</i> . Polity Press. | | | | |
| Content and Educational Aims <p>This module will introduce students to in-depth analyses of contemporary Chinese politics, economy, and society. It deals with topical themes such as the transformation of the Chinese party-state, technological and social innovation, China “going global,” and other socio-political and economic challenges. The module introduces students to empirical research on China by scholars in the field.</p> <p>This module provides students with theories and themes of contemporary China studies. It fosters competence in oral and written communication skills, and equips students with a foundation for utilizing and critically applying theories that were originally developed in the West in non-Western contexts. It is specifically designed for students who are interested in pursuing an academic career as they also will learn how to prepare and conduct empirical fieldwork.</p> | | | | |
| Intended Learning Outcomes <p>Upon completion of this module, students should be able to</p> <ul style="list-style-type: none"> develop a nuanced understanding of China studies; critically and comparatively analyze the complex interactions between politics and economics in contemporary China; apply different theories and concepts in non-Western contexts; design a research paper on a topic related to empirical issues discussed in class. | | | | |

Indicative Literature

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

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

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

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

Usability and Relationship to other Modules

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

Examination Type: Module Examination

Assessment Type: Term Paper

Length: 3.000 words

Weight: 100%

Scope: All intended learning outcomes of the module.

7.13 Oppression, Conformity and Resistance under Dictatorships

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|---|--|--|---|---|
| Module Name Oppression, Conformity and Resistance under Dictatorships | | Module Code CA-S-IRPH-803 | Level (type) Year 3 (CAREER - Specialization) | CP 5.0 |
| Module Components | | | | |
| <i>Number</i> | <i>Name</i> | <i>Type</i> | <i>CP</i> | |
| CA-IRPH-803 | Oppression, Conformity and Resistance under Dictatorships | Seminar | 5.0 | |
| Module Coordinator Julia Timpe | Program Affiliation <ul style="list-style-type: none"> International Relations: Politics and History (IRPH) | Mandatory Status Mandatory Elective for IRPH and SMP | | |
| 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"> Seminar (35 classroom hours), with small class size Private Study (90 hours) |
| <ul style="list-style-type: none"> IRPH CHOICE Module Introduction to Modern European History | <input checked="" type="checkbox"/> None | <ul style="list-style-type: none"> Familiarity with 20th century history Writing Skills | Duration 1 semester | Workload 125 hours |
| Recommendations for Preparation Students should read Stephen J. Lee, <i>European Dictatorships 1918-1945</i> . | | | | |
| Content and Educational Aims <p>This module will introduce students to scholarly approaches toward and debates on the history of everyday life with a focus on the study of life under dictatorships. The main questions to be examined in this module, which uses a sample of European twentieth-century dictatorships such as Fascist Italy, Nazi Germany, Stalinist Russia, and Socialist Eastern Germany as case studies include the following: What was daily life like under twentieth-century dictatorial regimes? How did the ideology and politics of a regime affect the lives of “ordinary people” living under it? How did dictatorship affect the daily lives of all those who were persecuted by each such regime? What forms of oppression and acts of resistance took place on a more-or-less daily basis? How much support did these regimes have? What adaptations to their demands, rules, and structures can we discern among their populations? Students will explore these questions by engaging with a wide range of historical studies that deal with themes such as education and propaganda, consumption and housing, work conditions, cultural life, and the everyday experiences of women and minorities under these regimes. The module aims to intensify students’ exposure to the scholarly work of historians and to train them in critiquing academic scholarship, interpreting historical sources, and designing an independent research project on topics related to the themes of the module.</p> | | | | |

Intended Learning Outcomes

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

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

Indicative Literature

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

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

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

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

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

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

Usability and Relationship to other Modules

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

Examination Type: Module Examination

Assessment Type: Term Paper

Length: 5,000 words

Weight: 100%

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

7.14 A New Cold War? EU-Russian relations

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|---|---|--|--|----------------|
| Module Name A New Cold War? EU-Russian relations | | Module Code CA-S-SMP-803 | Level (type) Year 3 (CAREER - Specialization) | CP 5 |
| Module Components | | | | |
| <i>Number</i> | <i>Name</i> | <i>Type</i> | | <i>CP</i> |
| CA-SMP-803 | A New Cold War? EU-Russian Relations | Seminar | | 5 |
| Module Coordinator Jakob Fruchtmann | Program Affiliation • Society, Media and Politics (SMP) | | Mandatory Status Mandatory elective for SMP and IRPH | |
| 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"> • Contact Time:35 hours • Private Study: 90 hours | |
| <input checked="" type="checkbox"/> None | <input checked="" type="checkbox"/> None | <input checked="" type="checkbox"/> None | | |
| | | Duration | Workload | |
| | | 1 semester | 125 hours | |
| Recommendations for Preparation | | | | |
| <p>Study the syllabus thoroughly and read Chapter 7 of Chomsky, N. (1982): "Towards a new Cold War." A digital copy is accessible, here: http://www.kropfpolisci.com/cold.war.critical.chomsky.pdf . This was published in the wake of a severe escalation of the confrontation between East and West in the 1980s. Compare the material given by Chomsky to what you know about the current situation. Can you spot any parallels? What are they? What is different, today?</p> | | | | |
| Content and Educational Aims | | | | |
| <p>Russo-European relations have traditionally fluctuated between relations of conflict and cooperation. Recently, relations seem to be swinging towards conflict. It may even seem that they have become part of a more global confrontation between Russia and "the West", as part of a new Cold War. This implies a transformation of traditional relations of cooperation in the fields of both politics and economy from a situation that involves opportunities for mutual benefit to one characterized by risks of vulnerability. Under this perspective everything from the internet and information-flows to migration is being revised as potential instruments of confrontation. On the other hand, the new Cold War, systematic as it may seem, is not of a systemic nature. Mechanisms of self-stabilization of relations in a global conflict have now become a complex and unstable matter of a multitude of changing bi- and multilateral relations.</p> <p>The seminar seeks to discuss the different aspects of this complex development. Keeping an eye on the historical context, we explore the military aspects of cooperation and conflict, and also focus on the new geostrategic perspective on economic, informational, demographic and societal relations. Special attention is paid to the impact of economic crisis and the (in-) stability of multi- and transnational institutes and constellations. Our discussions may also include an analysis of the media-coverage of current issues of pertaining to EU-Russian Relations in different countries of the world.</p> <p>Topics will be adapted to current affairs.</p> | | | | |

Intended Learning Outcomes

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

Discipline Specific Skills

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

Transferable and Key Skills

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

Indicative Literature

Fischer, S. & Klein, M. (2016). Conceivable surprises: Eleven possible turns in Russia's foreign policy.

Gray, C. S. & Payne, K. (1980). Victory is possible. *Foreign Policy*, 39, 14-27.

Haukkala, H. (2015). From cooperative to contested Europe? The conflict in Ukraine as a culmination of a long-term crisis in EU–Russia relations. *Journal of Contemporary European Studies*, 23(1), 25-40.

Stulberg, A. N. (2015). Out of gas? Russia, Ukraine, Europe, and the changing geopolitics of natural gas. *Problems of Post-Communism*, 62(2), 112-130.

Sakwa, R. (2014). *Frontline Ukraine: Crisis in the borderlands*. London & New York: I. B. Tauris.

Usability and Relationship to other Modules

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

Examination Type: Module Examination

Assessment Type: Term Paper (essay)

Length: appr. 3.000 words

Weight: 100%

Scope: All intended learning outcomes of the module.

7.15 The Sociology of Conflict and Crisis

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|--|---|--|------------------------------|--|---|
| Module Name The Sociology of Conflict and Crisis | | | Module Code CO-643 | Level (type) Year 2 (CORE) | CP 5 |
| Module Components | | | | | |
| <i>Number</i> | <i>Name</i> | | | <i>Type</i> | <i>CP</i> |
| CO-643-A | The Sociology of Conflict and Crisis | | | Seminar | 5 |
| Module Coordinator Jakob Fruchtmann | Program Affiliation <ul style="list-style-type: none"> Society, Media and Politics (SMP) | | | Mandatory Status Mandatory elective for SMP and IRPH | |
| 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"> Contact Time (35 hours) Private study (90 hours) |
| <input checked="" type="checkbox"/> None | <input checked="" type="checkbox"/> None | <input checked="" type="checkbox"/> None | | Duration | Workload |
| | | | 1 semester | 125 hours | |
| Recommendations for Preparation | | | | | |
| Study the syllabus thoroughly. Read the Wikipedia article on Conflict Theory. Watch the trailer of the film “How to start a Revolution” (https://www.youtube.com/watch?v=Vk1XbyFv51k sdf) and read the comment section. Research Gene Sharp’s work and its impact and form your own opinion. | | | | | |
| Content and Educational Aims | | | | | |
| <p>The module addresses social potentials of conflict and crisis on the macro-, meso and microlevel by discussing current events and developments as well as the theoretical basis for understanding them from a sociological perspective. This includes the study of conflicted structures and processes at a systemic level, as well as theories explaining social and political crisis. Theoretical and empirical perspectives will be brought together by applying the theoretical concepts to current events and experiencing some of their aspects in social practice. Current events are discussed on global, national and local level. We also explore positive approaches to addressing these conflicts.</p> <p>The example provided in previous modules was the refugee crisis. Starting with the basic concepts of the background at the level of international conflict and the social consequences of (civil) war, we study the so called “refugee problem” and the sociological issues that arise from it. The module scrutinizes problems and risks of flight and continues to discuss issues of integration on a national and regional level, ending with a closer look at the potential of sports and combat sports for integration and social work at a practical level. The module ends with an excursion to Bremen jail, where we join unaccompanied minor refugees in a sports session. The participants get to know each other and talk about their experience, in person.</p> | | | | | |
| Intended Learning Outcomes | | | | | |
| By the end of this module, students should be able to | | | | | |
| Discipline Specific Skills | | | | | |
| <ul style="list-style-type: none"> explain and critically apply key concepts of conflict theory in sociology as well as theories of social and political crisis; get a broad and global perspective on current events and tendencies using key elements of sociological theories and approaches; | | | | | |

- identify and critically analyze the complexity of the so called “refugee problem”, and develop critical faculty and interdisciplinary perspectives on social issues;

Transferable and Key Skills

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

Indicative Literature

Wacquant, L. J. D. (2009). Punishing the poor. The neoliberal government of social insecurity. Durham, N.C: Duke University Press.

Taylor, K.-Y. (2016). From #Blacklivesmatter to black liberation. Chicago, Illinois: Haymarket Books.

Davidson, C. (2016). Shadow wars: The secret struggle for the Middle East. London: Oneworld Publications.

Jones, Lynne (2017). Outside the asylum. A memoir of war, disaster and humanitarian psychiatry. London, England: Weidenfeld & Nicolson.

Giulianotti, R., Coalter, F., Collison, H., & Darnell, S. C. (2019). Rethinking Sportland: A new research agenda for the Sport for Development and Peace sector. *Journal of Sport and Social Issues*, 43(6), 411-437.

Usability and Relationship to other Modules

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

Examination Type: Module Examination

Students can choose their preferred type among different forms of assessments offered.

The weight of the assessment is 100%.

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

7.16 Systems of Democratic Governance

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|--|---|---|-------------------------------|---|----------------|
| Module Name Systems of Democratic Governance | | | Module Code CO-647 | Level (type) Year 2 (CORE) | CP 5 |
| Module Components | | | | | |
| Number | Name | | | Type | CP |
| CO-647-A | Democratic Governance | | | Seminar | 5 |
| Module Coordinator Marco Verweij | Program Affiliation <ul style="list-style-type: none"> Society, Media and Politics (SMP) | | | Mandatory Status Mandatory elective for SMP and IRPH | |
| 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"> Contact Time:(35 hours) Private study (90 hours) | |
| <input checked="" type="checkbox"/> None | <input checked="" type="checkbox"/> None | <ul style="list-style-type: none"> Ability to read primary political science literature Basic familiarity with key concepts of political science and politics (e.g., "parliament", "totalitarianism") Willingness to engage in constructive debate | Duration 1 semester | Workload 125 hours | |
| Recommendations for Preparation | | | | | |
| Study the syllabus thoroughly. John Keane, <i>The Life and Death of Democracy</i> (New York: Simon & Schuster, 2009). | | | | | |
| Content and Educational Aims | | | | | |
| Democracy is both a normative ideal and an empirical type of political governance. This module explores both dimensions. It first introduces students to the conceptual foundations and the most important structural properties of democracies: namely the principles of representation and majoritarian rule. Later, students will learn about the achievements and shortcomings of democratic systems in terms of conflict management, welfare maximization and international peace. The seminar deals also with contemporary problems related to democracy such as the issue of social participation and bottom-up activism, the role of the new social media in challenging older democratic practices, and the tension between universalism and particularism. The module will also explore the extent to which deliberative democracy can overcome these challenges will be explored. | | | | | |
| Intended Learning Outcomes | | | | | |
| By the end of this module, students should be able to | | | | | |
| Discipline Specific Skills | | | | | |
| <ul style="list-style-type: none"> explain and critically apply key concepts of political science and their knowledge of a wide range of theories of democracy and concepts from political philosophy; Critical insight into what policy-makers do (and how they do it), and identify and critically analyze complex issues of democratic governance using key contemporary theories of political science; | | | | | |

Transferable and Key Skills

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

Indicative Literature

Schmitter, P. C. & Karl, T. (1991). What democracy is ... and is not. *Journal of Democracy*, 2(3), 75-88.

Foa, R. S. & Mounk, Y. (2017). The signs of deconsolidation. *Journal of Democracy*, 28(1), 5-15.

Bell, D. A. (2006). Taking elitism seriously: Democracy with Confucian characteristics. In *Beyond liberal democracy: Political thinking for an East Asian context* (pp. 152-179). Princeton: Princeton University Press.

Elster, J. (1998): Introduction. In J. Elster (Ed.), *Deliberative democracy* (pp. 1-18). Cambridge: Cambridge University Press.

Hendriks, F. (2011). Purity and democracy: Beauty ideals and pollution reduction in democratic reform. *Administrative Theory and Praxis*, 33(1), 44-61.

Usability and Relationship to other Modules

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

Examination Type: Module Examination

Assessment Type: Written examination (Take Home Exam)

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

7.17 Internship / Startup and Career Skills

| | | | | |
|---|--|--|---|---|
| Module Name | | Module Code | Level (type) | CP |
| Internship / Startup and Career Skills | | CA-INT-900 | Year 3 (CAREER) | 15 |
| Module Components | | | | |
| Number | Name | Type | CP | |
| CA-INT-900-0 | Internship | Internship | 15 | |
| Module Coordinator | Program Affiliation | | Mandatory Status | |
| Sinah Vogel & Dr. Tanja Woebs (CSC Organization); SPC / Faculty Startup Coordinator (Academic responsibility) | <ul style="list-style-type: none"> CAREER module for undergraduate study programs | | Mandatory for all undergraduate study programs except IEM | |
| Entry Requirements | | Frequency | Forms of Learning and Teaching | |
| Pre-requisites | Co-requisites | Knowledge, Abilities, or Skills | 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 |
| <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"> Information provided on CSC pages (see below) Major specific knowledge and skills | Duration 1 semester | Workload 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 | | | | |

- 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

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.

The full-time internship must be related to the students' major area of study and extends lasts a minimum of two consecutive months, normally scheduled just before the 5th semester, with the internship event and submission of the internship report in the 5th semester. Upon approval by the SPC and CSC, the internship may take place at other times, such as before teaching starts in the 3rd semester or after teaching finishes in the 6th semester. The Study Program Coordinator or their faculty delegate approves the intended internship a priori by reviewing the tasks in either the Internship Contract or Internship Confirmation from the respective internship institution or company. Further regulations as set out in the Policies for Bachelor Studies apply.

Students will be gradually prepared for the internship in semesters 1 to 4 through a series of mandatory information sessions, seminars, and career events.

The purpose of the Career Services Information Sessions is to provide all students with basic facts about the job market in general, and especially in Germany and the EU, and services provided by the Career Services Center.

In the Career Skills Seminars, students will learn how to engage in the internship/job search, how to create a competitive application (CV, Cover Letter, etc.), and how to successfully conduct themselves at job interviews and/or assessment centers. In addition to these mandatory sections, students can customize their skill set regarding application challenges and their intended career path in elective seminars.

Finally, during the Career Events organized by the Career Services Center (e.g. the annual Jacobs Career Fair and single employer events on and off campus), students will have the opportunity to apply their acquired job market skills in an actual internship/job search situation and to gain their desired internship in a high-quality environment and with excellent employers.

As an alternative to the full-time internship, students can apply for the StartUp Option. Following the same schedule as the full-time internship, the StartUp Option allows students who are particularly interested in founding their own company to focus on the development of their business plan over a period of two consecutive months. Participation in the StartUp Option depends on a successful presentation of the student's initial StartUp idea. This presentation will be held at the beginning of the 4th semester. A jury of faculty members will judge the student's potential to realize their idea and approve the participation of the students. The StartUp Option is supervised by the Faculty StartUp Coordinator. At the end of StartUp Option, students submit their business plan. Further regulations as outlined in the Policies for Bachelor Studies apply.

The concluding Internship Event will be conducted within each study program (or a cluster of related study programs) and will formally conclude the module by providing students the opportunity to present on their internships and reflect on the lessons learned within their major area of study. The purpose of this event is not only to self-reflect on the whole internship process, but also to create a professional network within the academic community, especially by entering the Alumni Network after graduation. It is recommended that all three classes (years) of the same major are present at this event to enable networking between older and younger students and to create an educational environment for younger students to observe the “lessons learned” from the diverse internships of their elder fellow students.

Intended Learning Outcomes

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

- describe the scope and the functions of the employment market and personal career development;
- apply professional, personal, and career-related skills for the modern labor market, including self-organization, initiative and responsibility, communication, intercultural sensitivity, team and leadership skills, etc.;
- independently manage their own career orientation processes by identifying personal interests, selecting appropriate internship locations or start-up opportunities, conducting interviews, succeeding at pitches

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|---|--|
| <p>or assessment centers, negotiating related employment, managing their funding or support conditions (such as salary, contract, funding, supplies, work space, etc.);</p> <ul style="list-style-type: none"> • 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. | |
| <p><i>Indicative Literature</i></p> <p>Not specified</p> | |
| <p><i>Usability and Relationship to other Modules</i></p> <ul style="list-style-type: none"> • 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. | |
| <p><i>Examination Type: Module Examination</i></p> <p>Assessment Type: Internship Report or Business Plan and Reflection Scope: All intended learning outcomes</p> <p style="text-align: right;">Length: approx. 3.500 words Weight: 100%</p> | |

7.18 Bachelor Thesis and Seminar

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|---|--|---|--|--|
| Module Name | | Module Code | Level (type) | CP |
| Bachelor Thesis and Seminar | | CA-IRPH-800 | Year 3 (CAREER) | 15 |
| Module Components | | | | |
| <i>Number</i> | <i>Name</i> | <i>Type</i> | | <i>CP</i> |
| CA-IRPH-800-T | Thesis | Thesis | | 12 |
| CA-IRPH-800-S | Thesis Seminar | Seminar | | 3 |
| Module Coordinator | Program Affiliation | | Mandatory Status | |
| Study Program Chair | <ul style="list-style-type: none"> All undergraduate programs | | Mandatory for all undergraduate programs | |
| 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"> Self-study/lab work (350 hours) Seminars (25 hours) |
| <input checked="" type="checkbox"/> Students must be in the third year and have taken at least 30 CP from CORE modules of their major. | <input checked="" type="checkbox"/> None | <ul style="list-style-type: none"> Comprehensive knowledge of the subject and deeper insight into the chosen topic; ability to plan and undertake work independently; skills to identify and critically review literature. | Duration 1 semester | Workload 375 hours |
| Recommendations for Preparation | | | | |
| <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. Ensure you possess all required technical research skills or are able to acquire them on time. Review the University's Code of Academic Integrity and Guidelines to Ensure Good Academic Practice. | | | | |

Content and Educational Aims

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

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

Intended Learning Outcomes

On completion of this module, students should be able to

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

Usability and Relationship to other Modules

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

Examination Type: Module Component Examinations

Module Component 1: Thesis

Assessment type: Thesis

Scope: All intended learning outcomes, mainly 1-6.

Weight: 80%

Length: approx. 6.000 – 8.000 words (15 – 25 pages), excluding front and back matter.

Module Component 2: Seminar

Assessment type: Presentation

Duration: approx. 15 to 30 minutes

Weight: 20%

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

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

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

7.18.1 Jacobs Track Modules

7.18.2 Methods and Skills Modules

7.18.2.1 Academic Writing and Academic Skills

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|--|---|--|--|----------------|
| Module Name Academic Writing and Academic Skills | | Module Code JTMS-MET-01 | Level (type) Year 1 (Methods) | CP 5 |
| Module Components | | | | |
| <i>Number</i> | <i>Name</i> | | <i>Type</i> | <i>CP</i> |
| JTMS-01 | Academic Writing and Academic Skills | | Lecture/Tutorial | 5 |
| Module Coordinator Mandi Larsen | Program Affiliation <ul style="list-style-type: none"> Jacobs Track – Methods and Skills | | Mandatory Status Mandatory for ISCP, IRPH and SMP | |
| 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 (20 hours) Tutorials (15 hours) Literature search and review (35 hours) Preparation of draft paper (35 hours) Peer review (10 hours) Revision of final paper (10 hours) | |
| <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 | | | | |
| None | | | | |
| Content and Educational Aims | | | | |
| <p>In this module, students acquire basic skills necessary for academic work and academic writing. The module introduces students to the differences between academic and non-academic sources, how to make use of online databases of academic literature, and how to properly conduct a literature search. Techniques will be demonstrated for the critical reading and understanding of academic sources (e.g., monographs, edited volumes, journal articles) necessary for their studies. The module also focuses on the fundamentals of academic writing, including the development of a clear thesis statement, organized structure, and rational argumentation. Students are presented with simple approaches to summarizing, paraphrasing, and synthesizing ideas and results found in academic social science literature. Additionally, students will acquire proficiency in citation and referencing rules, as well as style guides.</p> | | | | |
| Intended Learning Outcomes | | | | |
| <p>By the end of this module, students should be able to:</p> <ul style="list-style-type: none"> recognize the difference between academic and non-academic sources; conduct an academic literature review; successfully synthesize various academic sources to create a coherent argument; accurately apply citation and referencing rules; write a clearly structured and organized academic paper. | | | | |

Indicative Literature

Spatt, B. (2016). Writing from sources. Boston, MA: Bedford/St. Martin's.

Bailey, S. (2006). Academic writing: A handbook for international students. New York, NY: Routledge.

Usability and Relationship to other Modules

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

Examination Type: Module Examinationc

Type: Term paper

Length: 3.000 words

Weight: 100%

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

7.18.2.2 Applied Statistics with SPSS

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|--|---|--|---|--|
| Module Name Applied Statistics with SPSS | | Module Code JTMS-MET-02 | Level (type) Year 1 (Methods) | CP 5 |
| Module Components | | | | |
| Number | Name | | Type | CP |
| JTMS-02 | Applied Statistics with SPSS | | Lecture / Lab | 5 |
| Module Coordinator Klaus Boehnke | Program Affiliation <ul style="list-style-type: none"> Jacobs Track – Methods and Skills | | Mandatory Status Mandatory elective for IBA, SMP, ISCP and IRPH | |
| 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) Lab (17.5 hours) self-study (55 hours) Preparation of in-class presentation (35 hours) |
| <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 | | | | |
| None | | | | |
| Content and Educational Aims | | | | |
| <p>The module offers insights into quantitative methods of social science research and beyond. Students are familiarized with statistical concepts of basic and intermediate complexity. They examine their potential as well as limitations. Students gain knowledge about hypothesis testing for differences in the central tendencies of variables assessed in two or more groups, about bivariate correlations and—simple and multiple—regression. Approaches to finding patterns in social science data will be introduced; alternatives for non-metric, non-normal data will be discussed. The module takes a ‘cookbook approach’, to statistical methods. This means that it conveys how statistical tests are performed and how results are interpreted in the social sciences and beyond, while not requiring students to delve deeply into the mathematical foundations of applied statistics. The material will be presented in more traditional lectures and highly interactive practical labs. During the practical sessions, the tools and concepts discussed during the lecture sessions are applied to data obtained via a survey amongst participants and to ‘real’ datasets obtained in research projects of the methods section of the Department of Psychology & Methods. By attending the module, students will receive a basic training in the statistics software SPSS and develop proficiency in using SPSS as a social science research tool.</p> | | | | |
| Intended Learning Outcomes | | | | |
| <p>By the end of this module, students should be able to:</p> <ul style="list-style-type: none"> explain the potential of using quantitative methods in the social sciences; express informed skepticism to the limitations of statistical reasoning in the social sciences; interpret, within limits, the results sections of reports of empirical social science research; perform simple and intermediate-level statistical analyses of social science data, using SPSS; show flexibility in interpreting SPSS output, generated for unknown datasets, obtained from open access sources. | | | | |
| Indicative Literature | | | | |
| <p>Bryman, A. & Cramer, D. (2011). Quantitative data analysis with IBM SPSS. London: Routledge. Field, A. (2017). Discovering statistics using IBM SPSS Statistics. London: Sage. George, D. & Mallery, P. (2019). IBM SPSS Statistics 26 step by step. A simple guide and reference. London: Routledge. Hinton, P., McMurray, I., & Brownlow, C. (2014). SPSS explained. London: Routledge.</p> | | | | |

Pollock III, P.H. (2019). An IBM SPSS companion to political Analysis. London: Sage.

Usability and Relationship to other Modules

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

Examination Type: Module Examination

Type: Written examination

Duration: 120 min

Weight: 100%

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

Scope: All intended learning outcomes of the module.

7.18.2.3 Applied Statistics with R

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|--|---|--|---|--|
| Module Name Applied Statistics with R | | Module Code JTMS-MET-03 | Level (type) Year 1 (Methods) | CP 5 |
| Module Components | | | | |
| <i>Number</i> | <i>Name</i> | <i>Type</i> | | <i>CP</i> |
| JTMS-03 | Applied Statistics with R | Lecture & Lab | | 5 |
| Module Coordinator Adalbert Wilhelm | Program Affiliation <ul style="list-style-type: none"> Jacobs Track – Methods and Skills | | Mandatory Status Mandatory for GEM and IEM, Mandatory elective for SMP, IBA, ISCP, IRPH | |
| 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 (17.5 hours) Lab (17.5 hours) Homework and self-study (90 hours) |
| | | | Duration 1 semester | Workload 125 hours |
| Recommendations for Preparation Get acquainted to statistical thinking by watching online videos for introductory probability and statistics as well as paying attention whenever arguments are backed up by empirical data. | | | | |
| Content and Educational Aims We live in a world full of data and more and more decisions are taken based on a comprehensive analysis of data. A central method of data analysis is the use of models describing the relationship between a set of predictor variables and a response. This module provides a thorough introduction to quantitative data analysis covering graphical representations, numerical summary statistics, correlation, and regression models. The module also introduces the fundamental concepts of statistical inference. Students learn about the different data types, how to best visualize them and how to draw conclusions from the graphical representations. Students will learn in this module the ideas and techniques of regression models within the generalized linear model framework involving multiple predictors and co-variates. Students will learn how to become an intelligent user of statistical techniques from a consumers perspective to assess the quality of presented statistical results and to produce high-quality analyses by themselves. By using illustrative examples from economics, engineering, and the natural and social sciences students will gain the relevant background knowledge for their specific major as well as an interdisciplinary glimpse of other research fields. The general objective of the module is to enable students to become skilled statistical modelers who are well versed in the various assumptions, limitations, and controversies of statistical models and their application. Regular exercises and practical sessions will corroborate the students' proficiency with the statistical software R. | | | | |
| Intended Learning Outcomes By the end of this module, students should be able to: <ul style="list-style-type: none"> apply basic techniques in statistical modeling and quantitative research methods describe fundamental statistical concepts, procedures, their assumptions and statistical fallacies explain the potential of using quantitative methods in all fields of applications; express informed skepticism of the limitations of statistical reasoning; interpret statistical modeling results in scientific publications; perform basic and intermediate-level statistical analyses of data, using R. | | | | |
| Indicative Literature Michael J. Crawley (2013). The R Book, Second Edition. Hoboken: John Wiley & Sons. Peter Daalgard (2008). Introductory Statistics with R. Berlin: Springer. | | | | |

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

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

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

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

Usability and Relationship to other Modules

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

Examination Type: Module Examination

Type: Written examination

Duration: 120 min

Weight: 100%

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

Scope: All intended learning outcomes of the module.

7.18.2.4 Qualitative Research Methods

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|--|---|-----------------------------------|---|----------------|
| Module Name Qualitative Research Methods | | Module Code JTMS-MET-04 | Level (type) Year 2 (Methods) | CP 5 |
| Module Components | | | | |
| <i>Number</i> | <i>Name</i> | <i>Type</i> | | <i>CP</i> |
| JTMS-04 | Qualitative Research Methods | Lecture | | 5 |
| Module Coordinator | Program Affiliation | | Mandatory Status | |
| Margrit Schreier | <ul style="list-style-type: none"> • Jacobs Track – Methods and Skills | | Mandatory for GEM, IBA, IRPH, ISCP, SMP Mandatory elective for EES | |
| Entry Requirements | | Frequency | Forms of Learning and Teaching | |
| | | Annually | | |

| | | | | |
|---|---|--|--|--|
| <p><i>Pre-requisites</i></p> <p><input checked="" type="checkbox"/> None</p> | <p><i>Co-requisites</i></p> <p><input checked="" type="checkbox"/> None</p> | <p><i>Knowledge, Abilities, or Skills</i></p> <ul style="list-style-type: none"> • none | <p>(Fall)</p> | <ul style="list-style-type: none"> • In-class contact time (35 hours) • Private study (90 hours) |
| | | | <p>Duration</p> <p>1 semester</p> | <p>Workload</p> <p>125 hours</p> |
| <p>Recommendations for Preparation</p> <p>Patton, Michael Quinn (2015). <i>Qualitative evaluation and research methods</i> (4th ed.). Thousand Oaks etc.: Sage, chapter 2</p> | | | | |
| <p>Content and Educational Aims</p> <p>Qualitative researchers explore the structure of everyday life and the meaning that events, other persons and their actions hold for us. To do so, they take an in-depth look at a few selected cases, such as organizations, campaigns, or people. We will look at the rationale and constructivist and interpretivist principles underlying qualitative research and from there move on to specific designs (such as grounded theory or ethnography), design principles (such as purposive strategies for selecting cases), and research methods. The focus of the module will be on learning about and trying out methods for collecting and analyzing qualitative data. Among methods for collecting qualitative data, relevant topics include semi-structured and narrative interviews, focus groups, observation, working with documents and with visual elements. Methods for analyzing qualitative data include, for example, coding, qualitative content analysis, discourse analysis, visual analysis, semiotics or iconography. The module has a strong hands-on component. It is held in part as a seminar and in part as a lab where students apply the methods to data from their own fields of study. During the lab sessions, students are required to participate in and report on activities involving the application and testing of selected methods. For assessment and grading, students will carry out their own small research project, in which they bring to bear different methods to a topic of their choice.</p> | | | | |
| <p>Intended Learning Outcomes</p> <p>By the end of this module, students should be able to:</p> <ul style="list-style-type: none"> • explain the principles underlying qualitative research; • apply basic qualitative approaches and designs; • identify and address ethical issues arising in qualitative research; • apply strategies for purposefully selecting participants and cases; • apply methods for collecting qualitative data; • apply methods for analyzing qualitative data; • know what to look for in evaluating qualitative research. | | | | |
| <p>Indicative Literature</p> <p>Dresing, T., Pehl, T., & Schmieder, C. (2015). Manual (on) transcription. Transcription conventions, software guides, and practical hints for qualitative researchers. 3rd English edition. Marburg. Available under: http://www.audiotranskription.de/english/transcription-practicalguide.htm</p> <p>Flick, U. (2018) (ed.). The SAGE handbook of qualitative data collection. Los Angeles, CA: Sage.</p> <p>Flick, U. (2019). Introduction to qualitative research. 6th edition. London etc.: Sage.</p> <p>Patton, M.Q. (2015). Qualitative evaluation and research methods. 4th edition. Thousand Oaks etc.: Sage.</p> <p>Rose, G. (2016). Visual methodologies. 4th edition. London: Sage.</p> | | | | |
| <p>Usability and Relationship to other Modules</p> <ul style="list-style-type: none"> • The module is a mandatory / mandatory elective module of the Methods and Skills area that is part of the Jacobs Track (Methods and Skills modules; Community Impact Project module; Language modules; Big Questions modules). • Complements Method and Skills module Data Collection and Empirical Research Methodologies. • This module prepares students for the GEM and IBA 2nd year module on organization and HRM as well as Marketing, the GEM 3rd year module on public and nonprofit management, the IBA 3rd year module on Contemporary Topics in Marketing, and the thesis. • Mandatory for a major in GEM, IBA IRPH, ISCP, SMP. • Mandatory elective for a major in EES. • Elective for all other study programs. | | | | |
| <p>Examination Type: Module Examination</p> | | | | |

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

Weight: 100%

Scope: All intended learning outcomes of the module.

7.18.2.5 Data Collection and Empirical Research Methodologies

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|---|--|--|---|---|
| Module Name Data Collection and Empirical Research Methodologies | | Module Code JTMS-MET-06 | Level (type) Year 1 (Methods) | CP 5 |
| Module Components | | | | |
| <i>Number</i> | <i>Name</i> | <i>Type</i> | | <i>CP</i> |
| JTMS-06 | Data Collection and Empirical Research Methodologies | Lecture | | 5 |
| Module Coordinator Mandi Larsen | Program Affiliation • Jacobs Track – Methods and Skills | | Mandatory Status Mandatory for IRPH, ISCP and SMP Mandatory elective for IBA | |
| 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> • none | Annually (Spring) | <ul style="list-style-type: none"> • Lecture (35 hours) • Reading and self-study (30 hours) • Questionnaire construction and data collection (35 hours) • Preparation of research report (25 hours) |
| | | Duration | Workload | |
| | | 1 semester | 125 hours | |
| Recommendations for Preparation | | | | |
| Content and Educational Aims | | | | |
| <p>How exactly does empirical research work? This module gives an overview of the basic concepts and strategies involved in conducting empirical research in the social sciences. Students learn about basic approaches towards research, such as quantitative and qualitative, basic and applied, descriptive and explanatory research, and about core concepts of empirical research such as research ethics, generating hypotheses and hypothesis testing, measurement, and evaluation criteria such as reliability and validity. The module shows how these concepts and ideas are applied in the context of various research techniques. Students will actively apply this knowledge to the context of survey research, which is presumably the most widespread mode of gathering data in the social sciences and adjacent disciplines. Students will be familiarized with diverse aspects of sampling strategies, developing state-of-the-art questionnaires, and conducting cutting-edge survey research. Questionnaire construction for different data-gathering modalities (paper-pencil, telephone, face-to-face, online) will be discussed, as will their utilization in diverse populations (different social groups, cultures and languages). Students will carry out small empirical survey research projects putting these skills into practice.</p> | | | | |
| Intended Learning Outcomes | | | | |
| <p>By the end of this module, students should be able to</p> <ul style="list-style-type: none"> • describe basic concepts involved in conducting empirical research in the social sciences; • outline the empirical research process; • carry out a small research project from start to finish: • formulate an empirical research question, as well as develop relevant hypotheses; • address issues of random probability sampling; • recognize issues related to various modes of data collection; • construct a social science questionnaire; • compose a first empirical research report. | | | | |

Indicative Literature

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

Usability and Relationship to other Modules

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

Examination Type: Module Examination

Assessment type: Research report

Length: 2500-3000 words
Weight: 100%

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

7.18.3 Big Questions Modules

7.18.3.1 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 | | | | | |
| <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.

7.18.3.2 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 | |
| <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) 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.

7.18.3.3 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 | |
| <i>Pre-requisites</i> | <i>Co-requisites</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 | | | |
| <i>Knowledge, Abilities, or Skills</i> | | Duration | Workload | |
| <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 | | 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

7.18.3.4 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</p> | | | | |

known varieties of existential risks, including, for example, astrophysical, planetary, biological, and technological events or critical transitions that have the capacity to severely damage or even eradicate earth-based human civilization as we know it. Furthermore, this module offers a description of the characteristic features of these risks in comparison to more conventional risks, such as natural disasters, and a classification of global existential risks based on parameters such as range, intensity, probability of occurrence, and imminence. Finally, this module 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.

7.18.3.5 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 |
| <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’ 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

7.18.3.6 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 |
| 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%

7.18.3.7 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%

7.18.3.8 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%

7.18.3.9 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 | | | |
| | | | Duration | Workload |
| | | | 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)

7.18.3.10 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 | | | | |
| <i>Number</i> | <i>Name</i> | <i>Type</i> | <i>CP</i> | |
| 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 | |
| <i>Pre-requisites</i> | <i>Co-requisites</i> | 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 | | | |
| <i>Knowledge, Abilities, or Skills</i> | | Duration | Workload | |
| <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 | | 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,</p> | | | | |

group discussions and reflecting upon cultural cases, students will familiarize themselves with the current trends and the different sides of ongoing cultural and political debates that shape cultural practices, policies and discourses. The module will zoom-in on topics such as: cultural identity; the social construction of gender; gender fluidity and its backlash; gender and human rights; multiculturalism as a perceived threat in plural societies, among others. Students will be provided with opportunities for reflection and to ultimately develop informed opinions 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

7.18.3.11 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> | <i>Knowledge, Abilities, or Skills</i> | <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 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</p> | | | | |

in this module include: What is meant by sustainability? Are renewable energies “sustainable”? How can a transition to renewable energies be encouraged? What are the main social, economic, and political challenges? How can these (potentially) be overcome? The aim of the course is to provide students with the tools for reflecting on energy transitions from multiple perspectives.

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

7.18.3.12 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> | Annually (Spring) | <ul style="list-style-type: none"> Lectures and Group Exercises | |
| <input checked="" type="checkbox"/> None | <input checked="" type="checkbox"/> None | | | |
| | | 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.

7.18.4 Community Impact Project

| | | | | |
|---|--|---|--|---|
| Module Name Community Impact Project | | Module Code JTCl-CI-950 | Level (type) Year 3 (Jacobs Track) | CP 5 |
| Module Components | | | | |
| Number | Name | Type | | CP |
| JTCl-950 | Community Impact Project | Project | | 5 |
| Module Coordinator CIP Faculty Coordinator | | Program Affiliation • All undergraduate study programs except IEM | | Mandatory Status Mandatory for 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"> • 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 | Duration 1 semester | |
| 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 | | | | |
| <p>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.</p> <p>By the end of this project, students should be able to</p> | | | | |

- 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

7.18.5 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>

