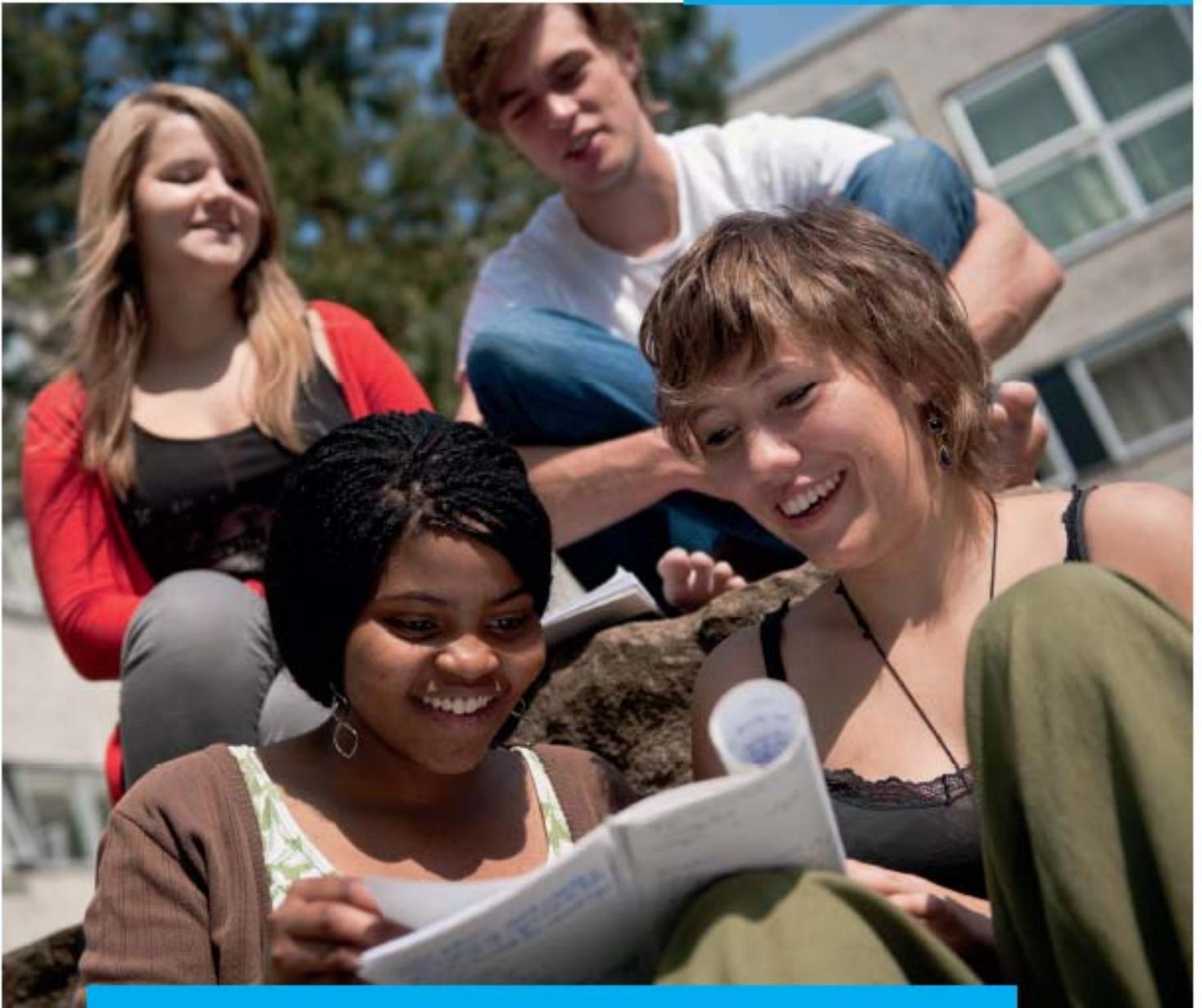




JACOBS
UNIVERSITY



Global Humanities

Bachelor's Degree Program (BA)

Disclaimer

As of September 1, 2014 the School of Engineering and Science and the School of Humanities and Social Sciences have been replaced by the Focus Areas Health, Mobility and Diversity. Handbooks and policies might still refer to the old structure of Schools.

If this is the case, references to the School of Engineering and Science include courses offered within the following disciplines:

- Electrical Engineering and Computer Science
- Life Sciences
- Logistics
- Mathematical Sciences
- Natural and Environmental Sciences

References to the School of Humanities and Social Sciences include courses offered within the following disciplines:

- Economics and Management
- History
- Humanities
- Law
- Psychology
- Social Sciences
- Statistics and Methods

Document Status Sheet

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This table is subject to change. Students are required to check the online course catalogue every semester.

| Global Humanities | | | | | | |
|---|-------------|---------------|--------|------|----------|--------------|
| | Type | Course Number | Term | Year | Semester | Credits |
| CORE COMPONENT I: Global Humanities | | | | | | 75.0 |
| <i>I. Module: Inscriptions of the Global</i> | | | | | | 20.0 |
| History of World Religions in the Modern Age | Lecture | 610 121 | Fall | 1 | I | 5.0 |
| Literature and Theory in Global Perspective | Lecture | 630 112 | Fall | 1 | I | 5.0 |
| World Art and Art History | Seminar | 610 141 | Fall | 1 | I | 5.0 |
| Global Film and Media | Seminar | 610 132 | Spring | 1 | II | 5.0 |
| <i>II. Module: Global Visual Cultures</i> | | | | | | 15.0 |
| Artistic Avant-Gardes: Transcultural Modernities | Seminar | 640 212 | Spring | 2 | II | 5.0 |
| Global Visual Communication | Seminar | 610 201 | Fall | 2 | III | 5.0 |
| Global Art: Production, Consumption, and Display | Lecture | 640 211 | Spring | 1 | IV | 5.0 |
| <i>III. Module: Thinking Global – Ideas and Beliefs</i> | | | | | | 20.0 |
| Readings in Classical Chinese Philosophy: A Global History Approach | Lecture | 610 161 | Fall | 1 | I | 5.0 |
| Literature and Society: Hegel's Aesthetics and its Followers (Marx, Lukács, Adorno) | Lecture | 630 211 | Fall | 2 | V | 5.0 |
| Religious Communities in the Globalized World | Seminar | 610 312 | Spring | 1 | V | 5.0 |
| History of Globalization | Seminar | 850 322 | Spring | 3 | VI | 5.0 |
| <i>IV. Module: Intercultural Interaction</i> | | | | | | 20.0 |
| Migration, Language and Literature | Seminar | 610 122 | Fall | 1 | I | 5.0 |
| Modern Asian History | Seminar | 820 201 | Fall | 2 | III | 5.0 |
| Comparative Cultural History | Seminar | 870 312 | Spring | 1 | IV | 5.0 |
| Cultures and Media: From Modernity to Postmodernity | Seminar | 610 301 | Fall | 2 | VI | 5.0 |
| CORE COMPONENT II: Methods and Statistics | | | | | | 30.0 |
| <i>Module I: Practical Scholarly Skills</i> | | | | | | 10.0 |
| Academic and Professional Skills | Modules | 990 100 | Fall | 1 | I | 2.5 |
| Bachelor Thesis Seminar | Seminar | 990 301 | Spring | 3 | VI | 7.5 |
| <i>Module II: Research Methods and Techniques</i> | | | | | | 10.0 |
| Introduction to Empirical Research and Research Design | Lecture | 990 111 | Fall | 1 | I | 5.0 |
| Statistical Methods I: Exploring Relationships and Comparing Groups | Lecture/Lab | 990 102 | Spring | 1 | II | 5.0 |
| <i>Module III: Research Concepts and Methodologies</i> | | | | | | 10.0 |
| Foundations of Cultural Analysis. Humanities Methods | Lecture | 990 131 | Fall | 1 | III | 5.0 |
| Qualitative Research Methods & Methodology | Seminar | 990 202 | Spring | 2 | IV | 5.0 |
| CORE COMPONENT III: SHSS Electives | | | | | | 45.0 |
| <ul style="list-style-type: none"> • 6-7 Electives in the School of Humanities and Social Sciences • 4-6 Language Courses (à 2.5 credit points) | | | | | | |
| CORE COMPONENT IV: Transdisciplinary Courses | | | | | | 30.0 |
| 6 Transdisciplinary Courses (Engineering and Science Courses or University Studies Courses) | | | | | | |
| Internship | | | Summer | 2 | IV | 0.0 |
| Total Credits for the BA in Global Humanities | | | | | | 180.0 |

Jacobs University Bremen reserves the right to substitute courses by replacements and/or reduce the number of mandatory/mandatory elective courses offered.

I. Concept

This section briefly introduces the philosophy and structure of the Global Humanities (GH) curriculum.

1. Philosophy

The experience of the modern world permeates our life. "To be modern is to experience personal and social life as a maelstrom to find one's world and oneself in perpetual disintegration and renewal, trouble and anguish, ambiguity and contradiction: to be part of a universe in which all that is solid melts into air" (Marshall Berman 1982, 345). Progress in modern science and technology spreads the awareness that the inherited transmitted culture has lost its authority for private and public issues. Past traditions are unable to provide orientation in a world changing radically and continuously. But without transmitted culture humankind is threatened by a loss of its ability to articulate individual and collective experiences as well as human values.

Globalization has added to modernization another disturbing experience. Cultures have lost their territorial confinement; their anchor in geography has been lifted; the concept of the nation (state) has come under pressure. Labor migration and the rise of a global market economy are establishing new social, cultural, political and economic borders. The cultural anthropologist Clifford Geertz diagnosed a "World in Pieces" and addressed this symptom by asking new challenging questions: "What is a country, if it is not a nation?"; "What is a culture, if it is not a consensus?" Under a superficial global homogenization, often characterized as the "McDonaldization of culture", there perseveres deep diversity in society and culture. Transnational and cross-cultural interactions have significantly contributed to the exchange of human thoughts, concepts, practices, rights and values, accelerated by the rise of English as global language of communication and business. The traversing of the globe through instantaneous communication enables flows of capital, people, goods, beliefs, practices, fashions, knowledge, crimes, arms, and drugs, unprecedented in the history of human civilization. This extra-spatial exchange has opened up a whole raft of identity models and sites for cultural conflicts.

The BA program "Global Humanities" at Jacobs University Bremen explores these global interactions in the spheres of literature and language, the visual arts, religion, philosophy, and history. It studies the reconfiguration of culture, society, and science, including the Humanities themselves, under the tremendous impact of globalization: What is the proper study of humanity in the age of cultural and digital globalization? What does it mean to think and act globally? How do the regional and the global co-exist in modern and contemporary culture? In which regards does the intertwinement between the local and the global form and affect our perception and interpretation of the world?

Studying Humanities in a global perspective also takes into consideration that the sources of the Humanities have changed when entering the digital sphere with its integrative network system. Through the Internet we have access to almost infinite amounts of information, not only texts, but also images, videos, and audio which reflect and represent the world. Thus the subject matter, material and media basis of study in the Humanities is about to change in a

media-revolutionary way. The dimension and significance of this transformation can be paralleled with Gutenberg's invention of the printing press and its impact on the development of modern science and culture. For that reason the well-known methods of the classical and modern Humanities are extended by eHumanities: Humanities supported by all the information technologies and digital tools needed to cope with the new real and virtual world modalities.

The core curriculum of "Global Humanities" at Jacobs University integrates various Humanities disciplines and cultural fields in one major and orients it towards a basic problem. This organization enables students to acquire a profound and encompassing training in understanding global cultures in the modern and contemporary world. With its "global" and transdisciplinary orientation, it is a unique and innovative Humanities program. Embedded in the distinctly international environment of the Jacobs community with students from more than 110 countries, students of the program benefit from extraordinary insights into the true meaning of cultural plurality. The program considers direct contact with different cultures and languages a central quality of future cultural mediators. The acquisition of at least one foreign language (German, French, Spanish) is an essential feature of the program. One semester at our partner universities around the world offer opportunities of gaining first-hand insight into the complexities and rewards of cultural interaction.

The Jacobs University "Global Humanities" degree is tailor-made. The faculty members who teach the degree are also the ones who designed it. This means that there is not only a balance between the subject areas, but also a clear integration in terms of curriculum organization. There is also a clear pattern of logical progression in terms of the increasing intellectual demands made on students as they move from one year of study to the next. Our degree, in other words, is a highly *integrated* one.

One additional strength of this program is the possibility of individually adding high-intensity language courses to the curriculum.

2. Structure

The GH curriculum is a three-year program leading to a Bachelor of Arts in Global Humanities. The course work consists of 15 mandatory courses, organized into four components:

- **Core Component I (GH):** 9 of 15 mandatory courses introduce students to basic issues in Global Humanities. All the modules combine contemporary with historical studies and pay attention to theoretical and practical issues in varying proportion. The historical aspect gives students essential background knowledge of important histories, theories, and works in the field of Humanities, including literature, languages, visual art and communication, religion, philosophy and culture. This allows for informed critical and analytical judgment, as opposed to mere cultural generalizations. The theoretical aspects of each module build upon and extend this informed judgment by introducing students to a broad range of

analytical and critical skills that draw upon many different intellectual traditions

- **Core Component II (Methods and Statistics):** The 6 mandatory courses in this module familiarize students with broader analytic strategies in the humanities and social sciences and provide practical training in their use and application.
- **Component III (SHSS Electives and Language Courses):** The GH curriculum seeks to create links with ‘neighboring’ subjects and disciplines in the SHSS. GH students take a total of six so-called elective courses from all undergraduate programs in the SHSS. Additionally, students have to take six language courses.
- **Component IV (Transdisciplinary Courses):** The GH curriculum builds two bridges to engineering and science. GH students take elective courses from the offerings of Engineering and Science as well as so-called University Studies Courses (USCs). University Studies Courses are a specialty of Jacobs University. They are taught jointly by one professor of each of the two Schools on a topic linking the humanities or social sciences and engineering or the sciences. In these courses, transdisciplinarity comes into itself. In total each student must take six transdisciplinary courses during the course of their studies.

II. Organization

This section provides information on the organizational principles and procedures of the GH curriculum.

1. Formal requirements

Successful completion of study requirements leads to a BA degree after three years (i.e., six semesters). Most courses count 5.0 ECTS credit points. To obtain the BA degree in GH, 180 ECTS credit points are needed. Compared with other grading systems, Jacobs University’s grading scheme looks as follows:

Table 1: *Jacobs University Grading Scheme*

| ECTS | American Grade | American Numerical Value | Jacobs Univ. Course Grade | Jacobs Univ. GPA |
|------------------|----------------|--------------------------|---------------------------|------------------|
| Excellent (A) | A+ | 4.33 | 1.0 | 1.00 - 1.16 |
| Very Good (B) | A A- | 4.00 3.67 | 1.33 1.67 | 1.17 - 1.83 |
| Good (C) | B+ B | 3.33 3.00 | 2.00 2.33 | 1.84 - 2.49 |
| Satisfactory (D) | B- C+ C | 2.67 2.33 2.00 | 2.67 3.00 3.33 | 2.50 - 3.49 |
| Sufficient (E) | C- D+ D | 1.67 1.33 1.00 | 3.67 4.00 4.33 | 3.50 - 4.49 |
| Failing (F) | D- F | 0.67 0.00 | 4.67 5.00 | 4.50 - 5.00 |

For further information on grading regulations, please consult the Jacobs University internet site.

At Jacobs University students may choose to take a double major, or in very exceptional cases, a combined major. Please see the "Policies and Regulations" on the website for further information.

Furthermore, all undergraduate students are required to complete an internship, normally to be accomplished between the second and third year of study. The internship must last at least two consecutive months. Each student must file a report with the Career Services Center shortly after completion of the internship experience. Information about the internship will be listed on the transcript. For more information on internships see <http://www.jacobs-university.de/career-services/internship>.

Student performance is assessed exclusively within the courses taken. There are no separate final examinations. The requirements for each course are flexible and are specified in advance. For introductory courses, the usual assessment format consists of a mid-term and a final written exam. In more advanced courses, it may include oral presentations, classroom discussion, position papers or a research paper. The BA thesis is also written and evaluated as part of a specific course. As a matter of policy, there are no courses that require physical presence alone.

Students are informed about their grades regularly and quickly via CampusNet, a fully computerized system giving students online access to their grade record. At the end of each semester, they receive a grade report with grades for all the courses they have taken from the beginning of their studies as well as their grade point average for each semester. They also receive a transcript with the final degree. This detailed record is particularly important for students who apply to study programs abroad (e.g. graduate school).

2. Organization of the coursework

Whilst all the modules in GH offer a combination of historical and theoretical study, there is an emphasis on the theoretical aspects and on contemporary developments already from the very beginning of the curriculum. Each course lasts one semester (14 weeks). Students usually meet twice a week for sessions of 75 minutes. GH courses, which are offered annually, consist of a maximum 28 sessions. Those basic-grounding courses with a strong historical element are generally organized around lectures, whilst the more theoretically or problem orientated ones take the form of seminar classes. Lab classes constitute an integral element of the Language and Statistics and Methods component of GH.

Participation in a course requires electronic registration in the beginning of the semester. Courses can be dropped or added during the first two weeks of a semester. After that deadline, participation is mandatory. Each course has its own site in CampusNet with important information such as a short summary of the course content, substantive and formal course requirements, and a syllabus detailing reading material, forms of examination, substantial foci, thematic sequences as well as learning targets. An online discussion forum is available for each course where participants can further discuss class topics or access additional teaching materials. All students need laptops and will

have access to a wireless network which allows for flexible use of electronic information resources inside and outside the classroom.

3. Faculty

The GH curriculum is taught by a faculty that is specifically recruited for this program. Global Humanities professors are not separated into different departments, but form an integrated unit along with the professors of the Humanities and Social Sciences. Thus, the transdisciplinary character of the program also extends to the professors teaching it.

The GH degree program involves professors from the following disciplines:

- Prof. Dr. Immacolata Amodeo, Professor of Literature
- Prof. Dr. Hendrik Birus, Professor of Comparative Literature Studies
- Prof. Dr. Otthein Herzog, Professor of Visual Information Technologies
- Prof. Dr. Hans G. Kippenberg, Professor of Comparative Religious Studies
- Prof. Dr. Peter Ludes, Professor of Mass Communication
- Prof. Dr. Birgit Mersmann, Professor of Non-Western and European Art
- Prof. Dr. Marion G. Müller, Professor of Mass Communication
- Prof. Dr. Dominic Sachsenmaier, Professor of Modern Asian History
- Prof. Dr. Corinna Unger, Professor of Modern European History
- Prof. Dr. Isabel Wünsche, Professor of Art and Art History

The methods component is taught by the Humanities faculty and additional faculty specialized on methods:

- Prof. Dr. Klaus Boehnke, Professor of Social Science Methodology
- Dr. Karina De Santis, University Lecturer in Statistics and Methods
- Dr. Katja Hanke, University Lecturer for Cross-Cultural Psychology and its Methods
- Dr. Özen Odag, University Lecturer in Methods
- Prof. Dr. Margrit Schreier, Professor of Empirical Methods in the Humanities and Social Sciences
- Prof. Dr. Adalbert F. X. Wilhelm, Professor of Statistics

III. Content

1. Core Component (Global Humanities)

This section describes the component of each of the four modules of the GH degree in detail.

1.1 Structure

The GH Core Component is organized around a main problem, namely understanding the impact of globalization onto culture, society and the human sciences within specific cultural and historical settings. Global interactions in the sphere of literature, art, religion, philosophy, and history are explored through four modules, comprised of up to four courses.

1.2 Modules and Courses

Module 1: Inscriptions of the Global

Semester: 1 – 4
Frequency: yearly
Credits: 20 ECTS

Content:

The module provides students with global insights into the historical foundations, basic principles and theoretical interpretations of world culture and heritage. The four courses introduce the fundamental historical, cultural, anthropological and religious coordinates for understanding the conditions of our modern and global world. On the basis of a cross-cultural perspective, they explore how the global as both historical and contemporary category is inscribed in human thinking, believing, writing and imaging. By interpreting products and forms of cultural representation which aspire to globality, students are familiarized with the main methods of literary, textual, art-historical, and religious analysis.

610 121 History of World Religions in the Modern Age

Type: Lecture
Semester: Fall 1 / Semester I
Credit Points: 5 ECTS

Learning Elements:

- Defining religion and religious history
- The concept of modernity in religious studies
- The concept of secularization
- Types of modern worldviews and practices in Judaism, Christianity, Islam, and Hinduism
- Ability to collect and interpret relevant data
- Presentation of data-based findings in class
- Three papers displaying the ability to interpret the language of religious sources, to reconstruct a scholarly article and to review a book

Content:

The notion of world religions was coined at the end of the 19th century and refers to religions that are spreading independently of territory, language, and nation. Religions of this type emerged, when prophets rejected given social norms and propagated new values. Judaism, Christianity, Islam and Hinduism established a split between an existing social reality and a sacred and just order. The religious institutions of temple and synagogue, of church and sects, of mosques, orders, and temples preserved and transmitted that message; a corpus of sacred texts became the source for practical attitudes to the world; a class of learned authorities was responsible for their interpretation.

This legacy shaped these religions in the modern age. Constitutive to a modern culture is an interior rift. While the present age is seen as superior to past and foreign cultures with regard to technology and science, past and foreign cultures are acknowledged as preserving a value of their own. When philosophers in the age of Enlightenment levelled profound criticism against any trust in transmitted truth claims and favoured their replacement by a reasonable religion, they met opposition by other intellectuals who saw in the history of religions a manifestation of a power uncontrollable by human reason, but part of human existence.

The Biblical account of the redemption of Israel from the bondage in Egypt became a powerful metaphor for an enduring longing for redemption and for practical experiments with truth. New meanings of history and of nature were retrieved from the tradition that contradict secular beliefs in progress and rationality (Apocalypticism; Esotericism). In Judaism Messianism, Kabbalah, and Hasidism established forms of religiosity that had an impact on the culture and politics of modern Israel. Christianity developed out of Jewish Messianism and taught from its very beginning diverse paths of redemption from an irrational world. Islam emerged as a religion of a sacred community dedicated to common ritual practices and mutual solidarity. When the transmitted Islamic order collapsed under the impact of Western colonialism, new leaders emerged and turned a habitus of quietism into an active subjective religiosity e.g. Islamism, Jihadism, Salafism. Western colonialism likewise challenged Hinduism that became a religion of its own only in the 19th century, though its heritage derived from earliest times. Typical to modern Hinduism are the Bhagavad-Gita and Mohandas Ghandi's practice of non-violent resistance against Colonialism. These new forms of religiosity derive their persuasive power from their ability to define the situation of human beings in the modern world.

630 112 Literature and Theory in Global Perspective

Type: Lecture
Semester: Fall 1 / Semester I
Credit Points: 5 ECTS

Learning Elements:

- Introduction to theories of text and textuality as anchored in the discourse on global literature
- Cross-cultural text interpretations
- Training in media-supported presentations, also joint presentations for the improvement of combined analytical, rhetorical, technological and social skills
- Essay-writing for the improvement of in-depth analytical and historical understanding
- Group work for training in comparative analysis, especially in historical, that is specific combinations of local and global contexts

Content:

This course introduces theories of text and textuality on the basis that literature constitutes a multitude of particular discursive practices in a globalized world. The course covers the theories of interpretation, analysis and contextualization in poetry, narrative and drama. It conveys fundamental insights into epistemological paradigms in the history of literary theory, focusing on text and context, the role of author and reader, the problems and limits of mimetic representation, and cultural and intercultural correspondences of literature. Selections from “canonical” texts on literary theory and major positions on text and textuality, i.e. applied literary theory from Antiquity (Plato, Aristotle) through 18th- and 19th-century aesthetics to contemporary literary theory. The global perspective provides a new perspective on literature that demands the application and – simultaneously – reorientation of literary and cultural theory.

610 141 World Art and Art History

Type: Seminar
Semester: Fall 1 / Semester I
Credit Points: 5 ECTS

Learning Elements:

- Introduction to the study of world art in the past and present
- Familiarity with modern and global contemporary concepts of world art history
- Visual analysis of a diverse range of world art
- Critical discussion of various issues facing world art today
- Competence in scholarly debate and writing
- Grading based on active participation, reading assignments, a topical presentation, and a research paper.

Content:

This course introduces into the study of world art and art history. It combines an object-led approach with a theoretical art-historical perspective in order to explain by which parameters art is constituted as “world art”, how it (in)forms world art history as both history and study field of world art, and why it matters to preserve the world-artistic heritage. Drawing on art history, anthropology, material culture and cultural heritage studies, and examining case studies from Africa, the Americas, Asia, Europe, and Oceania, it takes a critical look at the different approaches to the world’s artistic heritage, its production and reception. It explores how world art has been collected, traded, and displayed, and addresses the economic and political interests that have long imposed conflicting aesthetic agendas on the artefacts in question. Furthermore, the course investigates some of the challenges faced by world art today and provides insight into new interdisciplinary conceptualizations of world art studies which involve a broad range of disciplines from the natural sciences and engineering to the cultural and political sciences. A museum visit will form an integral part of the course.

610 132 Global Film and Media

Type: Seminar
Semester: Spring 1 / Semester II
Credit Points: 5 ECTS

Learning Elements:

- Comprehensive introduction to media theory
- Rigorous analysis of diverse media phenomena
- Proficiency in scholarly writing and academic research
- Original, in-depth analysis and active class participation

Content:

Digital technology has re-defined the production, circulation, and exhibition of moving images, while it has also prompted wide-ranging debates on the singularity of new media. To contextualize the dichotomy between old and new, between reformulation and rupture, this class will specifically explore processes of film and media re-location. Does viewing experience today emulate existing (old) media models? What are the new environments which have come into existence? Analyzing a wide range of digital viewing situations – multiplexes, museums, advertising billboards, home screens, and personal devices, this class will tackle both the continuities and changes in the architecture and perceptual geography of film watching.

Module 2: Global Visual Cultures

Semester: 2 - 4
Frequency: yearly
Credits: 15 ECTS

Content:

The module gives an introduction to the global condition of visual cultures. It addresses the visual or iconic turn, as triggered of by the emergence of the so-called new visual media (television, video, multi-media installations, electronic media, new imaging technologies), and links it to processes, factors and phases of globalization. The three courses cover a broad range of disciplinary approaches and methods to study the global dimension of visual cultures. They involve modern and global art history as well as visual communication science in order to gain in-depth knowledge about the creation, design, dissemination, interpretation, consumption and recycling of visuals in a global world.

640 212 Artistic Avant-Gardes: Transcultural Modernities

Type: Seminar
Semester: Spring 1 / Semester II
Credit Points: 5 ECTS

Learning Elements:

- Introduction to transcultural perspectives on modernism and the avant-gardes
- Presentations and group discussions on the emergence, historical and socio-cultural conditions, artistic practices and theoretical considerations of modernist art and the avant-garde movements in a global context
- Analysis of specific art works and original manifestos
- Grading based on active participation, reading assignments, art work and text presentations, and a research paper

Content:

The course examines the theory and practices of the artistic avant-garde movements from the mid-nineteenth to the twenty-first century. Discussing questions such as the role of art in the modern world and art as a vehicle for social change versus art as a self-critical discipline that pursues primarily aesthetic ends, the course examines the visual arts in their social, cultural, and transnational contexts and analyzes the relationship between art and political and/or philosophical ideas. Instruction will focus on the emergence of the historical avant-garde movements in Europe, the dissemination of modernist art and avant-garde practices to the Americas and Australia, and also consider global modernism in Asia and Africa. The course will furthermore discuss the role of art institutions and the art market as well as the relationship between modernist art and mass culture and consider art-historical theories of the modernist, historical and neo-avant-gardes, as well as feminist and other critiques of avant-gardism.

610 201 Global Visual Communication

Type: Seminar
Semester: Fall 2 / Semester III
Credit Points: 5 ECTS

Learning Elements:

- Introduction to basic principles, theories and concepts of visual communication in a global context
- Understanding of the complex structures of contemporary media and transnational communication systems
- Competence in Visual Analysis
- Applied training in visualization techniques
- Advancement of presentation skills

Content:

Visualization is one of the most prominent features in global communication. This course focuses on the structures, functions as well as on the formats and contents of visual communication in an internationally, but also interculturally, comparative perspective.

Visual and textual communication complement each other. But visual communication transcends national borders more easily since images are - at least on the level of human perception - not restricted by language barriers. Textual communication also follows a different communication pattern than visual communication. While mass media texts are usually read and interpreted according to an underlying argumentative structure, the logic of mass media images is rather based on association. As a consequence the global transfer of visual mass media products appears to be easy, because no translation of the image seems to be necessary. But images from other cultures can violate social, cultural or religious traditions and thus create social and political tension. Moreover, visual content is interpreted in different ways around the world. The contextualization of visual communication also in terms of its role in mixed sign systems, especially in multimodal communication as, for example, in music videos or online newscasts that are globally available, is thus an important aspect of this course. Students learn how the social, political and cultural environments in which visual media are perceived are crucial for comprehending the structures, functions and messages of international and global visual communication. The specific visual material used is constantly updated, and varies from year to year. The seminar provides an overview of subjects, theories, and concepts of Visual Communication on a globally comparative scale.

640 211 Global Art: Production, Consumption, and Display

Type: Lecture
Semester: Spring 2 / Semester IV
Credit Points: 5 ECTS

Learning Elements:

- Introduction into contemporary global art, its artistic, cultural, political, and economic conditions of production and practices of consumption
- Familiarity with global concepts of art and art history, including media art
- Development of cross-cultural competence
- Training in visual and cultural analysis
- Emphasis on in-class discussions and presentation skills

Content:

Since the beginning of the 1990s, visual art is produced, mediated and marketed on an unprecedented global scale. This development is reflected in the new mobility and international networking of contemporary artists, as well as in the worldwide flourishing of art biennales, art fairs and new museums of contemporary art in the non-Western world, in particular in Asia, the Arabic

countries, and Latin America. Through this recent globalization trend, the conditions of art production and reception, curating and marketing have changed radically, asking for new definitions of art and a reconceptualization of art history originally formed as a Western discipline. The lecture will trace the main paradigm shift from modern art to global contemporary art by discussing the impact of new media and new markets on the globalization of art, the introduction of new social, economic, political and anthropological practices of art production and art curating, as well as the increased significance of art consumption as part of the process of art commodification. It will also venture into the remodeling of Art History into Global Art History and World Art Studies. Discussions of influential theoretical texts will be combined with practical training in visual and cultural analysis.

Module 3: Thinking Global – Ideas and Beliefs

Semester: 3 – 6-
Frequency: yearly
Credits: 20 ECTS

Content:

The individual courses in this module are organized in such a way as to create and increase an awareness of both the cultural specificity and the global interrelatedness of aesthetic, philosophic and religious concepts and phenomena. For heuristic and analytical purposes, Western models are systematically confronted with developments in other cultures. By this intercultural encounter, students are expected to study and appreciate what cross-cultural studies have come to see as entangled histories of the human mind. The main study perspective of the module is rooted in a “History of Globalization”, dynamically connecting the history of ideas and beliefs with the political, social and economic history of globalization.

610 161 Readings in Classical Chinese Philosophy: A Global History Approach

Type: Lecture
Semester: Fall 1 / Semester I
Credit Points: 5 ECTS

History is the playing out of a few key ideas. The “Axial Age” thinkers actually reflected on these key ideas. So we have “love”, “faith”, “ren [benevolence]”, “yi [justice]” for dealing with interpersonal relationships, we have “Heaven” and “Dao [Way]” for dealing with human-nature relationships and defining who we are and how we should conduct ourselves, we have “fa [law]” and “xing [penalty]” to punish and regulate. That’s why these have been influential, even up until today. Now, in our age of globalization, there’s more need for us to review and to rethink these fundamental key ideas, as actually expressed by those thinkers, in this case the seven seminal Chinese thinkers, namely, Kongzi (Confucius), Mozi, Mengzi (Mencius), Laozi, Zhuangzi, Xunzi, and Han Feizi. So this course is intended as a mirror for those from other cultures to relativize themselves so as to arrive at “New Axial Age” formulations through

cross-cultural dialogues and mutual appreciation. But do not be intimidated by this grandiose aim: we go basically with one book, and only some parts of their most important writings. And we learn and enjoy.

630 221 Literature and Society: Hegel's Aesthetics and its Followers (Marx, Lukács, Adorno)

Type: Seminar
Semester: Fall 2 / Semester V
Credit Points: 5 ECTS

Learning Elements:

- Introduction to fundamental aesthetic theories and major concepts of creativity in art, literature, music, and intellectual history
- Ability to analyze and contextualize philosophical ideas and aesthetic concepts
- Training of rhetorical and presentation skills
- Competence in scholarly writing

Content:

The course offers an introduction to the interdependence of art, literature, and society. The frame of reference will be Hegel's Aesthetics and its tradition. Hegel for the first time used History and System as organizing principle of the philosophical aesthetics by construing the whole field of art and especially of literature under the double aspect of the diachronic "evolution of the specific forms of art" and of the synchronic "system of the particular arts." Based on Hegel's connection of the forms of art with the respective "state of the world 'weltzustand'" – from the "heroic age" to the "present prosaic states" – a century later Lukács outlines his Theory of the Novel as one of the outstanding contributions to literary theory in the 20th century. Later he distanced himself from it from the point of view of orthodox Marxism. As an alternative to this Adorno outlined his Aesthetic Theory, made concrete in his essays on music and on literature.

Instruction focuses on the theoretical potential of this tradition by discussing theoretical texts from its founding period and its later evolution. The course aims to give students an understanding of the usefulness of philosophical aesthetics and of its applicability to actual problems in Literary and Cultural Studies.

610 312 Religious Communities in the Globalized World

Type: Seminar
Semester: Spring 1 / Semester V
Credit Points: 5 ECTS

Learning Elements:

- Religious community-forming in Judaism, Christianity, Islam, and Hinduism

- Concepts referring to the contemporary spread of religious communities and its conditions (secularization, globalization, social capital, invention of traditions, legal conditions)
- Types of religious communities (congregations, brotherhoods, enclaves, private associations, denominations, Diaspora communities, electronic media and networks, relief organizations, political systems)
- Religious practices (prophecy, social welfare, healing, speaking in tongues, pilgrimages, music, development work, militancy, martyrdom)
- The grading is based on a class presentation of data-based findings and a final paper

Content:

Since the seventies of the 20th century religious communities have been spreading rapidly on a global scale: not only the well-known institutions of church, mosque and synagogue, but also voluntary associations and networks. Laymen establish various forms of religious associations in the public realm; their activities are enabled by Human Rights Regimes. Since they act independently of established religious authorities, the practices of these associations display a rich diversity. Often voluntary associations are the matrix for innovative types of religiosity.

Pressures from globalization compel the classical nation state to turn over public services to the market. Religious associations step in, claim responsibility for the well-being of the community at large and become providers of education, welfare, medical care, legal arbitration, economic development, media etc. This development imbues familiar issues as mission or conversion with new meanings: inclusion in social networks. Due to labor migration and technologies of communication and travelling, a new type of Diaspora emerges, that does not understand itself as national minority but as part of transnational religious bonds. Jewish, Christian, Muslim and Hindu associations operate independently of state control and sometimes even in competition with it.

In territories and times of crisis religious communities are creating armed wings to protect their territory and muster international solidarity among their fellow believers. This explains new types of religious violence.

850 322 History of Globalization

Type: Seminar
Semester: Spring 3 / Semester VI
Credit Points: 5 ECTS

Learning Elements:

- Overview of the history of globalization
- Introduction to concepts and theories of globalization
- Critical reading of historical writing on globalization
- In-class presentations, discussions and debates on scholarly approaches, case studies, and research trends

- Grading based on active participation, reading assignments, presentations, and research paper or final exam.

Content:

Globalization is a central paradigm for our time; it is both a descriptive and an analytical category. Less well known are the antecedents and earlier phases of globalization. This seminar introduces students to the history of globalization from the 16th to the 20th century. The focus is on structural developments like transportation, communication, migrations, economic issues as well as on the impact of these issues on the intellectual conception of the world. Integration and fragmentation, interaction, transfer and cooperation are the main methodological tools by which the multi-layered histories of globalization are reconstructed. Finally, the seminar looks at dominant theories of globalization.

Module 4: Intercultural Interaction

Semester: 4 - 6
Frequency: yearly
Credits: 20 ECTS

Content:

The module is focussed on intercultural interactions in modern and global culture, which can manifest themselves in the form of both integrative and disintegrative effects. Comparative cultural theory and media history with its manifold transdisciplinary approaches serves as the overarching framework to historically contextualize and critically address the problems and conflicts inherent to modern and global contemporary culture, such as the redefinition of national, cultural and linguistic identity. This culture-historical embedding of inter- and transcultural discourses is considered an important foundation for a deeper understanding of the conditions of modern and postmodern culture and the conflictual forms of globalization.

610 122 Migration, Language, and Literature

Type: Seminar
Semester: Spring 1 / Semester II
Credit Points: 5 ECTS

After imperialism and colonialism, capitalism has transcended the system of the national states and cultures by generating a globalized economical and cultural world. The dynamics of globalization and migration creates multicultural and multilingual situations with specific tensions, problems and chances. Especially the national states with their monocultural and monolingual traditions face radically new social challenges which are discussed in theories of multiculturalism. Tensions arise between the old national languages (and the traditional regional languages), the languages of the immigrants and the new global language English: What language shall be used in public education, what shall be the position of the languages of the

migrants in the public life of the states? What is the role of global English in these transformations? Is the spread of global English a case of linguistic imperialism, is it responsible for the death of languages, does it create a new aristocracy in the European countries? How does the European Union deal with the plurality of its languages? The course sheds light on these processes and tensions as mirrored in literature. It examines how multilingual authors have become a constitutive part of the literary scene, thus reshaping the concept and scope of literature, and in which way the regional and culturally homogenous mode of literary production is challenged by a global type of discourse and practice.

820 201 Modern Asian History

Type: Seminar
Semester: Fall 2 / Semester III
Credit Points: 5 ECTS

Learning Elements:

- Introduction to the history of important parts of Asia
- Familiarity with national, regional and global historical perspectives
- Training in cross-cultural approaches
- Discussion and presentation skills

Content:

This lecture is conceived as an introduction to the history of South-, Southeast and East Asia, particularly from the 19th century to the present. Depending on the academic specialization of the professor, the focus can be on one region. Emphasis is being put on the connections, but also the demarcations within regions as well as their position within a global system of exchanges and power. The lecture combines a discussion of major developments with problems of Asian approaches to history. Major themes include but are not restricted to: the development of nationalisms and states; a discussion of colonialism and imperialism; problems of peace and war; identities; selected issues of social and cultural history (such as the role of religion in culture and society, ethnic relations; gender relations, etc.).

870 312 Comparative Cultural History

Type: Seminar
Semester: Spring 1 / Semester IV
Credit Points: 5 ECTS

Learning Elements:

- Introduction to the development of and the different directions in cultural history
- Close reading and discussion of a select number of key texts drawn from the 'classic' phase of cultural history, the Marxist School, the *Annales School*, and the 'new cultural history'

- Presentations on and critical discussion of case studies drawn from around the globe ranging from the early modern period to the present day
- Competence in scholarly debate and writing
- Grading based on active participation, reading assignments, text presentations, and a research paper.

Content:

Comprising of lecture, seminar, and excursion components, this course focuses on key texts drawn from the ‘classic’ phase of cultural history, the Marxist School, the *Annales School*, and the ‘new cultural history’, including Jakob Burckhardt’s *The Civilization of the Renaissance in Italy*, E. P. Thompson’s *The Making of the English Working Class*, Carlo Ginzburg’s *The Cheese and the Worms: The Cosmos of a Sixteenth-Century Miller*, Clifford Geertz’s interpretative essay *Deep Play: Notes on the Balinese Cockfight*, and Michel de Certeau’s reflections on *The Practice of Everyday Life* in twentieth-century France. It discusses case studies from around the globe ranging from the early modern period to the present day and explores topics as diverse as the history of perception, the history of practices like collecting and reading, the construction of gendered spaces, the representation of the ‘other’, and the performative display of political leaders. It always takes a comparative approach and consistently seeks to address the complicated process of change, the negotiation between the ‘traditional’ and the ‘modern’. To this end the course encourages students to draw on their previous studies and to apply their existing knowledge to the exemplary study of problems in cultural history.

610 301 Cultures and Media: From Modernity to Postmodernity

Type: Seminar
 Semester: Fall 2 / Semester VI
 Credit Points: 5 ECTS

Learning Elements:

- Introduction to understanding modern and postmodern cultures as based on their historical media conditions
- Familiarity with main concepts of media and culture theory
- Development of media competence
- Training in historical and contemporary cultural analysis
- Emphasis on in-class discussions and presentation skills

Content:

Mediality has shaped culture from its beginnings, as culture has become the hotbed and transmitter of innovative media development. The course scrutinizes the historical and conceptual entanglements between cultures and media from the modern to the postmodern era. It explores how cultures are essentially shaped and defined by mediality (oral culture, literary culture, visual culture, sound culture), and how the invention, acceptance and

dissemination of new media result in a redefinition of culture, its societal conditions, functions and values (high culture versus popular culture; analogue culture versus digital culture, (inter-)national versus global culture etc). The main focus of the seminar will concentrate on the significant historical media change from the age of mechanical reproduction to the electronic age, namely from the book culture of the Gutenberg galaxy to the visual culture and net culture of the Turing galaxy. The aesthetic and social significance of new imaging technologies, including photography, film, television, video, multi-media installations and new electronic media, will be investigated and related to the heightened role of visual images in both modernity and postmodernity. Case studies and exercises in analyzing, interpreting, and contextualizing the historically complex relationships between cultures and media will be framed with theoretical texts on modern and postmodern media cultures.

2. Core Component II (Methods and Statistics)

2.1 Structure

While the Core Component (Global Humanities) examines the theoretical ramifications of *specific* works of art and literature in a historical setting, Component II (Methods and Statistics) allows students to complement their analyses of cultural particulars with methods and skills aimed at the understanding of more general social phenomena. The aim is to enable students to design, conduct, evaluate and present empirical research. To this end, the courses in the methods component provide students with a sound understanding of the concepts and assumptions behind specific methods and research techniques, as well as practical experience in the application of these methods and techniques. Lab classes are an integral part of the coursework.

Table 2: Core Component II (Methods and Statistics)

| | | |
|---|--|---|
| <u>General Problem</u> Designing, Conducting, Evaluating and Presenting Empirical Research | | |
| Module I: Practical Scholarly Skills | Module II: Research Methods and Techniques | Module III: Research Concepts and Methodologies |

The methods component consists of 6 mandatory courses organized into three modules. Each module focuses on a different aspect of the research process. The first module concentrates on basic scholarly skills, such as literature searches and retrievals, purposeful reading, summarizing prior research, and information extraction, and teaches students to present and communicate the results of scholarly work effectively (Module I: Practical Scholarly Skills). The second module introduces students to quantitative and qualitative approaches to research design, information collection and

processing, and enables them to choose and apply appropriate analytical techniques to empirical data (Module II: Research Methods and Techniques). The third module examines different methodologies, and their underlying concepts and rationales. It addresses issues of data reliability and concept validity, and alerts students to the assumptions implicit in different research methods and techniques (Module III: Research Concepts and Methodologies). Table 2 summarizes the structure of the Methods Component.

2.2 Modules and Courses

Module I: Practical Scholarly Skills

Semester: 1 - 6
Frequency: yearly
Credits: 10 ECTS

Learning Outcomes:

- Proficiency in finding, evaluating and assessing reliable and relevant academic sources
- Competence in locating, evaluating and assessing reliable and relevant qualitative as well as quantitative data
- Mastery of relevant practical skills
- Mastery of rhetoric and presentation skills
- Competence in selecting, developing, and addressing a research question
- Competence in scholarly writing
- Understanding of and adherence to the ethical principles of academic conduct

Content:

Practical scholarly skills are learned and acquired throughout the duration of the studies. The two courses in this module provide an explicit frame for this continuous learning process. The first course starts with a mandatory component in the first semester that introduces the fundamental principles and procedures of scientific inquiry and scholarly work. Students will learn the criteria, formats and means to find, assess and evaluate academic sources as well as data. They will be enabled to see the common grounds in this respect shared by the individual disciplines and also learn the aspects that are characteristic for the individual disciplines. The content of the core component is selected in such a way that students receive a common basic training to successfully engage in academic work on the undergraduate level and adhere to the principles of academic integrity. Throughout all six semesters of the program students then can choose from different workshop options equipping students with career related practical skills.

The second course, taught in the last semester, focuses on the skills involved in generating, presenting and communicating research results, and assists students with designing and conducting their first independent research project, the baccalaureate thesis.

In this module students acquire the necessary practical scholarly skills to enter successfully either upon graduate studies or the labor market.

990 100 Academic and Professional Skills

Type: Modules
Semester: Fall 1 / Semester I
Credit Points: 2.5 ECTS

"Academic skills in a nutshell: an introduction to preparing an academic paper" introduces students to the basic principles and procedures of scientific inquiry. In a two-day weekend workshop, students will learn about the requisites of preparing an academic paper (gathering literature, citing and referencing appropriately, avoiding plagiarism, etc.). This will train them for academic life at the university level and enable them to feel at ease with the formalities of academic writing throughout their studies. Upon successful completion of the course students will be awarded 1 credit toward the overall APS module credit.

The elective credits in the APS module cover a wide range of professional, academic, coping, and interpersonal skills. Workshops are offered by the academic units of Jacobs University, by Career Services, the Information Resource Center, the Counseling Center, Financial Services, and more. The university publishes a schedule and description of upcoming elective credits at the start of every semester. Students are able to choose workshops tailored to their needs and wishes (to a total of at least 1.5 credits).

990 301 Bachelor Thesis Seminar

Type: Seminar
Semester: Spring 3 / Semester VI
Credit Points: 7.5 ECTS

The purpose of the course is to guide students through the process of writing their baccalaureate thesis. The seminar serves as a source of technical advice and as a forum for the discussion of problems encountered in the writing process. It also trains students to review, critically assess and discuss research projects.

Classes are kept small and are organized around related topics of the baccalaureate thesis. Each group is instructed by a regular faculty member and will meet in at least *four workshops* organized around the following topics:

1. Brief review of research design issues
2. Developing a research question and writing a research proposal
3. Discussing and improving the research proposal.
4. Presentation of progress report.
5. Presentation and discussion of main scientific contribution of thesis.

The baccalaureate thesis is intended to demonstrate mastery of the contents and methods of the major. Topics for the baccalaureate theses will be developed by the students in close cooperation with their thesis supervisors. The thesis must be at least 6,000 words and not longer than 7,000 words, including footnotes. This does not include the title page, student declaration, abstract, table of contents, bibliography, and appendices.

Module II: Research Methods and Techniques

Semester: 1 - 2
Frequency: yearly
Credits: 10 ECTS

Learning Outcomes:

- Knowledge about fundamental principles and procedures in empirical research
- Profound knowledge of the empirical research process
- Familiarity with the main procedures for data collection
- General knowledge of data analysis approaches and techniques
- Profound knowledge of basic statistical techniques to explore relationships and compare groups
- Familiarity with statistical software

Content:

The two courses in this module serve as an introduction to the empirical research process and its different qualitative and quantitative research methods. They generate familiarity with the empirical research paradigm and the empirical research process common to all scientific disciplines. The full spectrum of data collection approaches and techniques is discussed bridging the traditional qualitative and quantitative methods divide. An important aspect is the discussion of different approaches and criteria for assessing the quality and the soundness of empirical research, such as representativity, objectivity, reliability and validity. The courses include rigorous training in the selection, application and interpretation of different analytical techniques fostered by practical training with state-of-the-art software for analysis purposes.

990 111 Introduction to Empirical Research and Research Design

Type: Lecture
Semester: Fall 1 / Semester I
Credit Points: 5 ECTS

This is an introductory lecture on the basic problems and strategies involved in data collection in the social sciences. It explains how quantitative and qualitative researchers acquire their data. It gives an overview of basic approaches to empirical research, such as field studies, case studies, longitudinal research, cross-cultural comparisons, and non-reactive studies. The course also discusses sampling strategies and research techniques, including surveys, observation, experiments, and narrative interviews.

The theoretical concepts and paradigms are introduced by presenting real-world research projects and following a case-oriented approach. A first short introduction to methods of statistical analysis in empirical research is offered in this lecture as well. To foster the practical experience with empirical research students are offered the opportunity to gain partial course credits by volunteering as participants in experiments in the social and behavioral sciences.

990 102 Statistical Methods I: Exploring Relationships and Comparing Groups

Type: Lecture/Lab
Semester: Spring 1 / Semester II
Credit Points: 5 ECTS

This course extends the discussion of quantitative methods beyond the introductory level. It reviews some exemplary pieces of quantitative research in the social sciences in order to explain basic statistical concepts and examine their potential and limitations. The topics covered include descriptive statistics, hypothesis testing, regression and correlation, and analysis of variance. The course is equally divided between lecture and lab sessions. During the lab sessions, the tools and concepts discussed during the lecture sessions are applied to real life data sets. The course also serves as a basic training in the statistics software SPSS. Lab classes are run with small student numbers to ensure optimum supervision and learning outcome. In regular homework tasks students will work in teams to apply their acquired knowledge to typical data analysis situations.

Students who successfully complete this course will not receive credits towards the 180 ECTS-credits required for their BA degree from the course "Statistical Concepts and Data Analysis (course-no.: 990 121)". These courses are mutually exclusive due to comparable content.

Module III: Research Concepts and Methodologies

Semester: 2 - 6
Frequency: yearly
Credits: 10 ECTS

Learning Outcomes:

Profound understanding of the logic underlying selected research designs
Practical experience in implementing comparative designs
Practical experience in designing and implementing inductive research designs
Ability to derive theoretical constructs from empirical observations
Ability to develop suitable measurements of theoretical constructs
Ability to develop instruments for data collection and data analysis
Ability to evaluate empirical results in terms of underlying theories and concepts
Ability to evaluate empirical results in the context of empiricist and interpretivist research designs

Content:

The two courses in this module are concerned with the fundamental logic and underlying rationale of different social science methodologies, focusing on the interrelation between research question, design, methods for data collection and analysis, and the evaluation of the research process and the results. This enables students to evaluate research carried out by others as to the appropriateness of the various components and the quality of the results. Moreover, students are also equipped with the skills for developing their own research question, selecting a suitable design and research methods and for critically evaluating the results of their own research. The distinctive contribution of this module consists in the integration of methodological expertise and practical research skills.

990 131 Foundations of Cultural Analysis

Type: Seminar
Semester: Fall 1 / Semester III
Credit Points: 5 ECTS

Learning Elements:

- Introduction into
 - a) the concept of culture
 - b) the emergence of cultural studies in the 19th and again the 20th century in the USA, UK, France and Germany
 - c) the cultural, linguistic, iconic, and performative turn in the study of modern language, literature, art, and religion
- Familiarity with the main Humanities methods and approaches
- Practical training in the application of Humanities methods for analyzing language/texts, images, and actions

Content:

This introductory course aims at familiarizing students with the basic principles and key concepts of cultural analysis. It is fundamental for the integration of the various parts of the "Global Humanities" program with its multidisciplinary approaches. Consequently it combines problem-oriented studies of diverse cultural concepts and methodologies with training in the application of methods for the main fields of the Humanities as represented by linguistics, literary studies, history, art history and visual studies, religious studies along with social and cultural anthropology.

Cultural analytical topics of discussion include the rise of the concept of culture as distinct from the notions of society and civilization, the emergence of cultural studies as an integral part but also a crosscurrent of the Humanities, the linguistic, iconic and translational turns within cultural studies, as well as the new forms of cultural knowledge in the age of digital networking.

Training in the application of methods introduces the main Humanities methods and approaches to language, image and action including hermeneutics, iconography/iconology, semiotics, discourse analysis, performative traditions, (post-)structuralism, postcolonialism, historicism,

metahistory. On the basis of representative examples of usage and by means of short papers on applied cultural analysis, students will learn how to analyze, interpret and critique different types, genres and media of visuals, texts, and rituals/performances.

990 202 Qualitative Research: Methods and Methodology

Type: Seminar
Semester: Spring 1 / Semester II
Credit Points: 5 ECTS

Qualitative research is concerned with meaning – for instance, the meaning that events have for people, or the meaning of written texts or works of art. By applying qualitative methods, researchers seek to obtain an in-depth understanding of these meanings. The course examines the methodological foundations of qualitative research, introduces purposive sampling strategies that are especially suitable for an in-depth discovery of meaning, discusses how researchers from the humanities and social sciences acquire their data (for instance through interviews, focus groups, or observation), and reviews methods for the analysis of qualitative data (such as: various types of coding, content analysis, discourse analysis, visual analysis). Special emphasis is placed on examining the ‘quality of qualitative research’, including the extent to which the traditional criteria of objectivity, reliability, and validity can be applied. The course 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 trying out of selected methods. Also, students will develop, carry out, and report on small group research projects, fostering the integration of methodological knowledge about methods and designs with practical expertise in applying these methods. Lab sessions are run with small groups to ensure optimal supervision of research projects.

3. Component III: Home School Electives and Language Courses

In contrast to the two highly standardized and modularized core components, this third component of the GH curriculum is more flexible and offers students more room for choice. The areas covered – all SHSS courses from the undergraduate programs – are of obvious interest to students of the visual arts and literature. History illuminates the broader contexts in which artistic production always takes place. Familiarity with the social sciences facilitates understanding of those broader socio-economic and political factors which inform historical and cultural transformations. Integrated social and cognitive psychology provides insights into patterns of human thinking and behavior that are not the immediate province of comparative literature, but which can have significant effects on and in turn be affected by artistic and literary production and reception.

This component offers students the opportunity to explore some of the links and complementarities between the arts, history, the social sciences, and psychology. While students are encouraged to take a broad range of courses,

and to sample courses from fields that do not immediately appeal to them, they are free to set their own priorities.

For further information on the courses available in this component, please check the Jacobs University's internet site.

Additionally, students have to take six language courses.

4. Component IV: Courses in Engineering and Science and University Studies Courses

The links between Global Humanities and engineering and the natural sciences are not obvious at first sight. However, University Studies Courses such as "Art and Technology", "Megacities", "Water" or "The Neuroscience of Art and Politics" show that such linkages do exist and are important. These special transdisciplinary courses are extremely popular among students because they confront and couple remote disciplinary perspectives and thus lead to surprising insights. Students can choose from a varying menu of University Studies Courses. For a current listing please see Jacobs University's internet site.

In this component, students can also take elective courses in Jacobs University's engineering and science programs, such as mathematics, physics, or computer science. These courses provide them with insights that can sometimes be applied surprisingly well in their own fields of study. They also expose the students to a healthy 'culture shock' by forcing them to think like scientists or engineers.

For a listing of the courses offered by Jacobs University's School of Engineering and Science, please consult Jacobs University's internet site.

IV. Job Perspectives and the Graduate Program

The broad humanistic and culture-analytical understanding of modern global culture, as well as the intercultural and multilingual competence trained in the »Global Humanities « program are increasingly attractive to employers in a wide range of fields – from cultural and media industries to business. Career opportunities can include positions in museums, archives, publishing houses, journalism, public relations, consulting, EU and UNESCO organizations and other institutional management sectors. Students can also continue with graduate programs at Jacobs or at other universities worldwide.

Jacobs Career Services Center offers students, amongst others, an exclusive internship program, individual career counseling, professional skills seminars, Online Job Portal, and employer networking during on-campus recruiting events.