



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

In this context, it is Jacobs University's aim to educate talented young people from all over the world, regardless of nationality, religion, and material circumstances, to become citizens of the world who are able to take responsible roles for the democratic, peaceful, and sustainable development of the societies in which they live. This is achieved through a high-quality teaching as well as 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 to the social skills and intercultural competence. Study-program-specific modules and additional specializations provide the necessary depth, interdisciplinary offerings and the minor option provide breadth while the university-wide general foundation and methods modules, mandatory German language requirements, and an extended internship period strengthen the employability of students. The concept of living and learning together on an international campus with many cultural and social activities supplements students' education. In addition, Jacobs University offers professional advising and counseling.

Jacobs University's educational concept is highly regarded both nationally and internationally. While the university has consistently achieved top marks over the last decade in Germany's most comprehensive and detailed university ranking by the Center for Higher Education (CHE), it has also been listed by the renowned Times Higher Education (THE) magazine as one of the top 300 universities worldwide in 2018. The THE ranking is considered as one of the most widely observed university rankings. It is based on five major indicators: research, teaching, research impact, international orientation, and the volume of research income from industry.

#### 1.1.2 Program Concept

The problems and threats facing the world today are complex. Navigating the international political arena and creating sustainable solutions require both 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 overall aim is twofold: first, to equip students with the theoretical knowledge and analytical skills required to explore the historical emergence of, and remedies for, pressing global ills. And, second, to prepare our students so they can succeed either on the job market or in graduate school.

With its highly interdisciplinary and international approach, 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, from the origins of an issue to potential solutions. The program is inspired by the idea that we need to understand the past to place current events in context.

In the first year, we introduce our students to both politics and history. In the Fall semester, students learn the core theories of international relations as well as theories of cooperation and collective security. With an eye to quickly developing our students' intellectual abilities, 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. As presentation skills are necessary in almost all professional settings, students learn in their first semester how to present and have the opportunity to engage in practice sessions. The Spring semester module then focuses on the revolutions and wars, social and cultural change, and intellectual and political movements in Europe during the past two centuries and their influence on the rest of the world. Throughout their first year, students receive methodological training, which includes honing their academic writing skills, learning statistical analysis and how to interpret and construct arguments.

The second-year IRPH modules allow students to develop their own individual academic profile. They 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 (and many other topics). 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. The methodological training also continues throughout the second year, which allows students to interpret cutting-edge scholarship and facilitates their ability to undertake their own research.

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

During all three years, the intellectual, academic and professional skills of IRPH students are continually refined. 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 Oxford, Cambridge, London School of Economics (LSE), Harvard, Johns Hopkins, Georgetown, and Sciences Po. About 40% of our graduates opt for the job market and secure positions in traditional international relations fields, public policy, or development work as well as in the business sector, consulting, and in many 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 (CHE).

## **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 providing a training in 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 U.S., U.K., 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 role-play events, crisis and diplomacy simulations, cooperation games, debates, and excursions. Many of our instructors have received the university's "Teacher of the Year Award".

IRPH is characterized by a very diverse and international student body, which means 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. IRPH students are actively engaged in their learning process and acquire qualitative and quantitative methodologies as well as academic writing skills. They are trained to conduct innovative, independent research and, as a result, IRPH has a record of its bachelor theses being converted into published articles.

The IRPH program offers a Mentoring Program, in which advanced students support new students. During their time at Jacobs, students form a caring, close-knit community from which life-long friendships often emerge.

IRPH is closely connected to other Jacobs University programs such as Global Economics and Management as well as Sociology, Media and Politics, thereby enabling 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 Bachelor of Arts degree. 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, provide opportunities for collaborative problem solving, and equip students with a methodological foundation for formulating well-supported arguments and undertaking independent research. IRPH also includes practical training, for example, in political analysis. With this portfolio, students gain an in-depth understanding of the interrelationships of political, historical, legal and economic processes and are prepared to either enter the job market or gain entrance to 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 impact on the modern era;
- describe political concepts and ideas as well as important institutions of 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 solutions to 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 regards to diplomacy and political analysis;
- analyze the interrelationships of 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 personal and professional advancement, taking into account critical feedback.

#### **1.4 Career Options**

The IRPH program provides students with the foundations 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 required for fields like politics and diplomacy, public policy and administration, communications and journalism. Our students have thus secured internships and career positions in both governmental and non-governmental organizations, including the European Parliament, the UN, the World Bank, Doctors Without Borders, the German Development Agency and Foreign Ministry, Amnesty International, the Nobel Institute, Forbes as well as a variety of government ministries, think tanks, and foundations.

Because our students gain highly transferable abilities, such as critical thinking, research, analysis, writing and presentation skills, they also can attain positions in the business and management sectors. Our students have thus landed in management consulting, banking and finance, and logistics and project management. Specific employers include PriceWaterhouseCoopers, KPMG, CapGemini, Accenture, Citigroup, Google, EON, and Daimler.

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

The Career Services Center (CSC) as well as the Jacobs Alumni Office help students in their career development. The CSC provides students with high quality training and coaching in CV creation, cover letter formulation, interview preparation, effective presenting, business etiquette and employer research as well as in many other aspects, thus helping students identify and follow up rewarding careers after their time at Jacobs University. Furthermore, the Alumni Office helps students establish

a long-lasting and worldwide network which comes in handy 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/TestAS) if applicable
- ZeeMee electronic resume (optional)
- Language proficiency test results (TOEFL, IELTS or equivalent)

German language proficiency is not required, instead all applicants need to submit proof of English proficiency.

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

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

## **1.6 More Information and Contact**

For more information please contact the study program 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 the opportunity to gain insight into the professional world, apply their intercultural competences and reflect on their roles and ambitions for employment and in a globalized society.

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

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

### 2.2 The Jacobs University 3C Model

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

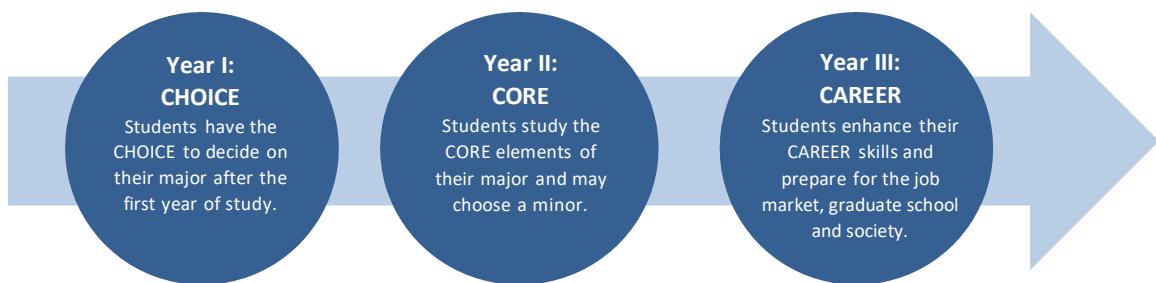


Figure 1: The Jacobs University 3C-Model

#### 2.2.1 Year 1 – CHOICE

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

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

To pursue International Relations: Politics and History as major, the following CHOICE modules (15 CP) need to be taken as mandatory modules:

- 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 provide an introduction to the study on international relations and history respectively. The module "Introduction to International Relations" 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 engaging in interactive exercises. The module "Introduction to Modern European History" examines political, socio-economic and cultural developments in Europe during the past two centuries, by studying scholarship and interpreting primary sources. Both modules also 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 interest and with the aim to allow a change of major until the beginning of the second year, when the major choice becomes fixed.

#### 2.2.1.1 Major Change Option

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

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

- 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)
- Integrated Social Sciences (ISS)  
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)
- Psychology  
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: Module: General Organic Chemistry (7.5 CP)  
CHOICE Module: General Biochemistry (7.5 CP)  
CHOICE Module: General Cell Biology (7.5 CP)
- **Chemistry**  
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 Studies (EES)**  
CHOICE Module: General Earth and Environmental Sciences (7.5 CP)  
CHOICE Module: General Geology (7.5 CP)
- **Physics (Phys)**  
CHOICE Module: Classical Physics (7.5 CP)  
CHOICE Module: Modern Physics (7.5 CP)  
CHOICE Module: Applied Mathematics (7.5 CP)  
CHOICE Module: Introduction to Robotics and Intelligent Systems (7.5 CP)
- **Mathematics (Math)**  
CHOICE Module: Analysis I (7.5 CP)  
CHOICE Module: Advanced Linear Algebra (7.5 CP)  
CHOICE Module: Applied Mathematics (7.5 CP)
- **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)  
CHOICE Module: Introduction to Robotics and Intelligent Systems (7.5 CP)
- **Intelligent Mobile Systems (IMS)**  
CHOICE Module: Introduction to Robotics and Intelligent Systems (7.5 CP)  
CHOICE Module: Module: Algorithms and Data Structures (7.5 CP)  
CHOICE Module: Programming C and C++ (7.5 CP)
- **Electrical and Computer Engineering (ECE)**

CHOICE Module: General Electrical Engineering I (7.5 CP)

CHOICE Module: General Electrical Engineering II (7.5 CP)

## 2.2.2 Year 2 – CORE

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

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

- 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)

In the module "Understanding International Political Economy", students focus on the relationship between economics and international relations since the 1970s, with particular emphasis on the rise of China and East Asia. In the module "Advanced International Relations Theory", students are familiarized with the past 60 years of theorizing about world politics and learn debating skills. The module "Empires and Nation States" introduces students to the events, ideas and processes that shape modern politics and societies. The module "History of Globalization" explores the historical roots and emergence of globalization, that is, the interconnectedness of social, economic, political, and cultural spheres. In the module "International Law", students are introduced to public international law and how it governs the international conduct of states and non-state actors. The module "Regional Integration" examines states' efforts to overcome their boundaries and forge economic, political, and strategic integration on a regional level. The module "International Resource Politics" 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 19<sup>th</sup> century up to present times. In the module "Diplomacy and Foreign Policy", students study foreign policy concepts and tools as well as learn the practical skills that diplomats, foreign policy experts and (international) civil servants employ in their professions. The module "New Cold War? EU-Russian Relations" explores the history and discusses different aspects of the complex development of this relationship.

15 CP in CORE modules can be selected in the second year of studies according to interest and with the aim to pursue a minor in a second field of studies.

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

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

As a rule, this requires 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 the specific minors are described in the handbook of the study program offering the minor (chapter 3.2) and are marked in the respective Study and Examination Plans. For an overview of accessible minors, please check the Major/Minor Combination Matrix which is published at the beginning of each academic year.

### 2.2.3 Year 3 – CAREER

During their third year, students prepare and make decisions 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 within their discipline, but also focuses on the responsibility of students beyond their discipline (see Jacobs Track).

The 5th semester also opens a mobility window for a diverse range of study abroad options. Finally, the 6th semester is dedicated to fostering the students' research experience by involving them in an extended Bachelor thesis project.

#### 2.2.3.1 Internship / Start-up and Career Skills Module

As a core element of Jacobs University's employability approach students are required to engage in a mandatory two-month internship of 15 CP that will usually be completed during the summer between the second and third years of study. This gives students the opportunity to gain first-hand practical experience in a professional environment, apply their knowledge and understanding in a professional context, reflect on the relevance of their major to employment and society, reflect on their own role in employment and society, and find a professional orientation. The internship can also establish valuable contacts for the students' Bachelor's thesis project, for the selection of a Master program graduate school or further employment after graduation. This module is complemented by career advising and several career skills workshops throughout all six semesters that prepare students for the transition from student life to professional life. As an alternative to the full-time internship, students interested in setting up their own company can apply for a start-up option to focus on developing of 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 5th and 6th semester. The default specialization module size is 5 CP, with smaller 2.5 CP modules being possible as justified exceptions.

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

- Specialization: Political Philosophy (5 CP)
- Specialization: China: Politics, Economy and Society (5 CP)
- Specialization: Oppression, Conformity and Resistance under Dictatorships (5 CP)
- Specialization: A New Cold War? EU-Russian Relations (5 CP)

In the module “Political Philosophy”, 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 module “China: Politics, Economy and Society” 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. In the module “Oppression, Conformity and Resistance under Dictatorships”, students are introduced to scholarly approaches toward and debates about the history of everyday life under tyranny with a focus on European twentieth-century dictatorships such as Fascist Italy, Nazi Germany, Stalinist Russia and Socialist Eastern Germany.

### 2.2.3.3 Study Abroad

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

For further information, please contact the International Office (<https://www.jacobs-university.de/study/international-office>).

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

#### 2.2.3.4 Bachelor Thesis/Seminar Module

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

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

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

### 2.3 The Jacobs Track

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

#### 2.3.1 Methods and Skills Modules

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

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

- 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 of acquired disciplinary knowledge in economic, societal, technological, and/or ecological contexts. Working together with students from different disciplines and cultural backgrounds, these modules cross the boundaries of traditional academic disciplines.

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

### 2.3.3 Community Impact Project

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

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

### 2.3.4 Language Modules

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

### **3 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 with a strong interest in understanding the multi-faceted problems and threats facing 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 good complement to many other programs. IRPH 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 introduces students who take it as a minor 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 provide opportunities for collaborative problem solving. The program endeavors to equip students minoring in IRPH with an in-depth understanding of the interrelationships of 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, cogent arguments in professional and academic formats, such as presentations, debates, discussions and research papers;
- develop solutions to international problems in a respectful manner as part of a diverse team with potentially different viewpoints;
- analyze the interrelationships of 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 are valid for all students who entered the IRPH undergraduate program at Jacobs University in Fall 2019. In case of conflict between the regulations in this handbook and the general Policies for Bachelor Studies, the latter apply (see <http://www.jacobs-university.de/academic-policies>).

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

### **4.2 Degree**

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

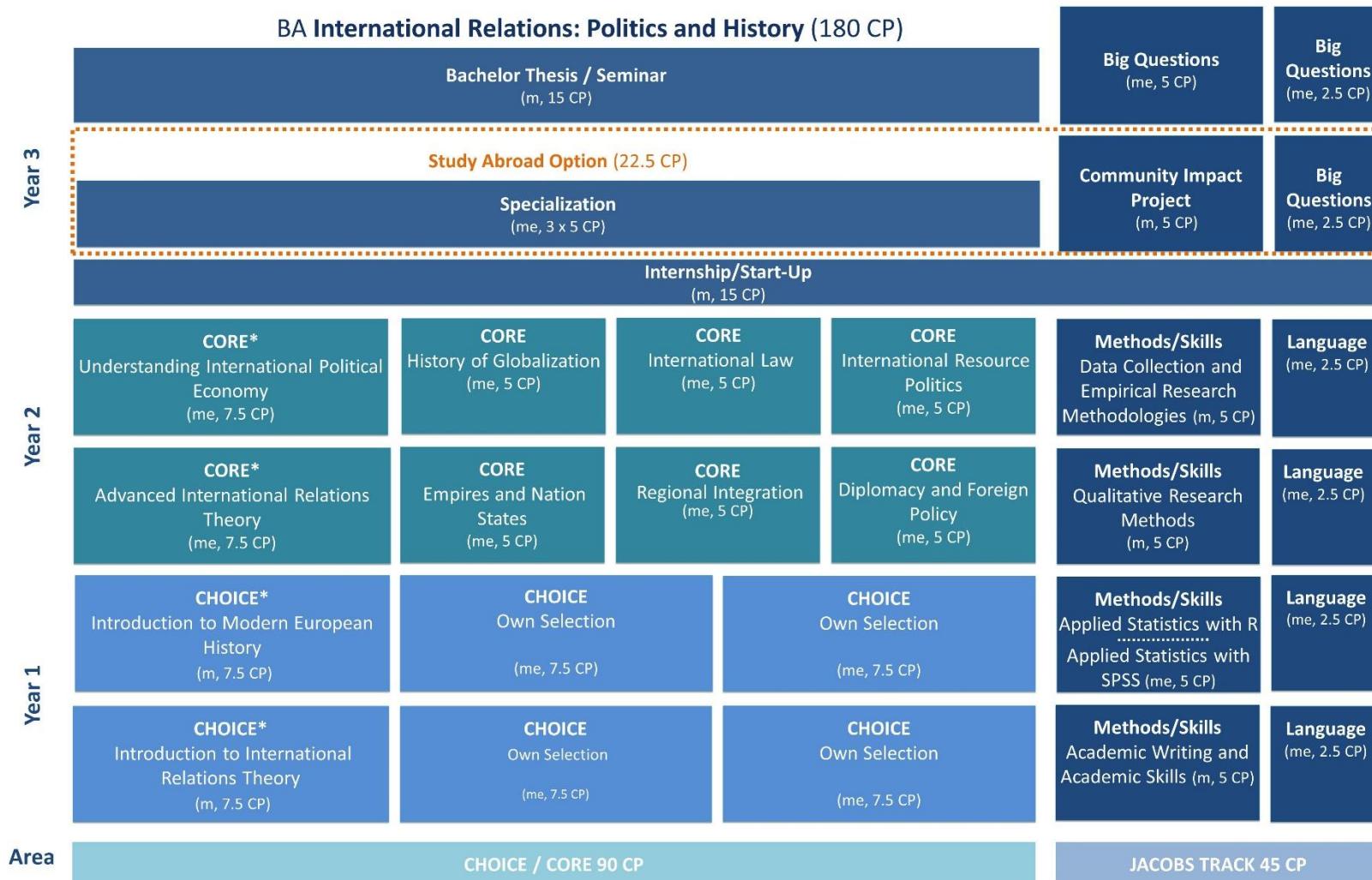
### **4.3 Graduation Requirements**

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 the sequence and types of modules required for the study program schematically. A more detailed description, including the assessment types, is given 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 2019													
Program-Specific Modules		Type	Assessment	Period	Status <sup>1</sup>	Sem.	CP	Jacobs Track Modules (General Education)					
<b>Year 1 - CHOICE</b>										45	15		
Take the mandatory CHOICE modules listed below, this is a requirement for the IRPH program.													
Unit: Introduction to International Relations (Default minor)										15			
<b>CH-330</b>		<b>Module: Introduction to International Relations Theory</b>		m	1	7,5	<b>Unit: Methods / Skills</b>				10		
CH-330-A	International Relations Theory I	Lecture	Written examination, (Presentation, voluntary Bonus)	Final exam period		5	JTMS-MET-01	<b>Module: Academic Writing and Academic Skills</b>		m	1	5	
CH-330-B	Tutorial: Argument & Scholarship	Tutorial				2,5	JTMS-01	Academic Writing and Academic Skills	Lecture	Term paper			
<b>CH-331</b>		<b>Module: Introduction to Modern European History</b>		m	2	7,5	Take one of the two listed mandatory elective methods modules:						
CH-331-A	Modern European History	Lecture	Written examination	Final exam period		5	JTMS-MET-02	<b>Module: Applied Statistics with SPSS</b>		me	2	5	
CH-331-B	Tutorial: Writing & Political Thought	Tutorial				2,5	JTMS-MET-03	<b>Module: Applied Statistics with R</b>		me	2	5	
Unit: CHOICE (own selection)										1/2	30		
Take four further CHOICE modules from those offered for all other study programs. <sup>2</sup>													
<b>Year 2 - CORE</b>										45	15		
Take all CORE modules listed below or replace 15 CP with suitable CORE modules from other study programs. <sup>2</sup>													
Unit: International Politics and Political Economy (Default minor)										15			
<b>CO-660</b>		<b>Module: Understanding International Political Economy</b>		me	4	7,5	<b>Unit: Methods / Skills</b>				10		
CO-660-A	International Political Economy	Lecture	Research paper			5	JTMS-MET-04	<b>Module: Qualitative Research Methods</b>		m	3	5	
CO-660-B	IPE and the Rise of East Asia	Seminar				2,5	JTMS-04	Qualitative Research Methods	Lecture	Research paper			
<b>CO-661</b>		<b>Module: Advanced International Relations Theory</b>		me	3	7,5	<b>Unit: Data Collection and Empirical Research Methodologies</b>				m	4	5
CO-661-A	International Relations Theory II	Lecture	Written examination	Final exam period		5	JTMS-06	Data Collection and Empirical Research Methodologies	Lecture	Research project			
CO-661-B	Debating International Relations Theory	Seminar				2,5	<b>Unit: Language</b>				5		
Unit: Global Dynamics in Historical and Legal Perspective										15			
<b>CO-662</b>		<b>Module: Empires and Nation States</b>		me	3	5	German is default language. Native German speakers take modules in another offered language.						
CO-662-A	Empires and Nation States	Seminar	Written examination	Final exam period		5	JTLA-xxx	<b>Module: Language 1</b>		m	1	2,5	
<b>CO-663</b>		<b>Module: History of Globalization</b>		me	4	5	JTLA-xxx	Language 1	Seminar	Various	me		
CO-663-A	History of Globalization	Seminar	Research paper			5	<b>Unit: Language</b>						
<b>CO-664</b>		<b>Module: International Law</b>		me	4	5	German is default language. Native German speakers take modules in another offered language.						
CO-664-A	International Law	Lecture	Research paper			5	JTLA-xxx	<b>Module: Language 3</b>		m	3	2,5	
Unit: Arenas of Political Life										15			
<b>CO-665</b>		<b>Module: Regional Integration</b>		me	3	5	JTLA-xxx	Language 3	Seminar	Various	me		
CO-665-A	Regional Integration	Lecture	Research paper			5	<b>Unit: Language</b>						
<b>C0-666</b>		<b>Module: International Resource Politics</b>		me	4	5	JTLA-xxx	<b>Module: Language 4</b>		m	4	2,5	
CO-666-A	International Resource Politics	Seminar	Research paper			5	JTLA-xxx	Language 4	Seminar	Various	me		
<b>CO-667</b>		<b>Module: Diplomacy and Foreign Policy</b>		me	3	5	<b>Unit: Big Questions</b>				10		
CO-667-A	Diplomacy and Foreign Policy	Lecture	Research paper			5	JTBQ-xxx	<b>Module: Big Questions</b>		m	5/6	5	
<b>Year 3 - CAREER</b>										45	15		
Take a total of 15 CP of specialization modules													
CA-INT-900	<b>Module: Internship / Start-up and Career Skills</b>		m	4/5	15	Take a total of 10 CP of Big Questions modules with each 2,5 or 5 CP							
CA-INT-900-0	Internship / Start-up and Career Skills	Internship	Report/Business Plan			5	JTBQ-xxx	Big Questions	Lecture	Various	me		
<b>CA-IRPH-800</b>		<b>Module: Thesis / Seminar IRPH</b>		m	6	15	<b>Unit: Community Impact Project</b>				5		
CA-IRPH-800-T	Thesis IRPH	Thesis	Thesis and Presentation			12	JTCI-CI-950	<b>Module: Community Impact Project</b>		m	5	5	
CA-IRPH-800-S	Seminar IRPH	Seminar				3	JTCI-950	Community Impact Project	Project	Project			
Unit: Specialization IRPH										15			
Total CP											180		

<sup>1</sup> Status (m = mandatory, me = mandatory elective)

<sup>2</sup> 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.

<sup>3</sup> For details please see the IRPH study program handbook.

Figure 3: Study and Examination Plan

## 7 Module Descriptions

### 7.1 Introduction to International Relations

<b>Module Name</b>	Introduction to International Relations		<b>Module Code</b>	<b>Level (type)</b>	<b>CP</b>		
		CH-330		Year 1 (CHOICE)	7.5		
<b>Module Components</b>							
<b>Number</b>		<b>Name</b>		<b>Type</b>	<b>CP</b>		
CH-330-A		International Relations Theory I		Lecture	5.0		
CH-330-B		Tutorial: Argument & Scholarship		Seminar	2.5		
<b>Module Coordinator</b>	<b>Program Affiliation</b>			<b>Mandatory Status</b>			
Karen Stegen	<ul style="list-style-type: none"> <li>International Relations: Politics and History (IRPH)</li> </ul>			Mandatory for IRPH			
<b>Entry Requirements</b>			<b>Frequency</b>	<b>Forms of Learning and Teaching</b>			
Pre-requisites	Co-requisites	Knowledge, Abilities, or Skills	annually	<ul style="list-style-type: none"> <li>Lecture and interactive exercises (35 classroom hours)</li> <li>Seminar (17.5 classroom hours), with small class size</li> <li>Private Study (135 hours)</li> </ul>			
<input checked="" type="checkbox"/> None	<input checked="" type="checkbox"/> None	<ul style="list-style-type: none"> <li>Knowledge of current events in international politics</li> </ul>	<b>Duration</b>	<b>Workload</b>			
			1 semester	187.5 hours			
<b>Recommendations for Preparation</b>							
To prepare for this course, students should be aware of recent significant developments in international politics, via respectable news outlets.							
<b>Content and Educational Aims</b>							
<p>This module introduces students to the field of political science, in general, and explores in detail one of its main subfields, international relations (IR). Students will also gain basic knowledge of how to construct academic arguments and analyze academic scholarship. In "International Relations Theory I", students will learn core political concepts; the two "mainstream" IR theories, (neo)realism and (neo)liberalism; and theories of cooperation and collective security. To bring the theories to life, students will play diplomacy and cooperation games. With an eye also on practical issues, they will examine 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. 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 how to interpret high-level scholarship in political science, develop academic arguments, and structure academic papers.</p>							

### ***Intended Learning Outcomes***

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

- describe two of the core theories of International Relations; (neo)realism and (neo)liberalism;
- explain how international cooperation can be achieved and major challenges overcome;
- differentiate several prominent international organizations, including the UN, NATO and WTO;
- demonstrate presentation skills;
- enumerate the non-academic attributes that are important to graduate schools;
- compare how academic arguments are developed;
- describe how academic papers can be structured.

### ***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 will be used in further modules, particularly the CORE and Specialization Modules
- This Module is a pre-requisite for the IRPH Minor Modules: Understanding International Political Economy and Advanced International Relations Theory
- The work in the Tutorial dovetails with the Academic Writing and Academic Skills module.

### ***Assessment***

In all module descriptions the category “Assessment” describes the requirements for the award of ECTS credit points (CP) for the respective module.

Type: Written Examination

Duration: 120 minutes

Weight: 100%

Scope: All intended learning outcomes of the module, aside from Presentation Skills

The module gives the possibility to give a presentation in front of the class. Presenting contributes to improve the grade by 0.33 points (German grading system) but is not required to reach the best grade in the course (1.0).

## 7.2 Introduction to Modern European History

<b>Module Name</b> Introduction to Modern European History		<b>Module Code</b> CH-331	<b>Level (type)</b> Year 1 (CHOICE)	<b>CP</b> 7.5
<b>Module Components</b>				
<b>Number</b> CH-331-A		<b>Name</b> Modern European History		<b>Type</b> Lecture 5.0
CH-331-B		<b>Name</b> Tutorial: Writing & Political Thought		<b>Type</b> Seminar 2.5
<b>Module Coordinator</b> Julia Timpe	<b>Program Affiliation</b> • International Relations: Politics and History (IRPH)		<b>Mandatory Status</b> Mandatory for IRPH	
<b>Entry Requirements</b>		<b>Frequency</b> annually	<b>Forms of Learning and Teaching</b> • Lecture (35 classroom hours) • Seminar (17.5 classroom hours), with small class size • Private Study (135 hours)	
<b>Pre-requisites</b> <input checked="" type="checkbox"/> None	<b>Co-requisites</b> <input checked="" type="checkbox"/> None	<b>Knowledge, Abilities, or Skills</b> • Sufficient English reading	<b>Duration</b> 1 semester	<b>Workload</b> 187.5 hours
<b>Recommendations for Preparation</b> None				
<b>Content and Educational Aims</b> <p>This module introduces students to the study of history, in general, and explores in detail the history of Europe in the modern era, i.e. in the time period since the French Revolution of 1789. Students will also gain familiarity with basic writing skills and 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 class 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 historical sources. The reading materials for the course will comprise textbook chapters, academic articles and primary sources. The tutorial will introduce students to the developments in political philosophy that shaped nineteenth century ideologies such as liberalism and communism, complementing the lecture course's examination of the historical relevance and contexts of these. In the tutorial 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. In regards to practical and transferrable skills, this module will support students in developing abilities to organize, summarize and analyze complex information verbally and in written form.</p>				

***Intended Learning Outcomes***

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

- Name events and actors important for 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 from 1789 to 1989
- Identify different academic and theoretical approaches
- Discuss complex ideas and concepts in a critical and constructive manner
- Construct written pieces that concisely and persuasively convey academic arguments

***Usability and Relationship to other Modules***

- Mandatory for a major in IRPH
- Mandatory for a minor in IRPH
- The knowledge acquired in this module provide the building blocks for further study in IRPH, especially for the CORE modules: Empires and Nation States, Advanced International Relations Theory and History of Globalization.
- The module is a pre-requisite for the IRPH CORE Module History of Globalization and the IRPH Specialization Course Oppression, Conformity and Resistance under Dictatorships.

***Assessment***

Type: Written Examination

Duration: 120 minutes

Weight: 100%

Scope: All intended learning outcomes of the module.

### 7.3 Understanding International Political Economy

<b>Module Name</b> Understanding International Political Economy		<b>Module Code</b> CO-660	<b>Level (type)</b> Year 2 (CORE)	<b>CP</b> 7,5		
<b>Module Components</b>						
<b>Number</b> CO-660-A		<b>Name</b> International Political Economy		<b>Type</b> Lecture		
CO-660-B		<b>Name</b> IPE and the Rise of East Asia		<b>Type</b> Seminar		
<b>Module Coordinator</b> Tobias ten Brink	<b>Program Affiliation</b> • International Relations: Politics and History (IRPH)		<b>Mandatory Status</b> Mandatory elective for IRPH			
<b>Entry Requirements</b>	<b>Pre-requisites</b> <input checked="" type="checkbox"/> None	<b>Co-requisites</b> <input checked="" type="checkbox"/> None	<b>Frequency</b> annually	<b>Forms of Learning and Teaching</b> • Lecture (35 hours) • Seminar (17,5 hours) • Self-Study (135 hours)		
			<b>Duration</b> 1 semester	<b>Workload</b> 187,5		
<b>Recommendations for Preparation</b>						
Students should read Robert O'Brien and Marc Williams, Marc: <i>Global Political Economy: Evolution and Dynamics</i> , Hounds Mills 2016.						
<b>Content and Educational Aims</b>						
In this module, students will focus on the relationship between economics and international relations since the 1970s. In particular, this module examines how domestic policies and politics interact with and are influenced by international economic issues and governance. In the main seminar, first, key theories and concepts of International Political Economy (IPE) are discussed. Second, the roles, ideas and interactions of the main agents—such as state actors, market actors, international organizations, and NGOs—are analyzed. Third, students will engage with key IPE themes, including trade, financial relations, and poverty and development. 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 China and other East Asian economies. The results hereof will be submitted as an end-of-term research paper.						
This module provides students with the basic theoretical insights, principles, and themes of IPE, and offers an opportunity to improve their writing skills. Also, students will learn to construct well-supported arguments and to develop critical thinking skills. Upon completion of the module, students will be able to think across disciplinary boundaries and beyond Western world views in order to understand the complexity of modern political and economic life.						

#### ***Intended Learning Outcomes***

By the end of this module, students should 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 of 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.

#### ***Usability and Relationship to other Modules***

- Mandatory elective for a major in IRPH
- Mandatory for a minor in IRPH
- This module builds upon the Choice Module “Introduction to International Relations Theory” and connects to the Core Modules “Regional Integration” and “Empires and Nation States”. It also prepares students for the “BA thesis” Module.

#### ***Assessment***

Type: Term Paper

Length: 4000 words

Weight: 100%

Scope: All intended learning outcomes of the module

The module gives the possibility to give a presentation in front of the class. Presenting contributes to improve the grade by 0.33 points (German grading system) but is not required to reach the best grade in the course (1.0).

## 7.4 Advanced International Relations Theory

<b>Module Name</b> Advanced International Relations Theory		<b>Module Code</b> CO-661	<b>Level (type)</b> Year 2 (CORE)	<b>CP</b> 7.5
<b>Module Components</b>				
<b>Number</b> CO-661-A		<b>Name</b> International Relations Theory II		<b>Type</b> Lecture 5
CO-661-B		<b>Name</b> Debating International Relations Theory		<b>Type</b> Seminar 2.5
<b>Module Coordinator</b> Marco Verweij	<b>Program Affiliation</b> • International Relations: Politics and History (IRPH)		<b>Mandatory Status</b> Mandatory Elective for IRPH	
<b>Entry Requirements</b>		<b>Frequency</b> annually	<b>Forms of Learning and Teaching</b> • Lecture (35 hours) • Seminar (17.5 hours), with small class size • Self-study (135 hours)	
<b>Pre-requisites</b> <input checked="" type="checkbox"/> None	<b>Co-requisites</b> <input checked="" type="checkbox"/> None	<b>Knowledge, Abilities, or Skills</b> • Basic understanding of mainstream International Relations theories (neorealism and neoliberalism) • Ability to read primary political science literature • Sufficient English writing skills • Willingness to engage in class debate	<b>Duration</b> 1 semester	<b>Workload</b> 187.5 hours
<b>Recommendations for Preparation</b>				
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, it would help them to consult: Tim Dunne, Milja Kurki and Steve Smith (eds), <i>International Relations Theories: Discipline and Diversity</i> (Oxford: Oxford University Press, 2016).				
<b>Content and Educational Aims</b>				
In this module, students are familiarized with the past sixty (or so) years of theorizing about world politics. As such, it builds on the knowledge students have acquired in 'International Relations Theory I' module, in which they focused on two major international relations (IR) theories, namely neoliberalism and neorealism. In this 'Advanced' module, students learn to analyze, apply and criticize a wider range of IR approaches. In the first half of the module, the participants 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 analyse, compare and evaluate the theoretical frameworks of the 'Fourth Great Debate' (which has been raging from the 1990s up to now). Attention is also 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.				
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 debate the strengths and weaknesses of that particular approach, and are encouraged to discuss any remaining lacunae in their understanding of the approach. This debate is initiated, and chaired, by a different group of students (under the supervision of the course instructor) each week. To strengthen their analytical and critical skills, during the final exam, students have to answer three wide-ranging questions about IR theories in the form of short essays. As a consequence,				

students taking this module also benefit from having participated in two CHOICE tutorials ( Argument & Scholarship and Writing & Political Thought). All the required readings in this module consist of primary academic literature (mostly in the form of articles from leading IR 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.

#### ***Usability and Relationship to other Modules***

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

#### ***Assessment***

Type: Written examination

Duration: 180 minutes

Weight: 100%

Scope: All intended learning outcomes of the module.

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 a short, coherent essay. This type of exam encourages students' analytical, critical, creative and writing skills. Thus, it helps fulfill all the 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 the students prepare for undertaking a Master's degree.

## 7.5 Empires and Nation States

<b>Module Name</b> Empires and Nation States	<b>Module Code</b> Co-662	<b>Level (type)</b> Year 2 (CORE)	<b>CP</b> 5.0
<b>Module Components</b>			
<b>Number</b> CO-662-A	<b>Name</b> Empires and Nation States	<b>Type</b> Seminar	<b>CP</b> 5.0
<b>Module Coordinator</b> Julia Timpe	<b>Program Affiliation</b> • International Relations: Politics and History (IRPH)		<b>Mandatory Status</b> Mandatory elective for IRPH
<b>Entry Requirements</b>  Pre-requisites <input checked="" type="checkbox"/> IRPH CHOICE Module Introduction to Modern European History	<b>Co-requisites</b> <input checked="" type="checkbox"/> None  • Basic understanding of Modern (European) History • Willingness to engage in class debate	<b>Frequency</b> annual	<b>Forms of Learning and Teaching</b> • Seminar (35 classroom hours), with small class size • Private Study (90 hours)
		<b>Duration</b> 1 semester	<b>Workload</b> 125 hours
<b>Recommendations for Preparation</b> 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> .			
<b>Content and Educational Aims</b>  This module will introduce students to the politics and ideologies of the so-called “long nineteenth century” providing them a close insight into events, ideas and processes that came to shape modern politics and societies and still define our institutions, political landscapes and ideologies today. In particular, the module will explore historical developments during 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 and their repercussions in Europe and other parts of the world.			
The module follows a three-part-structure: In the first part, students will explore the beginning of the “long nineteenth century” and the cause, course and immediate consequences of the French Revolution. The second part of the module will build from this 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 repercussion 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 form.			
<b>Intended Learning Outcomes</b>  By the end of this module, students should be able to  <ul style="list-style-type: none"> <li>• describe the contours of international relations during the “long nineteenth century”;</li> <li>• summarize the effects of the French revolution on modern history;</li> <li>• explain the content and connections of nationalism, nation building and imperialism in the nineteenth century;</li> <li>• discuss visual and written primary sources;</li> <li>• critique academic scholarship related to historical issues.</li> </ul>			
<b>Usability and Relationship to other Modules</b>  <ul style="list-style-type: none"> <li>• Mandatory elective for a major in IRPH</li> </ul>			

- This module's content builds on the content of the IRPH CHOICE module Introduction to European History module, and it furthers the academic skills students gained in both IRPH Choice modules.

**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 acquired in class. In the exam, they will also discuss scholarship read in class and analyze a primary source.

## 7.6 History of Globalization

<b>Module Name</b> History of Globalization		<b>Module Code</b> CO-663	<b>Level (type)</b> Year 2 (CORE)	<b>CP</b> 5.0
<b>Module Components</b>				
<b>Number</b> CO-663-A		<b>Name</b> History of Globalization		<b>Type</b> Seminar
<b>Module Coordinator</b> Julia Timpe	<b>Program Affiliation</b> • International Relations: Politics and History (IRPH)		<b>Mandatory Status</b> Mandatory elective for IRPH	
<b>Entry Requirements</b>  Pre-requisites <input checked="" type="checkbox"/> IRPH CHOICE Module Introduction to Modern European History		<b>Knowledge, Abilities, or Skills</b>  • Basic understanding of Modern (European) History • Sufficient English writing skills • Willingness to engage in class debate	<b>Frequency</b> annual	<b>Forms of Learning and Teaching</b>  • Seminar (35 classroom hours), with small class size • Private Study (90 hours)
			<b>Duration</b> 1 semester	<b>Workload</b> 125 hours
<b>Recommendations for Preparation</b> Students should read Jürgen Osterhammel/Niels P. Peterson, <i>Globalization: A Short History</i> or Peter N. Stearns, <i>Globalization in World History</i> .				
<b>Content and Educational Aims</b>  Today's world is marked by the far-reaching, international interconnectedness of social, economic, political, and cultural spheres. This process of progressing 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 about 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, trade, communication and migration. For both time periods, these array of aspects which will be explored by an examination and discussion of related historical case studies. In addition to introducing students to the history of globalization, the module also aims to provide instruction for writing academic papers. In particular, students will be trained to identify a research topic related to the module's content that they will pursue, to organize and conduct the necessary research and structure and write an argumentative essay.				
<b>Intended Learning Outcomes</b>  By the end of this module, students should be able to  <ul style="list-style-type: none"> <li>• describe historical processes leading to the emergence of globalization;</li> <li>• explain factors, innovations and continuities during the nineteenth and twentieth century which have led to today's interconnected world;</li> <li>• evaluate academic scholarship;</li> <li>• prepare a research paper on a topic related to the history of globalization.</li> </ul>				

***Usability and Relationship to other Modules***

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

***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**

<b>Module Name</b> International Law		<b>Module Code</b> CO-664	<b>Level (type)</b> Year 2 ()	<b>CP</b> 5					
<b>Module Components</b>									
<i>Number</i>		<i>Type</i>		<i>CP</i>					
CO-664-A	<i>International law</i>		Lecture	5					
<b>Module Coordinator</b> Manfred Hinz	<b>Program Affiliation</b> • International Relations: Politics and History (IRPH)		<b>Mandatory Status</b> Mandatory elective for IRPH						
<b>Entry Requirements</b>		<b>Frequency</b> annually	<b>Forms of Learning and Teaching</b>						
Pre-requisites <input checked="" type="checkbox"/> None	Co-requisites <input checked="" type="checkbox"/> None	Knowledge, Abilities, or Skills • Understanding of theories of international relations • Engagement in class debates	<ul style="list-style-type: none"> <li>• Lecture (35 classroom hours)</li> <li>• Private study (90 hours)</li> </ul> <b>Duration</b> 1 semester						
<b>Recommendations for Preparation</b>		<b>Workload</b> 125 hours							
<b>Content and Educational Aims</b>									
The module International law 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 changed with the access of former colonies to statehood and their membership in the international family of states.									
The following are the main questions the course will address in its three parts:									
<ol style="list-style-type: none"> <li>1) How was international law created and how has it changed up to today? Who are the actors in the international legal order? To whom does international law apply?</li> <li>2) What are the central principles of international law?</li> <li>3) To what extent does international law assist in regulating international relations and resolving conflicts?</li> </ol>									
<b>Intended Learning Outcomes</b>									
By the end of the course, the students should be able to									
<ul style="list-style-type: none"> <li>• describe the principles of international law;</li> <li>• understand the working of international law including its limits;</li> <li>• critically review developments in international law, including court judgments relevant to the development of international law;</li> <li>• evaluate international conflicts by applying international law and considering relevant political positions.</li> </ul>									
<b>Usability and Relationship to other Modules</b>									
<ul style="list-style-type: none"> <li>• Mandatory elective for a major in IRPH</li> </ul>									

- The module builds on the CHOICE module “Introduction to International Relations” and connects to the CORE module “Advanced International Relations Theory”, “International Resource Politics” and “History of Globalization” and the specialization Module “Political Philosophy.”

**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 topics of the term paper. The capacity to argue problems related to the topic and submit solutions for them will be of particular importance

## 7.8 Regional Integration

<b>Module Name</b> Regional Integration		<b>Module Code</b> CO-665	<b>Level (type)</b> Year 2 (CORE)	<b>CP</b> 5.0
<b>Module Components</b>				
<b>Number</b> CO-665-A		<b>Name</b> Regional Integration		<b>Type</b> Lecture
				<b>CP</b> 5.0
<b>Module Coordinator</b> Claas Knoop	<b>Program Affiliation</b> • International Relations: Politics and History (IRPH)		<b>Mandatory Status</b> Mandatory elective for IRPH	
<b>Entry Requirements</b>		<b>Frequency</b> annually	<b>Forms of Learning and Teaching</b> • Lecture (35 classroom hours) • Private Study (90 hours)	
<b>Pre-requisites</b> <input checked="" type="checkbox"/> None	<b>Co-requisites</b> <input checked="" type="checkbox"/> None	<b>Knowledge, Abilities, or Skills</b> • Familiarity with mainstream IR Theories (Realism and Functionalism) • Writing Skills	<b>Duration</b> 1 semester	<b>Workload</b> 125 hours
<b>Recommendations for Preparation</b>				
Students should read: Haas, Ernst B.: <i>Beyond the Nation State: Functionalism and International Organization</i> , Stanford University Press, 1964; Ariane Köslin, Martin Zimmek (eds.): <i>Global Voices on Regional Integration</i> , Center for European Studies, C 176, 2007.				
<b>Content and Educational Aims</b>				
In this module, students will examine efforts to overcome the boundaries of nation states and work towards economic, political or strategic integration on 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 both conduct analyses of regional integration efforts by different groups of countries and convert their insights into advisory briefing memos and policy papers.				

***Intended Learning Outcomes***

By the end of this module, student 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 bases on case studies;
- explain the link between regional integration and globalization;
- write briefing memos and policy papers with recommendations for employers.

***Usability and Relationship to other Modules***

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

***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 confront 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

<b>Module Name</b> International Resource Politics		<b>Module Code</b> CO-666	<b>Level (type)</b> Year 2 (CORE)	<b>CP</b> 5.0
<b>Module Components</b>				
<b>Number</b> CO-666-A		<b>Name</b> International Resource Politics		<b>Type</b> Seminar
<b>Module Coordinator</b> Karen Smith Stegen		<b>Program Affiliation</b> • International Relations: Politics and History (IRPH)		<b>Mandatory Status</b> Mandatory elective for IRPH and ISS
<b>Entry Requirements</b>		<b>Frequency</b> annually	<b>Forms of Learning and Teaching</b> • Seminar (30 classroom hours), with small class size • Interactive Exercises (5 classroom hours) • Private Study (90 hours)	
<b>Pre-requisites</b> <input checked="" type="checkbox"/> None	<b>Co-requisites</b> <input checked="" type="checkbox"/> None	<b>Knowledge, Abilities, or Skills</b> • Familiarity with mainstream IR Theories (Neorealism and Neoliberalism) • Writing Skills	<b>Duration</b> 1 semester	<b>Workload</b> 125 hours
<b>Recommendations for Preparation</b> 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).				
<b>Content and Educational Aims</b> In this module, students explore the intersection of politics, economics and resources—particularly energy. During the first half, students will examine the geopolitical jostling that has occurred from the late 19 <sup>th</sup> century up to present times as states seek to secure resources. Students will learn about various forms of energy (e.g. hydrocarbon and renewable) and 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. They will review the mainstream theories of international relations, neorealism and neoliberalism, and debate which approach best explains state behavior in geopolitical hotspots, such as the Caspian region. In the second half of the module, students will learn about the recent rise of 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/rare earths: 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 how to both conduct political risk analyses and convert their insights into advisory briefing memos and policy papers.				

#### ***Intended Learning Outcomes***

By the end of this module, student 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 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.

#### ***Usability and Relationship to other Modules***

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

#### ***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.

The module gives the possibility to do a presentation. This additional presentation is a voluntary task that can improve the grade by 0.33 points (German grading system) but is not required to reach the best grade in the module (1.0).

## 7.10 Diplomacy and Foreign Policy

<b>Module Name</b> Diplomacy and Foreign Policy	<b>Module Code</b> CO-667	<b>Level (type)</b> Year 2 (CORE)	<b>CP</b> 5.0
<b>Module Components</b>			
<b>Number</b>	<b>Name</b>	<b>Type</b>	<b>CP</b>
CO-667-A	Diplomacy and Foreign Policy	Lecture	5.0
<b>Module Coordinator</b> Claas Knoop	<b>Program Affiliation</b> • International Relations: Politics and History (IRPH)		<b>Mandatory Status</b> Mandatory elective for IRPH
<b>Entry Requirements</b>		<b>Frequency</b> annually	<b>Forms of Learning and Teaching</b>
<b>Pre-requisites</b> <input checked="" type="checkbox"/> None	<b>Co-requisites</b> <input checked="" type="checkbox"/> None	<b>Knowledge, Abilities, or Skills</b>	<ul style="list-style-type: none"> <li>• Familiarity with mainstream IR Theories (Neorealism and Neoliberalism)</li> <li>• Writing Skills</li> </ul>
		<b>Duration</b> 1 semester	<b>Workload</b> 125 hours
<b>Recommendations for Preparation</b>			
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.			
<b>Content and Educational Aims</b>			
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 <sup>st</sup> 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 of working in the field of diplomacy and foreign policy. This section will focus also on the work of embassies and permanent representations. As the topics of this course may be relevant for future careers of students in an international professional environment, students will be taught how to prepare applications for foreign services and international organizations, such as the United Nations or the European Union.			

***Intended Learning Outcomes***

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

- explain the tools and the role of diplomacy in international relations of the 21<sup>st</sup> Century;
- summarize the role of non-state-actors in diplomacy and foreign policy;
- explain the tasks and roles of Foreign Services, Embassies and Permanent Representations in International Relations;
- conduct a meaningful preparation for a professional career in the field of Diplomacy and Foreign Policy.

***Usability and Relationship to other Modules***

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

***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 21<sup>st</sup> Century. The analysis should include insights into how multilateral organizations, such as the European Union or the United Nations are affected by countries that follow strictly national orientated foreign policies.

## 7.11 Political Philosophy

<b>Module Name</b> Political Philosophy	<b>Module Code</b> CA-S-IRPH-801	<b>Level (type)</b> Year 3 (Specialization)	<b>CP</b> 5.0	
<b>Module Components</b>				
<b>Number</b> CA-IRPH-801	<b>Name</b> Political Philosophy	<b>Type</b> Seminar	<b>CP</b> 5	
<b>Module Coordinator</b> Eoin Ryan	<b>Program Affiliation</b> • International Relations: Politics and History (IRPH)		<b>Mandatory Status</b> Mandatory Elective for IRPH	
<b>Entry Requirements</b>	<b>Frequency</b> Annually	<b>Forms of Learning and Teaching</b> • Seminar sessions (35 hours), with small class size • Private Study, including seminar preparation & debriefing, assessment preparation (90 hours)		
<b>Pre-requisites</b> <input checked="" type="checkbox"/> Introduction to International Relations Theory and Introduction to Modern European History	<b>Co-requisites</b> <input checked="" type="checkbox"/> None	<b>Knowledge, Abilities, or Skills</b> • Basic knowledge of modern political theory • Willingness to engage in class debate • Basic presentation and writing skills • Basic academic research skills	<b>Duration</b> 1 semester	<b>Workload</b> 125 hours
<b>Recommendations for Preparation</b>				
Students might/should read: <ul style="list-style-type: none"><li>• Jonathan Wolff, <i>An Introduction to Political Philosophy</i>, 3<sup>rd</sup> edn., Oxford and New York: 2016, Oxford University Press.</li></ul>				
In this module, students will explore central problems and key concepts of political philosophy. The module will provide an introduction to key concerns in contemporary political philosophy that will be grounded in the reading and analysis of central texts from the tradition of Modern Philosophy.				
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 basis of the political systems in the modern era. Through reading selected classical works, students will reflect on key concepts such as power, the state, representation, and democracy. In addition, students will become familiar with the problems of conceptual history, and the practice of close-reading philosophical texts				
The second part of the module focuses on prominent discourses and key debates in twentieth and twenty-first century philosophy. Students will learn how classical political concerns have been addressed in the 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.				
Students will deepen their understanding of the evolution, complexity, and interrelations of political ideas that are often taken to be transparent in other academic, professional, or public debates, giving them the background to examine controversial ideas and discussions from more varied critical perspectives. By engaging with issues in political philosophy on 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 due to their relevance and transferability in a further study on master level or in the world of labor.				

#### ***Intended Learning Outcomes***

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

- distinguish concepts and ideas in political philosophy;
- explain the grounding of 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.

#### ***Usability and Relationship to other Modules***

- Mandatory elective specialization module for 3<sup>rd</sup> year IRPH and ISS major students.
- This module builds on the IRPH CHOICE Modules and connects to contents discussed in the IRPH CORE modules Advanced International Relations Theory and International Law. It also complements the IRPH Thesis Module.

#### ***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

<b>Module Name</b> China: Politics, Economy and Society	<b>Module Code</b> CA-S-IRPH-803	<b>Level (type)</b> Year 3 (Specialization)	<b>CP</b> 5.0	
<b>Module Components</b>				
<b>Number</b> CA-IRPH-803	<b>Name</b> China: Politics, Economy and Society	<b>Type</b> Seminar	<b>CP</b> 5.0	
<b>Module Coordinator</b> Tobias ten Brink	<b>Program Affiliation</b> • International Relations: Politics and History (IRPH)		<b>Mandatory Status</b> Mandatory Elective for IRPH and ISS	
<b>Entry Requirements</b>	<b>Frequency</b> annual	<b>Forms of Learning and Teaching</b> • Seminar (35 hours), with small class size • Self-Study (90 hours)		
<b>Pre-requisites</b> <input checked="" type="checkbox"/> None	<b>Co-requisites</b> <input checked="" type="checkbox"/> None	<b>Knowledge, Abilities, or Skills</b> • Familiarity with East Asia • Writing Skills	<b>Duration</b> 1 semester	<b>Workload</b> 125 hours
<b>Recommendations for Preparation</b> 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.				
<b>Content and Educational Aims</b> This module will introduce students to in-depth analyses of contemporary Chinese politics, economy, and society. It deals with topical themes such as the transformation of the Chinese party-state, technological and social innovation, China 'going global', and other socio-political and economic challenges. The module introduces students to empirical research on China by scholars in the field.  This module provides students with theories and themes of contemporary China studies. It fosters competence in oral and written communication skills and it equips students with foundations for utilizing and critically applying theories (originally developed in the West) in a non-Western context. It is specifically designed for students interested in an academic career as students also will learn how to prepare and conduct empirical fieldwork.				
<b>Intended Learning Outcomes</b> Upon completion of this module, students should be able to <ul style="list-style-type: none"><li>• develop a nuanced understanding of China studies;</li><li>• critically and comparatively analyze the complex interaction between politics and economics in contemporary China;</li><li>• apply different theories and concepts in a non-Western context;</li><li>• design a research paper on a topic related to empirical issues discussed in class.</li></ul>				
<b>Usability and Relationship to other Modules</b> <ul style="list-style-type: none"><li>• Mandatory elective Specialization module for 3<sup>rd</sup> year IRPH and ISS major students.</li><li>• The module builds on the content of CORE modules such as History of Globalization and Understanding International Political Economy.</li></ul>				
<b>Assessment</b>				

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

<b>Module Name</b> Oppression, Conformity and Resistance under Dictatorships	<b>Module Code</b> CA-S-IRPH-804	<b>Level (type)</b> Year 3 (Specialization)	<b>CP</b> 5.0
<b>Module Components</b>			
<b>Number</b> CA-IRPH-804	<b>Name</b> Oppression, Conformity and Resistance under Dictatorships	<b>Type</b> Seminar	<b>CP</b> 5.0
<b>Module Coordinator</b> Julia Timpe	<b>Program Affiliation</b> • International Relations: Politics and History (IRPH)		<b>Mandatory Status</b> Mandatory Elective for IRPH and ISS
<b>Entry Requirements</b>  <b>Pre-requisites</b> <input checked="" type="checkbox"/> IRPH CHOICE <b>Module Introduction to Modern European History</b>	<b>Co-requisites</b> <input checked="" type="checkbox"/> None	<b>Knowledge, Abilities, or Skills</b> • Familiarity with 20 <sup>th</sup> century history • Writing Skills	<b>Frequency</b> annual  <b>Duration</b> 1 semester
<b>Forms of Learning and Teaching</b> • Seminar (35 classroom hours), with small class size • Private Study (90 hours)  <b>Workload</b> 125 hours			
<b>Recommendations for Preparation</b> Students should read Stephen J. Lee, <i>European Dictatorships 1918-1945</i> .			
<b>Content and Educational Aims</b>  This module will introduce students to scholarly approaches toward and debates about the history of the everyday 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: 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 – and how did they affect the daily lives of those who were persecuted by this regime? What more-or-less daily forms of oppression and acts of resistance occurred? How much support for these regimes do we find and what adaptations to their demands, rules, and structures can we discern among their populations? Students will explore these questions through discussing a wide array 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. The module aims to intensify students’ exposure to the scholarly work of historians and train them in critiquing academic scholarship, interpreting historical sources and in designing an independent research project on a chosen topic related to the themes of the module.			
<b>Intended Learning Outcomes</b>  By the end of this module, students should be able to			
<ul style="list-style-type: none"> <li>• describe the history of twentieth-century European dictatorships</li> <li>• explain different approaches and methods in the field of “everyday history” in relation to the study of dictatorial regimes</li> <li>• compare (potentially divergent) scholarly interpretations of historical developments</li> <li>• evaluate historical source material</li> <li>• compose a brief research paper on a topic related to issues discussed in class</li> </ul>			
<b>Usability and Relationship to other Modules</b>  • Mandatory elective Specialization module for 3 <sup>rd</sup> year IRPH and ISS major students.			

- The concepts and content in this module build on the content of the CHOICE History module. The module applies and further hones students' academic skills acquired in CORE modules such as History of Globalization and International Law and thus contributes to students' preparation for the writing of their BA thesis.

**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, following a research question developed individually by each student and based on an analysis of primary sources and scholarly accounts.

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

<b>Module Name</b> A New Cold War? EU-Russian relations	<b>Module Code</b> CA-S-SMP-803	<b>Level (type)</b> Year 3 (Specialization)	<b>CP</b> 5
<b>Module Components</b>			
<b>Number</b>	<b>Name</b>	<b>Type</b>	<b>CP</b>
CA-SMP-803	A New Cold War? EU-Russian Relations	Seminar	5
<b>Module Coordinator</b>  Jakob Fruchtmann	<b>Program Affiliation</b>  • Integrated Social Sciences (ISS)	<b>Mandatory Status</b>  Mandatory elective for ISS and IRPH	
<b>Entry Requirements</b>	<b>Frequency</b>	<b>Forms of Learning and Teaching</b>	
Pre-requisites	Co-requisites	Knowledge, Abilities, or Skills	annually  • Contact Time: 35 hours • Private Study: 90 hours
<input checked="" type="checkbox"/> None	<input checked="" type="checkbox"/> None	<b>Duration</b>	<b>Workload</b>  1 semester 125 hours
<b>Recommendations for Preparation</b>			
Study the syllabus thoroughly and read chapter 7 of Chomsky, N. (1982): "Towards a new cold war." A digital copy is accessible, here: <a href="http://www.kropfpolisci.com/cold.war.critical.chomsky.pdf">http://www.kropfpolisci.com/cold.war.critical.chomsky.pdf</a> . This was published in the wake of a severe escalation of the confrontation of East and West in the 80ies of last century. Compare the material given by Chomsky to what you know about the current situation. Can you spot any parallels? Which? What is different, today?			
<b>Content and Educational Aims</b>			
Russo-European relations traditionally fluctuate between relations of conflict and of 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 implicates a transformation of traditional relations of cooperation in the fields of both politics and economy from chances of mutual benefit to risks of vulnerability. Under this perspective everything, from internet and information-flows to migration is being revised as potential instrument 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 now become a complex and instable matter of a multitude of changing bi- and multilateral relations.			
The seminar seeks to discuss the different aspects of this complex development. Keeping an eye on the historical context, we explore the military aspects of cooperation and conflict, but also 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 EU-Russian Relations in different countries of the world.			
Topics will be adapted to current affairs.			
<b>Intended Learning Outcomes</b>			
By the end of this module, students should be able to			
<b>Discipline Specific Skills</b>			
<ul style="list-style-type: none"> <li>• participate in current political and scientific debates on the subject of EU-Russian relations and the new cold war;</li> <li>• transfer scientific skills acquired at university to contemporary problems;</li> <li>• explain the relevance of social science as tool of analysis as well as a path away from prejudice;</li> </ul>			
<b>Transferable and Key Skills</b>			
<ul style="list-style-type: none"> <li>• foster social and political awareness and responsibility concerning the political issue</li> </ul>			

- transfer abstract scientific concepts to socio-political concepts or policies;
- use problem-solving skills, connected to a broader view on society and the political and social mechanisms involved.

***Usability and Relationship to other Modules***

- Mandatory elective Specialization module for 3<sup>rd</sup> year IRPH and ISS major students.
- The module builds on the knowledge and skills acquired in the first two years of studies.

***Assessment***

Type: Term Paper (essay)

Length: appr. 3.000 words

Weight: 100%

Scope: All intended learning outcomes of the module.

## 7.15 Internship / Startup and Career Skills

<b>Module Name</b> Internship / Startup and Career Skills		<b>Module Code</b> CA-INT-900	<b>Level (type)</b> Year 3 (CAREER)	<b>CP</b> 15
<b>Module Components</b>				
Number	Name	Type	<b>CP</b>	
CA-INT-900-0	Internship	Internship	15	
<b>Module Coordinator</b>  <b>Predrag Tapavicki &amp; Christin Klähn (CSC Organization); SPC / Faculty Startup Coordinator (Academic responsibility);</b>	<b>Program Affiliation</b>  • CAREER module for undergraduate study programs		<b>Mandatory Status</b>  Mandatory for all undergraduate study programs except IEM	
<b>Entry Requirements</b>  <b>Pre-requisites</b>  <input checked="" type="checkbox"/> at least 15 CP from CORE modules in the major	<b>Co-requisites</b>  <input checked="" type="checkbox"/> None	<b>Knowledge, Abilities, or Skills</b>  • Information provided on CSC pages (see below) • Major specific knowledge and skills	<b>Frequency</b>  annually	<b>Forms of Learning and Teaching</b>  • Internship/Start-up • Internship Event • Seminars, Info-sessions, Workshops and Career Events • Self-Study, Readings, Online Tutorials
			<b>Duration</b> 1 semester	<b>Workload</b>  375 Hours consisting of: • Internship (308 hours) • Workshops (33 hours) • Internship Event (2 hours) • Self-study (32 hours)
<b>Recommendations for Preparation</b>				
<ul style="list-style-type: none"> <li>Reading the information in the menu sections “Internship Information”, “Career Events”, “Create Your Application” and “Seminars &amp; Workshops” at the Career Services Center website <a href="http://csc-microsite.user.jacobs-university.de/">http://csc-microsite.user.jacobs-university.de/</a></li> <li>Completing all four online tutorials about the job market preparation and the application process (<a href="http://csc-microsite.user.jacobs-university.de/create-your-application/tutorials/">http://csc-microsite.user.jacobs-university.de/create-your-application/tutorials/</a>)</li> <li>Participation at Internship Events of earlier classes</li> </ul>				
<b>Content and Educational Aims</b>				
<p>The aims of the internship module are reflection, application, orientation and development: For students to reflect on their interests, knowledge, skills, their role in society, the relevance of their major subject in society, to apply these skills and this knowledge in real life whilst getting practical experience, to find professional orientation, and develop their personality and in their career. The module supports the programs' aims of preparing students for gainful, qualified employment and the development of their personality.</p>				

The full-time internship must be related to major area of study and extends over a minimum period of two consecutive months, normally scheduled just before the 5<sup>th</sup> semester, with the internship event and submission of the internship report in the 5<sup>th</sup> semester. Upon approval by the SPC and CSC, the internship may take place at other times, such as before teaching starts in the 3<sup>rd</sup> or after teaching finishes in the 6<sup>th</sup> 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.

The internship will be gradually prepared in semesters 1 to 4 by 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 job interviews and/or assessment centers. In addition to this mandatory part, students can customize their set of skills regarding the application challenges and 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 the acquired job market skills in an actual internship/job search situation and to gain a 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 initial StartUp-idea. This presentation will be held at the beginning of the 4<sup>th</sup> semester. A jury of faculty members will judge the potential to realize the 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 set out in the Policies for Bachelor Studies apply.

The concluding Internship Event will be conducted in each study program (or a cluster of related study programs) and will formally conclude the module by providing students the opportunity to present their internships and reflect on the lessons learned within their major area of study. The purpose is not only to self-reflect the whole process but also to create the professional network within the academic community, especially with the aspect of entering the Alumni Network after graduation. It is recommended that all three classes of the same major are present at this event to enable the creation of networks between older and younger students and to create a learning environment for younger students in the sense of "lessons learned" effect from 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: identify personal interests, select appropriate internship destinations or start-up opportunities, conduct interviews, pitches or assessment centers, negotiate related employment, funding or support conditions (such as salary, contract, funding, supplies, work space, etc.);
- apply specialist skills and knowledge acquired during their studies to solve problems in a professional environment and reflect on their relevance in employment and society;
- justify professional decisions based on theoretical knowledge and academic methods;
- reflect on their professional conduct in the context of expectations by and consequences for employers and the society;
- reflect on and set own targets for further development of their knowledge, skills, interests and values;
- establish and expand contacts with potential employers or business partner and possibly other students and alumni to build their own professional network to create employment opportunities in the future;
- discuss observations and reflection in a professional network.

### ***Usability and Relationship to other Modules***

- Mandatory for a major in BCCB, Chemistry, CS, EES, GEM, IBA, IRPH, Psychology, Math, MCCB, Physics, IMS and ISS.

- 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.

***Assessment***

Type: Internship Report or Business Plan and Reflection  
Scope: All intended learning outcomes

Length: approx. 3.500 words  
Weight: 100%

## 7.16 Bachelor Thesis and Seminar

<b>Module Name</b>  Bachelor Thesis and Seminar		<b>Module Code</b>  CA-IRPH-800	<b>Level (type)</b>  Year 3 (CAREER)	<b>CP</b>  15
<b>Module Components</b>				
Number	Name	Type	CP	
CA-IRPH-800-T	Thesis	Thesis	12	
CA-IRPH-800-S	Thesis Seminar	Seminar	3	
<b>Module Coordinator</b>  Study Program Chair	<b>Program Affiliation</b>  • All undergraduate programs		<b>Mandatory Status</b>  Mandatory for all undergraduate programs	
<b>Entry Requirements</b>		<b>Frequency</b>  annually	<b>Forms of Learning and Teaching</b>  • 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	<b>Knowledge, Abilities, or Skills</b>  • 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.	<b>Duration</b>  1 semester	<b>Workload</b>  375 hours
<b>Recommendations for Preparation</b>				
<ul style="list-style-type: none"> <li>Identify an area or a topic of interest and discuss this with your prospective supervisor in good time.</li> <li>Create a research proposal including a research plan to ensure timely submission.</li> <li>Ensure you possess all required technical research skills or are able to acquire them on time.</li> <li>Review the University's Code of Academic Integrity and Guidelines to Ensure Good Academic Practice.</li> </ul>				

#### **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.

#### **Assessment**

Type: Thesis

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

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

Weight: 80%

Type: Presentation

Duration: approx. 15 to 30 minutes

Weight: 20%

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

Two separate assessments are justified by the size of the 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 assessments are commensurate with the sizes of the respective module components.

## 7.17 Jacobs Track Modules

### 7.17.1 Methods and Skills Modules

#### 7.17.1.1 Academic Writing and Academic Skills

<b>Module Name</b>		<b>Module Code</b>	<b>Level (type)</b>	<b>CP</b>
Academic Writing and Academic Skills		JTMS-MET-01	Year (Methods)	1 5
<b>Module Components</b>				
<b>Number</b>	<b>Name</b>	<b>Type</b>		<b>CP</b>
JTMS-01	Academic Writing and Academic Skills	Lecture/Tutorial		5
<b>Module Coordinator</b>	<b>Program Affiliation</b>	<b>Mandatory Status</b>		
Mandi Larsen	• Jacobs Track – Methods and Skills	Mandatory for Psychology, IRPH and ISS		
<b>Entry Requirements</b>		<b>Frequency</b>	<b>Forms of Learning and Teaching</b>	
Pre-requisites	Co-requisites	Knowledge, Abilities, or Skills	annually <ul style="list-style-type: none"> <li>• Lecture (20 hours)</li> <li>• Tutorials (15 hours)</li> <li>• Literature search and review (35 hours)</li> <li>• Preparation of draft paper (35 hours)</li> <li>• Peer review (10 hours)</li> <li>• Revision of final paper (10 hours)</li> </ul>	
<input checked="" type="checkbox"/> None	<input checked="" type="checkbox"/> None		<b>Duration</b>	<b>Workload</b>
			1 semester	125 hours
<b>Recommendations for Preparation</b>				
None				
<b>Content and Educational Aims</b>				
<p>In this module, students acquire basic skills necessary to 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>				
<b>Intended Learning Outcomes</b>				
<p>By the end of this module, students should be able to:</p> <ul style="list-style-type: none"> <li>• recognize the difference between academic and non-academic sources;</li> <li>• conduct an academic literature review;</li> <li>• successfully synthesize various academic sources to create a coherent argument;</li> <li>• accurately apply citation and referencing rules;</li> <li>• write a clearly structured and organized academic paper.</li> </ul>				

***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 Psychology, IRPH and ISS.
- Mandatory elective for a major in EES.
- Elective for all other study programs.

***Assessment***

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.

## 7.17.1.2 Applied Statistics with SPSS

<b>Module Name</b> Applied Statistics with SPSS			JTMS-MET-02	<b>Level (type)</b> Year 1 (Methods)	<b>CP</b> 5			
<b>Module Components</b>								
<b>Number</b> JTMS-02		<b>Name</b> Applied Statistics with SPSS		<b>Type</b> Lecture / Lab	<b>CP</b> 5			
<b>Module Coordinator</b> Klaus Boehnke		<b>Program Affiliation</b> • Jacobs Track – Methods and Skills			<b>Mandatory Status</b> Mandatory elective for IBA, ISS and Psychology and IRPH			
<b>Entry Requirements</b>  <i>Pre-requisites</i> <input checked="" type="checkbox"/> None <input type="checkbox"/> None		<b>Frequency</b> annually	<b>Forms of Learning and Teaching</b> <ul style="list-style-type: none"><li>• Lecture (17.5 hours)</li><li>• Lab (17.5 hours)</li><li>• self-study (55 hours)</li><li>• Preparation of in-class presentation (35 hours)</li></ul>					
		<b>Duration</b> Annually	<b>Workload</b> 125 hours					
<b>Recommendations for Preparation</b>  None								
<b>Content and Educational Aims</b>  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.								
<b>Intended Learning Outcomes</b>  By the end of this module, students should be able to: <ul style="list-style-type: none"><li>• explain the potential of using quantitative methods in the social sciences;</li><li>• express informed skepticism to the limitations of statistical reasoning in the social sciences;</li><li>• interpret, within limits, results sections of reports of empirical social science research;</li><li>• perform simple and intermediate-level statistical analyses of social science data, using SPSS;</li><li>• show flexibility in interpreting SPSS output, generated for unknown datasets, obtained from open access sources.</li></ul>								
<b>Usability and Relationship to other Modules</b>  <ul style="list-style-type: none"><li>• 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).</li></ul>								

- Mandatory elective for a major in IBA, IRPH, Psychology and ISS
- 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 2<sup>nd</sup> year modules International Strategic Management and Marketing and the 3<sup>rd</sup> year module Contemporary Topics in Marketing and the thesis

***Assessment***

Type: Written examination

Duration: 120 min

Weight: 100%

During the examination students use of the software SPSS as auxiliary resource approved by the instructor of Records

Scope: All intended learning outcomes of the module.

### 7.17.1.3 Applied Statistics with R

<b>Module Name</b> Applied Statistics with R	<b>Module Code</b> JTMS-MET-03	<b>Level (type)</b> Year (Methods)	<b>CP</b> 1 5	
<b>Module Components</b>				
<b>Number</b> JTMS-03	<b>Name</b> Applied Statistics with R	<b>Type</b> Lecture & Lab	<b>CP</b> 5	
<b>Module Coordinator</b> Adalbert Wilhelm	<b>Program Affiliation</b> • Jacobs Track – Methods and Skills		<b>Mandatory Status</b> Mandatory for GEM and IEM, Mandatory elective for ISS, IBA, Psychology, IRPH	
<b>Entry Requirements</b>		<b>Frequency</b> annually	<b>Forms of Learning and Teaching</b> • Lecture (17.5 hours) • Lab (17.5 hours) • Homework and self-study (90 hours)	
<b>Pre-requisites</b> <input checked="" type="checkbox"/> None	<b>Co-requisites</b> <input checked="" type="checkbox"/> None	<b>Knowledge, Abilities, or Skills</b>	<b>Duration</b> 1 semester	<b>Workload</b> 125 hours
<b>Recommendations for Preparation</b> 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.				
<b>Content and Educational Aims</b> We live in a world full of data and more and more decisions are taken based on a comprehensive analysis of data. A central method of data analysis is the use of models describing the relationship between a set of predictor variables and a response. This module provides a thorough introduction to quantitative data analysis covering graphical representations, numerical summary statistics, correlation, and regression models. The module also introduces the fundamental concepts of statistical inference. Students learn about the different data types, how to best visualize them and how to draw conclusions from the graphical representations. Students will learn in this module the ideas and techniques of regression models within the generalized linear model framework involving multiple predictors and co-variates. Students will learn how to become an intelligent user of statistical techniques from a prosumers perspective in order to assess the quality of presented statistical results and to produce high quality analyses by themselves. By using illustrative examples from economics, engineering, the natural and social sciences students will gain the relevant background knowledge for their specific major as well as an interdisciplinary glimpse to 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.				
<b>Intended Learning Outcomes</b> By the end of this module, students should be able to:				
<ul style="list-style-type: none"> <li>• apply basic techniques in statistical modeling and quantitative research methods</li> <li>• describe fundamental statistical concepts, procedures, their assumptions and statistical fallacies</li> <li>• explain the potential of using quantitative methods in all fields of applications;</li> <li>• express informed skepticism to the limitations of statistical reasoning;</li> <li>• interpret statistical modeling results in scientific publications;</li> <li>• perform basic and intermediate-level statistical analyses of data, using R.</li> </ul>				
<b>Usability and Relationship to other Modules</b> <ul style="list-style-type: none"> <li>• 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).</li> </ul>				

- Quantitative analytical skills are used and needed in many modules of all study programs.
- Pre-requisite for Econometrics.
- This module introduces to R in preparation for the 2<sup>nd</sup> year mandatory method module on econometrics and 3<sup>rd</sup> year GEM module on advanced econometrics; the statistics skills prepare students for all 2<sup>nd</sup> and 3<sup>rd</sup> year GEM modules and the thesis.
- Mandatory for a major in GEM and IEM.
- Mandatory elective for a major in IBA, IRPH, Psychology and ISS
- Elective for all other study programs.

***Assessment***

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 Records

Scope: All intended learning outcomes of the module.

#### 7.17.1.4 Qualitative Research Methods

<b>Module Name</b> Qualitative Research Methods	<b>Module Code</b> JTMS-MET-04	<b>Level (type)</b> Year (Methods) 2	<b>CP</b> 5	
<b>Module Components</b>				
<b>Number</b> JTMS-04	<b>Name</b> Qualitative Research Methods	<b>Type</b> Lecture	<b>CP</b> 5	
<b>Module Coordinator</b> Margrit Schreier	<b>Program Affiliation</b> • Jacobs Track – Methods and Skills		<b>Mandatory Status</b> Mandatory for GEM, IBA, IRPH, Psychology, ISS Mandatory elective for EES	
<b>Entry Requirements</b>	<b>Frequency</b> annually	<b>Forms of Learning and Teaching</b> • In-class contact time (35 hours) • Private Study (90 hours)		
<b>Pre-requisites</b> <input checked="" type="checkbox"/> None	<b>Co-requisites</b> <input checked="" type="checkbox"/> None	<b>Knowledge, Abilities, or Skills</b>	<b>Duration</b> 1 semester	<b>Workload</b> 125 hours
<b>Recommendations for Preparation</b>				
Patton, Michael Quinn (2015). <i>Qualitative evaluation and research methods</i> (4th ed.). Thousand Oaks etc.: Sage, chapter 2				
<b>Content and Educational Aims</b>				
<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 visuals. Methods for analyzing qualitative data include, for example, coding, qualitative content analysis, discourse analysis, visual analysis, semiotics or iconography.</p> <p>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 trying out of selected methods. For assessment and grading, students will carry out their own small research project where they bring to bear different methods on a topic of their choice.</p>				
<b>Intended Learning Outcomes</b>				
By the end of this module, students should be able to:				
<ul style="list-style-type: none"> <li>• explain the principles underlying qualitative research;</li> <li>• apply basic qualitative approaches and designs;</li> <li>• identify and address ethical issues arising in qualitative research;</li> <li>• apply strategies for purposefully selecting participants and cases;</li> <li>• apply methods for collecting qualitative data;</li> <li>• apply methods for analyzing qualitative data;</li> <li>• Know what to look for in evaluating qualitative research.</li> </ul>				

***Usability and Relationship to other Modules***

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

***Assessment***

Type: Research project (including abstract, ethics statement, and lab report on methods implementation, findings, and evaluation)  
Length: 5.000 words (for groups of 3 students)  
Weight: 100%

Scope: All intended learning outcomes of the module.

### 7.17.1.5 Data Collection and Empirical Research Methodologies

<b>Module Name</b> Data Collection and Empirical Research Methodologies	<b>Module Code</b> JTMS-MET-06	<b>Level (type)</b> Year (Methods) 1	<b>CP</b> 5
<b>Module Components</b>			
<b>Number</b> JTMS-06	<b>Name</b> Data Collection and Empirical Research Methodologies	<b>Type</b> Lecture	<b>CP</b> 5
<b>Module Coordinator</b> Mandi Larsen	<b>Program Affiliation</b> • Jacobs Track – Methods and Skills	<b>Mandatory Status</b> Mandatory for IRPH, Psychology and ISS Mandatory elective for IBA	
<b>Entry Requirements</b>		<b>Frequency</b> annually	<b>Forms of Learning and Teaching</b> <ul style="list-style-type: none"><li>• Lecture (35 hours)</li><li>• Reading and self-study (30 hours)</li><li>• Questionnaire construction and data collection (35 hours)</li><li>• Preparation of research report (25 hours)</li></ul>
<b>Pre-requisites</b> <input checked="" type="checkbox"/> None	<b>Co-requisites</b> <input checked="" type="checkbox"/> None	<b>Duration</b> 1 semester	<b>Workload</b> 125 hours
<b>Recommendations for Preparation</b>			
<b>Content and Educational Aims</b>  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 bordering 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, different cultures and languages). Students will carry out small empirical survey research projects putting these skills into practice.			
<b>Intended Learning Outcomes</b>  By the end of this module, students should be able to <ul style="list-style-type: none"><li>• describe basic concepts involved in conducting empirical research in the social sciences;</li><li>• outline the empirical research process;</li><li>• carry out a small research project from start to finish;</li><li>• formulate an empirical research question, as well as develop relevant hypotheses;</li><li>• address issues of random probability sampling;</li><li>• recognize issues related to various modes of data collection;</li><li>• construct a social science questionnaire;</li><li>• compose a first empirical research report.</li></ul>			

***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 in 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 the 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, Psychology and ISS.
- Mandatory elective for major in IBA and EES
- Elective for all other study programs.

***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.

## 7.17.2 Big Questions Modules

### 7.17.2.1 Digitalization: Challenges and Opportunities for Business and Society

<b>Module Name</b> Big Questions: Digitalization: Challenges and Opportunities for Business and Society		<b>Module Code</b> JTBQ-BQ-001	<b>Level (type)</b> Year 3 (Jacobs Track)	<b>CP</b> 5				
<b>Module Components</b>								
<b>Number</b>			<b>Type</b>	<b>CP</b>				
JTBQ-001	Digitalization: challenges and opportunities for business and society			Lecture/Projects 5				
<b>Module Coordinator</b>  A. Wilhelm	<b>Program Affiliation</b>  • Jacobs Track - Big Questions			<b>Mandatory Status</b>  • Mandatory elective for students of all undergraduate study programs except IEM				
<b>Entry Requirements</b>	<b>Pre-requisites</b>  <input checked="" type="checkbox"/> None	<b>Co-requisites</b>  <input checked="" type="checkbox"/> None	<b>Knowledge, Abilities, or Skills</b>	<b>Frequency</b> annually				
			<ul style="list-style-type: none"> <li>• the ability and openness to engage in interdisciplinary issues of global relevance</li> <li>• media literacy, critical thinking and a proficient handling of data sources</li> </ul>	<b>Forms of Learning and Teaching</b> <ul style="list-style-type: none"> <li>• 17.5 h Lectures</li> <li>• 90 h Project work</li> <li>• 17.5 h Private Study</li> </ul>				
<b>Recommendations for Preparation</b>		<b>Duration</b> 1 semester	<b>Workload</b> 125 hours					
Critical following of media coverage on the module's topics in question.								
<b>Content and Educational Aims</b>								
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.								
Digitalization is currently one of the major change drivers in our globalized world affecting all aspects of our lives: from private aspects, such as the way we find and select friends and partners, to economic principles such as the replacement of human labor by robots and artificial intelligence. Big data is a further buzz word of the digitalization process: the massive storage and analysis of comprehensive information of customers and citizens instill both hopes and fears to the public. From a business perspective, digitalization is often portrayed as a sea of big opportunities while at the same time many companies are under pressure to comply and adapt to rapidly changing processes and business approaches. The public debate on digitalization, particularly on big data, is torn between the two poles portrayed by the writers George Orwell and Aldous Huxley: complete surveillance and oppression on the one end, irrelevance and narcissism on the other. The technological research quite naturally is mostly concerned with the technical feasibility of the approaches, the continuously increasing challenges with respect to the digitalization process, and the creative solutions needed to tackle them. In this module, you will get an overview on digitalization by looking at it from various aspects, primarily the business								

and societal point of view. There will be a fundamental exposition to the technological side of digitalization as far as it is needed for assessing the societal and business implications.

#### ***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 debate about big data, the pros and cons, from both a business perspective as well as a societal perspective
- prioritize the major threats and opportunities of digitalization
- advance a knowledge-based opinion on how technological possibilities and innovations can drive business practices and initiate public discourse and debate
- complete a self-designed project, collect information, distill information and summarize in a suitable reporting format
- overcome general teamwork problems in order to perform well-organized project work

#### ***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.

#### ***Assessment***

Type: Team project

Weight: 100%

Scope: All intended learning outcomes of the module

## 7.17.2.2 Water: The Most Precious Substance on Earth

<b>Module Name</b> Big Questions: Water: The Most Precious Substance on Earth		<b>Module Code</b> JTBQ-BQ-002	<b>Level (type)</b> Year 3 (Jacobs Track)	<b>CP</b> 5	
<b>Module Components</b>					
<b>Number</b> JTBQ-002		<b>Name</b> Water - The most precious substance on earth		<b>Type</b> Lecture/Tutorial	
<b>Module Coordinator</b>  M. Bau and D. Mosbach	<b>Program Affiliation</b>  • Jacobs Track - Big Questions			<b>Mandatory Status</b>  • Mandatory elective for students of all undergraduate study programs except IEM	
<b>Entry Requirements</b>		<b>Knowledge, Abilities, or Skills</b>  • the ability and openness to engage in interdisciplinary issues of global relevance • media literacy, critical thinking and a proficient handling of data sources	<b>Frequency</b> annually	<b>Forms of Learning and Teaching</b>  • 17.5 h Lectures • 90h Project work • 17.5 Private Study	
Pre-requisites <input checked="" type="checkbox"/> None	Co-requisites <input checked="" type="checkbox"/> None		<b>Duration</b> 2 semesters	<b>Workload</b> 125 hours	
<b>Recommendations for Preparation</b>					
Critical following of media coverage on the module's topics in question.					
<b>Content and Educational Aims</b>					
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.					
Water is the basic prerequisite for life on our planet, but has become a scarce resource and a valuable commodity; it is of fundamental importance for the world economy and for global food supply and 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, as well as from social and cultural sciences.					
Following topical lectures in the Fall semester, students will work on projects on the occasion of World Water Day (March 22) in small teams comprised of students from various disciplines and with different cultural backgrounds. The teamwork will be accompanied by related tutorials.					
<b>Intended Learning Outcomes</b>					
Students acquire transferable and key skills in this module.					
By the end of this module, students will be able to					

1. use their disciplinary factual and methodological knowledge to reflect on interdisciplinary questions by comparing approaches from various disciplines
2. advance a knowledge-based opinion on the complex module topics: on the physico-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 the cultural values and meanings of water.
3. formulate coherent written and oral contributions (e.g., to (panel) discussions) on the topic
4. perform well-operating teamwork
5. present a self-designed project in a university-wide context

***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.

***Assessment***

Type: Written examination

Duration: 60 min

Weight: 50%

Scope: Intended learning outcomes (1-3)

Type: Team project

Weight: 50%

Scope: Intended learning outcomes (1-5)

### 7.17.2.3 Ethics in Science and Technology

<b>Module Name</b> Big Questions: Ethics in Science and Technology		<b>Module Code</b> JTBQ-BQ-003	<b>Level (type)</b> Year 3 (Jacobs Track)	<b>CP</b> 5.0
<b>Module Components</b>				
<b>Number</b> JTBQ-003		<b>Name</b> Ethics in Science and Technology	<b>Type</b> Lecture /Projects	<b>CP</b> 5.0
<b>Module Coordinator</b>  A. Lerchl	<b>Program Affiliation</b>  • Jacobs Track - Big Questions		<b>Mandatory Status</b>  • Mandatory for Chemistry • Mandatory elective for all other undergraduate study programs except IEM	
<b>Entry Requirements</b>		<b>Frequency</b> annually	<b>Forms of Learning and Teaching</b>  • 35 h Lectures (hours) • 55 h Project work • 35 h Private Study	
<b>Pre-requisites</b>  <input checked="" type="checkbox"/> None	<b>Co-requisites</b>  <input checked="" type="checkbox"/> None	<b>Knowledge, Abilities, or Skills</b>  • the ability and openness to engage in interdisciplinary issues of global relevance • media literacy, critical thinking and a proficient handling of data sources	<b>Duration</b> 1 semester	<b>Workload</b> 125 hours
<b>Recommendations for Preparation</b>				
Critical following of media coverage of the scientific topics in question.				
<b>Content and Educational Aims</b>				
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.				
Ethics is an often neglected, but essential part of science and technology. Our decisions about right and wrong influenced the way, how our inventions and developments change the world. A wide array of examples will be presented and discussed, e.g., foundation of ethics, individual vs. population ethics, artificial life, stem cells, animal rights, abortion, pre-implantation diagnostics, legal and illegal drugs, 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

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

***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.
- Mandatory for a major in Chemistry

***Assessment***

Type: Written examination

Duration: 60 min

Weight: 50%

Scope: Intended learning outcomes (1-9)

Type: team project

Weight: 50%

Scope: Intended learning outcomes (1, 3-12)

## 7.17.2.4 Global Health – Historical context and future challenges

<b>Module Name</b> Big Questions: Global Health – Historical context and future challenges		<b>Module Code</b> JTBQ-BQ-004	<b>Level (type)</b> Year 3 (Jacobs Track)	<b>CP</b> 5
<b>Module Components</b>				
<b>Number</b> JTBQ-004		<b>Name</b> Global Health – Historical context and future challenges	<b>Type</b> Lecture	<b>CP</b> 5
<b>Module Coordinator</b> A. M. Lisewski	<b>Program Affiliation</b> • Jacobs Track - Big Questions		<b>Mandatory Status</b> • Mandatory elective for students of all undergraduate study programs except IEM	
<b>Entry Requirements</b>		<b>Frequency</b> annually	<b>Forms of Learning and Teaching</b> • Lectures (35 hours) • Private Study (90 hours)	
<input checked="" type="checkbox"/> None	<input checked="" type="checkbox"/> None	<b>Knowledge, Abilities, or Skills</b> • the ability and openness to engage in interdisciplinary issues of global relevance • media literacy, critical thinking and a proficient handling of data sources	<b>Duration</b> 1 semester	<b>Workload</b> 125 hours
<b>Recommendations for Preparation</b>				
Critical following of the media coverage on the module's topics in question.				
<b>Content and Educational Aims</b>				
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 gives a historical, societal, technical, scientific and medical overview over the past and future milestones and challenges of global health. Particular focus is on future global health issues in a world that is interconnected both through mobility and through communication networks. Presented are the main milestones along the path to modern health systems, including the development of public hygiene, health monitoring and disease response, and health related breakthroughs in science, technology, and economy. Focus is given to children, maternal and adolescent health, as these are most critical to the well-being of next generations. The module also provides key concepts in global health, epidemiology and demographics such as the connection between a society's economical level and its population's health status, measures of health status, demographic and epidemiologic transitions, as well as modern issues such as the growing fragmentation (to a personal level) of disease conditions and the resulting emergence of personalized medicine. Finally, attention is also given to publicly less prominent global health issues, such as re-emergent diseases, neglected tropical diseases, and complex humanitarian crises.				

***Intended Learning Outcomes***

Students acquire transferable and key skills in this module.

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

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

***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.

***Assessment***

Type: Written examination

Duration: 60 min.

Weight: 100%

Scope: All intended learning outcomes of the module

### 7.17.2.5 Global Existential Risks

<b>Module Name</b> Big Questions: Global Existential Risks		<b>Module Code</b> JTBQ-BQ-005	<b>Level (type)</b> Year 3 (Jacobs Track)	<b>CP</b> 2.5	
<b>Module Components</b>					
<b>Number</b> JTBQ-005		<b>Name</b> Global Existential Risks		<b>Type</b> Lecture	
<b>Module Coordinator</b>  M. A. Lisewski	<b>Program Affiliation</b>  • Jacobs Track - Big Questions		<b>Mandatory Status</b>  • Mandatory elective for students of all undergraduate study programs except IEM		
<b>Entry Requirements</b>		<b>Knowledge, Abilities, or Skills</b>  • the ability and openness to engage in interdisciplinary issues of global relevance • media literacy, critical thinking and a proficient handling of data sources	<b>Frequency</b> annually	<b>Forms of Learning and Teaching</b>  • Lectures (17.5 hours) • Private Study (45 hours)	
<input checked="" type="checkbox"/> None	<input checked="" type="checkbox"/> None		<b>Duration</b> 1 semester	<b>Workload</b> 62.5 hours	
<b>Recommendations for Preparation</b>					
Critical following of media coverage on the module's topics in question.					
<b>Content and Educational Aims</b>					
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.					
The more we develop science and technology, the more we also learn about global catastrophic and, in the worst case, even absolutely existential dangers that put the entire human civilization at risk to total collapse and thus to an abrupt and irrevocable end. These doomsday risks 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 lecture presents the main known varieties of existential risks including, for example, astrophysical, planetary, biological, and technological events and critical transitions that have a capacity to severely damage or even to eradicate Earth-based human civilization as we know it. It further offers a description of their characteristic features, 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, it reviews some hypothetical monitoring and early warning systems as well as analysis methods that could potentially be used in strategies, if not to eliminate, but at least to better understand and ideally to minimize imminent global existential risks. This interdisciplinary lecture will allow students to look across diverse subject fields.					

***Intended Learning Outcomes***

Students acquire transferable and key skills in this module.

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

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

***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.

***Assessment***

Type: Written examination

Duration: 60 min.

Weight: 100%

Scope: All intended learning outcomes of the module

## 7.17.2.6 Future - From Predictions and Visions to Preparations and Actions

<b>Module Name</b> Big Questions: Future: From Predictions and Visions to Preparations and Actions		<b>Module Code</b> JTBQ-BQ-006	<b>Level (type)</b> Year 3 (Jacobs Track)	<b>CP</b> 2.5	
<b>Module Components</b>					
<b>Number</b> JTBQ-006		<b>Name</b> Future: From Predictions and Visions to Preparations and Actions		<b>Type</b> Lecture	
				<b>CP</b> 2.5	
<b>Module Coordinator</b> Joachim Vogt	<b>Program Affiliation</b> • Jacobs Track - Big Questions		<b>Mandatory Status</b> • Mandatory elective for students of all undergraduate study programs except IEM		
<b>Entry Requirements</b>		<b>Knowledge, Abilities, or Skills</b>  • the ability and openness to engage in interdisciplinary issues of global relevance • media literacy, critical thinking and a proficient handling of data sources	<b>Frequency</b> annually	<b>Forms of Learning and Teaching</b> • Lecture (17.5 hours) • Private Study (45 hours)	
Pre-requisites <input checked="" type="checkbox"/> None	Co-requisites <input checked="" type="checkbox"/> None		<b>Duration</b> 1 semester	<b>Workload</b> 62.5 hours	
<b>Recommendations for Preparation</b> Critical following of the media coverage on the module's topics in question.					
<b>Content and Educational Aims</b> 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 addresses selected topics related to Future as a general concept in science, technology, culture, literature, ecology, economy, and consists of three parts. The first part (Future Continuous) discusses forecasting methodologies rooted in the idea that the 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 chances 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, the student should be able to:

- use their disciplinary 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 and dystopias, and ideas presented in classical science fiction
- characterize current developments in technology, ecology, society, and their implications for the future

***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.

***Assessment***

Type: Written examination

Duration: 60 min

Weight: 100%

Scope: All intended learning outcomes of the module

## 7.17.2.7 Climate Change

<b>Module Name</b> Big Questions: Climate Change		<b>Module Code</b> JTBQ-BQ-007	<b>Level (type)</b> Year 3 (Jacobs Track)	<b>CP</b> 2.5
<b>Module Components</b>				
<b>Number</b> JTBQ-007		<b>Name</b> Climate Change	<b>Type</b> Lecture	<b>CP</b> 2.5
<b>Module Coordinator</b> L. Thomsen/ V.Unnithan	<b>Program Affiliation</b> <ul style="list-style-type: none"><li>Jacobs Track - Big Questions</li></ul>		<b>Mandatory Status</b> <ul style="list-style-type: none"><li>Mandatory elective for students of all undergraduate study programs except IEM</li></ul>	
<b>Entry Requirements</b>		<b>Frequency</b> annually	<b>Forms of Learning and Teaching</b> <ul style="list-style-type: none"><li>Lecture (17.5 hours)</li><li>Private Study (45 hours)</li></ul>	
<input checked="" type="checkbox"/> None	<input checked="" type="checkbox"/> None	<b>Knowledge, Abilities, or Skills</b> <ul style="list-style-type: none"><li>the ability and openness to engage in interdisciplinary issues of global relevance</li><li>media literacy, critical thinking and a proficient handling of data sources</li></ul>	<b>Duration</b> 1 semester	<b>Workload</b> 62.5 hours
<b>Recommendations for Preparation</b>				
Critical following of the media coverage on the module's topics in question.				
<b>Content and Educational Aims</b>				
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 will give a brief introduction into the development of the atmosphere throughout Earth's history from the beginning of the geological record 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, onset of early life, snowball Earth, and modern glaciation cycles. In the second part, the course will focus on 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 of climate mitigation (geo-engineering) and adaptation of our society to climate change (such as coastal protection and adaption of agricultural practices to more arid and hot conditions) will be discussed.				
<b>Intended Learning Outcomes</b>				
Students acquire transferable and key skills in this module.				
By the end of this module, the 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: impacts of climate change on the natural environment over geological timescales and since the industrial revolution, 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.

***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.

***Assessment***

Type: Written examination

Duration: 60 min.;

Weight: 100%

Scope: All intended learning outcomes of the module

## 7.17.2.8 Extreme Natural Hazards, Disaster Risks and Societal Impact

<b>Module Name</b> Big Questions: Extreme Natural Hazards, Disaster Risks and Societal Impact		<b>Module Code</b> JTBQ-BQ-008	<b>Level (type)</b> Year 3 (Jacobs Track)	<b>CP</b> 2.5	
<b>Module Components</b>					
<b>Number</b> JTBQ-008		<b>Name</b> Extreme Natural Hazards: Disaster Risks and Societal Impact		<b>Type</b> Lecture	
				<b>CP</b> 2.5	
<b>Module Coordinator</b> L. Thomsen	<b>Program Affiliation</b> • Jacobs Track - Big Questions		<b>Mandatory Status</b> • Mandatory elective for students of all undergraduate study programs except IEM		
<b>Entry Requirements</b>		<b>Frequency</b> annually	<b>Forms of Learning and Teaching</b> • Lecture (17.5 hours) • Private Study (45 hours)		
Pre-requisites <input checked="" type="checkbox"/> None	Co-requisites <input checked="" type="checkbox"/> None	<b>Knowledge, Abilities, or Skills</b> • the ability and openness to engage in interdisciplinary issues of global relevance • media literacy, critical thinking and a proficient handling of data sources	<b>Duration</b> 1 semester	<b>Workload</b> 62.5 hours	
<b>Recommendations for Preparation</b> Critical following of the media coverage on the module's topics in question.					
<b>Content and Educational Aims</b> 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.  Extreme natural events, increasingly dominate our global headlines, and understanding their causes, risks, and impacts, as well as the costs of 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 such as volcanoes, earthquakes, landslides, hurricanes, precipitation floods and space weather, and provides real-world hazard case studies from Latin America, the Caribbean, Africa, the Middle East, Asia and the Pacific region.					
<b>Intended Learning Outcomes</b> 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;
- advance a knowledge-based opinion on the complex module topics: how earth processes affect and interact with our civilization, especially those that create hazards;
- distinguish the methods scientists use to predict and assess the risk of natural hazards,
- discuss the social implications and policy framework in which decisions are made to manage natural disasters,
- work effectively in a team environment.

***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.

***Assessment***

Type: Written examination

Duration: 60 min.

Weight: 100%

Scope: All intended learning outcomes of the module

### 7.17.2.9 International Development Policy

<b>Module Name</b> Big Questions: International Development Policy		<b>Module Code</b> JTBQ-BQ-009	<b>Level (type)</b> Year 3 (Jacobs Track)	<b>CP</b> 2.5	
<b>Module Components</b>					
<b>Number</b> JTBQ-009		<b>Name</b> International Development Policy		<b>Type</b> Lecture	
<b>Module Coordinator</b> C. Knoop	<b>Program Affiliation</b> <ul style="list-style-type: none"><li>• Jacobs Track - Big Questions</li></ul>			<b>Mandatory Status</b> <ul style="list-style-type: none"><li>• Mandatory elective for students of all undergraduate study programs except IEM</li></ul>	
<b>Entry Requirements</b>		<b>Knowledge, Abilities, or Skills</b> <ul style="list-style-type: none"><li>• the ability and openness to engage in interdisciplinary issues of global relevance</li><li>• media literacy, critical thinking and a proficient handling of data sources</li></ul>	<b>Frequency</b> annually	<b>Forms of Learning and Teaching</b> <ul style="list-style-type: none"><li>• Lecture (17.5 hours)</li><li>• Oral Presentations</li><li>• Private Study (45 hours)</li></ul>	
<input checked="" type="checkbox"/> None	<input checked="" type="checkbox"/> None		<b>Duration</b> 1 semester	<b>Workload</b> 62.5 hours	
<b>Recommendations for Preparation</b>					
Critical following of the media coverage on the module's topics in question.					
<b>Content and Educational Aims</b>					
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.					
We live in a world where still a large number of people live in absolute poverty and without access to basic needs and services, such as food, sanitation, health care, security and proper education. This module provides an introduction to 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 learn about the tools applied in modern development policies but also about 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.

***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.

***Assessment***

Type: Presentation

Duration: 10 minutes per student

Weight: 100%

Scope: All intended learning outcomes of the module

## 7.17.2.10 Global Challenges to International Peace and Security

<b>Module Name</b> Big Questions: Global Challenges to International Peace and Security		<b>Module Code</b> JTBQ-BQ-010	<b>Level (type)</b> Year 3 (Jacobs Track)	<b>CP</b> 5
<b>Module Components</b>				
<b>Number</b> JTBQ-010		<b>Name</b> Global Challenges to International Peace and Security	<b>Type</b> Lecture	<b>CP</b> 5
<b>Module Coordinator</b> C. Knoop	<b>Program Affiliation</b> <ul style="list-style-type: none"><li>• Jacobs Track - Big Questions</li></ul>		<b>Mandatory Status</b> <ul style="list-style-type: none"><li>• Mandatory elective for students of all undergraduate study programs except IEM</li></ul>	
<b>Entry Requirements</b>		<b>Frequency</b> annually	<b>Forms of Learning and Teaching</b> <ul style="list-style-type: none"><li>• Lecture (35h)</li><li>• Private Study (90h)</li></ul>	
<b>Pre-requisites</b> <input checked="" type="checkbox"/> None	<b>Co-requisites</b> <input checked="" type="checkbox"/> None	<b>Knowledge, Abilities, or Skills</b> <ul style="list-style-type: none"><li>• the ability and openness to engage in interdisciplinary issues of global relevance</li><li>• media literacy, critical thinking and a proficient handling of data sources</li></ul>	<b>Duration</b> 1 semester	<b>Workload</b> 125 hours
<b>Recommendations for Preparation</b>				
Critical following of the media coverage on the module's topics in question.				
<b>Content and Educational Aims</b>				
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.				
We live in a multi-polar world where multiple crisis situations have rather become the rule than the exception. World peace and security are challenged by various developments and factors, such as the risk of proliferation of weapons of mass destruction, the spread of international terrorism, organized and cybercrime but also by the man-made and natural effects of climate changes and the growing gap between the few very rich and the many utterly poor people living on our planet. This module provides an introduction to some of the most important threat scenarios for global peace and security. The students will learn about the tools available to deal with these challenges with a focus on the European Union, the African Union and the United Nations. In this context, the concepts of multilateralism and bilateral efforts to achieve world peace and security will also be examined.				

***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 global threats to peace and security;
- identify, explain and evaluate important tools available to international actors in the interest of world peace and security;
- formulate well-justified criticism of these tools and explain their limits;
- summarize and present a module related topic in an appropriate verbal and visual form ;

***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.

***Assessment***

Type: Presentation

Duration: 10 minutes

Weight: 100%

Scope: All intended learning outcomes of the module

## 7.17.2.11 Sustainable Value Creation with Biotechnology. From Science to Business

<b>Module Name</b> Sustainable Value Creation with Biotechnology. From Science to Business.		<b>Module Code</b> JTBQ-BQ-011	<b>Level (type)</b> Year 3 (Jacobs Track)	<b>CP</b> 2.5
<b>Module Components</b>				
<b>Number</b> JTBQ-011		<b>Name</b> Biotechnology: From Science to Business		<b>Type</b> Lecture - Tutorial
				<b>CP</b> 2.5
<b>Module Coordinator</b> Marcelo Fernandez Lahore	<b>Program Affiliation</b> • Jacobs Track - Big Questions		<b>Mandatory Status</b> • Mandatory for Chemistry • Mandatory elective for students of all undergraduate study except IEM	
<b>Entry Requirements</b>			<b>Frequency</b> annually	<b>Forms of Learning and Teaching</b>
<b>Pre-requisites</b> <input checked="" type="checkbox"/> None	<b>Co-requisites</b> <input checked="" type="checkbox"/> None	<b>Knowledge, Abilities, or Skills</b> <ul style="list-style-type: none"><li>• the ability and openness to engage in interdisciplinary issues on bio-based value creation</li><li>• media literacy, critical thinking and a proficient handling of data sources</li></ul>		<ul style="list-style-type: none"><li>• Lecture and Tutorial (17.5 hours)</li><li>• Private Study (45 hours)</li></ul>
			<b>Duration</b> 1 semester	<b>Workload</b> 62.5 hours
<b>Recommendations for Preparation</b> <a href="https://www.ctsi.ucla.edu/researcher-resources/files/view/docs/EGBS4_Kolchinsky.pdf">https://www.ctsi.ucla.edu/researcher-resources/files/view/docs/EGBS4_Kolchinsky.pdf</a> <a href="https://link.springer.com/article/10.1057/jcb.2008.27">https://link.springer.com/article/10.1057/jcb.2008.27</a> <a href="https://sustainabledevelopment.un.org/content/documents/21252030%20Agenda%20for%20Sustainable%20Development%20web.pdf">https://sustainabledevelopment.un.org/content/documents/21252030%20Agenda%20for%20Sustainable%20Development%20web.pdf</a>				

### ***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 course. 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 course 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

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

### ***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.

### ***Assessment***

Type: Term Paper

Length: 1.500 – 3.000 words

Weight: 75%

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

Type: Presentation

Duration: 10-15 min.

Weight: 25%

Scope: Intended learning outcomes of the module (2-7)

### 7.17.3 Community Impact Project

<b>Module Name</b> Community Impact Project		<b>Module Code</b> xxxxxxxxxxxxxx	<b>Level (type)</b> Year 3 (Jacobs Track)	<b>CP</b> 5
<b>Module Components</b>				
<b>Number</b> xxxxxxxxxxxxxx	<b>Name</b> Community Impact Project		<b>Type</b> Project	<b>CP</b> 5
<b>Module Coordinator</b> CIP Faculty Coordinator	<b>Program Affiliation</b> • Jacobs Track - Community Impact Project		<b>Mandatory Status</b> Mandatory for all undergraduate study programs except IEM	
<b>Entry Requirements</b>		<b>Frequency</b> annually	<b>Forms of Learning and Teaching</b> • Introductory, accompanying and final events: 10 hours • Self-organized teamwork and/or practical work in the community: 115 hours	
<b>Pre-requisites</b> <input checked="" type="checkbox"/> see below	<b>Co-requisites</b> <input checked="" type="checkbox"/> None		<b>Duration</b> 1 semester	<b>Workload</b> 125 hours
<b>Recommendations for Preparation</b>				
Develop or join a community impact project before the 5 <sup>th</sup> semester based on the introductory events during the 4 <sup>th</sup> semester, using the database of projects, communicating with fellow students and faculty and finding potential companies, organizations or communities to target.				
<b>Content and Educational Aims</b>				
CIPs are self-organized, major related and problem centered applications of the students' acquired knowledge and skills. The 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. They ideally connect the campus community to other communities, companies, organizations in a mutually beneficial way. Students are encouraged to create their own projects and find partners (e.g. companies, schools, NGOs), but will get help by the CIP faculty coordinator team and faculty mentors in doing so. They can join and collaborate in interdisciplinary groups that attack a given issue from different disciplinary perspectives. Student activities are self-organized but can draw on support and guidance by faculty and the CIP faculty coordinator team.				
<b>Intended Learning Outcomes</b>				
The Community Impact Project is designed to convey the required personal and social competencies to enable students to finish their studies at Jacobs as socially conscious and responsible graduates (Jacobs mission) and to convey social and personal competencies to the students, including a practical awareness for the societal context and relevance of their academic discipline:				
<ul style="list-style-type: none"> <li>• understand real life issues of communities, organizations and industries and relate them to concepts of the own discipline;</li> <li>• enhance problem-solving skills and develop critical faculty, create solutions to problems and communicate them appropriately to their audience;</li> <li>• apply media and communication skills in diverse and non-peer social contexts;</li> <li>• develop awareness for the societal relevance of own scientific action and a sense of social;</li> <li>• responsibility for the social surrounding;</li> <li>• reflect own behaviour critically in relation to social expectations and consequences;</li> </ul>				

- ability to work in a team and deal with diversity, develop cooperation and conflict skills, strengthen empathy and ambiguity tolerance.

***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 generations' projects (4th semester).
- Mandatory for all undergraduate study programs except IEM.
- Study abroad students are allowed to substitute the module with 5 CP of Big Questions modules.

***Assessment***

Type: Project, not numerically graded (pass/fail)

Scope: All intended learning outcomes of the module

#### 7.17.4 Language Modules

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

## 8 Appendix

### 8.1 Intended Learning Outcomes Assessment-Matrix

Program: IRPH				CH IR Theory I		CH Tutorial Argument and Scholarship		CH Modern European History		CH Writing and Political Thought		CO International Political Economy		CO IPE and Rise of East Asia		CO IR Theory II		CO Debating IR Theory		CO Empires and Nation States		CO History of Globalization		CO International Law		CO Regional Integration		CO Diplomacy and Foreign Policy		Summer Internship		CA Spec. Political Philosophy		CA Spec. China: Politics, Economy and Society		CA Spec. Oppression, Conformity and Resistance under Dictatorships		CA Spec. [from another study program]		Thesis Seminar		Bachelor Thesis		JT Methods		JT Big Questions		JT Community Impact Project		JT Language	
				CHOICE Modules: Intro to Intl. Relations & Intro to Mod. Europe   15 Credits overall		CORE Modules: Understanding Intl. Political Economy & Advanced Intl. Relations Theory   15 Credits		CORE Modules: Empires and Nation States, History of Globalizatio n &		CORE Modules: Regional Integration, Intl Resource Politics & Diplomacy and Foreign Policy   15 Credits		Intern ship   15 Credit s		CAREER Modules: Specialization Modules   20 Credits		Thesis   15 Credits																																			
Semester				1 1 2 2	4 4 3 3	3 3 4 4	3 3 4 3	4/5	6 6 6 6	6 6 6 6	6 6 1-4 5-6	5 1-4																																							
Mandatory (M)/Mandatory Electives (ME)				M M M M	ME ME ME ME	ME ME ME ME	ME ME ME ME	M	ME ME ME	ME ME ME	M M M M	M M M M																																							
Credits				5 2.5 5 2.5	5 2.5 5 2.5	5 2.5 5 2.5	5 5 5 5	5 5 5 5	5 5 5 5	5 5 5 5	15 5 5 5	3 12 20 15	5 10																																						
Competencies*																																																			
Program Learning Outcomes																																																			
ILO 1 Explain theories of IR, cooperation, security and historical processes in the modern era	x			x		x		x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x														
ILO 2 Distinguish political concepts & ideas as well as important institutions of the international system	x			x		x		x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x														
ILO 3 Critically assess texts from political science, philosophy, IR, law and history	x	x	x	x	x	x		x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x														
ILO 4 Analyze complex issues + current events	x	x	x	x	x	x		x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x														
ILO 5 Construct well-supported arguments (presentations, debates, discussions, and research papers)	x	x	x	x	x	x		x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x														
ILO 6 Develop solutions while working in diverse teams with different viewpoints	x	x	x	x	x	x		x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x														
ILO 7 Apply qualitative and quantitative methodological tools to draw conclusions	x	x		x		x		x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x														
ILO 8 Design research questions and independent research projects	x	x	x		x		x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x														
ILO 9 Employ negotiation and analytical skills (with diplomacy and political analysis)	x			x		x		x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x														
ILO 10 Analyze the interrelationships of international political, legal and economic processes	x	x	x	x		x		x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x														
ILO 11 Engage to contribute to a sustainable future			x		x		x		x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x														
ILO 12 Develop individual strategies for personal and professional advancement	x		x		x		x		x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x														
*Competencies: A-scientific/academic proficiency; E-competence for qualified employment; P-development of personality; S-competence for engagement in society																																																			
Assessment Type																																																			
Oral Examinations (incl. presentations and posters)																																							x												
Projekt																																							x				x								
Written Examination						x	x	x	x		x	x		x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x													
Essays or Research Paper																																																			
various																																						x	x	x	x	x									
Voluntary Bonus Presentation						x	x	x	x		x	x		x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x													

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

Figure 4: Intended Learning Outcomes Assessment-Matrix