



JACOBS  
UNIVERSITY



**Study Program Handbook**

**Integrated Social Sciences**

Bachelor of Arts

## **Subject-specific Examination Regulations for Integrated Social Sciences (Fachspezifische Prüfungsordnung)**

The subject-specific examination regulations for Integrated Social Sciences 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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### 1.1 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 BA-program Integrated Social Sciences (ISS) integrates the social sciences necessary to tackle the key challenges of our globalized world in a digitized context. Sociology, media studies and political sciences are learned from a problem-solving and research-oriented, student-centered perspective.

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

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

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

After a thorough introduction to the concepts and schools of thought related to society, media studies and political science, students have a broad choice of modules in their second year. They will deepen their disciplinary knowledge and apply their theoretical and methodological skills to specific societal, media and political issues. They can choose to focus on a more disciplinary perspective and select more modules relating to either society, media or politics, respectively. But they can also develop topic-centred strengths by focussing more on units which bring together modules connected by common topical fields like conflict, systems or culture.

This flexibility allows for students to choose their own “bespoke” study plan, tailored to fit their individual needs and preferences. Details of every individual study plan are discussed with the study program chair or the academic advisor to make sure both a solid disciplinary education and a personalised study plan for every student of ISS. For more detailed information on the curricular structure compare section 2.2.

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

ISS is rated as one of the best study programs in the field of social and political sciences in Germany. The renowned CHE (Center for Higher Education Development) university ranking is based on facts about studying, teaching and research, as well as on students’ assessments of the study conditions at their respective universities. Our program was compared to the social sciences programs of 60 other

German universities (with 46.8040 students enrolled). Together with IRPH, it ranks best nationwide in terms of the overall study situation and it ranks best in terms of international orientation. With respect to the courses offered it ranks 'only' second for all of Germany. But we are working on that.

## **1.2 Specific Advantages of ISS at Jacobs University**

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

Students, majoring in ISS are able to think 'to scale' – from a global and macro-perspective right down to the micro-context of our immediate neighborhood. They have the ability to apply global trends to local events, to think globally. And they are thoroughly trained in applying their scientific knowledge, methodological and media-skills to understanding and addressing the issues surrounding us, they are skilled problem-solvers.

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

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

## **1.3 Program-Specific Educational Aims**

### **1.3.1 Qualification Aims**

The ISS study program awards a Bachelor of Arts degree. The program is interdisciplinary and provides critical knowledge of Sociology, Media Studies and Political Science, with an emphasis on Media Sociology. Its focus lies on contemporary societal, media and political issues and how to practically address these, be it on a global or local level. Students are invited to deepen their disciplinary knowledge by focusing on one of the disciplines involved or by concentrating on one of the more topical perspectives offered. Learning is research- and problem-oriented, students are encouraged and empowered to apply the skills and knowledge they have learnt in the practical context of research and/or social issues. If they so wish, they can also acquire practical media skills by developing actual media products, using the equipment of and professionally supported by the staff of the ISS media center.

### **1.3.2 Intended Learning Outcomes**

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

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

#### 1.4 Career Options

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

Studying ISS typically opens careers in the media, in non-governmental organizations, public administration, community development, international aid agencies, international business, the cultural sector, international youth and social work, fundraising and many other pursuits.

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

What companies and NGOs also see in our graduates is the power to connect local and specific problems to societal trends and issues in a global and digital context. They are in high demand, because they are trained to think problems through from varying disciplinary perspectives. These qualities are of huge advantage for the undertaking of entrepreneurial initiative, e.g. in the context of social entrepreneurship.

Career-related services at Jacobs University provide information, counseling and training, networks, and events. The Career Services Center (CSC) as well as the Jacobs Alumni Office help students in their career development. The CSC provides students with high quality training and coaching in CV creation, cover letter formulation, interview preparation, effective presenting, project management, business communication and etiquette and employer research as well as in many other aspects, thus helping

students identify and follow up rewarding careers after their time at Jacobs University. Digital job and internship portfolios help students to prepare for their career.

ISS has the largest alumni community at Jacobs University. And our alumni are known to be especially closely connected – they are united by the common spirit of the study program and support each other in realizing their visions, because they value the importance of the contribution we make. The Alumni Office will help 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 visit: <https://www.jacobs-university.de/study/undergraduate/application-information>

## 1.6 More Information and Contact

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## 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 undergraduate program involves six semesters of study with a total of 180 ECTS credit points (CP). The undergraduate curricular structure follows an innovative and student-centered modularization scheme - the 3C-Model - that groups the disciplinary content of the three study years according to overarching themes:

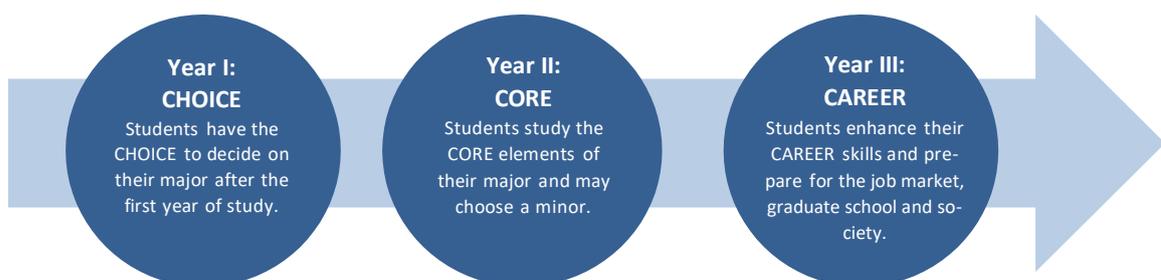


Figure 1: The Jacobs University 3C-Model

#### 2.2.1 Year 1 – CHOICE

The first study year is characterized by a university-specific offering of disciplinary education that builds on and expands upon the students' entrance qualifications. Students select introductory modules for a total of 45 CP from the CHOICE area of a variety of study programs, of which 15-30 CP will 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 ISS as a major, the following CHOICE modules (15 CP) need to be taken as mandatory modules:

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

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

The remaining CHOICE modules (30 CP) can be selected in the first year of studies according to 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

ISS 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.

ISS 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)
- International Relations: Politics and History (IRPH)  
CHOICE Module: Introduction to International Relations Theory (7.5 CP)  
CHOICE Module: Introduction to Modern European History (7.5 CP)
- 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)
- 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)
- Industrial Engineering and Management (IEM)  
CHOICE Module: General Industrial Engineering (7.5 CP)  
CHOICE Module: Module: General Logistics (7.5 CP)

CHOICE Module: Introduction to International Business (7.5 CP)

CHOICE Module: Introduction to Finance and Accounting (7.5 CP)

### 2.2.2 Year 2 – CORE

In their second year, students take a total of 45 CP from a selection of in-depth, discipline-specific CORE modules. Building on the introductory CHOICE modules and applying the methods and skills 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 ISS as major, at least 30 CP from the following mandatory elective CORE modules need to be taken:

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

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.

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

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

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

The unit "Conflict" discusses the conflicts and crises our societies are confronted with on a global, national and local level. The sociological module, for example, focuses on global conflicts and traces back their impact on societies all the way down to the local level. This, in the past, has typically focused on refugees and the problems of integration and xenophobia they suffer, ending in specific experiences in a local context. The political science perspective scrutinizes the conflict potential of international

resource politics while the module “Crisis, Conflict and Media” critically analyses how these same conflicts are reflected in (or at times even brought about by) mass media.

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

### 2.2.2.1 Minor Option

ISS 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 the minor option; the consultation with the Academic Advisor is mandatory when choosing a minor.

As a rule, this requires ISS students to:

- select CHOICE modules (15 CP) from the desired minor program in the first year and
- substitute mandatory elective ISS 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 ISS 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 ISS as major, at least 15 CP from the following mandatory elective Specialization Modules need to be taken:

- Specialization: The Sociology of Happiness (5 CP)

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

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

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

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

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

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

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

- Specialization: The Sociology of Happiness (5 CP)
- Specialization: Applying Social Science in Research (5 CP)
- Specialization: Oppression, Conformity and Resistance under Dictatorships (5 CP)
- Specialization: China: Politics, Economy and Society (5 CP)
- Specialization: Managing Demographic Change in Organizations (2.5 CP)
- Specialization: Science of Happiness (5 CP)

Available for ISS students that meet the pre-requisites <sup>1</sup>

- Specialization: Psychology of Food (2.5 CP)

### 2.2.3.3 Study Abroad

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

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

ISS 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.

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<sup>1</sup> For module descriptions see the respective handbook offering the modules.

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

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

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

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

### 2.3.2 Big Questions modules

The modules in the Big Questions area (10 CP) intend to broaden students' horizons with applied problem solving between and beyond their chosen disciplines. The offerings in this area comprise problem-solving oriented modules that tackle global challenges from the perspectives of different disciplinary backgrounds that allow, in particular, a reflection of acquired disciplinary knowledge in economic, so-

cietal, 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 ISS as a Minor

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

### 3.1 Qualification Aims

ISS can be studied as a minor. The program is interdisciplinary and provides critical knowledge of Sociology, Media Studies and Political Science, with an emphasis on Media Sociology. Its focus lies on contemporary societal, media and political issues and how to practically address these, be it on a global or local level. Learning is research- and problem-oriented, students are encouraged and empowered to apply the skills and knowledge they have learnt in the practical context of research and/or social issues. They have some opportunity to also acquire practical media skills by developing actual media products, using the equipment of and professionally supported by the staff of the ISS media center.

#### 3.1.1 Intended Learning Outcomes

With a minor in ISS, students will be able to

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

### 3.2 Module Requirements

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

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

### 3.3 Degree

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

## 4 ISS Undergraduate Program Regulations

### 4.1 Scope of these Regulations

The regulations in this handbook are valid for all students who entered the Integrated Social Sciences undergraduate program at Jacobs University in Fall 2019. In case of a conflict between the regulations

in this handbook and the general Policies for Bachelor Studies, the latter apply (see <http://www.jacobs-university.de/academic-policies>)

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 Integrated Social Sciences.

## **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 ISS

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

BA Integrated Social Sciences (180 CP)							
Year 3	Bachelor Thesis / Seminar (m, 15 CP)					Big Questions (me, 5 CP)	Big Questions (me, 2.5 CP)
	Study Abroad Option (22.5 CP)					Community Impact Project (m, 5 CP)	Big Questions (me, 2.5 CP)
	Specialization (me, 15 CP)						
Internship/Start-Up (m, 15 CP)							
Year 2	CORE* Mass Beliefs and Civil Society (me, 5 CP)	CORE* Media, Culture and Digitization (me, 5 CP)	CORE Crisis, Conflict and Media (me, 5 CP)	CORE International Resource Politics (me, 5 CP)	CORE Systems of Democratic Governance (me, 5 CP)	Methods/Skills Data Collection and Empirical Research Methodologies (m, 5 CP)	Language (me, 2.5 CP)
	CORE* Consumer Culture and Society (me, 5 CP)		CORE The Sociology of Conflict and Crisis (me, 5 CP)	CORE Systems of Social Inequality (me, 5 CP)	CORE Comparing Mass Media Systems (me, 5 CP)		
Year 1	CHOICE* Introduction to the Social Sciences 2: Media and Society (m, 7.5 CP)	CHOICE Own Selection (me, 7.5 CP)		CHOICE Own Selection (me, 7.5 CP)		Methods/Skills Applied Statistics with R Applied Statistics with SPSS (me, 5 CP)	Language (me, 2.5 CP)
	CHOICE* Introduction to the Social Sciences 1: Politics and Society (m, 7.5 CP)	CHOICE Own Selection (me, 7.5 CP)		CHOICE Own Selection (me, 7.5 CP)			
Area	CHOICE / CORE 90 CP					JACOBS TRACK 45 CP	

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

Figure 2: Schematic Study Plan

## 6 Study and Examination Plan

Integrated Social Sciences (ISS) BA																													
Matriculation Fall 2019																													
Program-Specific Modules					Type	Assessment	Period	Status <sup>1</sup>	Sem.	CP	Jacobs Track Modules (General Education)					Type	Assessment	Period	Status <sup>1</sup>	Sem.	CP								
<b>Year 1 - CHOICE</b>										45	<b>Year 1 - CHOICE</b>										15								
Take the mandatory CHOICE modules listed below, this is a requirement for the ISS program.											Take one of the two listed mandatory elective methods modules:																		
<b>Unit: INTRODUCTIONS (default minor)</b>										15	<b>Unit: Methods / Skills</b>										10								
<b>CH-320 Module: Introduction to the Social Sciences 1: Politics and Society</b>										m	1	7.5	<b>JTMS-MET-01 Module: Academic Writing and Academic Skills</b>										m	1	5				
CH-320-A	Comparing Political Systems	Lecture	we	Final exam period						5	JTMS-01	Academic Writing and Academic Skills	Lecture	Term paper							5								
CH-320-B	Introduction to Sociology I	Lecture								2.5	Take one of the two listed mandatory elective methods modules:																		
<b>CH-321 Module: Introduction to the Social Sciences 2: Media and Society</b>										m	2	7.5	<b>JTMS-MET-02 Module: Applied Statistics with SPSS</b>										me	2	5				
CH-321-A	Mass Media in Digital Contexts	Seminar	pp or mp							5	JTMS-02	Applied Statistics with SPSS	Lecture	we	Final exam period						5								
CH-321-B	Introduction to Sociology II	Lecture								2.5	<b>JTMS-MET-03 Module: Applied Statistics with R</b>										me	2	5						
<b>Unit: CHOICE (own selection)</b>										30	<b>JTMS-03 Module: Applied Statistics with R</b>										Lecture	we	Final exam period				5		
Students take four further CHOICE modules from those offered for all other study programs. <sup>2</sup>											<b>Unit: Language</b>										5								
											German is the default language. Native German speakers take modules in another offered language.																		
											<b>JTLA-xxx Module: Language 1</b>										m	1	2.5						
											JTLA-xxx Language 1										Seminar	Various				me	2.5		
											<b>JTLA-xxx Module: Language 2</b>										m	2	2.5						
											JTLA-xxx Language 2										Seminar	Various				me	2.5		
<b>Year 2 - CORE</b>										45	<b>Year 2 - CORE</b>										15								
Take all CORE modules listed below or replace 15 CP with suitable CORE modules from other study programs <sup>3</sup>											Take one of the two listed mandatory elective methods modules:																		
<b>Unit: CULTURE (default minor)</b>										15	<b>Unit: Methods / Skills</b>										10								
<b>CO-640 Module: Consumer Culture and Society</b>										me	3	5	<b>JTMS-MET-04 Module: Qualitative Research Methods</b>										m	3	5				
CO-640-A	Consumer Culture and Society	Seminar	proj, mp or pres							5	JTMS-04	Qualitative Research Methods	Lecture	Research project							5								
<b>CO-641 Module: Media, Culture and Digitization</b>										me	3/4	5	<b>JTMS-MET-06 Module: Data Collection and Empirical Research Methodologies</b>										m	4	5				
CO-641-A	Media, Culture and Digitization I	Seminar	proj							3	2.5	JTMS-06	Data Collection and Empirical Research Methodologies	Lecture	Research report						5								
CO-641-B	Media, Culture and Digitization II	Seminar								4	2.5	<b>Unit: Language</b>										5							
<b>CO-642 Module: Mass Beliefs and Civil Society</b>										me	4	5	German is the default language. Native German speakers take modules in another offered language.																
CO-642-A	Mass Beliefs and Civil Society	Seminar	ess									<b>Module Code Module: Language 3</b>										m	3	2.5					
<b>Unit: CONFLICT</b>										15	<b>JTLA-xxx Language 3</b>										Seminar	Various				me	2.5		
<b>CO-643 Module: The Sociology of Conflict and Crisis</b>										me	3	5	<b>Module Code Module: Language 4</b>										m	4	2.5				
CO-643-A	The Sociology of Conflict and Crisis	Seminar										JTLA-xxx	Language 4	Seminar	Various						me	2.5							
<b>CO-644 Module: Crisis, Conflict and Media</b>										me	4	5	<b>Unit: Language</b>										5						
CO-644-A	Crisis, Conflict and Media	Seminar	proj, mp, pp or pres									German is the default language. Native German speakers take modules in another offered language.																	
<b>CO-645 Module: International Resource Politics</b>										me	4	5	<b>Module Code Module: Language 4</b>										m	4	2.5				
CO-645-A	International Resource Politics	Seminar	pres									JTLA-xxx	Language 4	Seminar	Various						me	2.5							
<b>Unit: SYSTEMS</b>										15	<b>Unit: Language</b>										5								
<b>CO-646 Module: Systems of Social Inequality</b>										me	3	5	German is the default language. Native German speakers take modules in another offered language.																
CO-646-A	Systems of Social Inequality	Seminar	proj, ess, mp or pres									<b>Module Code Module: Language 3</b>										m	3	2.5					
<b>CO-647 Module: Comparing Mass Media Systems</b>										me	3	5	<b>JTLA-xxx Language 3</b>										Seminar	Various				me	2.5
CO-647-A	Comparing Mass Media Systems	Seminar	proj, mp, pp or pres									<b>Module Code Module: Language 4</b>										m	4	2.5					
<b>CO-648 Module: Systems of Democratic Governance</b>										me	4	5	<b>JTLA-xxx Language 4</b>										Seminar	Various				me	2.5
CO-648-A	Democratic Governance	Seminar	ess									<b>Unit: Language</b>										5							
<b>Year 3 - CAREER</b>										45	<b>Year 3 - CAREER</b>										15								
<b>CA-INT-900 Module: Internship / Start-up and Career Skills</b>										m	4/5	15	<b>Unit: Big Questions</b>										10						
CA-INT-900-0	Internship / Start-up and Career Skills	Internship	Report/Business Plan									<b>Module Code Module: Big Questions</b>										m	5/6	10					
<b>CA-SMP-800 Module: Thesis / Seminar ISS</b>										m	6	15	Take a total of 10 CP of Big Questions modules with each 2.5 or 5 CP										Lecture	Various				me	
CA-SMP-800-T	Thesis ISS	Thesis										<b>Unit: Community Impact Project</b>										5							
CA-SMP-800-S	Seminar ISS	Seminar	Thesis and pres									<b>Module Code Module: Community Impact Project</b>										m	5	5					
<b>Unit: Specialization</b>										m	5/6	15	<b>JTCL-950 Community Impact Project</b>										Project	proj					
Take a total of 15 CP of specialization modules																													
CA-S-SMP-801	The Sociology of Happiness	Seminar	proj, ess or pres							me	5	5																	
CA-S-SMP-802	Applying Social Science in Research	Seminar	proj							me	6	5																	
CA-S-SMP-803	A New Cold War? EU-Russian Relations (intersession)	Seminar	ess							me	5	5																	
CA-S-xxx	Specialization elective (selected modules from GEM/psych/IRPH) <sup>4</sup>	Various	various							me	5/6	5																	
<b>Total CP</b>													<b>Total CP</b>										180						

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

<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 ISS study program handbook.

## 7 Module Descriptions

### 7.1 Introduction to the Social Sciences I: Politics and Society

<b>Module Name</b>		<b>Module Code</b>	<b>Level (type)</b>	<b>CP</b>
Introduction to the Social Sciences I: Politics and Society		CH-320	Year 1 (CHOICE)	7,5
<b>Module Components</b>				
<b>Number</b>	<b>Name</b>		<b>Type</b>	<b>CP</b>
CH-320-A	Comparing Political Systems		Lecture	5
CH-320-B	Introduction to Sociology I		Lecture	2.5
<b>Module Coordinator</b>	<b>Program Affiliation</b>		<b>Mandatory Status</b>	
Karen Stegen Smith	<ul style="list-style-type: none"> <li>Integrated Social Sciences (ISS)</li> </ul>		Mandatory for ISS	
<b>Entry Requirements</b>		<b>Frequency</b>	<b>Forms of Learning and Teaching</b>	
<i>Pre-requisites</i>	<i>Co-requisites</i>	annually	<ul style="list-style-type: none"> <li>Contact time (52.5 hours)</li> <li>Private study (135 hours)</li> </ul>	
<input checked="" type="checkbox"/> None	<input checked="" type="checkbox"/> None			
		<b>Duration</b>	<b>Workload</b>	
		1 semester	187.5 hours	
<b>Recommendations for Preparation</b>				
Study the syllabi thoroughly, get the primary texts and take a first look at them.				
<b>Content and Educational Aims</b>				
<p>This is an introductory module which provides the essentials for understanding contemporary societies. You will be introduced basic concepts of political science and sociology. You will study what the main differences between democracies and other political regime types are (the political science perspective) and how the set-up of societies changes over time and differs across world regions (the sociological perspective). This module provides the basis from which students progress to the second part of the Introduction to the Social Sciences in their second semester. Students will also develop early presentation skills and will be able to improve their grade by a voluntary presentation.</p> <p>The module provides an introduction to different forms of political systems and comparative analysis. Students learn about "the state" and its institutions and examine authoritarianism, totalitarianism, fascism, dictatorships, and democracy as well as the transitions to and from these systems. Particular attention will be paid to governance and to the theoretical and practical dimensions of various important political concepts, such as power, legitimacy, representation, and ideology. Several probing questions will also be explored, such as the influence of globalization on states as well as the timeless dilemma posed by the Renaissance political philosopher Niccolò Machiavelli: is it better for political leaders to be feared or loved?</p> <p>As far as the sociological component of the module is concerned, key social structures and processes in present societies will be analyzed from a macro- as well as a micro-perspective. We will begin by examining the large-scale social trends and the conditions of the emergence of modern institutions. Contemporary markets, states and families will be studied in depth with respect to their functional differentiation, social stratification, and normative integration. Special accent will be put on comparing affluent and poorer societies as well as looking into inequalities between and within them. Finally, social processes like globalization and population aging challenge the social order of contemporary societies. We want to find out what has been changed during last decades and what may change in the future. Throughout the module, we will strike a balance between theoretical reflection and empirical analysis.</p>				

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

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

#### **Discipline Specific Skills**

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

#### **Transferable and Key Skills**

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

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

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

### ***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: 180 min

Weight: 100%

Scope: All intended learning outcomes of the module.

## 7.2 Introduction to the Social Sciences II: Media and Society

<b>Module Name</b>			<b>Module Code</b>	<b>Level (type)</b>	<b>CP</b>
Introduction to the Social Sciences II: Media and Society			CH-321	Year 1 (CHOICE)	7,5
<b>Module Components</b>					
<b>Number</b>		<b>Name</b>		<b>Type</b>	<b>CP</b>
CH-321-A		Mass Media in Digital Contexts		Seminar	5
CH-321-B		Introduction to Sociology II		Lecture	2.5
<b>Module Coordinator</b>	<b>Program Affiliation</b>			<b>Mandatory Status</b>	
Jakob Fruchtmann	<ul style="list-style-type: none"> <li>Integrated Social Sciences (ISS)</li> </ul>			Mandatory for ISS	
<b>Entry Requirements</b>			<b>Frequency</b>	<b>Forms of Learning and Teaching</b>	
<i>Pre-requisites</i>	<i>Co-requisites</i>	<i>Knowledge, Abilities, or Skills</i>		annually	<ul style="list-style-type: none"> <li>Contact time (52,5 hours)</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>None</li> </ul>		<b>Duration</b>	
			1 semester	<b>Workload</b>	
				187,5 hours	
<b>Recommendations for Preparation</b>					
Study the syllabi thoroughly, get the primary texts and take a first look at them. Recap the main concepts of the first part of the Introduction to Sociology.					
<p>This module both continues the introduction to sociology and focuses on traditional and “new” mass media (e.g., mobile communication, online social media) under the influence of convergence, hybridization and “glocalization”. It familiarizes students with the key terminology, approaches and theories not only of general sociology but also of media-sociology and mass communication research.</p> <p>The diversification of mass communication is happening at a breathtaking pace. For “traditional” mass media (print, radio, television) these changes have led to many challenges on different levels, ranging from technological to content-related issues, and particularly economic constraints that have driven several of the formerly leading and agenda-setting mass media to the brink of financial ruin, and to the margins of national, regional and global communication systems.</p> <p>In the second part of the introductory module to sociology we will go through some classics of a) early modern sociological theory, b) of developed modernity and c) some classical empirical studies that show, how relevant and at times even adventurous sociology can be. Further, the lecture will look at methods of sociological field work by discussing some exciting classical studies.</p> <p>Classics of sociological literature will be discussed in the light of contemporary problems of modern society. Special effort will be put on comparing affluent and poorer societies and on social differences and inequalities between and within them.</p> <p>Throughout the module, we will strike a good balance between theoretical reflection and empirical analysis by always addressing practical examples and research implications of the discussed theories.</p>					

**Intended Learning Outcomes**

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

**Discipline Specific Skills**

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

**Transferable and Key Skills**

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

**Usability and Relationship to other Modules**

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

**Assessment**

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

The weight of the assessment is 100%.

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

### 7.3 Consumer Culture and Society

<b>Module Name</b> Consumer Culture and Society		<b>Module Code</b> CO-640	<b>Level (type)</b> Year 2 (CORE)	<b>CP</b> 5
<b>Module Components</b>				
<i>Number</i>	<i>Name</i>	<i>Type</i>		<i>CP</i>
CO-640-A	Consumer Culture and Society	Seminar		5
<b>Module Coordinator</b> Hilke Brockmann	<b>Program Affiliation</b> <ul style="list-style-type: none"> <li>Integrated Social Sciences (ISS)</li> </ul>		<b>Mandatory Status</b> Mandatory elective for ISS	
<b>Entry Requirements</b>		<b>Frequency</b>	<b>Forms of Learning and Teaching</b>	
<i>Pre-requisites</i>	<i>Co-requisites</i>	annually	<ul style="list-style-type: none"> <li>Contact Time (35 hours)</li> <li>Private study (90 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>				
xxxxx				
<b>Content and Educational Aims</b>				
<p>This module investigates how culture as a collective phenomenon influences economy and socio-economic structures and, vice versa, how economic processes shape our culture. The meanings of consumption in economic, social, religious and cultural contexts are analyzed theoretically and empirically, also the concept of prosumption is explored. The module will focus on specific aspects of economic culture, as e.g. the economic culture of urban spaces and gentrification. An essential component are student's projects. You will learn to apply the discussed theoretical approaches to specific empirical findings in teams. Also, excursions can form part of our explorations as well as discussions with local experts/activists of alternative forms of consumption.</p>				
<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>explain the variety of mutual influences of culture and consumption,</li> <li>explain basic concepts of consumer culture theory, identify and critically analyze the complex issue of consumer culture, get a broader, global perspective on current tendencies of economic culture;</li> <li>explain situations, organizations, and industries involved in the reproduction of consumer culture from a sociological perspective;</li> </ul>				

- advance solutions to problems of consumerism and prosumption in the digital age;
- develop own topic related research design, applying basic quantitative and qualitative methods of empirical research of social science or differentiate advanced quantitative and qualitative methods of empirical research of social science and evaluate an appropriate choice for their application;

#### **Transferable and Key Skills**

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

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

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

#### **Assessment**

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

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

## 7.4 Media, Culture and Digitization

<b>Module Name</b> Media, Culture and Digitization		<b>Module Code</b> CO-641	<b>Level (type)</b> Year 2 (CORE)	<b>CP</b> 5
<b>Module Components</b>				
<b>Number</b>	<b>Name</b>		<b>Type</b>	<b>CP</b>
CO-641-A	Media, Culture and Digitization I		Seminar	2,5
CO-641-B	Media, Culture and Digitization II		Lab	2,5
<b>Module Coordinator</b> Margrit Schreier	<b>Program Affiliation</b> <ul style="list-style-type: none"> <li>Integrated Social Sciences (ISS)</li> </ul>		<b>Mandatory Status</b> Mandatory elective for ISS	
<b>Entry Requirements</b>  Pre-requisites  <input checked="" type="checkbox"/> None	<b>Co-requisites</b>  <input checked="" type="checkbox"/> None	<b>Knowledge, Abilities, or Skills</b>	<b>Frequency</b> annually  <b>Duration</b> 2 semesters	<b>Forms of Learning and Teaching</b> <ul style="list-style-type: none"> <li>Contact Time (35 hours)</li> <li>Private Study (90 hours)</li> </ul> <b>Workload</b> 125 hours
<b>Recommendations for Preparation</b> <ul style="list-style-type: none"> <li>Read chapter 1 (“Digital society”) from: Lindgren, Simon (2017). Digital media &amp; society. Los Angeles, CA: Sage.</li> <li>Watch this TED talk by Jaron Lanier on “How we need to remake the Internet”: <a href="https://www.ted.com/talks/jaron_lanier_how_we_need_to_remake_the_internet">https://www.ted.com/talks/jaron_lanier_how_we_need_to_remake_the_internet</a></li> </ul>				
<b>Content and Educational Aims</b> <p>This social science module will span both semesters of the second year and will provide advanced training with particular respect to the relationship between communication, culture and consumption. Current developments like “prosumerism/prosumption/prosumers/produsage” – a convergence of mostly online consumer behavior that merges with production patterns, particularly in new mobile media settings will be part of the module that offers many specific and current examples of the interaction of communication, media and culture, and vice versa. Among the many recent developments especially in digital media, the focus of this module will be on social media. During the fall semester, we will take an in-depth look at relevant media theories as well as topics in social media related research, such as online presentation of the self, the Internet as a public sphere, or online activism. During the spring semester, we will concentrate on implementing some of the research ideas and proposals developed in the first part of the module. This part of the module will be taught as a lab with a strong self-study component. A particular focus on qualitative research designs and mixed-method designs including ‘big data’ research will provide students with ‘hands-on’ experience, working on a self-developed research project in their second year which will demonstrate the diversity of methodological approaches in the social sciences (e.g., experimental, discourse analysis, content analysis, text analysis, visual analysis, text mining and visualization), and their application to particular research questions and research designs.</p>				

***Intended Learning Outcomes***

**Discipline Specific Skills**

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

**Transferable and Key Skills**

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

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

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

***Assessment***

Type: (Research) project (including data collection and analysis, research report as well as ethics statement and extended abstract).

Students are encouraged to work in teams.

Weight:100%

Scope: All intended learning outcomes of the module.

## 7.5 Mass Beliefs and Civil Society

<b>Module Name</b> Mass Beliefs and Civil Society		<b>Module Code</b> CO-642	<b>Level (type)</b> Year 2 (CORE)	<b>CP</b> 5
<b>Module Components</b>				
<i>Number</i>	<i>Name</i>		<i>Type</i>	<i>CP</i>
CO-642-A	Mass Beliefs and Civil Society		Seminar	5
<b>Module Coordinator</b> Franziska Deutsch	<b>Program Affiliation</b> <ul style="list-style-type: none"> <li>Integrated Social Sciences (ISS)</li> </ul>		<b>Mandatory Status</b> Mandatory elective for ISS	
<b>Entry Requirements</b>		<b>Frequency</b>	<b>Forms of Learning and Teaching</b>	
<i>Pre-requisites</i>	<i>Co-requisites</i>	<i>Knowledge, Abilities, or Skills</i>	annually	<ul style="list-style-type: none"> <li>Contact Time: 35 hours</li> <li>Private Study: 90 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>				
Study the syllabus thoroughly and take a first look at the main reading.				
<b>Content and Educational Aims</b>				
<p>The module addresses the cultural basis of politics and discusses determinants and effects of mass beliefs for conflict and crisis. Students in the seminar will discuss fundamental cultural transformations in the belief systems of modern societies as well as their impact on mass political behavior and the development of democratic institutions. Special attention is given to the role of civil society as a link between the people and the state. Drawing on milestone studies of civic culture as well as recent empirical evidence from cross-national surveys, the seminar takes a comparative perspective. In own small research projects, students are encouraged to empirically explore universal and culture-specific factors that structure mass beliefs and to address and analyze the implications of their findings with regard to potential solutions for conflict and crisis</p>				
<b>Intended Learning Outcomes</b>				
<b>Discipline Specific Skills</b>				
<ul style="list-style-type: none"> <li>explain and critically apply key concepts of political culture and civil society research as well as theories of value change, cultural and political transformations; identify and critically analyze political culture and civil society from an interdisciplinary perspective, develop critical faculty, especially concerning media, reflect own behavior critically;</li> <li>apply basic quantitative and/or qualitative methods, differentiate advanced quantitative and qualitative methods of empirical research and evaluate an appropriate choice for their application in the given field, develop adequate research designs; train skills to critically discuss empirical findings;</li> </ul>				
<b>Transferable and Key Skills</b>				

- enhance problem solving skills by creatively and analytically addressing an empirical problem, formulating and implementing the necessary research steps to solve it; enhance problem-solving skills by creatively and analytically addressing an empirical problem, formulating and implementing the necessary research steps to solve it;
- develop communicative competence as well as cooperation and conflict skills, strengthen empathy and ambiguity tolerance.

**Usability and Relationship to other Modules**

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

Unit “Culture”

- Consumer Culture and Society
- Media, Culture and Digitization

**Assessment**

Type: Term Paper (research)

Length: 3.500 words

Weight: 100%

Scope: All intended learning outcomes of the module.

## 7.6 The Sociology of Conflict and Crisis

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

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

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

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

#### ***Assessment***

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

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

## 7.7 Crisis, Conflict and Media

<b>Module Name</b> Crisis, Conflict and Media		<b>Module Code</b> CO-644	<b>Level (type)</b> Year 2 (CORE)	<b>CP</b> 5
<b>Module Components</b>				
<b>Number</b>	<b>Name</b>		<b>Type</b>	<b>CP</b>
CO-644-A	Crisis, Conflict and Media		Seminar	5
<b>Module Coordinator</b> Jakob Fruchtmann	<b>Program Affiliation</b> <ul style="list-style-type: none"> <li>Integrated Social Sciences (ISS)</li> </ul>		<b>Mandatory Status</b> Mandatory elective for ISS	
<b>Entry Requirements</b>		<b>Frequency</b>	<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>	annually	<ul style="list-style-type: none"> <li>Contact Time:35 hours</li> <li>Private Study: 90 hours</li> </ul>
		<b>Duration</b> 1 semester	<b>Workload</b> 125 hours	
<b>Recommendations for Preparation</b>				
Study the syllabus thoroughly. Read the introduction to Coombs (2018): "Ongoing Crisis Communication: Planning, Managing, and Responding", 5 <sup>th</sup> edition (you can find it online). Decide, which chapters sound most interesting to you, personally. Characterize the author and the general approach of the book.				
<b>Content and Educational Aims</b>				
This module focuses on the role of media, journalism and mass communication in times of crisis and conflict. It applies concepts of media sociology and communication research to analyze the way contemporary cases of conflict and crisis are communicated in the media. Among the questions to be discussed and analyzed are: What are the characteristics of mediated communication before, during and after man-made and natural disasters, armed conflict, terrorist attacks? What are the characteristics of propaganda, and how can 'fake news' be distinguished from real news? How can specific forms of communication contribute to escalating or deescalating crises and conflicts? What are the structures and functions of traditional mass media and digital media during crisis and conflict? Students will discuss case studies and develop communication strategies for specific cases of crisis and conflict.				
<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>critically apply key concepts of media sociology and communication research: explain structures and functions of media during crisis and conflict, develop critical-analytic understandings of communication dynamics during crises and develop an interdisciplinary perspective on the issue;</li> <li>identify and critically analyze complex media structures and strategies, critically reflect own media consumption behavior;</li> </ul>				

- develop research questions and research designs in the area of crisis and conflict communication, apply basic quantitative and qualitative methods of empirical research and/or evaluate an appropriate choice for the application of advanced methods, develop an appropriate research design;

#### **Transferable and Key Skills**

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

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

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

#### **Assessment**

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

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

## 7.8 International Resource Politics

<b>Module Name</b>		<b>Module Code</b>	<b>Level (type)</b>	<b>CP</b>
International Resource Politics		CO-645	Year 2 (CORE)	5.0
<b>Module Components</b>				
<b>Number</b>	<b>Name</b>		<b>Type</b>	<b>CP</b>
CO-645-A	International Resource Politics		Seminar	5.0
<b>Module Coordinator</b>	<b>Program Affiliation</b>		<b>Mandatory Status</b>	
Karen Smith Stegen	<ul style="list-style-type: none"> <li>International Relations: Politics and History (IRPH)</li> </ul>		Mandatory elective for IRPH and ISS	
<b>Entry Requirements</b>		<b>Frequency</b>	<b>Forms of Learning and Teaching</b>	
<b>Pre-requisites</b>	<b>Co-requisites</b>	annually  <b>Duration</b> 1 semester	<b>Workload</b> 125 hours  <ul style="list-style-type: none"> <li>Seminar (30 classroom hours), with small class size</li> <li>Interactive Exercises (5 classroom hours)</li> <li>Private Study (90 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>Familiarity with mainstream IR Theories (Neorealism and Neoliberalism)</li> <li>Writing Skills</li> </ul>		
<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>				
<p>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.</p>				

**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

Duration: 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).

## 7.9 Systems of Social Inequality

<b>Module Name</b> Systems of Social Inequality		<b>Module Code</b> CO-646	<b>Level (type)</b> Year 2 (CORE)	<b>CP</b> 5
<b>Module Components</b>				
<b>Number</b>	<b>Name</b>	<b>Type</b>		<b>CP</b>
CO-646-A	Systems of Social Inequality	Seminar		5
<b>Module Coordinator</b> Hilke Brockmann	<b>Program Affiliation</b> <ul style="list-style-type: none"> <li>Integrated Social Sciences (ISS)</li> </ul>		<b>Mandatory Status</b> Mandatory elective for ISS	
<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>none</li> </ul>	<ul style="list-style-type: none"> <li>Contact time (35 hours)</li> <li>Private Study (90 hours)</li> </ul>	
		<b>Duration</b> 1 semester	<b>Workload</b> 125 hours	
<b>Recommendations for Preparation</b>				
Study the syllabus thoroughly. Check out the site " <a href="https://www.gapminder.org/">https://www.gapminder.org/</a> ", look at some of the videos, look at "Dollar Street" and play around with the data in the "gapminder tools" - how does your country fare in comparison to others?				
<b>Content and Educational Aims</b>				
<p>Societies are characterized by different patterns of social inequality, which give rise to specific social conflicts and patterns of solidarity. This module analyzes how inequalities in the distribution of resources and 'life chances' come about and how they are reproduced or attenuated. It also examines the social causes and consequences of inequality in terms of both social conflict and social solidarity. The seminar involves descriptive questions about actual levels of social inequality in contemporary societies, as well as normative questions about what levels and types of inequalities may be legitimate or just.</p> <p>Throughout the module, we will strike a balance between theoretical reflection and empirical analysis by analyzing empirical data, together. Also, we will keep discussing the perspectives of future development and political implications with special attention to the home countries of the participants: What is to be done?</p> <p>Students can as a form of their assessment, engage in these practices by developing own media products, based on their new scientific knowledge or research, if they so wish.</p>				
<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>explain and critically apply sociological concepts relating to inequality, identify and critically analyze different forms and intensities of inequality, develop critical faculty with a comparative global perspective using key contemporary theories of sociology. Not only understand problems inequality can cause, but also develop, discuss and advance solutions to these issues;</li> </ul>				

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

#### **Transferable and Key Skills**

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

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

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

#### **Assessment**

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

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

## 7.10 Comparing Mass Media Systems

<b>Module Name</b> Comparing Mass Communication Systems		<b>Module Code</b> CO-467	<b>Level (type)</b> Year 2 (CORE)	<b>CP</b> 5
<b>Module Components</b>				
<i>Number</i>	<i>Name</i>		<i>Type</i>	<i>CP</i>
CO-467-A	Comparing Mass Media Systems		Seminar	5
<b>Module Coordinator</b> Jakob Fruchtmann	<b>Program Affiliation</b> <ul style="list-style-type: none"> <li>Integrated Social Sciences (ISS)</li> </ul>		<b>Mandatory Status</b> Mandatory elective for ISS	
<b>Entry Requirements</b>	<b>Pre-requisites</b>	<b>Co-requisites</b>	<b>Frequency</b>	<b>Forms of Learning and Teaching</b>
	<input checked="" type="checkbox"/> None	<input checked="" type="checkbox"/> None	annually	<ul style="list-style-type: none"> <li>Contact Time (35 hours)</li> <li>Private study (90 hours)</li> </ul>
		<b>Knowledge, Abilities, or Skills</b> <ul style="list-style-type: none"> <li>none</li> </ul>	<b>Duration</b> 1 semester	<b>Workload</b> 125 hours
<b>Recommendations for Preparation</b>				
Study the syllabus thoroughly. Get access to Hallin/Mancini (2004) and take a first look.				
<b>Content and Educational Aims</b>				
<p>Mass media systems are complex phenomena difficult to grasp and even more difficult to compare. Therefore, this module begins with an introduction into comparative methodology and terminology with special respect to mass media systems. The module provides an overview both on mass communication processes and on the specific system components, covering the systems perspective on all levels – from local to regional to national, international, and finally global communication systems, their actors and audiences. Theoretical models on categorizing and operationalizing mass media systems will serve as a thread of thought throughout the module, during which these models will be applied beyond their original Western context. Western and Non-Western mass media systems will be compared and new models will be developed by the students.</p> <p>With this global perspective in mind, we will keep discussing the perspectives of future development of mass media with special attention to the home countries of the participants: What can you do, how do you see yourself in the media landscape?</p> <p>Students are encouraged to practically interact with media and can develop own media products, based on their new scientific knowledge or research as a form of their assessment, if they so wish.</p>				
<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>explain theories of consumerism, prosumerism and mass communication, understand how mass media systems and communication work, and to what effect – critically apply key concepts of media sociology and mass communication research, identify and critically analyze complex social issues relating to mass media systems from an interdisciplinary perspective;</li> <li>identify and critically evaluate advantage and disadvantages of mass consumption and consumerism in the media context. Explain specific trends and comparative differentiation as well as advance solutions / constructive contributions to a pro-social development of mass communication systems by using key contemporary theories of media sociology and mass communication research;</li> </ul>				

- develop a comparative communication research project. Know about empirical tools for analyzing mass communication and consumption, apply basic quantitative and/or qualitative methods of empirical research of social science, differentiate advanced quantitative and qualitative methods of empirical research of social science and evaluate an appropriate choice for their application in a given research context by developing own research designs;

#### **Transferable and Key Skills**

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

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

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

#### **Assessment**

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

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

## 7.11 Systems of Democratic Governance

<b>Module Name</b> Systems of Democratic Governance		<b>Module Code</b> CO-468	<b>Level (type)</b> Year 2 (CORE)	<b>CP</b> 5
<b>Module Components</b>				
<b>Number</b>	<b>Name</b>		<b>Type</b>	<b>CP</b>
CO-468-A	Democratic Governance		Seminar	5
<b>Module Coordinator</b> Marco Verweij	<b>Program Affiliation</b> <ul style="list-style-type: none"> <li>Integrated Social Sciences (ISS)</li> </ul>		<b>Mandatory Status</b> Mandatory elective for ISS	
<b>Entry Requirements</b>		<b>Frequency</b> annually	<b>Forms of Learning and Teaching</b> <ul style="list-style-type: none"> <li>Contact Time: 35 hours</li> <li>Private Study: 90 hours</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>Ability to read primary political science literature</li> <li>Basic familiarity with key concepts of political science and politics (e.g., "parliament", "totalitarianism")</li> <li>Willingness to engage in constructive debate</li> </ul>	<b>Duration</b> 1 semester	<b>Workload</b> 125 hours
<b>Recommendations for Preparation</b> Study the syllabus thoroughly. John Keane, <i>The Life and Death of Democracy</i> (New York: Simon & Schuster, 2009).				
<b>Content and Educational Aims</b> Democracy is both a normative ideal and an empirical type of political governance. This module explores both dimensions. It first introduces students to the conceptual foundations and the most important structural properties of democracies: the principles of representation and majoritarian rule. Later students will learn about the achievements and shortcomings of democratic systems in terms of conflict management, welfare maximization and international peace. Further, the seminar deals with contemporary problems related to democracy such as the issue of social participation and bottom-up activism, the role of the new social media in challenging older democratic practices, and the tension between universalism and particularism. In particular, the extent to which deliberative democracy can overcome these challenges will be explored.				

**Intended Learning Outcomes**

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

**Discipline Specific Skills**

- explain and critically apply key concepts of political science: Knowledge of a wide range of theories of democracy and concepts from political philosophy; Critical insight into what policy-makers do (and how they do it), identify and critically analyze complex issues of democratic governance using key contemporary theories of political science;

**Transferable and Key Skills**

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

**Usability and Relationship to other Modules**

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

**Assessment**

Type: Written examination (Take Home Exam)

Scope: In the exam, students are confronted with four wide-ranging questions about theories and themes central to democratic governance and have to answer three of these questions 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. Finally, the module helps the students prepare for undertaking a Master’s degree.

## 7.12 The Sociology of Happiness

<b>Module Name</b> The Sociology of Happiness		<b>Module Code</b> CA-S-SMP-801	<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-801	The Sociology of Happiness	Seminar		5
<b>Module Coordinator</b> Hilke Brockmann	<b>Program Affiliation</b> <ul style="list-style-type: none"> <li>Integrated Social Sciences (ISS)</li> </ul>		<b>Mandatory Status</b> Mandatory elective for ISS and Psychology	
<b>Entry Requirements</b>		<b>Frequency</b>	<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	annually	<ul style="list-style-type: none"> <li>Contact time (35 hours)</li> <li>Private Study (90 hours)</li> </ul>	
		<b>Duration</b> 1 semester	<b>Workload</b> 125 hours	
<b>Recommendations for Preparation</b>				
Study the syllabus thoroughly and take a first look at the main reading. Discuss Ayn Rand's notion of happiness and altruism being mutually exclusive. Start your research with this clip: <a href="https://www.youtube.com/watch?time_continue=52&amp;v=mQVrMzWtqgU">https://www.youtube.com/watch?time_continue=52&amp;v=mQVrMzWtqgU</a>				
<b>Content and Educational Aims</b>				
<p>What makes us happy? How can we measure it? What are causes and consequences of unhappiness? Can happiness be studied on a societal or even global level? The significance and actuality of these questions can hardly be overestimated. But we nevertheless tend to measure the success of our societies – or even of our individual lives – merely in monetary terms. Are we, maybe, missing the point?</p> <p>Happiness or contentment studies directly address these questions. They have been a field of interest to sociologists since the very beginnings of the discipline but have found a new wave of growing interest since the 1970ies. Since then vast amounts of data have been collected, worldwide, and allow not only for longitudinal, national and global comparisons but also for new and growing theoretical insights, concerning, for example, the relation of levels of contentment and social inequality. In this module, students will gain insight to the topic and learn about basic concepts of the sociology of happiness, thus intensifying their knowledge and skills in sociology in general. They will also discuss the influence of different factors and possible political strategies of improvement in a variety of nationally specific contexts. A particular focus will be directed towards applying research methods in own projects, using international data-sets with special emphasis on quantitative methods.</p>				

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

#### **Discipline Specific Skills**

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

#### **Transferable and Key Skills**

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

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

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

### ***Assessment***

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

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

### 7.13 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> <ul style="list-style-type: none"> <li>Integrated Social Sciences (ISS)</li> </ul>		<b>Mandatory Status</b> Mandatory elective for ISS and IRPH	
<b>Entry Requirements</b>		<b>Frequency</b>	<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>	annually	<ul style="list-style-type: none"> <li>Contact Time: 35 hours</li> <li>Private Study: 90 hours</li> </ul>
		<b>Duration</b>	<b>Workload</b>	
		1 semester	125 hours	
<b>Recommendations for Preparation</b>				
<p>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?</p>				
<b>Content and Educational Aims</b>				
<p>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.</p> <p>The seminar seeks to discuss the different aspects of this complex development. Keeping an eye on the historical context, we explore the military aspects of cooperation and conflict, 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.</p> <p>Topics will be adapted to current affairs.</p>				

***Intended Learning Outcomes***

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

**Discipline Specific Skills**

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

**Transferable and Key Skills**

- foster social and political awareness and responsibility concerning the political issue
- 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 ISS and IRPH 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.

## 7.14 Applying Social Science in Research

<b>Module Name</b> Applying Social Science in Research		<b>Module Code</b> CA-S-SMP-802	<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-802	Applying Social Science in Research	Seminar		5
<b>Module Coordinator</b> Hilke Brockmann	<b>Program Affiliation</b> <ul style="list-style-type: none"> <li>Integrated Social Sciences (ISS)</li> </ul>		<b>Mandatory Status</b> Mandatory elective for ISS, IRPH and Psychology	
<b>Entry Requirements</b>		<b>Frequency</b>	<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>	annually	<ul style="list-style-type: none"> <li>Contact time (35 hours)</li> <li>Private Study (90 hours)</li> </ul>
		<b>Duration</b> 1 semester	<b>Workload</b> 125 hours	
<b>Recommendations for Preparation</b>				
Study the syllabus thoroughly. Think about your studies so far: What interested you most, what “gets you going”? Which topics interested you most, which methods were most fun for you to apply or study? Think of a broad topical field that would interest you most to do a study on and tell the other students on our first session.				
<b>Content and Educational Aims</b>				
<p>This module aims at applying the theoretical and methodological potential students acquired to ongoing socio-political debates of our time and training them to translate it into state-of-the-art research designs. Students are empowered to apply the skills they acquired in the social sciences during their studies to a field of empirical research in the fields of society, politics or media. They are encouraged to find projects of their own interest and professionally guided towards an efficient implementation of an adequate research design.</p> <p>Concerning the challenges of the 21st century, social scientists are at the forefront of societal discussions – be that old and new criticisms of global financial capitalism in crisis, new concepts of possible alternative ways of living together in urban space, the critical discussion of ethnic, gender- or sexual discrimination, the revenant ghost of nationalism – instead of “alternative facts” they struggle to provide a scientific, rational basis for the necessary debates. Students will experience the relevance of scientific argument for practical social issues and how scientific theory and research can be applied to social practice. It is supposed to reflect contemporary societies’ problems and to flexibly adapt to changing topics of debate.</p> <p>The module is designed to match the specific demand of students, resulting from student interest, specific career profiles or new developments in science and society. Topics will be chosen flexibly, depending on current issues and, more importantly, student interests.</p>				

***Intended Learning Outcomes***

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

**Discipline Specific Skills**

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

**Transferable and Key Skills**

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

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

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

***Assessment***

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

Weight:100%

Scope: All intended learning outcomes of the module.

## 7.15 China: Politics, Economy and Society

<b>Module Name</b> China: Politics, Economy and Society		<b>Module Code</b> xxxxxxxxxxxxxxxx	<b>Level (type)</b> Year 3 (Specialization)	<b>CP</b> 5.0
<b>Module Components</b>				
<b>Number</b> xxxxxxxxxxxxxxxx	<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> <ul style="list-style-type: none"> <li>International Relations: Politics and History (IRPH)</li> </ul>		<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>	
<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 East Asia</li> <li>Writing Skills</li> </ul>	<ul style="list-style-type: none"> <li>Seminar (35 hours), with small class size</li> <li>Self-Study (90 hours)</li> </ul>	
			<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> <p>This module will introduce students to in-depth analyses of contemporary Chinese politics, economy, and society. It deals with topical themes such as the transformation of the Chinese party-state, technological and social innovation, China 'going global', and other socio-political and economic challenges. The module introduces students to empirical research on China by scholars in the field.</p> <p>This module provides students with theories and themes of contemporary China studies. It fosters competence in oral and written communication skills and 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.</p>				
<b>Intended Learning Outcomes</b> <p>Upon completion of this module, students should be able to</p> <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> </ul>				

- The module builds on the content of CORE modules such as History of Globalization and Understanding International Political Economy.

***Assessment***

Type: Term Paper

Duration: 3.000 words

Weight: 100%

Scope: All intended learning outcomes of the module.

## 7.16 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>	<b>Name</b>	<b>Type</b>	<b>CP</b>	
CA-IRPH-804	Oppression, Conformity and Resistance under Dictatorships	Seminar	5.0	
<b>Module Coordinator</b> Julia Timpe	<b>Program Affiliation</b> <ul style="list-style-type: none"> <li>International Relations: Politics and History (IRPH)</li> </ul>		<b>Mandatory Status</b> Mandatory Elective for IRPH and ISS	
<b>Entry Requirements</b>		<b>Frequency</b>	<b>Forms of Learning and Teaching</b>	
<b>Pre-requisites</b>	<b>Co-requisites</b>	annual	<ul style="list-style-type: none"> <li>Seminar (35 classroom hours), with small class size</li> <li>Private Study (90 hours)</li> </ul>	
<input checked="" type="checkbox"/> IRPH CHOICE Module Introduction to Modern European History	<input checked="" type="checkbox"/> None <ul style="list-style-type: none"> <li>Familiarity with 20<sup>th</sup> century history</li> <li>Writing Skills</li> </ul>			
		<b>Duration</b>	<b>Workload</b>	
		1 semester	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> <p>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.</p>				
<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.

## 7.17 The Science of Happiness

<b>Module Name</b> Science of Happiness		<b>Module Code</b> CA-S-ISCP-805	<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-ISCP-805	The Science of Happiness	Seminar		5
<b>Module Coordinator</b> Song Yan	<b>Program Affiliation</b> Psychology		<b>Mandatory Status</b> Mandatory elective for Psychology and ISS	
<b>Entry Requirements</b>  Pre-requisites  <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>• Knowledge of general psychological concepts</li> <li>• Basics of psychological research methods</li> </ul>	<b>Frequency</b> annually  <b>Duration</b> 1 semester	<b>Forms of Learning and Teaching</b> <ul style="list-style-type: none"> <li>• Seminars (35 hours)</li> <li>• Private study (90 hours)</li> </ul> <b>Workload</b> 125 hours
<b>Recommendations for Preparation</b>				
<b>Content and Educational Aims</b>				
<p>Following the principles of positive psychology, the module will focus on theories and research centered on the nature of happiness and psychological well-being. Topics covered will include concept(s) and measurement of happiness, determinants and correlates of happiness, theories of psychological well-being, culture and happiness, benefits of happiness and implications of happiness research.</p> <p>The aim of the module is to give you a greater understanding of what happiness is. Alongside the theory, you will also engage in a series of exercises designed to increase your own happiness and benefit from learning and applying psychological science of well-being.</p> <p>The module will be a combination of lectures/presentations, class discussions and self-exploration exercises.</p>				
<b>Intended Learning Outcomes</b>				
<p>Discipline Specific Skills;</p> <ul style="list-style-type: none"> <li>• demonstrate an understanding of concepts and contemporary approaches to happiness;</li> <li>• become acquainted with scientific studies on subjective well-being;</li> <li>• identify the practical application of the science of happiness both for personal life and professional goals.</li> </ul> <p>Transferable and Key Skills</p> <ul style="list-style-type: none"> <li>• Reflection and critical thinking;</li> <li>• Strategies and skill to increase happiness and overall quality of life;</li> </ul>				

- Discussion and Communication skill;
- Independent learning.

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

- Mandatory elective Specialization module for 3<sup>rd</sup> year Psychology and ISS major students.

***Assessment***

Type: Project & Presentation

Duration of the presentation: 20 minutes

Weight: 100%

Scope: All intended learning outcomes of the module.

## 7.18 Managing Demographic Change in Organizations

<b>Module Name</b> Managing Demographic Change in Organizations		<b>Module Code</b> CA-S-ISCP-803	<b>Level (type)</b> Year 3 (Specialization)	<b>CP</b> 2.5
<b>Module Components</b>				
<b>Number</b>	<b>Name</b>		<b>Type</b>	<b>CP</b>
CA-ISCP-803	Managing Demographic Change in Organizations		Seminar	2.5
<b>Module Coordinator</b> C. Stamov Roßnagel	<b>Program Affiliation</b> <ul style="list-style-type: none"> <li>Psychology</li> </ul>		<b>Mandatory Status</b> Mandatory elective for Psychology and ISS	
<b>Entry Requirements</b>  <i>Pre-requisites</i>  <input checked="" type="checkbox"/> Data Collection and Empirical Research Methodologies  <input checked="" type="checkbox"/> Qualitative Research Methods  and  <input checked="" type="checkbox"/> Applied Statistics with SPSS  Or  <input checked="" type="checkbox"/> Applied Statistics with R	<b>Co-requisites</b>  <input checked="" type="checkbox"/> none	<b>Knowledge, Abilities, or Skills</b>  <ul style="list-style-type: none"> <li>Basics of correlational statistics</li> <li>Concepts of generalizability, external, internal, ecological validity</li> </ul>	<b>Frequency</b> annually	<b>Forms of Learning and Teaching</b>  <ul style="list-style-type: none"> <li>Seminars (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>				

**Content and Educational Aims**

In many industrialized countries, organizations face an ageing labor force. Fewer young workers than ever before enter the labor force, whilst older workers retire at a higher age than previous cohorts. The general question that demographic change raises is how organizations might have to adapt their personnel management strategies to keep productivity high. How do team work, learning, or leadership change in an increasingly age-diverse work-place? How do the generations (e.g., Gen Y, Generation X, Boomers) actually differ from a personnel development point of view?

Applying general models of lifespan development, organizational climate, leadership, training & development, and work teams to real-world cases, you will slip into organizational consultants' shoes and develop strategies of organizational demographic change management that you will present to the CHRO of your (fictitious) company. We will pay particular attention to the theory-practice gap and its implications for practical work in a consultant role and will learn how to appropriately use research findings in strategy development.

This module attaches particular importance to an in-depth treatment of the approaches and contemporary issues of application-oriented research. Using case studies from actual consulting projects as worked examples, you will refine your skills of analyzing real-life situations in a theory-based fashion and of designing strategies for assessments and interventions in selected workplace settings.

**Intended Learning Outcomes**

Upon completion of this module, you will be able to

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

**Usability and Relationship to other Modules**

- Mandatory elective Specialization module for 3<sup>rd</sup> year Psychology and ISS major students.

**Assessment**

Type: Presentation

Duration: 20 minutes

Weight: 100%

Scope: All intended learning outcomes of the module.



## 7.19 Psychology of Food

<b>Module Name</b> Psychology of Food		<b>Module Code</b> CA-S-ISCP-804	<b>Level (type)</b> Year 3 (Specialization)	<b>ECTS</b> 2.5
<b>Module Components</b>				
<b>Number</b>	<b>Name</b>	<b>Type</b>		<b>ECTS</b>
CA-ISCP-804	Psychology of Food	Seminar		2.5
<b>Module Coordinator</b> Sonia Lippke	<b>Program Affiliation</b> <ul style="list-style-type: none"> <li>Psychology</li> </ul>		<b>Mandatory Status</b> Mandatory elective for Psychology and ISS	
<b>Entry Requirements</b>  <i>Pre-requisites</i> <input checked="" type="checkbox"/> Intro to Psychology I and II	<b>Co-requisites</b>  <input checked="" type="checkbox"/> None	<b>Knowledge, Abilities, or Skills</b>  •	<b>Frequency</b> annually	<b>Forms of Learning and Teaching</b> <ul style="list-style-type: none"> <li>Seminars (17.5 hours)</li> <li>Private study (35 hours)</li> <li>Exam Preparation (15 hours)</li> </ul>
			<b>Duration</b> 1 semester	
<b>Recommendations for Preparation</b> --				
<b>Content and Educational Aims</b> <p>In this module, we will look at several psychological aspects related to food, nutrition, food waste behavior, eating, and dieting. We will cover topics such as mood, emotions, stress, different social influences, food cravings, and weight control. The module will be complemented by selected specialized topics including food choices, historical changes of food consumption patterns, intercultural differences, health, and attraction of food. We will discuss the state of the art, social-cognitive models to explain behavior and to support behavioral change, techniques, general challenges, and evidence-based approaches to understand all these matters and to make informed choices as well to help others effectively.</p> <p>A significant amount of time will be devoted to practical training and exercises to get a deeper understanding of the theoretical aspects and to enable you to apply your new knowledge to your professional work.</p>				
<b>Intended Learning Outcomes</b> <p>Discipline Specific Skills</p> <p>To understand, predict, and change psychological aspects related to food consumption and to be able to answer questions like:</p> <ul style="list-style-type: none"> <li>Why do people know about damaging effects of specific products but eat them nonetheless?</li> <li>How can we investigate interrelations of food, nutrition, and health?</li> <li>How can habituated food consumption behaviors be altered?</li> </ul>				

- How and why does obesity "spread" in social networks?
- How can diet recommendations be translated into policies?

Transferable and Key Skills

- Comprehensive understanding of complex patterns and interrelations;
- Summarizing and critically reflecting on research findings;
- Translate scientific knowledge and research findings into everyday language to be disseminated to a wider audience;
- Design a poster to disseminate research findings ;
- Work in a team of students and present results of this teamwork.

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

- Mandatory elective Specialization module for 3<sup>rd</sup> year Psychology and ISS major students.

***Assessment***

Type: Presentation

Duration: 15 min.

Scope: All intended learning outcomes of the module

Weight: 100%

## 7.20 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>					
<b>Number</b>	<b>Name</b>	<b>Type</b>		<b>CP</b>	
CA-INT-900-0	Internship	Internship		15	
<b>Module Coordinator</b>  Predrag Tapavicki & Christin Klähn (CSC Organization); SPC / Faculty Startup Coordinator (Academic responsibility);	<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>  <i>Pre-requisites</i>  <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>  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.					

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%

## 7.21 Bachelor Thesis and Seminar

<b>Module Name</b>		<b>Module Code</b>	<b>Level (type)</b>	<b>CP</b>
Bachelor Thesis and Seminar		CA-SMP-800	Year 3 (CAREER)	15
<b>Module Components</b>				
<i>Number</i>	<i>Name</i>		<i>Type</i>	<i>CP</i>
CA-SMP-800-T	Thesis		Thesis	12
CA-SMP-800-S	Thesis Seminar		Seminar	3
<b>Module Coordinator</b>	<b>Program Affiliation</b>		<b>Mandatory Status</b>	
Study Program Chair	<ul style="list-style-type: none"> <li>All undergraduate programs</li> </ul>		Mandatory for all undergraduate programs	
<b>Entry Requirements</b>		<b>Frequency</b>	<b>Forms of Learning and Teaching</b>	
<i>Pre-requisites</i>	<i>Co-requisites</i>	<i>Knowledge, Abilities, or Skills</i>	annually	<ul style="list-style-type: none"> <li>Self-study/lab work (350 hours)</li> <li>Seminars (25 hours)</li> </ul>
<input checked="" type="checkbox"/> Students must be in the third year and have taken at least 30 CP from CORE modules of their major.	<input checked="" type="checkbox"/> None	<ul style="list-style-type: none"> <li>Comprehensive knowledge of the subject and deeper insight into the chosen topic;</li> <li>ability to plan and undertake work independently;</li> <li>skills to identify and critically review literature.</li> </ul>	<b>Duration</b>	<b>Workload</b>
			1 semester	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

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

Weight: 80%

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

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.

## 7.22 Jacobs Track Modules

### 7.22.1 Methods and Skills Modules

#### 7.22.1.1 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 1 (Methods)	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	<ul style="list-style-type: none"> <li>Jacobs Track – Methods and Skills</li> </ul>		Mandatory for Psychology, IRPH and ISS	
<b>Entry Requirements</b>	<b>Pre-requisites</b>	<b>Co-requisites</b>	<b>Frequency</b>	<b>Forms of Learning and Teaching</b>
		<b>Knowledge, Abilities, or Skills</b>	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.

### 7.22.1.2 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>				
<i>Number</i>	<i>Name</i>		<i>Type</i>	<i>CP</i>
JTMS-02	Applied Statistics with SPSS		Lecture / Lab	5
<b>Module Coordinator</b> Klaus Boehnke	<b>Program Affiliation</b> <ul style="list-style-type: none"> <li>Jacobs Track – Methods and Skills</li> </ul>		<b>Mandatory Status</b> Mandatory elective for IBA, ISS and Psychology and IRPH	
<b>Entry Requirements</b>		<b>Frequency</b>	<b>Forms of Learning and Teaching</b>	
<i>Pre-requisites</i>	<i>Co-requisites</i>	<i>Knowledge, Abilities, or Skills</i>	annually	<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>
<input checked="" type="checkbox"/> None	<input checked="" type="checkbox"/> None		<b>Duration</b> Annually	
<b>Recommendations for Preparation</b>				
None				
<b>Content and Educational Aims</b>				
<p>The module offers insights into quantitative methods of social science research and beyond. Students are familiarized with statistical concepts of basic and intermediate complexity. They examine their potential as well as limitations. Students gain knowledge about hypothesis testing for differences in the central tendencies of variables assessed in two or more groups, about bivariate correlations and—simple and multiple—regression. Approaches to finding patterns in social science data will be introduced; alternatives for non-metric, non-normal data will be discussed. The module takes a ‘cook-book 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 &amp; Methods. By attending the module, students will receive a basic training in the statistics software SPSS and develop proficiency in using SPSS as a social science research tool.</p>				
<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>				

- The module is a mandatory / mandatory elective module of the Methods and Skills area that is part of the Jacobs Track (Methods and Skills modules; Community Impact Project module; Language modules; Big Questions modules).
- Mandatory elective for a major in IBA, IRPH, 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.

### 7.22.1.3 Applied Statistics with R

<b>Module Name</b> Applied Statistics with R		<b>Module Code</b> JTMS-MET-03	<b>Level (type)</b> Year 1 (Methods)	<b>CP</b> 5
<b>Module Components</b>				
<b>Number</b>	<b>Name</b>		<b>Type</b>	<b>CP</b>
JTMS-03	Applied Statistics with R		Lecture & Lab	5
<b>Module Coordinator</b> Adalbert Wilhelm	<b>Program Affiliation</b> <ul style="list-style-type: none"> <li>Jacobs Track – Methods and Skills</li> </ul>		<b>Mandatory Status</b> Mandatory for GEM and IEM, Mandatory elective for ISS, IBA, Psychology, IRPH	
<b>Entry Requirements</b>		<b>Frequency</b>	<b>Forms of Learning and Teaching</b>	
<i>Pre-requisites</i> <input checked="" type="checkbox"/> None	<i>Co-requisites</i> <input checked="" type="checkbox"/> None	<i>Knowledge, Abilities, or Skills</i>	annually	<ul style="list-style-type: none"> <li>Lecture (17.5 hours)</li> <li>Lab (17.5 hours)</li> <li>Homework and self-study (90 hours)</li> </ul>
		<b>Duration</b>	<b>Workload</b>	
		1 semester	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 consumers 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>				

- The module is a mandatory / mandatory elective module of the Methods and Skills area that is part of the Jacobs Track (Methods and Skills modules; Community Impact Project module; Language modules; Big Questions modules).
- Quantitative analytical skills are used and needed in many modules of all study programs.
- Pre-requisite for Econometrics.
- This module introduces 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.

### 7.22.1.4 Qualitative Research Methods

<b>Module Name</b> Qualitative Research Methods		<b>Module Code</b> JTMS-MET-04	<b>Level (type)</b> Year 2 (Methods)	<b>CP</b> 5
<b>Module Components</b>				
<b>Number</b>	<b>Name</b>		<b>Type</b>	<b>CP</b>
JTMS-04	Qualitative Research Methods		Lecture	5
<b>Module Coordinator</b> Margrit Schreier	<b>Program Affiliation</b> <ul style="list-style-type: none"> <li>Jacobs Track – Methods and Skills</li> </ul>		<b>Mandatory Status</b> Mandatory for GEM, IBA, IRPH, Psychology, ISS Mandatory elective for EES	
<b>Entry Requirements</b>	<b>Pre-requisites</b>	<b>Co-requisites</b>	<b>Frequency</b>	<b>Forms of Learning and Teaching</b>
	<input checked="" type="checkbox"/> None	<input checked="" type="checkbox"/> None	annually	<ul style="list-style-type: none"> <li>In-class contact time (35 hours)</li> <li>Private Study (90 hours)</li> </ul>
		<b>Knowledge, Abilities, or Skills</b>	<b>Duration</b>	<b>Workload</b>
			1 semester	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> </ul>				

- Know what to look for in evaluating qualitative research.

***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.

### 7.22.1.5 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 1 (Methods)	<b>CP</b> 5
<b>Module Components</b>				
<b>Number</b>	<b>Name</b>		<b>Type</b>	<b>CP</b>
JTMS-06	Data Collection and Empirical Research Methodologies		Lecture	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>	<b>Forms of Learning and Teaching</b>	
<i>Pre-requisites</i> <input checked="" type="checkbox"/> None	<i>Co-requisites</i> <input checked="" type="checkbox"/> None	<i>Knowledge, Abilities, or Skills</i>	annually	<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>Duration</b>	<b>Workload</b>	
		1 semester	125 hours	
<b>Recommendations for Preparation</b>				
<b>Content and Educational Aims</b>				
<p>How exactly does empirical research work? This module gives an overview of the basic concepts and strategies involved in conducting empirical research in the social sciences. Students learn about basic approaches towards research, such as quantitative and qualitative, basic and applied, descriptive and explanatory research, and about core concepts of empirical research such as research ethics, generating hypotheses and hypothesis testing, measurement, and evaluation criteria such as reliability and validity. The module shows how these concepts and ideas are applied in the context of various research techniques. Students will actively apply this knowledge to the context of survey research, which is presumably the most widespread mode of gathering data in the social sciences and 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.</p>				

**Intended Learning Outcomes**

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

- describe basic concepts involved in conducting empirical research in the social sciences;
- outline the empirical research process;
- carry out a small research project from start to finish;
- formulate an empirical research question, as well as develop relevant hypotheses;
- address issues of random probability sampling;
- recognize issues related to various modes of data collection;
- construct a social science questionnaire;
- compose a first empirical research report.

**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.

## 7.22.2 Big Questions Modules

### 7.22.2.1 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>				
<i>Number</i>		<i>Type</i>		<i>CP</i>
JTbQ-001	Digitalization: challenges and opportunities for business and society		Lecture/Projects	5
<b>Module Coordinator</b> A. Wilhelm	<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>	<b>Forms of Learning and Teaching</b>	
<i>Pre-requisites</i> <input checked="" type="checkbox"/> None	<i>Co-requisites</i> <input checked="" type="checkbox"/> None	annually	<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>Duration</b> 1 semester	<b>Workload</b> 125 hours	
		<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>Recommendations for Preparation</b>				
Critical following of media coverage on the module's topics in question.				
<b>Content and Educational Aims</b>				
<p>All "Big Questions" (BQ) modules deal with the economic, technological, societal and environmental contexts of the global issues and challenges of the coming decades. The BQ modules intend to raise awareness of those challenges and broaden the students' horizon with applied problem solving beyond the borders of their own disciplines. Knowledge and skills offered in the interdisciplinary BQ modules support students in their development to become an informed and responsible citizen in a global society.</p> <p>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</p>				

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

### 7.22.2.2 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>	<b>Name</b>		<b>Type</b>	<b>CP</b>
JTbQ-002	Water - The most precious substance on earth		Lecture/Tutorial	5
<b>Module Coordinator</b> M. Bau and D. Mosbach	<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>	<b>Forms of Learning and Teaching</b>	
<b>Pre-requisites</b>	<b>Co-requisites</b>	<b>Knowledge, Abilities, or Skills</b>	annually	<ul style="list-style-type: none"> <li>17.5 h Lectures</li> <li>90h Project work</li> <li>17.5 Private Study</li> </ul>
<input checked="" type="checkbox"/> None	<input checked="" type="checkbox"/> None	<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> 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>				
<p>All "Big Questions" (BQ) modules deal with the economic, technological, societal and environmental contexts of the global issues and challenges of the coming decades. The BQ modules intend to raise awareness of those challenges and broaden the students' horizon with applied problem solving beyond the borders of their own disciplines. Knowledge and skills offered in the interdisciplinary BQ modules support students in their development to become an informed and responsible citizen in a global society.</p> <p>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.</p> <p>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.</p>				
<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)

### 7.22.2.3 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>	<b>Name</b>		<b>Type</b>	<b>CP</b>
JTbQ-003	Ethics in Science and Technology		Lecture /Projects	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>	<b>Forms of Learning and Teaching</b>	
<b>Pre-requisites</b>	<b>Co-requisites</b>	annually	<ul style="list-style-type: none"> <li>• 35 h Lectures (hours)</li> <li>• 55 h Project work</li> <li>• 35 h Private Study</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>				
Critical following of media coverage of the scientific topics in question.				
<b>Content and Educational Aims</b>				
<p>All "Big Questions" (BQ) modules deal with the economic, technological, societal and environmental contexts of the global issues and challenges of the coming decades. The BQ modules intend to raise awareness of those challenges and broaden the students' horizon with applied problem solving beyond the borders of their own disciplines. Knowledge and skills offered in the interdisciplinary BQ modules support students in their development to become an informed and responsible citizen in a global society.</p> <p>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.</p>				

**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)

### 7.22.2.4 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>					
<i>Number</i>		<i>Name</i>		<i>Type</i>	<i>CP</i>
JTbQ-004		Global Health – Historical context and future challenges		Lecture	5
<b>Module Coordinator</b> A. M. Lisewski	<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>	<b>Forms of Learning and Teaching</b>	
<i>Pre-requisites</i>	<i>Co-requisites</i>	<i>Knowledge, Abilities, or Skills</i>		annually	<ul style="list-style-type: none"> <li>Lectures (35 hours)</li> <li>Private Study (90 hours)</li> </ul>
<input checked="" type="checkbox"/> None	<input checked="" type="checkbox"/> None	<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> <p>All "Big Questions" (BQ) modules deal with the economic, technological, societal and environmental contexts of the global issues and challenges of the coming decades. The BQ modules intend to raise awareness of those challenges and broaden the students' horizon with applied problem solving beyond the borders of their own disciplines. Knowledge and skills offered in the interdisciplinary BQ modules support students in their development to become an informed and responsible citizen in a global society.</p> <p>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.</p>					

**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

### 7.22.2.5 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>					
<i>Number</i>	<i>Name</i>			<i>Type</i>	<i>CP</i>
JTbQ-005	Global Existential Risks			Lecture	2.5
<b>Module Coordinator</b> M. A. Lisewski	<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>	<b>Forms of Learning and Teaching</b>	
<i>Pre-requisites</i>	<i>Co-requisites</i>	<i>Knowledge, Abilities, or Skills</i>	annually	<ul style="list-style-type: none"> <li>Lectures (17.5 hours)</li> <li>Private Study (45 hours)</li> </ul>	
<input checked="" type="checkbox"/> None	<input checked="" type="checkbox"/> None	<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 media coverage on the module's topics in question.					
<b>Content and Educational Aims</b>					
<p>All "Big Questions" (BQ) modules deal with the economic, technological, societal and environmental contexts of the global issues and challenges of the coming decades. The BQ modules intend to raise awareness of those challenges and broaden the students' horizon with applied problem solving beyond the borders of their own disciplines. Knowledge and skills offered in the interdisciplinary BQ modules support students in their development to become an informed and responsible citizen in a global society.</p> <p>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</p>					

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

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

<b>Module Name</b>			<b>Module Code</b>	<b>Level (type)</b>	<b>CP</b>
Big Questions: Future: From Predictions and Visions to Preparations and Actions			JTBQ-BQ-006	Year 3 (Jacobs Track)	2.5
<b>Module Components</b>					
<b>Number</b>	<b>Name</b>			<b>Type</b>	<b>CP</b>
JTBQ-006	Future: From Predictions and Visions to Preparations and Actions			Lecture	2.5
<b>Module Coordinator</b>	<b>Program Affiliation</b>			<b>Mandatory Status</b>	
Joachim Vogt	<ul style="list-style-type: none"> <li>Jacobs Track - Big Questions</li> </ul>			<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>	<b>Forms of Learning and Teaching</b>			
<i>Pre-requisites</i>	<i>Co-requisites</i>	<i>Knowledge, Abilities, or Skills</i>		annually	
<input checked="" type="checkbox"/> None	<input checked="" type="checkbox"/> None	<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>		<ul style="list-style-type: none"> <li>Lecture (17.5 hours)</li> <li>Private Study (45 hours)</li> </ul>	
			<b>Duration</b>	<b>Workload</b>	
			1 semester	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>					
<p>All "Big Questions" (BQ) modules deal with the economic, technological, societal and environmental contexts of the global issues and challenges of the coming decades. The BQ modules intend to raise awareness of those challenges and broaden the students' horizon with applied problem solving beyond the borders of their own disciplines. Knowledge and skills offered in the interdisciplinary BQ modules support students in their development to become an informed and responsible citizen in a global society.</p> <p>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.</p>					

**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

### 7.22.2.7 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>					
<i>Number</i>		<i>Name</i>		<i>Type</i>	<i>CP</i>
JTbQ-007		Climate Change		Lecture	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>	<b>Forms of Learning and Teaching</b>	
<i>Pre-requisites</i>	<i>Co-requisites</i>	<i>Knowledge, Abilities, or Skills</i>	annually	<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	<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>					
<p>All "Big Questions" (BQ) modules deal with the economic, technological, societal and environmental contexts of the global issues and challenges of the coming decades. The BQ modules intend to raise awareness of those challenges and broaden the students' horizon with applied problem solving beyond the borders of their own disciplines. Knowledge and skills offered in the interdisciplinary BQ modules support students in their development to become an informed and responsible citizen in a global society.</p> <p>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.</p>					
<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

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

<b>Module Name</b>		<b>Module Code</b>	<b>Level (type)</b>	<b>CP</b>
Big Questions: Extreme Natural Hazards, Disaster Risks and Societal Impact		JTBQ-BQ-008	Year 3 (Jacobs Track)	2.5
<b>Module Components</b>				
<b>Number</b>	<b>Name</b>		<b>Type</b>	<b>CP</b>
JTBQ-008	Extreme Natural Hazards: Disaster Risks and Societal Impact		Lecture	2.5
<b>Module Coordinator</b>	<b>Program Affiliation</b>		<b>Mandatory Status</b>	
L. Thomsen	<ul style="list-style-type: none"> <li>Jacobs Track - Big Questions</li> </ul>		<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>	<b>Forms of Learning and Teaching</b>	
<b>Pre-requisites</b>	<b>Co-requisites</b>	annually	<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>		<b>Duration</b>	<b>Workload</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>		1 semester	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>				
<p>All "Big Questions" (BQ) modules deal with the economic, technological, societal and environmental contexts of the global issues and challenges of the coming decades. The BQ modules intend to raise awareness of those challenges and broaden the students' horizon with applied problem solving beyond the borders of their own disciplines. Knowledge and skills offered in the interdisciplinary BQ modules support students in their development to become an informed and responsible citizen in a global society.</p> <p>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.</p>				
<b>Intended Learning Outcomes</b>				
<p>Students acquire transferable and key skills in this module.</p> <p>By the end of this module, the student should be able to</p>				

- 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

### 7.22.2.9 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>	<b>Name</b>		<b>Type</b>	<b>CP</b>
JTbQ-009	International Development Policy		Lecture	2.5
<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>	<b>Forms of Learning and Teaching</b>	
<b>Pre-requisites</b>	<b>Co-requisites</b>	<b>Knowledge, Abilities, or Skills</b>	annually	<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	<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>				
<p>All "Big Questions" (BQ) modules deal with the economic, technological, societal and environmental contexts of the global issues and challenges of the coming decades. The BQ modules intend to raise awareness of those challenges and broaden the students' horizon with applied problem solving beyond the borders of their own disciplines. Knowledge and skills offered in the interdisciplinary BQ modules support students in their development to become an informed and responsible citizen in a global society.</p> <p>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.</p>				

**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

7.22.2.10 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>		<b>Name</b>		<b>Type</b>	<b>CP</b>
JTbQ-010		Global Challenges to International Peace and Security		Lecture	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>	<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 of global relevance</li> <li>media literacy, critical thinking and a proficient handling of data sources</li> </ul>	annually	<ul style="list-style-type: none"> <li>Lecture (35h)</li> <li>Private Study (90h)</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> <p>All "Big Questions" (BQ) modules deal with the economic, technological, societal and environmental contexts of the global issues and challenges of the coming decades. The BQ modules intend to raise awareness of those challenges and broaden the students' horizon with applied problem solving beyond the borders of their own disciplines. Knowledge and skills offered in the interdisciplinary BQ modules support students in their development to become an informed and responsible citizen in a global society.</p> <p>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.</p>					

**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

7.22.2.11 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>				
<i>Number</i>	<i>Name</i>	<i>Type</i>		<i>CP</i>
JTBQ-011	Biotechnology: From Science to Business	Lecture - Tutorial		2.5
<b>Module Coordinator</b> Marcelo Fernandez Lahore	<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 for Chemistry</li> <li>Mandatory elective for students of all undergraduate study except IEM</li> </ul>	
<b>Entry Requirements</b>		<b>Frequency</b>	<b>Forms of Learning and Teaching</b>	
<i>Pre-requisites</i>	<i>Co-requisites</i>	annually	<ul style="list-style-type: none"> <li>Lecture and Tutorial (17.5 hours)</li> <li>Private Study (45 hours)</li> </ul>	
<input checked="" type="checkbox"/> None	<input checked="" type="checkbox"/> None			
		<b>Duration</b>	<b>Workload</b>	
		1 semester	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 form Biotechnology and associated activities. This will be done in the form of business cases that will be systematically developed by students alongside the development of the 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)

### 7.22.3 Community Impact Project

<b>Module Name</b> Community Impact Project			<b>Module Code</b> CA-INT-900	<b>Level (type)</b> Year 3 (Jacobs Track)	<b>CP</b> 5
<b>Module Components</b>					
<b>Number</b>	<b>Name</b>			<b>Type</b>	<b>CP</b>
CA-INT-900-0	Community Impact Project			Project	5
<b>Module Coordinator</b> CIP Faculty Coordinator		<b>Program Affiliation</b> • All undergraduate study programs except IEM		<b>Mandatory Status</b> Mandatory for all undergraduate study programs except IEM	
<b>Entry Requirements</b>			<b>Frequency</b>	<b>Forms of Learning and Teaching</b>	
<b>Pre-requisites</b> <input checked="" type="checkbox"/> see below	<b>Co-requisites</b> <input checked="" type="checkbox"/> None	<b>Knowledge, Abilities, or Skills</b> • Basic knowledge of the main concepts and methodological instruments of the respective disciplines • xxxxx		annually	<ul style="list-style-type: none"> <li>• Introductory, accompanying and final events: 10 hours</li> <li>• Self-organized teamwork and/or practical work in the community: 115 hours</li> </ul>
			<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>					
<p>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.</p> <p>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.</p> <p>Student activities are self-organized but can draw on support and guidance by faculty and the CIP faculty coordinator team.</p>					
<b>Intended Learning Outcomes</b>					
<p>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:</p> <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> </ul>					

- apply media and communication skills in diverse and non-peer social contexts;
- develop awareness for the societal relevance of own scientific action and a sense of social;
- responsibility for the social surrounding;
- reflect own behaviour critically in relation to social expectations and consequences;
- 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

#### 7.22.4 Language Modules

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

# 8 Appendix

## 8.1 Intended Learning Outcomes Assessment-Matrix

Integrated Social Sciences (ISS) BA					1	2	3	3+4	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20				
					Introduction to the Social Sciences 1: Politics and Society	Introduction to the Social Sciences 2: Media and Society	Consumer Culture and Society	Media, Culture and Digitization	Mass Beliefs and Civil Society	The Sociology of Conflict and Crisis	Crisis, Conflict and Media	International Resource Politics	Systems of Social Inequality	Comparing Mass Media Systems	Systems of Democratic Governance	The Sociology of Happiness	A New Cold War? EU-Russian Relations	Applying Social Science in Research	BA Thesis Seminar	Bachelor Thesis	IT Methods	Community Impact Project	IT Language						
Semester					M	M	ME	ME	ME	ME	ME	ME	ME	ME	ME	ME	ME	M	M	M	M	M	M	M	M				
Mandatory/ optional					M	M	ME	ME	ME	ME	ME	ME	ME	ME	ME	ME	ME	M	M	M	M	M	M	M	M				
Credits					7.5	7.5	5	5	5	5	5	5	5	5	5	5	5	6	12	15	5	5	5	5	10				
Program Learning Outcomes					Competencies*																								
					A	E	P	S																					
explain key concepts of the social sciences relating to society, media and politics					x	x	x		x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x		
critically apply key concepts of the social sciences relating to society, media and politics					x	x	x			x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x		
identify analyze complex social issues					x	x			x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x		
critically analyze complex social issues					x	x	x	x		x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	
develop an interdisciplinary perspective on social issues					x	x				x	x	x	x	x	x		x	x	x		x	x							
explain real life situations, organizations, and industries using key contemporary theories of the disciplines involved					x	x	x		x	x	x	x	x	x	x	x	x	x	x		x	x							
evaluate solutions to problems in their subject area and communicate them appropriately to their audience						x	x	x			x		x		x	x	x	x											
know basic quantitative and qualitative methods of empirical research of social science					x				(x)		x							x											
apply basic quantitative and qualitative methods of empirical research of social science					x	x					x							x											
differentiate advanced quantitative and qualitative methods of empirical research of social science and evaluate an appropriate choice for their application in					x	x					x							x							(x)				
develop research designs to address specific research questions					x	x					x							x											
develop strong media and communication skills					x	x			x		x		x		x														
apply media and communication skills in diverse and non-peer social contexts					x	x	x				x																		
developing critical faculties with regard to images and the media in general					x	x			x	x	x	x							x							(x)			
enhance problem-solving skills					x	x	x	x			x		x					x								(x)			
develop critical faculty					x	x	x		x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
reflect own behaviour critically in relation to social expectations and consequences						x	x		x	x	x	x	x	x				x											
ability to work in a team and deal with diversity, develop communicative competence as well as cooperation and conflict skills, strengthen empathy and ambiguity tolerance						x	x	x		x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
<b>Assessment Type</b>					c = students choose assessment type from the given alternatives																								
oral examination					x: mandatory form of assessment																								
final written exam						x																							
project								c	x			c	c																
essay										x																			
media project					c: choose preferred form of assessment		c	c				c	c																
poster presentation							c																						
various presentation																													
presentation								c																					

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