

Start > Program Structure > By Fields

- » [By Fields](#)
- » [By Semester](#)
- » [Documents](#)

## Program Structure

» Listen

### Academic Skills and (Inter)Disciplinary Concepts / Methods

#### Academic Skills and (Inter)Disciplinary Concepts / Methods (Module DE1 - Mandatory)

<b>Qualification aim:</b>	Students know basic categories and criteria of scholarly inquiry and are able to understand that the complexity of European Cultures and Society involves divergent conceptions and various methods of analysis developed in different disciplines. Four branches of 'Doing Europe' are selected for comparison: Research, Art and Scenography, Journalism, Entrepreneurship. With reference to the instruction-based or autonomous projects undertaken by students in DE 4 and DE 6 these branches are scrutinised to ground further investigation and practice.
<b>Professional competence:</b>	Students know different disciplinary approaches to cultures and society. They are able to understand and discuss the necessity of interdisciplinary work and have realised the challenge of Doing Europe.
<b>Methodological competence:</b>	Students can distinguish between different critical approaches on the basis of methodological considerations. They also know that knowledge production and distribution take on different forms in the four branches of Doing Europe. Consequently they can decide in which branch they will undertake an instruction-based project in DE 4.
<b>Social / Individual competence:</b>	Students are willing to accept and to handle theoretical contradictions between disciplines diverting in methodology and terminology. They take complexity as a challenge and reflect on their own interest in Doing Europe.
<b>Type of class:</b>	Seminar, working groups
<b>Responsibility:</b>	Matthias Bauer
<b>Addressed to:</b>	B.A. European Cultures and Society

Credit Points:	Offer:	Workload: (in class):	(individual work):	Duration:	Cycle:	When:
5	4 hpw	150h	60h	90h	1 Sem.	Every WiSe. 1 Sem.

#### Sub-Modules

<b>1. Academic Interdisciplinary Skills:</b>	Seminar	2 hpw	mandatory
<b>2. Tutorial: Research:</b>	Exercise	2 hpw	optional
<b>3. Tutorial: Art and Scenography</b>	Exercise	2 hpw	optional
<b>5. Tutorial: Journalism</b>	Exercise	2 hpw	optional

<b>6. Tutorial: Entrepreneurship</b>	Exercise	2 hpw	optional
<b>Evaluation:</b>	Take-home essay (12-15 pages) with regard to interdisciplinary approaches/topics in one of the four branches of Doing Europe		

### Critical Thinking and Scientific Reasoning

#### Critical Thinking and Scientific Reasoning (Module DE2 - Mandatory)

<b>Qualification aim:</b>	Students can analyse, interpret and evaluate arguments, ideas and evidence on methodological, logical and epistemological grounds. They can identify and evaluate the main types of argument, inference and evidence employed in academic thought and practice. They are able to deal adequately with questions. They know the structure of explanations and how hypotheses are used within them. Students are aware of methods for conceptual analysis and formation.
<b>Professional competence:</b>	Students are able to differentiate between justification and explanation and they know the main elements of these types of scholarly reasoning. They are able to critically analyse and examine differently presented arguments, theories and views. They are able to use methods for conceptual analysis. They can outline the key aspects involved in research design (deductive or inductive arguments, theory, hypothesis, causality, research question, evidence, operationalization, explanation, comparison, analogy).
<b>Methodological competence:</b>	Students are able to use analytical skills for understanding, assessing and presenting arguments and explanations. They are able to analyse concepts and give definitions.
<b>Social / Individual competence:</b>	Students can use methods for understanding and criticising scholarly texts. This enables them to be self-aware of their own reasoning in critical discourses and helps them to participate in a constructive and argumentative way in academic disputes. They can differentiate between disputes over facts, evaluations and conceptual questions. They are encouraged to think critically and evaluate the evidence they are presented with.
<b>Type of class:</b>	Seminar, exercise, team work
<b>Responsibility:</b>	Anne Reichold
<b>Addressed to:</b>	B.A. European Cultures and Society

Credit Points:	Offer:	Workload: (in class):	(individual work):	Duration:	Cycle:	When:
5	2hpw	150h	30h	120h	1 Sem.	Every WiSe. 1 Sem.

#### Sub-Modules

<b>1. Critical Thinking and Scientific Reasoning:</b>	Seminar	2 hpw	mandatory
<b>Evaluation:</b>	Written Exam (90 min.)		

### Research Methods I

#### Research Methods (Module DE3 - Mandatory)

<b>Qualification aim:</b>	This module's objective is an introduction to various research methods pertaining to the social sciences. This comprises empirical approaches, methods and instruments. In the evaluation of the students' performance, emphasis is placed on the extent to which they display the competences which are enumerated below.
<b>Professional competence:</b>	The students should be able to descriptively account for and define relevant research methods and the contexts of their application. They can, to the extent required by the module and the introduction level, compare and contrast methods as to their applicability and classify them as to their belonging to methodological schools and lines of thoughts. They can give an account of common scholarly criticism and limitations relating to various research questions. They are capable of suggesting appropriate methodological provisions depending on a given research question, and can list key elements of a research design necessary to approach this research question.
<b>Methodological competence:</b>	Successful completion of the module will allow them to participate in professional debates on the methodological backgrounds of research and to convey their opinion based on the knowledge acquired during the module. Students will be able to display an accurate application of method-related terminology. They get sensitive to potentials and restrictions of various methodological approaches.
<b>Social / Individual competence:</b>	Students will learn to organise themselves and their own learning processes, to reflect and decide questions against a broad educational backdrop. As student group work will be a central part, students will learn to collaborate and to present and analyse problems in a partner or group situation.
<b>Type of class:</b>	Methods of instruction include, but are not limited to, ex-cathedra teaching, classroom discussions, student presentations and different forms of student group work and self-study.

<b>Responsibility:</b>	Monika Eigmüller						
<b>Addressed to:</b>	B.A. European Cultures and Society						
<b>Credit Points:</b>	<b>Offer:</b>	<b>Workload:</b>	<b>(in class):</b>	<b>(individual work):</b>	<b>Duration:</b>	<b>Cycle:</b>	<b>When:</b>
5	2 hpw	150h	30h	120h	1 Sem.	Every SoSe.	2. Sem.
<b>Sub-Modules</b>							
<b>1. Critical Thinking and Scientific Reasoning:</b>	Seminar					2 hpw	mandatory
<b>Evaluation:</b>	Student presentation (extent according to prior agreement) and take-home assignment (7-10 pages))						

### Instruction-based Project

#### Instruction-based Project (Module DE4 - Mandatory)

<b>Qualification aim:</b>	Provided with the learning outcomes of DE 1, students explore their capacity to produce and/or distribute knowledge in an instruction-based project according to the specific requirements in one of the four branches of Doing Europe: Research, Art and Scenography, Journalism, Entrepreneurship. They are able to discuss their projects with students attending DE 1 and DE 6.
<b>Professional competence:</b>	Students reflect on a topic's requirements, design a project and develop it in practical terms.
<b>Methodological competence:</b>	Students will gain the ability to relate a variety of topics to different forms of perceiving, to media structures and functions in such a way that they meet the specific requirements of one of the four branches of Doing Europe.
<b>Social / Individual competence:</b>	The students learn to produce, articulate, and exchange conceptual knowledge, accept critique and observe closely the basic principles of cooperation in the different branches of Doing Europe.
<b>Type of class:</b>	Projects
<b>Responsibility:</b>	Matthias Bauer
<b>Addressed to:</b>	B.A. European Cultures and Society

<b>Credit Points:</b>	<b>Offer:</b>	<b>Workload:</b>	<b>(in class):</b>	<b>(individual work):</b>	<b>Duration:</b>	<b>Cycle:</b>	<b>When:</b>
10	2 hpw	300h	30h	270h	1 Sem.	Every WiSe.	3. Sem.

#### Sub-Modules

<b>1. Instruction-based Project: Research</b>	exercise	2hpw	optional
<b>2. Instruction-based Project: Art and Scenography</b>	exercise	2hpw	optional
<b>3. Instruction-based Project: Journalism</b>	exercise	2hpw	optional
<b>4. Instruction-based Project: Entrepreneurship</b>	exercise	2hpw	optional
<b>Evaluation:</b>	Project (extent according to prior agreement). The Project is realised according to instructions given and measured against the specific display function of the mediascape.		

### Intermediate Research Methods

#### Intermediate Research Methods (Module DE5 - Mandatory)

<b>Qualification aim:</b>	The successful student is able to plan, design and perform empirical work appropriate to the courses taken. Especially, s/he is able to match scientific problems to the appropriate method, plan and perform the necessary data generating procedures, analyse and interpret the data and relate them to a wider theoretical context.
---------------------------	--

<b>Professional competence:</b>	Building on the introductory modules DE 2 and DE 3 the student can choose 2 out of 3 courses in intermediate research methods. The choice should be made according to the student's preferences and chosen focus. In the course on hermeneutics and alternatives, the student will deepen his or her understanding of textual and discourse analysis. The course is recommended for students focusing on cultural issues. In the course on statistics, intermediate quantitative empirical methods are addressed and applied. This course is recommended for students focusing on the analysis of European society. The course on case study methodology presents this research design and related methods. The course may be appropriate for students of both foci. All courses put the respective methods in a wider context.
<b>Methodological competence:</b>	The student will deepen his or her ability to evaluate the appropriateness, strengths and weaknesses of different research methods. Where necessary, s/he will acquire additional computer based skills.
<b>Social / Individual competence:</b>	The student will begin to be able to assess the time, effort and financial resources necessary to perform a certain research project. S/he will train his or her abilities to cooperate with others on a project.
<b>Type of class:</b>	Methods of instruction include, but are not limited to, ex-cathedra teaching, classroom discussions, student presentations and different forms of student group work and self-study. The latter will take up a considerable share of course time.
<b>Responsibility:</b>	Stephan Panther
<b>Addressed to:</b>	B.A. European Cultures and Society, B.A. International Management

Credit Points:	Offer:	Workload:	(in class):	(individual work):	Duration:	Cycle:	When:
10	4 hpw	300h	60h	240h	1 Sem.	Every SoSe.	4. Sem.

Sub-Modules

<b>1. Case Study Methodology:</b>	Seminar	2hpw	optional
<b>2. Philosophy of science, hermeneutics and alternative approaches</b>	Seminar	2hpw	optional
<b>3. Intermediate quantitative methods</b>	Seminar	2hpw	optional
<b>Evaluation:</b>	Paper (12-15 pages)		

**Autonomous Project**

Autonomous project (Module DE6 - Mandatory)

<b>Qualification aim:</b>	The students choose a specific topic, develop a project autonomously, present a concept and realise this concept in one of the four branches of Doing Europe: Research, Art and Scenography, Journalism, or Entrepreneurship. They are able to outline their workload, to manage the challenges of the project and to discuss it with students obtaining DE 1 and DE 4.
<b>Professional competence:</b>	The students are acquainted with advanced techniques of research, art and scenography, journalism, or entrepreneurship. They can utilise these techniques in order to produce and/or distribute knowledge.
<b>Methodological competence:</b>	The ability to sort out relevant topics, to contextualise them within an elaborated frame of reference and to design adequate forms of verbal and/or nonverbal communication to convey insights generated in one of the four branches of Doing Europe.
<b>Social / Individual competence:</b>	The students can conceive of complex problems in terms of public interest and are able to negotiate conflicting views by using arguments appropriate to different discourse situations and functions.
<b>Type of class:</b>	Autonomous project
<b>Responsibility:</b>	Matthias Bauer
<b>Addressed to:</b>	B.A. European Cultures and Society

Credit Points:	Offer:	Workload:	(in class):	(individual work):	Duration:	Cycle:	When:
10	2 hpw	300h	30h	270h	1 Sem.	Every WiSe.	5. Sem.

Sub-Modules

<b>1. Projects: Research</b>	project	0hpw	optional
<b>2. Autonomous Project: Art and Scenography</b>	project	0hpw	optional

<b>3. Autonomous Project: Journalism</b>	project	0hpw optional
<b>4. Autonomous Project: Entrepreneurship</b>	project	0hpw optional
<b>5. Reflection on Projects</b>	seminar	2hpw mandatory
<b>Evaluation:</b>	Project (extent according to prior agreement). The Project has to be outlined in a written paper, which must be presented and discussed in advance of the realisation that is to be documented step by step.	

## Society and Economy

### Society and Economy (Module TD1 - Mandatory)

<b>Qualification aim:</b>	Social diversity is transforming and shaping the context in which today's European organisations and individuals operate. The objective of this module is to enable students to analyse economic aspects and social phenomena in a European context. The module introduces the students to basic, diverging perspectives on economic and social issues within research on European societies. Departing from the concept of (horizontal and vertical) Europeanisation in the single European market, this module offers two separate lectures: one will illuminate the effects of Europeanisation on economic issues, the other will deal with the impact of an institutionalised Europeanisation on society. Thus, the two lectures will shed light on both the economic and the social project that is Europe. This knowledge on the economic and social project of Europe will be synthesised in a common tutorial. Here special light is shed on the linkages and interdependencies between society and economy in the context of Europeanisation.
<b>Professional competence:</b>	Upon completion of this module, the students will be able to show an innovative set of theoretical insights. Students must be able to demonstrate critical insights into society, organisations, and economics. Students are able to understand and explain causes for the importance of selected theoretical approaches to these topics, and demonstrate an ability to communicate such research-based knowledge using the principles of scholarly, academic work. They will recognise, label and correctly apply terminology and concepts. They will be able to conduct a first analysis of scenarios and/or data within the field of society and economy, and to relate such scenarios/data to selected appropriate theoretical and methodological approaches.
<b>Methodological competence:</b>	To meet the requirements of this module students should be able to identify methods in the literature of this module. They will be able to correctly identify, label, and define methods and instruments, and to use the appropriate terminology. They will learn to demonstrate a critical approach towards sources on the basis of the knowledge provided in class.
<b>Social / Individual competence:</b>	Students will be able to learn to collaborate in different ways, to present and analyse problems in the above-mentioned fields in a partner or group situation in a manner appropriate to the addressees, and to competently articulate their thoughts in a culturally appropriate and gender-sensitive manner.
<b>Type of class:</b>	Methods of instruction include, and are not limited to, ex-cathedra teaching, classroom discussions, student presentations and different forms of student group work and self-study.
<b>Responsibility:</b>	Monika Eigmüller
<b>Addressed to:</b>	B.A. European Cultures and Society

Credit Points:	Offer:	Workload: (in class):	(individual work):	Duration:	Cycle:	When:
10	6 hpw	300h	90h	210h	1 Sem.	Every WiSe. 1. Sem.

#### Sub-Modules

<b>1. Society</b>	lecture	2hpw mandatory
<b>2. Economy</b>	lecture	2hpw mandatory
<b>3. Tutorial Society and Economy</b>	exercise	2hpw mandatory
<b>Evaluation:</b>	Written exam (90 min.) in one of the lectures	

## Art and Media

### Art and Media (Module TD2 - Mandatory)

<b>Qualification aim:</b>	The students acquire basic insights into European art movements from ancient times to the present age including the relative forms of media presentation. They are able to autonomously review and reflect on exemplary contexts of art- and media-related worlds by means of crucial artistic-media questions.
---------------------------	---

<b>Professional competence:</b>	The students attain a basic understanding of the changes and continuities of arts, media and aesthetics in Europe, including their non-European influences. Beyond exemplary analyses, the students develop the ability to scrutinise epochal discourses and to be able to estimate impacts and mechanisms of the realms of art and media.
<b>Methodological competence:</b>	The students obtain basic knowledge on the structures and impacts of art and visual media at different times within the European context.
<b>Social / Individual competence:</b>	The students are able to consider and if necessary to qualify their personal valuations of single works or artists within a more differentiated context. Also concerning visual media they develop their own questions and engage in a communicative exchange by furthering their expressive powers in writing.
<b>Type of class:</b>	Lecture, seminar, discussion
<b>Responsibility:</b>	Manfred Blohm
<b>Addressed to:</b>	B.A. European Cultures and Society

Credit Points:	Offer:	Workload:	(in class):	(individual work):	Duration:	Cycle:	When:
10	6 hpw	300h	90h	210h	1 Sem.	Every WiSe.	1. Sem.

#### Sub-Modules

<b>1. Art</b>	lecture	2hpw	mandatory
<b>2. Media</b>	seminar	2hpw	mandatory
<b>3. Tutorial Art and Media</b>	exercise	2hpw	mandatory
<b>Evaluation:</b>	take-home essay (12-15 pages) on a combined topic of Art and Media		

## Philosophy and Politics

### Philosophy and Politics (Module TD3 - Mandatory)

<b>Qualification aim:</b>	Students know different philosophical and political science approaches to Europe, its (intellectual, cultural, social and political) history and present socio-political constellations. They understand, identify and distinguish main questions, concepts and methods in philosophy as well as in political sciences with regard to Europe. They distinguish between ontological, epistemological, normative, and ethical questions and approaches to Europe. They develop a methodological sensitivity with regard to the methods of philosophy and political science and distinguish between them.
<b>Professional competence:</b>	Students are encouraged to think about some of the enduring questions and controversies in philosophy and political science. They know different philosophical and political science approaches to Europe. Students distinguish between ontological, epistemological, and ethical questions and approaches to Europe. They are able to identify normative and non-normative premises in arguments.
<b>Methodological competence:</b>	Students use different methodological approaches to Europe in philosophy and political science. They are able to correctly identify, label, and define methods and instruments, and to use the appropriate terminology. They learn to demonstrate a critical approach towards sources on the basis of the knowledge provided in class. They relate philosophical approaches and approaches from political science in an interdisciplinary approach to one another.
<b>Social / Individual competence:</b>	Students are able to learn to collaborate in different ways, to present and analyse problems in the above-mentioned fields in a partner or group situation in a manner appropriate to the addressees, and to competently articulate their thoughts in a culturally appropriate and gender-sensitive manner.
<b>Type of class:</b>	Lecture, seminar, group-discussions, presentations
<b>Responsibility:</b>	Anne Reichold
<b>Addressed to:</b>	B.A. European Cultures and Society

Credit Points:	Offer:	Workload:	(in class):	(individual work):	Duration:	Cycle:	When:
10	6 hpw	300h	90h	210h	1 Sem.	Every SoSe.	2. Sem.

#### Sub-Modules

<b>1. Philosophical Approaches to Europe</b>	seminar	2hpw	mandatory
<b>2. Political Science of Europe</b>	seminar	2hpw	mandatory

<b>3. Tutorial Philosophy and Politics</b>	exercise	2hpw mandatory
<b>Evaluation:</b>	Take-home paper (2500-3000 words) regarding both political science and philosophy	

## Culture and Education

### Culture and Education (Module TD4 - Mandatory)

<b>Qualification aim:</b>	Students understand how culture and education are interrelated. They know about the basic elements of constructing Europe as an intercultural space of education and are aware of its importance for future social and individual development options. They comprehend the social construction of cultural practices and representations, and are able to identify differences between education systems and their implications for nation building in historical contexts. They are able to understand and discuss theoretical approaches dealing with today's social and individual challenges for education in Europe (interculturality, transmigration, inequality, etc.) and are aware of the importance of the educational space 'Europe' for future social and individual development options.
<b>Professional competence:</b>	Students learn to identify mechanisms of cultural reproduction including their social and individual aspects. They are introduced to cultural theories and learn to discuss them in trans- and multicultural contexts of education and understand basic aspects of European education history.
<b>Methodological competence:</b>	The students deal with methodological approaches in the fields of educational research and cultural analysis. They are familiar with concepts such as educational settings, cross-cultural education, oral history, material culture, and cultural memory.
<b>Social / Individual competence:</b>	Students are sensitised to processes of cultural and educational inclusion/exclusion. They are encouraged to reflect on the individual and social effects of (differing) cultures of education and to reflect on their personal role in educational processes. They are able to understand, communicate and mediate social situations of cultural heterogeneity.
<b>Type of class:</b>	Lecture, seminar, group discussions, presentations
<b>Responsibility:</b>	Iulia Patrut
<b>Addressed to:</b>	B.A. European Cultures and Society

Credit Points:	Offer:	Workload:	(in class):	(individual work):	Duration:	Cycle:	When:
10	6 hpw	300h	90h	210h	1 Sem.	Every SoSe.	2. Sem.

### Sub-Modules

<b>1. Culture</b>	seminar	2hpw mandatory
<b>2. Education</b>	seminar	2hpw mandatory
<b>3. Tutorial Culture and Education</b>	exercise	2hpw mandatory
<b>Evaluation:</b>	Presentation (15 minutes) and paper (8 pages) on issues of culture and education in Europe	

## European Law

### European Law (Module TD5 - Mandatory)

<b>Qualification aim:</b>	Students acquire the competence to apply the main principles and rules of EU law in practice and find solutions to both institutional and substantive law issues in this area.
<b>Professional competence:</b>	Students are equipped with an understanding of the EU as a supranational organisation, its institutions, its decision-making and enforcement processes and main areas of competence.
<b>Methodological competence:</b>	Students are able to structure the legal aspects of a case and to examine its supranational and intergovernmental dimensions.
<b>Social / Individual competence:</b>	Students obtain practical problem-solving skills: In working groups and open discussions they learn to present their findings and to challenge and complement each other.
<b>Type of class:</b>	Lectures, classroom discussions, case studies
<b>Responsibility:</b>	Charlotte Gaitanides
<b>Addressed to:</b>	B.A. European Cultures and Society

Credit Points:	Offer:	Workload:	(in class):	(individual work):	Duration:	Cycle:	When:
5	2 hpw	150h	30h	120h	1 Sem.	Every SoSe.	2. Sem.

Sub-Modules

<b>1. EU Law</b>	lecture	2hpw	mandatory
<b>Evaluation:</b>	Oral exam (20 minutes)		

**Cultural and Social Geography of Europe**

Cultural and Social Geography of Europe (Module TD CS1 - Mandatory)

<b>Qualification aim:</b>	The course introduces students to basic concepts of cultural and social geography with special regard to examples from different European regions. Starting from a critical reconstruction of Europe as a geographical entity, the course emphasises regional disparities, cultural diversity and current regionalisms within a broader Europe.
<b>Professional competence:</b>	Students will gain basic knowledge on the geographical construction, regional disparities and cultural diversity of European spaces. They will have a deeper understanding of current regionalisms.
<b>Methodological competence:</b>	Students will be able to critically analyse political and media debates on Europe and European regions, with specific attention to cartographic representations of European spaces.
<b>Social / Individual competence:</b>	Students will have a deeper understanding of diversity within Europe and European regions. They can relate geographical knowledge to their own personal experiences.
<b>Type of class:</b>	Seminar
<b>Responsibility:</b>	Holger Jahnke
<b>Addressed to:</b>	B.A. European Cultures and Society (specialization: European Cultures, European Society)

Credit Points:	Offer:	Workload:	(in class):	(individual work):	Duration:	Cycle:	When:
5	2 hpw	150h	30h	120h	1 Sem.	Every WiSe.	3. Sem.

Sub-Modules

<b>1. Cultural and Social Geography of Europe</b>	seminar	2hpw	mandatory
<b>Evaluation:</b>	Written exam (90 min.)		

**Art in Europe**

Art in Europe (Module TD C1 - Optional)

<b>Qualification aim:</b>	The students reflect on topics of European and international art with regard to historical and contemporary aspects (e.g., art production and the art market, art and religion, historically changing artistic representations of nature and landscape, of everyday life, of the relation between the rural and the urban, etc.).
<b>Professional competence:</b>	A growing expertise on historical, religious, national and international aspects of art; a critical understanding of the conditions of art production and art reception, combined with the independent capacity to discuss these.
<b>Methodological competence:</b>	The acquisition and application of critical methods of art reception; the ability to transform matters of knowledge into adequate medial forms of communication.
<b>Social / Individual competence:</b>	The ability to decide on a subject matter in groups and to carry out specialisations within the groups; the ability to communicate the processes and results.
<b>Type of class:</b>	Talks, autonomous projects in groups, seminar with excursion.
<b>Responsibility:</b>	Manfred Blohm
<b>Addressed to:</b>	B.A. European Cultures and Society (specialization European Cultures)

Credit Points:	Offer:	Workload:	(in class):	(individual work):	Duration:	Cycle:	When:
5	2 hpw	150h	30h	120h	1 Sem.	Every WiSe.	3. Sem.

Sub-Modules

<b>1. Art in Europe</b>	lecture	2hpw	mandatory
<b>Observation</b>	An excursion is part of the seminar.		
<b>Evaluation:</b>	Written exam (90 min.) in one of the lectures		

**Scenography of Europe: Science and Media**



### Scenography of Europe: Science and Media (Module TD C2 - Elective)

<b>Qualification aim:</b>	The students know a broad range of possible applications of different arts and media. They are able to compare real or virtual existing scenographies with reference to factual knowledge, scientific value, aesthetic appearance, reception mode and use. They are also able to invent and to implement new scenographies to convey information and/or to stimulate communication/reflection.
<b>Professional competence:</b>	The students are skilled to design illuminating scenographies, to reflect their functionality in order to display scientific information and/or important changes in the history of knowledge.
<b>Methodological competence:</b>	Students can produce scenographies that transcend the constraints of linguistic meaning and the limitations of written discourse.
<b>Social / Individual competence:</b>	Students are able to imagine how different scenographies will be perceived and used by others, how they can initiate and/or supply ongoing processes of knowledge production/distribution.
<b>Type of class:</b>	Research, presentation of concepts and models, teamwork
<b>Responsibility:</b>	Matthias Bauer
<b>Addressed to:</b>	B.A. European Cultures and Society (Specialization: European Cultures)

Credit Points:	Offer:	Workload:	(in class):	(individual work):	Duration:	Cycle:	When:
5	2 hpw	150h	30h	120h	1 Sem.	Every WiSe.	3. or 5. Sem.

#### Sub-Modules

<b>1. Scenography of Europe: Science and Media</b>	seminar	2hpw
<b>Evaluation:</b>	Project (extent according to prior agreement). The project combines knowledge about science and science research with the ability to sketch and outline a mediascape with specific display functions.	

### Transnational Perspectives on European Cultures

#### Transnational Perspectives on European Cultures (Module TD C3 - Elective)

<b>Qualification aim:</b>	Students understand historical and contemporary dimensions of intercultural contact and exchange from transnational or transatlantic perspectives; they develop a critical awareness of concepts of cultural identity and alterity in general, and, in particular, of European images as seen from abroad. They are familiar with major theories of transnationalism and are able to assess different approaches to European culture in their relativity and within their specific historical contexts.
<b>Professional competence:</b>	Students are able to explain and critically contextualise different concepts, ideologies, and leading principles in transnational and transatlantic relationships with Europe. They share an awareness of global, transnational spaces, as well as of their national encodings, and they have an advanced understanding of cultural difference and relativity.
<b>Methodological competence:</b>	They are able to identify and critically revise stereotypes and major trends within specific cultural perspectives on Europe. They develop advanced, theory-based understandings of selfhood and alterity that facilitate and promote intercultural competency. Students are able to read historical texts closely and critically and analyse their particular features of language and style.
<b>Social / Individual competence:</b>	Students are aware of their own patterns of thinking in terms of identity and difference; they are encouraged to reflect critically on their own reasoning and to contribute to academic discourses in constructive, argumentative ways.
<b>Type of class:</b>	Seminar, short presentations, plenary discussions and group discussions
<b>Responsibility:</b>	Birgit Däwes
<b>Addressed to:</b>	B.A. European Cultures and Society (Specialization: European Cultures)

Credit Points:	Offer:	Workload:	(in class):	(individual work):	Duration:	Cycle:	When:
5	2 hpw	150h	30h	120h	1 Sem.	Every SoSe.	4. or 6. Sem.

#### Sub-Modules

<b>1. Transnational Perspectives on European Cultures</b>	seminar	2hpw
<b>Evaluation:</b>	Written exam (90 min.)	

### Transformations of Religion

### Transformations of Religion (Module TD C4 - Elective)

<b>Qualification aim:</b>	Students will develop an incisive perception and understanding of the deep transformations that characterise religious phenomena and experiences in contemporary European contexts. They will become familiar with the social, juridical and theological-philosophical implications of these transformations that religion is experiencing in time of globalisation. In this way they will be able to adequately evaluate public discourses concerning the role and position of religion inside European coexistence and to take part in them with a well-founded knowledge.
<b>Professional competence:</b>	Students are able to gain and improve the necessary hermeneutical tools in order to adequately contextualise the phenomenon of "religion" within the public and social life of Europe.
<b>Methodological competence:</b>	From a methodological point of view students become familiar with an interdisciplinary approach (theological-philosophical, juridical and socio-political) to religious phenomena and persuasions in the context of contemporary Europe.
<b>Social / Individual competence:</b>	Students are able to deal in an integrative and constructive way with the complexity of social, cultural, and political phenomena within the European public realm. They are able to discuss adequately and at a public level the problems and resources tied to the plural configuration of contemporary societies.
<b>Type of class:</b>	Seminar
<b>Responsibility:</b>	Marcello Neri
<b>Addressed to:</b>	B.A. European Cultures and Society Specialization: European Cultures)

Credit Points:	Offer:	Workload:	(in class):	(individual work):	Duration:	Cycle:	When:
5	2 hpw	150h	30h	120h	1 Sem.	Every SoSe.	4. or 6. Sem.

#### Sub-Modules

<b>1. Transformations of Religion</b>	seminar	2hpw
<b>Evaluation:</b>	Written exam (90 minutes) or oral exam (20 minutes)	

### In-depth Culture

#### In-depth Culture (Module TD C5 - Elective)

<b>Qualification aim:</b>	Students master complex theories of culture and interculturality and are able to analyse aesthetic and rhetorical aspects of the representation of cultural processes, interactions and transformations in Europe. They understand multi-layered iconic operations and their performative facets in intercultural and transcultural figurations (trans-border-regions, borderscapes, transmigrant identities) in present-day-artifacts and current public discourse as well as in a long-term perspective, focusing on epistemic changes.
<b>Professional competence:</b>	Students are able to locate, to analyse and to reflect upon theories of culture and interculturality and to analyse artifacts that are paradigmatic for European cultures. They are familiar with major epistemic changes in the imagined genealogies of Europe and its pertinent cultures.
<b>Methodological competence:</b>	Students are familiar with hermeneutical, phenomenological and deconstructivist approaches and with discourse analysis. They use these methods independently in order to draw up their own academic questions and contexts of analysis.
<b>Social / Individual competence:</b>	Students acquire reflexive competences regarding the understanding of the social construction and transformability of culture. They become aware of their own internalised cultural norms and of the productivity of diversity and change.
<b>Type of class:</b>	Seminar, discussions, presentations
<b>Responsibility:</b>	Iulia Patrut
<b>Addressed to:</b>	B.A. European Cultures and Society (specialization: European Cultures)

Credit Points:	Offer:	Workload:	(in class):	(individual work):	Duration:	Cycle:	When:
10	6 hpw	300h	90h	210h	1 Sem.	Every WiSe.	1. Sem.

#### Sub-Modules

<b>1. Society</b>	lecture	2hpw mandatory
<b>2. Economy</b>	lecture	2hpw mandatory
<b>3. Tutorial Society and Economy</b>	exercise	2hpw mandatory
<b>Evaluation:</b>	Written exam (90 min.) in one of the lectures	

### Science as Culture

### Science as Culture (Module TD C6 - Elective)

<b>Qualification aim:</b>	The students understand that science is a human endeavour which is not a fixed set of knowledge but a cultural activity with specific outcomes that shape and are shaped by society. In this respect, they also understand how science and scientific knowledge production were developed in the European context and that they are part of the European culture.
<b>Professional competence:</b>	The students develop an understanding of how scientific concepts and scientific methods were developed historically. They are able to identify internal and external factors that shaped, triggered or obstructed these developments and can identify central periods of scientific development. The students can use methods for understanding, criticising, and reflecting texts by scientists as well as by historians of science. They can analyse procedures in order to compare cerebral knowledge and non-cerebral knowledge (skills, tacit knowing) as well as their role in scientific knowledge production.
<b>Methodological competence:</b>	The students can analyse primary and secondary source texts as well as material objects that are related to conceptual and methodological developments. They can develop practical procedures based on textual and material sources and reflect on this process. They reflect practical experiences with reconstructed instruments in order to develop an understanding of performative and material aspects of knowledge production. They are able to value conceptual understandings that are historical and transfer their understanding to contemporary discussions about social issues related to scientific developments.
<b>Social / Individual competence:</b>	The students can collaborate in order to perform procedures based on their interpretation of the published account. The students can place their understanding in the respective historical contexts, reflect on their interpretation and on those of others. They are able to reflect on different procedures of producing a consensus and on epistemological aspects of knowledge production in different historical situations. In this respect, they are able to identify criteria that are historically relevant and put them in relation to their modern understanding of knowledge production.
<b>Type of class:</b>	Lecture, seminar, laboratory
<b>Responsibility:</b>	Peter Heering
<b>Addressed to:</b>	B.A. European Cultures and Society (specialization: European Cultures)

Credit Points:	Offer:	Workload:	(in class):	(individual work):	Duration:	Cycle:	When:
5	2 hpw	150h	30h	120h	1 Sem.	Every WiSe.	3. or 5. Sem.

#### Sub-Modules

<b>1. Science as Culture</b>	seminar	2hpw
<b>Evaluation:</b>	Essay (12-15 pages)	

### Europe as Education Space

#### Europe as Education Space (Module TD C7 - Elective)

<b>Qualification aim:</b>	Students know about the basic elements of constructing Europe as a space of education. They understand the relationships between education, public policy and social development in Europe. They will be able to analyse differing educational settings as they are rooted in national contexts as well as their transformation in the course of Europeanisation. They are able to apply selected theoretical approaches to analyse case studies of today's challenges for education in Europe, in view of their social and individual implications (e.g. social inequality, social inclusion, transnational biographies, etc.).
<b>Professional competence:</b>	Critical reflection of theoretical approaches in education; understanding of concepts of life-long learning in differing cultural contexts.
<b>Methodological competence:</b>	The ability to conceptualise (cross-cultural) educational settings; ability to identify and critically analyse educational settings with reference to education theory, politics and practice.
<b>Social / Individual competence:</b>	Students will learn to reflect on their personal role in educational settings such as instruction, counselling, learning and training for groups and individuals.
<b>Type of class:</b>	Teaching and learning will be based on a balanced mixture of theoretical input, reading and discussion and self-guided case studies (project learning) as group activities.
<b>Responsibility:</b>	Beatrix Niemeyer
<b>Addressed to:</b>	B.A. European Cultures and Society (specialization: European Cultures)

Credit Points:	Offer:	Workload:	(in class):	(individual work):	Duration:	Cycle:	When:
5	2 hpw	150h	30h	120h	1 Sem.	Every WiSe.	3. or 5. Sem.

Sub-Modules

<b>1. Europe as Education Space</b>	seminar	2hpw
<b>Evaluation:</b>	Presentation and take-home assignment	

Languages in Europe

Languages in Europe (Module TD C8 - Elective)

<b>Qualification aim:</b>	The students are able to deal with and develop differentiated and analytic questions concerning language areas and linguistic spaces of Europe.
<b>Professional competence:</b>	The students have acquired a synchronic and diachronic overview over the language areas and linguistic spaces of Europe; they understand historical and recent linguistic settings and have acquired knowledge about language diversity in Europe. They are able to attend critically to recent developments in language policies and in the media. The students are acquainted with basic methodologies of language history, language change and language contact and know the basics of general linguistics (e.g. comparative linguistics and language typology).
<b>Methodological competence:</b>	Based upon the methodologies acquired during the seminar the students are enabled to analyse arguments, statements and naturalised notions of language critically, and also to pigeonhole them correctly into their respective historical contexts.
<b>Social / Individual competence:</b>	They have acquired analytic and critical skills concerning nationalist and/or ideological discourses both as a historical and as a current phenomenon.
<b>Type of class:</b>	Seminar discussions and workshops in groups
<b>Responsibility:</b>	Elin Fredsted
<b>Addressed to:</b>	B.A. European Cultures and Society (specialization: European Cultures)

Credit Points:	Offer:	Workload:	(in class):	(individual work):	Duration:	Cycle:	When:
5	2 hpw	150h	30h	120h	1 Sem.	Every WiSe.	3. or 5. Sem.

Sub-Modules

<b>1. Languages in Europe</b>	seminar	2hpw
<b>Evaluation:</b>	Paper (12-15 pages)	

Institutions of Art

Institutions of Art (Module TD C9 - Elective)

<b>Qualification aim:</b>	The students acquire basic insights into international art institutions and their historical as well as topical developments and contexts, and intensely discuss these matters. Next to governmental institutions (such as museums, exhibition halls, but also academies), commercial institutions (such as galleries, art auctions, biennial film festivals), and alternative institutions (including guerrilla warfare art, non-profit art exhibitions) are taken into account.
<b>Professional competence:</b>	By comparative exemplary analyses, the students attain scholarly insights into, and access to modes of reflection on, the wide spectrum of art institutions and their contexts. They are able to exemplarily question structures of institutional art systems, to estimate impacts and mechanisms of art and art contexts as well as to create self-initiated project designs and concepts.
<b>Methodological competence:</b>	The students develop competences both on dominant theoretical questions in fine arts resp. in art history and on autonomous conceptual designs.
<b>Social / Individual competence:</b>	The students gain abilities which enable to them to interact in teams and relate to their subjects. They acquire competences to develop their own research designs and to carry out and present them within a specified and manageable frame.
<b>Type of class:</b>	Lecture, seminar, exercises, excursions
<b>Responsibility:</b>	Manfred Blohm
<b>Addressed to:</b>	B.A. European Cultures and Society (specialization: European Cultures)

Credit Points:	Offer:	Workload:	(in class):	(individual work):	Duration:	Cycle:	When:
5	2 hpw	150h	30h	120h	1 Sem.	Every SoSe.	4. or 6. Sem.

Sub-Modules

<b>1. Institutions of Art</b>	seminar	2hpw
<b>Evaluation:</b>	Presentation (45 min.) with subsequent discussion	

Current topics and Debates in Culture

### Current Topics and Debates in Culture (Module TD C10 - Elective)

<b>Qualification aim:</b>	Students are able to analyse intercultural conflicts and transcultural developments with respect to minority issues, diversity and justice. They take up current topics and debates to develop and to negotiate arguments, concepts and theories of cultural change.
<b>Professional competence:</b>	Analytical skills in cultural studies focusing on cross-border communication and cooperation.
<b>Methodological competence:</b>	Cultural knowledge, hermeneutic understanding and logical argumentation.
<b>Social / Individual competence:</b>	Respect for different points of view; the ability to mediate between conflicting positions and concepts.
<b>Type of class:</b>	Oral presentation and discussion.
<b>Responsibility:</b>	Matthias Bauer
<b>Addressed to:</b>	B.A. European Cultures and Society (specialization: European Cultures)

Credit Points:	Offer:	Workload:	(in class):	(individual work):	Duration:	Cycle:	When:
5	2 hpw	150h	30h	120h	1 Sem.	Every SoSe.	4. and 6 Sem.

#### Sub-Modules

<b>1. Current Topics and Debates in Culture</b>	seminar	2hpw
<b>Evaluation:</b>	Paper (12-15 pages). The paper sums up the discussion and explores how current topics and debates on European Cultures can be resolved in the given set of institutions and/or practices.	

### Geography of Europe

#### Cultural and Social Geography of Europe (Module TD CS1 - Mandatory)

<b>Qualification aim:</b>	The course introduces students to basic concepts of cultural and social geography with special regard to examples from different European regions. Starting from a critical reconstruction of Europe as a geographical entity, the course emphasises regional disparities, cultural diversity and current regionalisms within a broader Europe.
<b>Professional competence:</b>	Students will gain basic knowledge on the geographical construction, regional disparities and cultural diversity of European spaces. They will have a deeper understanding of current regionalisms.
<b>Methodological competence:</b>	Students will be able to critically analyse political and media debates on Europe and European regions, with specific attention to cartographic representations of European spaces.
<b>Social / Individual competence:</b>	Students will have a deeper understanding of diversity within Europe and European regions. They can relate geographical knowledge to their own personal experiences.
<b>Type of class:</b>	Seminar
<b>Responsibility:</b>	Holger Jahnke
<b>Addressed to:</b>	B.A. European Cultures and Society (specialization: European Cultures, European Society)

Credit Points:	Offer:	Workload:	(in class):	(individual work):	Duration:	Cycle:	When:
5	2 hpw	150h	30h	120h	1 Sem.	Every WiSe.	3. Sem.

#### Sub-Modules

<b>1. Cultural and Social Geography of Europe</b>	seminar	2hpw mandatory
<b>Evaluation:</b>	Written exam (90 min.)	

### Comparing European Economies and Societies

#### Comparing European Economies and Societies (Module TD S1 - Elective)

<b>Qualification aim:</b>	The successful student will be familiar with theoretical approaches used in the social sciences to compare different national societies and economies. A focus lies on institutionalist approaches in political science, sociology and economics and in the approaches collectively called "comparative capitalism." Particular care is taken to connect the sub-national (the "region") and supra national levels (EU) with relevant "systemic" effects.
---------------------------	---

<b>Professional competence:</b>	Students will be able to describe and analyse European national societies and economies using theoretical approaches of the social sciences. They will be able to relate these with variations on the sub-national level and situate them in the supranational, European level.
<b>Methodological competence:</b>	Students will sharpen their analytical abilities to understand countries as connected, multi-layered systems.
<b>Social / Individual competence:</b>	Students will develop an analytical lens for the daily information flow and will be able to recognise and criticise simplistic stereotypes and prejudices about countries.
<b>Type of class:</b>	Methods of instruction include, but are not limited to, ex-cathedra teaching, classroom discussions, student presentations and different forms of student group work and self-study.
<b>Responsibility:</b>	Stephan Panther
<b>Addressed to:</b>	B.A. European Cultures and Society (specialization: European Society), B.A. International Management

Credit Points:	Offer:	Workload:	(in class):	(individual work):	Duration:	Cycle:	When:
5	2 hpw	150h	30h	120h	1 Sem.	Every WiSe.	3. or 5. Sem.

#### Sub-Modules

<b>1. Comparing European Economies and Societies</b>	seminar	2hpw
<b>Evaluation:</b>	Written paper (12-15 pages) or oral exam (30 minutes)	

### Political and Social Philosophy of Europe

#### Political and Social Philosophy of Europe (Module TD S2 - Elective)

<b>Qualification aim:</b>	Students understand major concepts, principles and positions in the social and political philosophy of Europe. They are able to identify different social and political dimensions of Europe and are familiar with specific philosophical questions and debates regarding these dimensions. They consider the strengths and limitations of philosophical approaches to current normative issues of Europe. They are able to interpret and assess arguments in European contexts, and express this understanding and critique in a well-argued fashion.
<b>Professional competence:</b>	Students are able to explain major concepts, principles and positions in the social and political philosophy of Europe. They can identify current normative issues of Europe. They are able to engage in substantial discussions about major social and political issues regarding Europe and to defend their own views against alternatives. Students know how values and principles can be used to support substantive conclusions on important social and political topics. They are able to identify normative and non-normative premises in arguments and know how they are connected to derive conclusions. Students are able to read texts carefully, closely, and critically. Students are encouraged to think about some of the questions and controversies in social and political philosophy of Europe and to participate critically in a self-reflective way in current discussions.
<b>Methodological competence:</b>	Students use methodological approaches to Europe from the field of social and political philosophy. They are able to correctly identify, label, and define methods and instruments, and to use the appropriate terminology. They learn to demonstrate critical approaches towards sources on the basis of the knowledge provided in class.
<b>Social / Individual competence:</b>	Students are able to learn to collaborate in different ways, to present and analyse problems in the above-mentioned fields in a partner or group situation in a manner appropriate to the addressees, and to competently articulate their thoughts in a culturally appropriate and gender-sensitive manner.
<b>Type of class:</b>	Lecture, seminar, group-discussions, presentations
<b>Responsibility:</b>	Anne Reichold
<b>Addressed to:</b>	B.A. European Cultures and Society (specialization: European Society)

Credit Points:	Offer:	Workload:	(in class):	(individual work):	Duration:	Cycle:	When:
5	2 hpw	150h	30h	120h	1 Sem.	Every WiSe.	3. or 5. Sem.

#### Sub-Modules

<b>1. Political and Social Philosophy of Europe</b>	seminar	2hpw
<b>Evaluation:</b>	Written exam (90 minutes) or paper (12-15 pages)	

### Social Practice and Culture in Europe

### Social Practice and Culture in Europe (Module TD S3 - Elective)

<b>Qualification aim:</b>	This module's purpose is to provide students with insights into cultural sociology related and applicable to European topics. Cultural sociology, as introduced in this module, understands the human way of life as an outcome of social practices, the patterns and manifestations of their behaviour, structures of thoughts, likings and tastes, thus as "culture" or, to use a less occupied term, as social practice or habits. At the end of the course, students will know selected theories and empirical studies of culture and will have acquired a tool kit for understanding social occurrences from a cultural sociological viewpoint. Social phenomena relating to a sociological notion of culture and research into European societies are, for instance, power and recognition, religion and religious tensions, language and linguistic demarcations, inter-cultural communication, group belonging, exclusion, and stereotyping, and "traditions" and representations.
<b>Professional competence:</b>	Students will be able to give an account of major theorists and theories within cultural sociology. They will be able to elaborate on these theories and to establish a clear and comprehensible sense of relevance on European societies as a field of study. They are capable of giving definitions of common terms and concepts in cultural sociology as well as to integrate them in their broader theoretical contexts. When confronted with social topics they can relate these topics to an accurate theoretical background and assign the correct terms to describe them.
<b>Methodological competence:</b>	Students will be able to depart from cultural sociology as a methodological perspective to approach and classify social topics.
<b>Social / Individual competence:</b>	Students will benefit from having developed a set of analytical skills to discuss the social construction of meaning, that is, to question "given facts" as social (mis)conceptions, to assess discussions and dominant stances on cultural groups, practices, habits and traditions. They will be able to encounter essentialist constructions of culture and, consequently, be able to articulate dynamic and creative approaches to organisational problem-solving.
<b>Type of class:</b>	Methods of instruction include, but are not limited to, ex-cathedra teaching, classroom discussions, student presentations and different forms of student group work and self-study.
<b>Responsibility:</b>	Monika Eigmüller
<b>Addressed to:</b>	B.A. European Cultures and Society (specialization: European Society)

Credit Points:	Offer:	Workload:	(in class):	(individual work):	Duration:	Cycle:	When:
5	2 hpw	150h	30h	120h	1 Sem.	Every WiSe.	4. or 6. Sem.

#### Sub-Modules

<b>1. Social Practice and Culture in Europe</b>	seminar	2hpw
<b>Evaluation:</b>	Presentation (extent according to prior agreement) and take-home assignment (7-10 pages)	

### Urban Development in Europe

#### Urban Development in Europe (Module TD S4 - Elective)

<b>Qualification aim:</b>	The course deals with different aspects of urban development in Europe. Students are introduced to the epistemology of the city, based on ideas of urbanity in ancient, medieval, and modern times. The focus is on different international urban planning paradigms in the twentieth century as well as current challenges of urban development in a European perspective.
<b>Professional competence:</b>	Students gain specific knowledge in the epistemology of the city, urban history, urban planning paradigms and practice.
<b>Methodological competence:</b>	Students are able to distinguish material expressions of general ideas on urban planning and design and relate them to broader ideas on the city and urban life.
<b>Social / Individual competence:</b>	Students are able to actively participate in current debates on urban development in their city of residence and relate them to theoretical ideas on the city.
<b>Type of class:</b>	Seminar, including city walks or field trips
<b>Responsibility:</b>	Holger Jahnke
<b>Addressed to:</b>	B.A. European Cultures and Society (specialization: European Society)

Credit Points:	Offer:	Workload:	(in class):	(individual work):	Duration:	Cycle:	When:
5	2 hpw	150h	30h	120h	1 Sem.	Every WiSe.	4. or 6. Sem.

### Sub-Modules

<b>1. Urban Development in Europe</b>	seminar	2hpw
<b>Evaluation:</b>	Final report (12-15 pages). In their final report students will apply theoretical knowledge to a concrete urban setting.	

### In-depth Society

#### In-depth Society (Module TD S5 - Elective)

<b>Qualification aim:</b>	Students analyse concepts and problems concerning the social dimensions of Europe and ask (empirically based) questions about an emerging European society. In this regard students study the ongoing process of Europeanisation in various spheres such as politics, economy, culture, and society, and critically investigate these recent and historical processes of European society building.
<b>Professional competence:</b>	Students are able to analyse selected topics within the relevant academic disciplines. Students deepen their ability to develop positions and to defend them in arguments. They become sensitive to the potentials and restrictions of disciplinary approaches to European topics and improve their ability for interdisciplinary understanding.
<b>Methodological competence:</b>	Students are able to work out research questions within one of the relevant academic disciplines and identify interdisciplinary approaches to these topics. They present selected topics orally and in written form.
<b>Social / Individual competence:</b>	Students will be able to learn to collaborate in different manners, to present and analyse problems in the above-mentioned fields in a partner or group situation, in manners appropriate to the addressees, and to express themselves competently in a culturally appropriate and gender-sensitive manner.
<b>Type of class:</b>	Seminar, discussions, presentations
<b>Responsibility:</b>	Monika Eigmüller
<b>Addressed to:</b>	B.A. European Cultures and Society (specialization: European Society)

Credit Points:	Offer:	Workload:	(in class):	(individual work):	Duration:	Cycle:	When:
5	2 hpw	150h	30h	120h	1 Sem.	Every WiSe.	4. or 6. Sem.

### Sub-Modules

<b>1. In-depth Society</b>	seminar	2hpw
<b>Evaluation:</b>	Written paper (12-15 pages) or oral exam (30 minutes)	

### Sustainability and Political Ecology in Europe

#### Sustainability and Political Ecology in Europe (Module TD S6 - Elective)

<b>Qualification aim:</b>	The module provides a basic understanding of complex interactions between politics, economics, technology and the natural environment, so that students will be able to evaluate current environmental issues as well as policies and strategies to respond to them.
<b>Professional competence:</b>	Students will be familiar with societal causes of today's most pressing ecological crises (such as global warming or biodiversity loss) and will know and be able to distinguish various theories of sustainable development as well as environmental policies. Additionally, specific economic, cultural and societal contexts of diverse approaches are taken into account.
<b>Methodological competence:</b>	Students will obtain and practise various essential academic skills in social sciences, such as reading and presenting academic literature, academic reasoning, argumentation, writing, and citation styles.
<b>Social / Individual competence:</b>	Students will be able to work in teams and to communicate complex socio-ecological problems and environmental policies verbally and in written form. Additionally, they have the capacity of putting themselves in differing positions. Furthermore, students will be able to autonomously follow and critically reflect on on-going debates in the field of sustainability.
<b>Type of class:</b>	Seminar discussions, group work, simulation games
<b>Responsibility:</b>	Bernd Sommer
<b>Addressed to:</b>	B.A. European Cultures and Society (specialization: European Society)

Credit Points:	Offer:	Workload:	(in class):	(individual work):	Duration:	Cycle:	When:
5	2 hpw	150h	30h	120h	1 Sem.	Every WiSe.	3. or 5. Sem.



### Sub-Modules

<b>1. Sustainability and Political Ecology</b>	seminar	2hpw
<b>Evaluation:</b>	Essay (12-15 pages, 1.5 line space)	

### European Borders and Migration

#### European Borders and Migration (Module TD S7 - Elective)

<b>Qualification aim:</b>	Migration within European borders and migration to Europe are social phenomena creating and affecting individual and family life trajectories, economy, politics, religion and national and European discourses. This module on migration and European borders will present some of the key concepts and theories within sociological research into migration and borders. It will, for instance, explore and discuss how these theories become operational within current studies related to human movement and mobility. Theoretical approaches may span micro-level inter-cultural communication and interaction with social structures, policy and governance. Furthermore, it will be discussed how they relate to contemporary cases and politics. Current topics and cases such as the European educational market, the internationalisation of organisations, legal and illegal migration, the circulation, impact of and conditions for international labour and students may be addressed.
<b>Professional competence:</b>	By the end of the course, students are expected to be able to: <ul style="list-style-type: none"> <li>- describe and explain theories and concepts relevant to sociological research into migration and borders,</li> <li>- explain why and how these theories and concepts can be applied and contrast them to each other,</li> <li>- correspondingly, theorise selected social phenomena and occurrences, and analyse these phenomena on the basis of the chosen theories,</li> <li>- recognise and classify socio-political and cultural topics as to their relevance to the different schools and streams within migration and border research,</li> <li>- critically assess discourse (e.g., in media, research polls, or political proposals) as to its factual grounds, potential misconceptions, and formulate hypotheses on these discourses' impact on society.</li> </ul>
<b>Methodological competence:</b>	Students will be able to demonstrate an advanced and critical understanding of the interplay of methods, instruments and applied theories and concepts. They will accurately label, define, and explain methods, use accurate terminology, and be able to relate research questions to a scope of possible methods. Further, they will be able to critically assess sources as to their choice and operationalisation of methods, to alert biases and inaccuracies.
<b>Social / Individual competence:</b>	Students learn to collaborate in different manners, to present and analyse problems in the above-mentioned fields in a partner or group situation in a manner appropriate to the addressees, and to express themselves competently in a culturally appropriate and gender-sensitive manner.
<b>Type of class:</b>	Methods of instruction include, but are not limited to, ex-cathedra teaching, classroom discussions, student presentations and different forms of student group work and self-study.
<b>Responsibility:</b>	Monika Eigmüller
<b>Addressed to:</b>	B.A. European Cultures and Society (specialization: European Society)

Credit Points:	Offer:	Workload:	(in class):	(individual work):	Duration:	Cycle:	When:
5	2 hpw	150h	30h	120h	1 Sem.	Every WiSe.	3. or 5. Sem.

### Sub-Modules

<b>1. European Borders and Migration</b>	seminar	2hpw
<b>Evaluation:</b>	Written paper (12-15 pages)	

### European Economy

#### European Economy (Module TD S8 - Elective)

<b>Qualification aim:</b>	The module deepens the understanding of the economy of European nation states as studied in Module TD S 1 by analysing how they interact with each other guided by the institutions of the EU. Care is taken to take a multi-paradigmatic approach based on different traditions in economics and (International) political economy. Also, the interrelations between inner-EU relations and interests and the global system are analysed. The substantive foci will vary according to changes in academic and public debates.
<b>Professional competence:</b>	The module builds an understanding of the economy of the European Union in its entanglement of markets, small, and large firms, governments, civil society and bureaucracies at the national, European and global levels.
<b>Methodological competence:</b>	Students will be able to develop a first understanding of complex cross-national and multi-level social, economic and political interactions.

<b>Social / Individual competence:</b>	Students will be able to unveil the "national interest" metaphor and see the conflicting interests of different (collective) actors in their national, European and international entanglements. They will also be able to reflect critically on their own positions regarding various European policy issues.
<b>Type of class:</b>	Methods of instruction include, but are not limited to, ex-cathedra teaching, classroom discussions, student presentations and different forms of student group work and self-study.
<b>Responsibility:</b>	Stephan Panther
<b>Addressed to:</b>	B.A. European Cultures and Society (specialization: European Society), B.A. International Management

Credit Points:	Offer:	Workload:	(in class):	(individual work):	Duration:	Cycle:	When:
5	2 hpw	150h	30h	120h	1 Sem.	Every WiSe.	3. or 5. Sem.

#### Sub-Modules

<b>1. European Economy</b>	seminar	2hpw
<b>Evaluation:</b>	Paper (12-15 pages) or oral exam (30 minutes)	

### Normative Challenges and Ethical Questions

#### Normative Challenges and Ethical Questions (Module TD S9 - Elective)

<b>Qualification aim:</b>	Students are able to identify normative challenges and ethical questions concerning Europe. They know relevant normative and ethical discourses and theories about selected normative challenges concerning Europe in a globalised world, concerning for instance questions of peace and migration, equality and justice, transparency and trust, democratic representation and public space or eurocentricity and sustainability. They are able to analyse and to judge normative positions about these questions with regard to their foundation and validity. They are able to present their own positions on such topics in a well-argued fashion.
<b>Professional competence:</b>	Students know relevant normative and ethical discourses and theories about selected normative challenges concerning Europe in a globalised world, concerning, for instance, questions of peace and migration, equality and justice, transparency and trust, democratic representation and public space or eurocentricity and sustainability. Students are encouraged to think about normative challenges and ethical questions concerning Europe, to consider how these questions might be answered adequately and to participate critically in a self-reflective way in current discussions. Students are able to identify, reconstruct and reflect upon normative and ethical discourses. They are able to analyse and to assess normative views regarding these questions with respect to their foundation and validity.
<b>Methodological competence:</b>	Students use normative and ethical approaches to Europe. They are able to correctly identify, label, and define methods and instruments, and to use the appropriate terminology. They learn to demonstrate a critical approach towards sources on the basis of the knowledge provided in class. They are able to present their own positions on such topics in a well-argued fashion.
<b>Social / Individual competence:</b>	Students are sensitive to normative challenges and ethical questions concerning Europe in a globalised world. Students are able to learn to collaborate in different ways, to present and analyse problems in the above-mentioned fields in a partner or group situation in a manner appropriate to the addressees, and to competently articulate their thoughts in a culturally appropriate and gender-sensitive manner.
<b>Type of class:</b>	Seminar, team work, presentation
<b>Responsibility:</b>	Anne Reichold
<b>Addressed to:</b>	B.A. European Cultures and Society (specialization: European Society)

Credit Points:	Offer:	Workload:	(in class):	(individual work):	Duration:	Cycle:	When:
5	2 hpw	150h	30h	120h	1 Sem.	Every WiSe.	4. or 6. Sem.

#### Sub-Modules

<b>1. Normative Challenges and Ethical Questions</b>	seminar	2hpw
<b>Evaluation:</b>	Written essay (12-15 pages) or presentation (20 minutes) plus assignment (8 pages)	

### Current topics and Debates in Society

#### Current Topics and Debates in Society (Module TD S10 - Elective)



Credit Points:	Offer:	Workload:	(in class):	(individual work):	Duration:	Cycle:	When:
15	1hpw	450h	15h	435h	1 Sem.	Every Sem.	6 Sem.

#### Sub-Modules

<b>1. Colloquium:</b>	Colloquium	1 hpw	mandatory
<b>Observation</b>	In the colloquium students plan and organise a student conference where they present and discuss their exposé and current state of their thesis.		
<b>Evaluation:</b>	Bachelor thesis (ca. 40 pages plus bibliography)		

[Back to top](#)
[Page # 20638](#)
[Permalink](#)
[07/20/2018](#)
[Feedback](#)

© 2019 Europa-Universität Flensburg (EUF)

[Mobile version](#)
[Print page](#)
[Open as PDF](#)
[Legal notice](#)
[Search](#)
[Webmail](#)

Europa-Universität Flensburg  
 Auf dem Campus 1  
 24943 Flensburg  
 Germany

Phone: +49 461 805 02  
 Fax: +49 461 805 2144  
 Internet: [www.uni-flensburg.de](http://www.uni-flensburg.de)

