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## 5. Semester

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### Field: Doing Europe

#### 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.	

## Field: Topics and Disciplines - Specialization in European Cultures

<b>Science as Culture</b>						
<b>Science as Culture (Module TD C6 - Elective)</b>						
<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)					
<b>Credit Points:</b>	<b>Offer:</b>	<b>Workload:</b>	<b>(in class):</b>	<b>(individual work):</b>	<b>Duration:</b>	<b>Cycle:</b>
5	2 hpw	150h	30h	120h	1 Sem.	Every WiSe. 3. or 5. Sem.
<b>Sub-Modules</b>						
<b>1. Science as Culture</b>	seminar	2hpw				
<b>Evaluation:</b>	Essay (12-15 pages)					
<b>Europe as Education Space</b>						
<b>Europe as Education Space (Module TD C7 - Elective)</b>						
<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)						
<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 WiSe.	3. or 5. Sem.
<b>Sub-Modules</b>							
<b>1. Europe as Education Space</b>	seminar					2hpw	
<b>Evaluation:</b>	Presentation and take-home assignment						

  

<b>Languages in Europe</b>							
<b>Languages in Europe (Module TD C8 - Elective)</b>							
<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)						
<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 WiSe.	3. or 5. Sem.
<b>Sub-Modules</b>							
<b>1. Languages in Europe</b>	seminar					2hpw	
<b>Evaluation:</b>	Paper (12-15 pages)						

## Field: Topics and Disciplines - Specialization in European Society

<b>Sustainability and Political Ecology in Europe</b>	
<b>Sustainability and Political Ecology in Europe (Module TD S6 - Elective)</b>	
<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)	

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