### Module title

**European Law: An Introduction**

<table>
<thead>
<tr>
<th>Nr.</th>
<th>Title</th>
<th>Teaching method</th>
<th>Weekly semester hours</th>
<th>Compulsory/ compulsory elective</th>
<th>Examination type</th>
<th>Graded?</th>
<th>Planned group size</th>
<th>Student workload</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>European Law and Politics</td>
<td>Lecture</td>
<td>2</td>
<td>Compulsory</td>
<td>Written exam</td>
<td>Yes</td>
<td>42</td>
<td>120</td>
</tr>
<tr>
<td>2.</td>
<td>European Constitutional Law</td>
<td>Seminar</td>
<td>2</td>
<td>Compulsory</td>
<td>Written exam</td>
<td>Yes</td>
<td>42</td>
<td>120</td>
</tr>
</tbody>
</table>

**Module examination**: Written exam (180 minutes)

**Comments/ Other**: 

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**Professional competence**

Given that the students' backgrounds differ to a great extent the lecture builds up the interface which provides access to European Law: Professional competency will be based on the policies and instruments of the European Union, the EU's institutions and their procedures. Media competency is enhanced by reading and analysing legal provisions, judgments and reports. This relates to the methodological competency to deal with Continental legal terminology as well as European phraseology. The reconstruction incorporates the review of premature praise and depreciation. Based on the lecture, the seminar is bipartite: Firstly, classical contributions are introduced that elevated the reflexion of Europeanisation and integration to a higher level; points of reference are contextualisation, constitutionalisation and organisational settings. The second part focuses on specific policies and their implementation within the system of multi-level governance: This ranges from agenda-setting to legislation and enforcement to judicial proceedings on the European level and in the Members States, however, sometimes not in a linear and consistent way but driven by different motivations and stakeholders on different levels. E.g. the agglomeration of cases regarding state liability, data retention and the applicability of fundamental rights prove the complexity of European affairs and will be subject to deepening analysis.

**Methodological competence**

Students will be able to analyse and use sources of law (treaties, regulations, judgments etc.). They will be able to read and explain sources of legal knowledge (textbooks, reports etc.) and to argue within the system and the dogmatics of European law.

**Interpersonal competence**

The different backgrounds of the students will support them in cooperation and mutual recognition in the classroom discussions.

**Teaching and learning formats**

The module will be taught combining classical lecture type elements with interactive elements such as classroom discussion, group work.

**Module coordinator**

Professorship in European Law (N.N.)

**Module prerequisites**

None

**Module transferability**

M.A. European Studies

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**Learning objective**

The module provides an introduction to European law by answering crucial questions about the unique legal order of the European Union on the one hand and the European Convention on Human Rights on the other. Both are connected in several ways and refer to the legal systems of the Members States. This combination reveals a system of multi-level governance based on the rule of law. Instruments, institutions and individuals are needed to put this system into effect. In order to reconstruct this system, Europeanisation and "EU-isation" will be discovered and explored by starting off at the students' living environments. This includes the focus on policies and internal actions of the European Union as well as the institutions and instruments that were established. Historical, economical and political contexts will be taken into consideration, and the capacity of coping with crisis within Europe.
### Module title

<table>
<thead>
<tr>
<th>Module 2</th>
<th>Compulsory module 952001020</th>
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<td>Student workload (total)</td>
<td>150 h</td>
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<tr>
<td>Required classroom hours</td>
<td>30 h</td>
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<tr>
<td>Required self-study hours</td>
<td>120 h</td>
</tr>
<tr>
<td>Period</td>
<td>1 semester</td>
</tr>
<tr>
<td>Frequency of course offering</td>
<td>Every autumn semester</td>
</tr>
<tr>
<td>Stage of study</td>
<td>1st semester</td>
</tr>
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</table>

### Learning objective

Students become familiarised with the main stages and norms of conduct in the process of academic research and writing. Based on the 'EUS Academic Writing Guide', students will be introduced to the different steps and rules underlying the proper conduct of academic writing in the field of social sciences (research design, structure, citation styles, referencing, language...). Furthermore, they are trained in developing their own line of argumentation and supporting this with scientific evidence from different types of relevant sources. By enhancing the student's academic writing and research skills, their awareness to the proper conduct of scientific research and writing shall be stimulated and research ethical errors, such as plagiarism, prevented.

### Professional competence

At the end of this module, students are acquainted with key academic writing rules, as well as the codes of conduct with regard to academic research. On the one hand, they are able to write well structured research papers that are in conformity with academic language, proper citation/referencing and a good line of scientifically rooted argumentation. On the other hand, they are familiarized with the concepts of ethical data collection and distribution, intellectual property, as well as plagiarism and its consequences. Thereby, they are not only able to collect, analyse and publish information in an honest and research ethical way, but they are also equipped with the ability to critically assess their own research as well as that of other people.

### Methodological competence

Having acquired key skills in academic writing and research ethics, students are not only able to write academic papers that are in accordance with the rules and norms outlined above, they are also able to critically assess their own research as well as that of others. This enhances their capability to engage in the discussion on the conduct of good science.

### Interpersonal competence

The classroom discussions and group presentations are designed to encourage inter-personal engagement and cooperation among students. Moreover, students are able to deliver structured presentations and are to accustomed to giving constructive feedback, as well as responding to feedback received from peers and course instructor.

### Teaching and learning formats

Includes classroom discussions, individual work, different forms of group work.

### Module coordinator

Lecturer in European Governance (Dr. Laura Asarite-Schmidt)

### Module prerequisites

None

### Module transferability

M.A. European Studies

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<table>
<thead>
<tr>
<th>Nr.</th>
<th>Title</th>
<th>Teaching method</th>
<th>Weekly semester hours</th>
<th>Compulsory/compulsory elective</th>
<th>Examination type</th>
<th>Grade?</th>
<th>Planned group size</th>
<th>Student workload</th>
<th>Class preparation and review</th>
<th>Exam preparation and review</th>
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<tbody>
<tr>
<td>1.</td>
<td>European Law and Politics</td>
<td>Seminar</td>
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<td>Compulsory</td>
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<td></td>
<td></td>
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<td></td>
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<td>Paper</td>
<td></td>
<td>42</td>
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</table>

Notes on the module examination: Paper (8 p.)

Comments/Other:

28.03.2019
### Module title: European Politics and Governance

<table>
<thead>
<tr>
<th>Nr.</th>
<th>Title</th>
<th>Teaching method</th>
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<th>Examination type</th>
<th>Graded?</th>
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<th>Student workload</th>
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<tbody>
<tr>
<td>1</td>
<td>EU Institutions and Policy Making</td>
<td>Lecture</td>
<td>2</td>
<td>Compulsory</td>
<td>Paper including presentation</td>
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</table>

#### Notes on the module examination:
Research paper (approx. 15 pages) and presentation (10-15 minutes)

#### Comments/ Other:

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**Professional competence:** The political system of the EU is studied as a polity with an executive, the Commission, a legislative, the Council of the EU and the European Council and European Parliament, as well as a judicial branch, the European Court of Justice. Upon completion of the course students can associate each of the actors involved in EU decision making and its structures and processes: the Council of the EU and the European Council, the Commission, the European Parliament, and the European Court of Justice. The reading of current political science debates on these EU institutions’ functions and interactions touch upon core empirical and normative questions. For example: does the EU have a democracy deficit? Is the European Council dominating decision making? How does the EU Commission live up to its role in safeguarding the Treaty and promoting EU integration?

**Methodological competence:** Students conceptually EU politics as driven by supranational actors and spill-overs, member states’ economic interests, or as a process determined by institutional interactions across levels. Building on these three perspectives discussed in the theoretical literature on EU integration and public policy the course studies the Community method: students identify the core actors’ competencies and potential influence on policy outcome.

**Interpersonal competence:** Students apply the acquired knowledge on EU decision making and institutions on selected policy fields: e.g. the environment, Justice and Home Affairs as well as current affairs. The content of the last two sessions will be determined according to current EU developments at the time (e.g. Brexit, enlargement, treaty reform, other). Thereby the module teaches theoretical concepts of EU decision making, knowledge on EU institutions as well as their interaction in policy making.

**Teaching and learning formats:** The module will be taught combining classical lecture type elements with interactive elements. Students work on questions proposed by the professor and contribute to class by presentations and discussion. A syllabus with compulsory weekly readings and a list of additional readings will be made available at the start of the course (EUF e-learning platform ‘moodle’). Additional readings will be made available through Moodle when these are not accessible through the EUF library. Slides used for the lecture will be made available on Moodle.

**Module coordinator:** Professorship in European and Global Governance (Prof. Dr. Christof Roos)

**Module prerequisites:** None

**Module transferability:** M.A. European Studies
### Module 4

**Compulsory module**

<table>
<thead>
<tr>
<th>Nr.</th>
<th>Title</th>
<th>Credit points</th>
<th>Weekly semester hours</th>
<th>Student workload (total)</th>
<th>Required classroom hours</th>
<th>Required self-study hours</th>
<th>Period</th>
<th>Frequency of course offering</th>
<th>Stage of study</th>
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<tr>
<td>1.</td>
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<td>2 SWS</td>
<td>150 h</td>
<td>30 h</td>
<td>120 h</td>
<td>1 semester</td>
<td>Every autumn semester</td>
<td>1st semester</td>
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</table>

**Learning objective**

The module provides a thorough overview of selected research literature in the field of international and European political economy, seen as an intersection of economics and political sciences.

**Professional competence**

Students receive an in-depth overview of selected research literature and current relevant textbooks in the field of European political economy. They can explain interdependencies between European and global politics and economics and give examples of relevant developments from the past and the present. The module covers many aspects of global/international governance like the tasks and roles of relevant actors such as the IMF, WTO, UNFCCC etc. The overview aspect allows the inclusion of a discussion on many actual discussed problems, e.g. the CETA/TTIP-agreements or the future of the Paris agreement.

**Methodological competence**

The scope of the module includes the integration of different theoretical approaches in international and European political economy, from the economic trade theory to development economics or migration theories.

**Interpersonal competence**

Students can explain the tasks and the roles of transnational institutions and classify their contribution to European and global politics and the economy. Students can assess actual political challenges in terms of their continental and global outreach.

**Teaching and learning formats**

Seminar

**Module coordinator**

Professorship in Social- and Educational Economics (Prof. Dr. Gerd Grözinger)

**Module prerequisites**

None

**Module transferability**

M.A. European Studies

### Sub-modules

<table>
<thead>
<tr>
<th>Nr.</th>
<th>Title</th>
<th>Teaching method</th>
<th>Weekly semester hours</th>
<th>Compulsory/ compulsory elective</th>
<th>Examination type</th>
<th>Graded?</th>
<th>Planned group size</th>
<th>Student workload</th>
<th>Class preparation and review</th>
<th>Exam preparation and review</th>
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<td>Seminar</td>
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<td>Compulsory</td>
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<td>Paper including presentation</td>
<td>Yes</td>
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Notes on the module examination: Research paper (10-15 pages) and presentation (30 minutes)

Comments/ Other:
### Module 5: Research Design

<table>
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<tr>
<th>Credit points</th>
<th>Weekly semester hours</th>
<th>Student workload (total)</th>
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<th>Frequency of course offering</th>
<th>Stage of study</th>
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<tr>
<td>10</td>
<td>4 SWS</td>
<td>300 h</td>
<td>60 h</td>
<td>240 h</td>
<td>1 semester</td>
<td>Every autumn semester</td>
<td>1st semester</td>
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</table>

#### Learning objective

At the end of this module students have gained further grounding in research methods, including appropriate statistical methods, to provide a broad understanding of the research process. Students are able to read, understand, and critique published work, as well as understand the important methodological issues for their own future research projects.

#### Professional competence

The content of the module has two main strands, and combined this gives students a robust knowledge of the research process and the tools to undertake their own projects, and appraise published research. The first strand relates to the understanding and development of methodological skills. This will include discussion of research parameters, primary and secondary research, the role of secondary literature, and research philosophies. Within this, broad considerations of research design will be discussed. The second strand relates to an introduction and development of important topics and issues from qualitative research. This will include understanding and undertaking literature reviews, interviews (structured, semi-structured and unstructured), and an appreciation of case studies. Within this, and throughout the module, broad considerations of research design will be discussed, and students will learn how to think about generating their own results, and interpret results from published literature.

#### Methodological competence

The statistical strand will support the first strand by equipping students with an understanding of how to generate, understand and interpret results. This will include descriptive statistics, covariance, correlation, commonly used statistical tests, and regression. With this statistical knowledge, students learn how to think about generating their own results, and interpret results from published literature.

#### Interpersonal competence

The module contains discussion of all of the stages of a research project from conception to completion, and draws on academic research from different business, economics, and management areas of research as well as contemporary research methods texts, and prepares the students well for other modules on their course where research is discussed and utilized.

#### Teaching and learning formats

Lecture/ Seminar

#### Module coordinator

Professorship in Empirical Research on the EU (N.N.)

#### Module prerequisites

None

#### Module transferability

M.A. European Studies

### Sub-modules

<table>
<thead>
<tr>
<th>Nr.</th>
<th>Title</th>
<th>Teaching method</th>
<th>Weekly semester hours</th>
<th>Compulsory / compulsory elective</th>
<th>Examination type</th>
<th>Grade?</th>
<th>Planned group size</th>
<th>Student workload</th>
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<tr>
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<td>42</td>
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<td>2.</td>
<td>Research Methods</td>
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<td>Compulsory</td>
<td>Written exam</td>
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</table>

Notes on the module examination: Written exam (90 minutes)

Comments/ Other:
## Module title
### European Policies

<table>
<thead>
<tr>
<th>Credit points</th>
<th>Weekly semester hours</th>
<th>Student workload (total)</th>
<th>Required classroom hours</th>
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<th>Period</th>
<th>Frequency of course offering</th>
<th>Stage of study</th>
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<tbody>
<tr>
<td>5</td>
<td>2 SWS</td>
<td>150 h</td>
<td>30 h</td>
<td>120 h</td>
<td>1 semester</td>
<td>Every spring semester</td>
<td>2nd semester</td>
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</tbody>
</table>

**Learning objective**

The aim of this module is to look at the internal perspectives of the European integration process with a special focus on EU policies. The module provides an overview of various theoretical, analytical and conceptual approaches to studying EU policies and the process of Europeanization. Students concentrate on different policy areas that are important for the social and economic progress in the EU. The course analyze the difference between policy areas where the EU has exclusive competence and such where the EU is limited to coordinate, support, or supplement member state actions. Throughout the course the current events related to the topics studied are discussed. Moreover, part of this module is also an excursion to Brussels to visit and experience the main Institutions of the EU thus assuring a connection to Module 2.

**Professional competence**

The module aims at introducing students to the research agenda of Europeanization and policy analysis. By consciously integrating significant approaches from European integration and Europeanization literature, the module allows the students to apply an interdisciplinary approach to their studies. The students are able to theorize and conceptualize different EU-policy related issues and critically evaluate their present and future impact on the EU.

**Methodological competence**

The module introduces relevant literature providing an insight into Europeanization theories and the relevant research methods for policy analysis. The students are able to approach different Europeanization related questions by considering one of the introduced theories and methods. They approach the discussions about course contents as research questions and are able to develop arguments by considering the relevant empirical evidence. The students are able to present their research in an oral, written and visual form and work individually as well as in a group setting.

**Interpersonal competence**

Students are able to engage in a critical discussion with each other, work in small, as well as larger groups.

**Teaching and learning formats**

Includes classroom discussions, individual work, different forms of group work. The excursion to Brussels is a practice-oriented core element of the module.

**Module coordinator**

Lecturer in European Governance (Dr. Laura Asarite-Schmidt)

**Module prerequisites**

Attendance in module 2

**Module transferability**

M.A. European Studies

### Sub-modules

<table>
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<th>Nr.</th>
<th>Title</th>
<th>Teaching method</th>
<th>Weekly semester hours</th>
<th>Compulsory/ compulsory elective</th>
<th>Examination type</th>
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<th>Classroom hours</th>
<th>Class preparation and review</th>
<th>Exam preparation and review</th>
<th>Student workload</th>
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</table>

**Module examination**

Research paper (10-15 pages)
## Module 7 - Introduction to the Sociology of European Integration

<table>
<thead>
<tr>
<th>Nr.</th>
<th>Title</th>
<th>Teaching method</th>
<th>Weekly semester hours</th>
<th>Compulsory/compulsory elective</th>
<th>Examination type</th>
<th>Graded?</th>
<th>Planned group size</th>
<th>Classroom hours</th>
<th>Class preparation and review</th>
<th>Exam preparation and review</th>
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<td>1</td>
<td>Introduction to the Sociology of European Integration</td>
<td>Lecture</td>
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<td>Compulsory</td>
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</table>

### Notes on the module examination:
- Take home examination (24h, max. 8 p.) or written examination (60 min.) or oral examination (group, 30 min.)

### Sub-modules

- Evaluation: M.A. European Studies

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### Learning Objective

The process of European integration does not only affect EU member states and adjacent nation-states in economic, political and legal terms, but also impacts upon and, at the same time, is influenced by societal structures and social practices in various ways. After successful completion of this module, students are able to understand, analyse and critically evaluate - from a sociological perspective - this social dimension of the European integration process as well as a range of social issues that affect European societies (e.g. social inequality, cultural phenomena, social cleavage structures etc.). To this end, students are introduced, via the format of a lecture, to fundamental sociological theories, concepts, issues and debates and are shown how to apply these to the European context. A special light is shed on the linkages and interdependencies between different societies due to the context of Europeanisation.

### Professional Competence

Upon completion of this module, students are able to recall, label and correctly apply fundamental sociological theories and concepts related to the study of Europe. They are able to do so on a general level as well as by way of giving examples. Students can also understand and explain the causes of and impact relationships between different social phenomena and societal developments.

### Methodological Competence

Students are able to demonstrate a well-founded understanding of societal matters. They can also identify, distinguish and compare different sociological approaches in analysing (European) societies.

### Interpersonal Competence

This module enables students to integrate, assess and critique different sociological approaches. They are able to hypothesize in a well-founded manner on the causes and consequences of different social phenomena.

### Teaching and Learning Formats

Methods of instruction include lecturing as well as self-study, based on the lecture's reading list.

### Module Coordinator

Professorship in European Sociology (Prof. Dr. Monika Eigmüller)

### Module Prerequisites

None

### Module Transferability

M.A. European Studies
### Module title: Europe in the Global Economy

<table>
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<tr>
<th>Nr.</th>
<th>Title</th>
<th>Teaching method</th>
<th>Weekly semester hours</th>
<th>Compulsory-/ compulsory elective</th>
<th>Examination type</th>
<th>Graded?</th>
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<th>Exam preparation and review</th>
<th>Stage of study</th>
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<td>Europe in the Global Economy</td>
<td>Lecture</td>
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<td>Written exam OR Paper with Presentation</td>
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<td>42</td>
<td>30</td>
<td>30</td>
<td>2nd semester</td>
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#### Notes on the module examination:
- Written exam (60 minutes) OR research paper (10-12 pages) and presentation (10-15 minutes). Examination type to be decided by the module coordinator.

#### Comments/ Other:

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**Module coordinator:** Professorship in International and Institutional Economics (N.N.)

**Module prerequisites:** Attendance in module 3

**Module transferability:** M.A. European Studies
### Module title: Philosophy of Europe

<table>
<thead>
<tr>
<th>Nr.</th>
<th>Title</th>
<th>Teaching method</th>
<th>Weekly semester hours</th>
<th>Compulsory/compulsory elective</th>
<th>Examination type</th>
<th>Planned group size</th>
<th>Classroom hours</th>
<th>Student workload</th>
<th>Course offering</th>
<th>Frequency of course offering</th>
<th>Stage of study</th>
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<tr>
<td>1.</td>
<td>Philosophy of Europe</td>
<td>Seminar</td>
<td>2</td>
<td>Compulsory</td>
<td>Paper including presentation OR written examination</td>
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<td>42</td>
<td>30</td>
<td>60</td>
<td>Every spring semester</td>
<td>2nd semester</td>
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</table>

Notes on the module examination: Research paper (10-15 pages) and presentation (20 minutes) or written examination (90 minutes)

### Learning objective

At the end of the module, students will know central concepts and theories that have emerged or have been genuinely developed in Europe and have shaped it historically and conceptually. They will understand their relevance for a comprehension of present developments and discussions in and about Europe. They will be acquainted to basic philosophical approaches and will be able to integrate them in their argumentation.

### Professional competence

Students will know and be able to describe basic elements of the history of European ideas, especially in the areas of politics, culture, society and scientific rationality. They will understand their development and their interconnections. The students will also be able to identify and distinguish different domains of contemporary philosophical questionings and debates concerning Europe: questions about European rationality and self-understanding, European values and normative concepts, European borders and relationship to the world.

### Methodological competence

Students can distinguish different kinds of discourse (descriptive and normative, historical and systematic) and use them in critical argumentations. They will be able to identify and to comment European political, cultural, ethical and legal debates, to reflect upon their historical roots and their evolution and to evaluate them critically. They will also be able to distinguish different domains of philosophy such as political, social and cultural philosophy, social ontology, ethics and theory of sciences.

### Interpersonal competence

The students will be able to discuss historically, systematically and critically fundamental aspects of the European self-understanding like principles and methods of scientific thinking, concepts of the individual and the person, statehood and democracy, law, justice and peace. They will be able to reflect upon different perspectives (European and non-European) under which these ideas and domains can be addressed.

### Teaching and learning formats

Seminar, Group-Discussions, Presentations, Panel-Discussions

### Module coordinator

Professorship in Philosophy (Prof. Dr. Anne Reichold)

### Module prerequisites

None

### Module transferability

M.A. European Studies

### Sub-modules

#### Module examination

952001095

Paper including presentation OR written examination

Yes

60

28.03.2019
### Module title: History of Europe

<table>
<thead>
<tr>
<th>Nr.</th>
<th>Title</th>
<th>Teaching method</th>
<th>Weekly semester hours</th>
<th>Compulsory / compulsory elective</th>
<th>Examination type</th>
<th>Graded?</th>
<th>Planned group size</th>
<th>Classroom hours</th>
<th>Class preparation and review</th>
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#### Notes on the module examination:
- Written exam (90 minutes) OR term paper (10-12 pages) and presentation thereof in class (20 minutes). Examination type to be decided by the module coordinator.

#### Professional competence
- The module will familiarise students with a wide range of methodologies applicable to the study of modern history. Most importantly, in line with its focus on European integration, the course adopts a transnational approach to European history, departing from the limited viewpoints of national histories. To this purpose, the main methodology with which students will be familiarised is that of histoire croisée – encompassing the comparative approach, as well as the histories of transfers, of entanglements, and connected histories, such a methodology allows accommodating multi-dimensional and inter-disciplinary perspectives. Additionally, corresponding to some of the topics covered by the course, students will be introduced to elements of legal history when addressing key documents and international treaties antedating and leading up to the establishment of the European Economic Communities. While students will be made familiar with political history throughout the course, intellectual history will be employed to highlight the importance of ideas and ideologies at key points in modern European history, from the heyday of liberalism in the late 19th and early 20th century, through the challenges mounted against it by socialism and fascism after World War I, to the collapse of the Soviet Union and its system of satellite states after 1989. In the study of decolonisation and its impact on developments in Cold War Europe, including on the development of the European Economic Communities, students will also be made familiar with elements of post-colonial theory.

#### Teaching and learning formats
- The teaching will be carried out in the form of weekly lectures (1 hour), combined with group presentations by students (20 minutes) and seminars/course discussions (40 minutes) on both the main subject of the lecture and the topic presented by students. The students will be expected to prepare for each class by reading the literature assigned every week, as well as by working collectively to prepare a presentation that they deliver in class in the course of the term. The combination of individual study, group work and class discussion is aimed at providing students with a holistic and interactive approach to learning. The coursework for this module is designed with a view to endowing students with a diverse range of skills essential to a professional career: the ability to deliver structured presentations of their work, the capacity to think critically and engage with the taught material, and the skills necessary to organise their written work in a structured manner, with or without time pressure (exam and essay, respectively).
### Module title: European Law

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<tr>
<th>Nr.</th>
<th>Title</th>
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<th>Weekly semester hours</th>
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Notes on the module examination: Take Home Exam (5 working days/120h, 5-8 pages)

Comments/ Other: This module belongs to area 1 (Law and Political Science) of the 3rd semester compulsory electives.

28.03.2019
### Module 12

**Module title**: External Relations of the EU

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<th>Credit points</th>
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<th>Number of classroom hours</th>
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<td>120 h</td>
<td>1 semester</td>
<td>Every autumn semester</td>
<td>3rd semester</td>
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</table>

#### Learning objective
The aim of this module is to look at the external perspectives of the European integration process. The contents of this module are related to two broad areas, which are EU Foreign Policy and European Diplomacy, and Europe and the world. This is the one hand done by considering the EU Common Foreign and Security Policy in general, as well as by a in-depth analysis of the EU’s diplomatic architecture. Thus the students receive a twofold perspective on the EU’s foreign policy – internal and external one.

#### Professional competence
Students deepen their ability to develop a well-founded position and to defend it argumentatively in discussions on topics related to external action of the EU, as well as include their argumentation in research projects.

#### Methodological competence
The students obtain a critical understanding of the EU’s external action and foreign policy. At the end of the module, the students are able to analyse and evaluate internal and external factors influencing external relations of the EU.

#### Interpersonal competence
Students are able to engage in a critical discussion with each other, work independently, as well as in small and larger groups.

#### Teaching and learning formats
The learning formats will include but shall not be limited to classroom discussions, group works and individual research.

#### Module coordinator
Lecturer in European Governance (Dr. Laura Asarite-Schmidt)

#### Module prerequisites
Attendance in module 5

#### Module transferability
M.A. European Studies

#### Sub-modules

<table>
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<th>Title</th>
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<th>Weekly semester hours</th>
<th>Compulsory/-compulsory elective</th>
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Notes on the module examination: Oral examination (30 minutes)

Comments/ Other: This module belongs to area 1 (Law and Political Science) of the 3rd semester compulsory electives.

28.03.2019
## Module title
**European Public Opinion**

### Module prerequisites
- Attendance in module 4

### Module transferability
- M.A. European Studies

### Learning objective
The module explores the interaction between European integration and public opinion by analyzing the development of attitudes towards the integration project. Students can critically assess current debates about the development of a public opinion and can explore the conditions under which these translate into political participation and the development of a European society. The module considers current phenomenon of European public opinion and attitude formation, such as Euroscepticism, European identity building etc.

### Professional competence
The module introduces the latest theoretical debates about the significance, measurement and nature of public opinion in Europe. Similarly, students are able to develop their practical skills in analysing public opinion by using polls and survey research, policy analysis and statistics. At the end of the module, students can categorize, explain and evaluate the core topics and concepts related to the development of European public opinion.

### Methodological competence
At the end of the module, the students are able to analyse and evaluate public opinion by using the theoretical as well as practical skills in statistical analysis.

### Interpersonal competence
Students are able to work in groups as well as participate in classroom discussions, defend their hypothesis and provide peer feedback.

### Teaching and learning formats
The learning formats will include but shall not be limited to classroom discussions, group works and individual research.

### Module coordinator
- Professorship in Empirical Research on the EU (N.N.)

### Module prerequisites
- Attendance in module 4

### Module transferability
- M.A. European Studies

## Sub-modules

<table>
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<th>Title</th>
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<th>Weekly semester hours</th>
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### Notes on the module examination:
- Research paper (10-15 pages) and presentation (20 minutes)

### Comments/Other:
- This module belongs to area 1 (Law and Political Science) of the 3rd semester compulsory electives.

28.03.2019
### Module title: European Economics

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<th>Weekly semester hours</th>
<th>Compulsory / compulsory elective</th>
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Notes on the module examination: Oral examination (30 minutes) or written examination (60 minutes)

Comments/ Other: This module belongs to area 2 (Social- und Economic Sciences) of the 3rd semester compulsory electives.
<table>
<thead>
<tr>
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<td>Period</td>
<td>1 semester</td>
</tr>
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<td>Frequency of course offering</td>
<td>Every autumn semester</td>
</tr>
<tr>
<td>Stage of study</td>
<td>3rd semester</td>
</tr>
</tbody>
</table>

**Learning objective**

Upon completion of this module, students are able to analyse different social phenomena and problems concerning the social dimensions of Europe and ask (empirically based and/or theoretically informed) questions about an emerging European society. To this end, students are introduced to different sociological concepts and (theoretical) approaches, enabling them to understand, analyse and critically evaluate societal phenomena in Europe. Thus, students are able to study the ongoing process of Europeanisation in various spheres such as politics, economy, culture, and society on an advanced level (i.e. building on Module 6). They can also critically investigate recent as well as historical processes of European society building and interrelate processes of Europeanisation with other dimensions of societal change, e.g. globalisation processes.

**Professional competence**

Students are able to analyse selected topics from a sociological perspective. Students deepen their ability to develop a well-founded position and to defend it argumentatively in discussions. They become sensitive to the potentials and restrictions of specific approaches in studying European topics.

**Methodological competence**

Students are able to work out sociological research questions and to identify suitable theoretical as well as empirical approaches to deal with a range of societal topics. They present selected topics orally and in written form.

**Interpersonal competence**

Students are able to learn to collaborate in different ways, to present and analyse problems in the abovementioned fields, either individually, in a partner and/or group situation in a manner appropriate to the addressees. They can articulate their thoughts orally and/or in written form in an academically competent, culturally appropriate and gender-sensitive manner.

**Teaching and learning formats**

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.

**Module coordinator**

Professorship in European Sociology (Prof. Dr. Monika Eigmüller)

**Module prerequisites**

Attendance in module 6

**Module transferability**

M.A. European Studies

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### Sub-modules

<table>
<thead>
<tr>
<th>Nr.</th>
<th>Title</th>
<th>Teaching method</th>
<th>Weekly semester hours</th>
<th>Compulsory/ compulsory elective</th>
<th>Examination type</th>
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<th>Classroom hours</th>
<th>Preparation and review</th>
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<th>Student workload</th>
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**Notes on the module examination:**

Research paper (15-20 pages) and presentation (20 minutes)

**Comments/ Other:**

This module belongs to area 2 (Social- und Economic Sciences) of the 3rd semester compulsory electives.

28.03.2019
Module title: Societal Challenges of Europe

Learning objective:
This module's purpose is to make students familiar with a range of societal challenges European societies face, related, for example, to the issue of borders, migration/mobility, social inequality, the welfare state and religious or social conflicts. To this end, students know selected sociological theories and concepts as well as relevant empirical studies so that they have an appropriate toolkit for understanding, analysing, and critically evaluating these diverse social phenomena.

Professional competence:
Students are able to analyse selected societal challenges (in Europe) from a sociological perspective. Students deepen their ability to develop a well-founded position and to defend it argumentatively in discussions. They become sensitive to the potentials and restrictions of specific approaches in studying diverse social phenomena and can relate to public debates in an academically informed manner.

Methodological competence:
Students are able to work out sociological research questions and to identify suitable theoretical as well as empirical approaches to deal with a range of societal challenges. They present selected topics orally and in written form.

Interpersonal competence:
Students learn to collaborate in different ways, to present and analyse problems in the abovementioned fields, either individually, in a partner and/or group situation in a manner appropriate to the addressees. They can articulate their thoughts orally and/or in written form in an academically competent, culturally appropriate, and gender-sensitive manner.

Teaching and learning formats:
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.

Module coordinator:
Professorship in European Sociology (Prof. Dr. Monika Eigmüller)

Module prerequisites:
Module 6

Module transferability:
M.A. European Studies

Sub-modules:

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Notes on the module examination:
Research paper (15-20 pages) and presentation (20 minutes)

Comments/Other:
This module belongs to area 2 (Social- and Economic Sciences) of the 3rd semester compulsory electives.

26.03.2019
### Module title

**Political Philosophy of Europe**

<table>
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<tr>
<th>Nr.</th>
<th>Title</th>
<th>Teaching method</th>
<th>Weekly semester hours</th>
<th>Compulsory/compulsory elective</th>
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<th>Exam preparation and review</th>
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</table>

**Notes on the module examination:** Paper (10-15 pages) and presentation (20 minutes)

**Comments/ Other:** This module belongs to area 3 (Humanities and Cultural Science) of the 3rd semester compulsory electives.

### Learning objective

At the end of the module, students will be familiar with key concepts and the main debates in the political philosophy of Europe. They will understand the relevance of normative political reflection on foundational structures as well as urgent political disputes in European politics and society. Furthermore, students will be able to put philosophical and political theoretical argument to work in discussing the reality and future developments of the European Union and European politics more in general.

### Professional competence

Students will know and be able to describe the main positions in recent foundational debates regarding European politics, especially regarding issues in democratic theory, the theory of justice, transnational cooperation, equality, and responsibility. They will also be equipped to evaluate and discuss the strengths and weaknesses of these positions both with regard to normative presuppositions and empirical adequacy.

### Methodological competence

Students will learn to identify normative philosophical arguments in political debates and form reasoned judgements on proposals for diagnosis and reform. They will be able to situate and compare positions within philosophical debates about European political institutions and processes. They will practice applying philosophical reasoning to the reflection on problems of e.g. justice and democracy, injustice and democratic deficits. And they will be able to argue for and defend assessments regarding European politics by drawing on the relevant literature and data.

### Interpersonal competence

Students will be able to participate in normative discussions about the political structure of the European Union and international political issues. They will cooperate in developing diagnoses and assessments of recent social and political developments in Europe. They will reflect on and debate the fundamental questions and the main arguments regarding e.g. justice and democracy with a view to their applicability in political discourse.

### Teaching and learning formats

Seminar, Group Discussions, Presentations, Panel Discussions

### Module coordinator

Professorship in Philosophy (Prof. Dr. Anne Reichold)

### Module prerequisites

Attendance in module 8

### Module transferability

M.A. European Studies
Module title: Cultural Diversity in Europe

Learning objective

'Diversity' is a central feature of European society and has been for centuries. Beyond the visible demographic changes occurring with the intensive migration processes since WW2, the 400 autochthonous minorities, 37 national and 53 ‘stateless’ languages spoken as well as the various religious communities constitute the intercultural fabric of society as a norm rather than as an exception on the continent. Accommodating and managing diversity, resolving and preventing cultural clashes, ensuring cultural survival and peaceful coexistence have therefore been a common challenge and an everyday reality shaped by the historical shifts of values, priorities and approaches. By addressing diversity as a fundamental condition and as a factor that has been and still is shaping political, economic, social and cultural developments in the wider European context, the module will address the complexity of the field exploring it from various perspectives. It will aim not only at equipping students with knowledge and skills to analyse critically phenomena and events, to assess and evaluate policies and practices, to respect, promote and protect cultural diversity and the identity of every individual on an equal basis. Upon completion of this module, students will be able to identify and explain fundamental aspects of cultural diversity and define the most important methods of diversity management. Since the approach of the module is multi-disciplinary, students will be able to examine cultural diversity issues from the perspectives of political science and law, including international human rights law and international relations studies, political theory, political sociology and cultural studies.

Professional competence

Students will be able to understand and critically discuss contemporary debates about cultural diversity in the wider European context. They will be able to analyze and compare different methods of cultural diversity management as well as illustrate them by various examples from current and historic European experience. They will be able to employ those methods and identify possible solutions for current cultural diversity issues.

Methodological competence

Students will be able to analyze crucial cultural diversity issues, understand and apply critical and post-structural methods of analysis in their research, deconstruct meanings of texts, symbols and cultural narratives, and design possible tools for diversity management.

Interpersonal competence

Through the critical reading and discussing of key texts, students will be able to justify and/or critique different views on cultural diversity topics. Working and discussing in groups and in plenum will enable them to formulate and present their arguments clearly.

Teaching and learning formats

Methods of instruction include, but are not limited to lectures, classroom discussions, student presentations and different forms of student group work and self-study based on reading lists.

Module coordinator

Honorary Professorship (Prof. Dr. Tove Hansen Malloy)

Module transferability

M.A. European Studies

Notes on the module examination:

Research paper (12-15 pages) and presentation (20 minutes)

Comments/ Other:

This module belongs to area 3 (Humanities and Cultural Science) of the 3rd semester compulsory electives.
## Social Philosophy of Europe

### Module title

<table>
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<th>Title</th>
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<th>Weekly semester hours</th>
<th>Compulsory/compulsory elective</th>
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<th>Planned group size</th>
<th>Classroom hours</th>
<th>Class preparation and review</th>
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Notes on the module examination: Portfolio and presentation (20 minutes)

Comments/ Other: This module belongs to area 3 (Humanities and Cultural Science) of the 3rd semester compulsory electives.

28.03.2019
## Module title

### Module 2D

**Compulsory elective module**

<table>
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<td>3rd semester</td>
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### Internship

#### Learning objective

With an internship students apply their theoretical knowledge in a study related work field. By this means, the internship serves as a preparation for a future career in many ways: By weighing study contents and interests, students orientate in the labour market at a crucial point during their studies to find possible employers.

#### Professional competence

The internship supports identifying prospective areas of work and also choosing a focus within the study programme. The internship will further develop the competences that students have received through their study process. After the internship, students submit a report that shows their ability to describe the structures and the processes of their internship’s institution. They summarise and present the main contents of their tasks and relate them analytically and critically to the study contents of the programme.

#### Methodological competence

By going through an application process, students receive a real impression of the labour market and its demands. This impression is reinforced by fulfilling the tasks given during the internship, discussing their work with colleagues and handling critical reviews adequately.

#### Interpersonal competence

By choosing an internship related to the field of European Studies students can further develop their intercultural competences that they have gained during their studies in the MA programme, as well as further skills and competences relevant for the future employability in an international environment.

#### Teaching and learning formats

Individual

#### Module coordinator

Programme Coordinator (Dr. Laura Asarite-Schmidt)

#### Module prerequisites

None

#### Module transferability

M.A. European Studies

### Sub-modules

#### Nr. | Title | Teaching method | Weekly semester hours | Compulsory/exam | Examination type | Graded? | Planned group size | Classroom hours | Class preparation | Exam preparation | Student workload |
<table>
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### Notes on the module examination

The performance will be evaluated based on an internship report (7-10 pages), with pass or fail.

### Comments/ Other

Requirements: The internship must be clearly connected to the goals of the study programme (an application must be submitted to the programme’s administration); A minimum of 3 weeks internship for a full-time position; An internship report (7-10 pages).
# Master of Arts European Studies

## Module title

### Master Thesis

<table>
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## Learning objective

Based on the knowledge gained in the different courses of the programme, students demonstrate their ability to produce an independent scientific work to master the application of research methods in answering a research question.

## Professional competence

Students can explore and elaborate an independent scientific work and prove deepened knowledge on their chosen subject.

## Methodological competence

The process goes along with integrating models and theories from the disciplines belonging to the programme, as well as a thorough analysis and reflection on the chosen topic and the developed research question. Students present their research process and its results in an adequate written manner. In their defence, students display the hypotheses of the thesis and their main findings in the form of an oral presentation and a subsequent discussion.

## Interpersonal competence

Students solve a problem independently within a set writing period by using scientific research methods. They draw conclusions from their research results and come up with recommendations.

## Teaching and learning formats

Individual Thesis writing and Colloquium.

## Module coordinator

Programme Coordinator (Dr. Laura Asarite-Schmidt)

## Module prerequisites

Completion of at least 75 CP (ECTS)

## Module transferability

M.A. European Studies

## Sub-modules

<table>
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<tr>
<th>Nr.</th>
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Notes on the module examination: MA Thesis (80-100 pages) and Thesis defence (60 minutes)

Comments/ Other: The module is composed of the following elements: Completion of the MA Thesis; Passing the MA Colloquium; Disputation

26.03.2019