



JACOBS  
UNIVERSITY



School of Humanities and Social Sciences

## Integrated Cultural Studies (BA)

Bachelor's Degree Program in  
World Literature, Art and Culture

## Document Status Sheet

Revision	Date	Reason for Revision
00	23.03.2009	Creation of Handbook
01	01.04.09	Comments added after SHSS faculty meeting.
02	06.07.09	Made changes according to the comments if needed. Added new course numbers.
03	08.09.09	Faculty update
04	02.06.10	Mandatory table update according to curriculum change.
05	15.07.10	Didactic means and learning outcomes were added to modules and courses

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This table is subject to change. Students are required to check the online course catalogue every semester.

<b>Integrated Cultural Studies: World Literature, Art &amp; Culture</b>						
	<b>Type</b>	<b>Course Number</b>	<b>Term</b>	<b>Year</b>	<b>Semester</b>	<b>Credits</b>
<b>CORE COMPONENT I: ICS</b>						<b>75.0</b>
<i>I. Module: Foundations and Interpretations of Culture</i>						
Theories of Literature and Textual Interpretation (L)	Seminar	630 102	Fall	1	I	5.0
World Religions in the Modern Age (Rel.)	Lecture	610 121	Fall	1	I	5.0
Theories of Art & Art History	Seminar	610 112	Fall	1	I	5.0
History of Globalization (IPH)	Seminar	850 322	Spring	3	VI	5.0
<i>II. Module: Theory and Analysis of Texts and Images</i>						
Introduction to Visual Studies und Picture Theory (A)	Lecture	610 111	Spring	1	II	5.0
Language, Languages, Texts (L/Ling.)	Seminar	610 122	Spring	1	II	5.0
Philosophical Aesthetics & Culture	Seminar	630 211	Spring	3	VI	5.0
<i>III. Module: Dynamics of Literature and Art</i>						
Dynamics of Literature I: Traditional Models (L)	Lecture	640 102	Fall	2	III	5.0
Dynamics of Art I: Modernism and the Avant-gardes (A)	Seminar	640 212	Fall	2	III	5.0
Dynamics of Literature II: Modernity (L)	Lecture	640 201	Spring	2	IV	5.0
Dynamics of Art II: Western and Non-Western Art (A)	Seminar	640 211	Spring	2	IV	5.0
<i>IV. Module: Conflicts in Modern Culture</i>						
Modern Economic History since the Industrial Revolution (IPH)	Seminar	840 202	Spring	2	IV	5.0
Literature and Cultural Conflicts (L)	Seminar	601 132	Fall	3	V	5.0
New Visual Media in Art and Society (A)	Seminar	610 301	Fall	3	V	5.0
Religious Communities in the Globalized World	Seminar	610 312	Spring	3	VI	5.0
<b>CORE COMPONENT II: Methods and Statistics</b>						<b>30.0</b>
<i>Module I: Practical Scholarly Skills</i>						
Academic and Professional Skills	Modules	990 100	Fall	1	I	2.5
BA Thesis Seminar	Seminar	990 301	Spring	3	VI	7.5
<i>Module II: Research Methods and Techniques</i>						
Introduction to Empirical Research and Research Design	Lecture	990 111	Fall	1	I	5.0
Statistical Methods I: Exploring Relationships and Comparing Groups	Lecture/Lab	990 102	Spring	1	II	5.0
<i>Module III: Research Concepts and Methodologies</i>						
Qualitative Research Methods & Methodology	Seminar	990 211	Spring	2	III	5.0
Foundations of Cultural Analysis. Humanities Methods	Lecture	990 131	Fall	2	III	5.0
<b>CORE COMPONENT III: SHSS Electives</b>						<b>45.0</b>
Electives from the SHSS (6 courses)						30.0
Language Courses (6 courses á 2.5 credit points)						15.0
<b>CORE COMPONENT IV: Transdisciplinary Courses</b>						<b>30.0</b>
6 transdisciplinary courses (Engineering and Science Courses or University Studies Courses)						
<b>Internship</b>			Summer	2	II	<b>0.0</b>
<b>Total Credits for the BA in Integrated Cultural Studies</b>						<b>180.0</b>

## **I. Concept**

This section briefly introduces the philosophy and structure of the Integrated Cultural Studies (ICS) curriculum.

### **1. Philosophy**

Literature and visual art are (together with music) the most important artistic symbolic forms in human culture. With a solid basis in history, history of religion, theory of language and theory of visibility, the BA program ICS offers in-depth approaches to literature and visual art. Special attention is given to the developments of these symbolic forms in the modern world. To understand them properly, they have to be situated in the context of human culture in its historical depth and global breadth.

The program explicitly takes up the Goethean term "World Literature," extending the concept to art as "World Art." Goethe already had a vision of a global cultural development which transcends traditional national cultures and languages, without, however, destroying or suppressing them. On the contrary, particular (national, regional) literary and artistic forms should flourish in the presence of the cultural activities of others and should together form the ensemble of a global culture - Weltkultur.

Thus cultural globalization, the main focus of our program, is not understood as a culture of – for instance – internationally best-selling books (in one global language) and works of art, but as a form of community encompassing very diverse cultural developments.

Within this framework intercultural and transcultural issues are becoming increasingly significant for political, cultural and everyday life. This is due to processes related to internationalization and globalization and the cultural changes and conflicts caused by them. The ICS curriculum is fully engaged with these trajectories of change and the complex ways in which they feed back upon contemporary literary and artistic products.

It is important to emphasize, however, that such cultural transformations are not only the result of recent processes of globalization and migration. The contemporary positioning of literature and art is also the outcome of centuries of historical development. It is impossible, for example, to comprehend the dominant postmodern tendencies in literature and art without knowing their critical, and, in some cases, pastiche relation to literature and art of the past.

As far as World Literature is concerned, the ICS degree program encompasses the study of literature and the analysis of culture from a theory-oriented point of view. Our curriculum aims at giving the student a sophisticated apparatus of theoretical analysis, based on a sound familiarity with the historical and social basis of literary production. This familiarity takes the form of a close study of major individual literary works and their cultural contexts.

The World Art part of the program incorporates traditional approaches to the visual arts but has greater breadth and a much stronger focus on artistic forms of the modern world than traditional art history programs. We emphasize, for example, the diversity of conceptual orientations in understanding artistic meaning. We also consider issues arising from the interpretation of non-Western art forms. In terms of focus, we concentrate on

the rise of modern art and the emergence of new visual media. The particular strength of this part of the program lies in its emphasis on visual theory in the broadest sense in terms of historical manifestations, philosophy and picture theory.

Since both literary and artistic forms are studied together, the relations between the two play an important role in the program. Parallels in literary and artistic developments, as well as in the corresponding theories, deepen the understanding of these forms of culture.

The BA program in ICS is distinctive in several respects:

Literature and art, as the most important symbolic forms of the human being, are studied together. It is a unique and innovative combined program on literature and art with a special emphasis on intercultural encounters, cross-cultural transfers, cultural comparison and transcultural universals in literary and art history. It gives due attention to the historical dimension, with special emphasis on theory, methods and on cultural history and theory. This noticeable overall bias towards theory and method is indicative of our teaching staff's profound interest in the relation between forms of literary and artistic production and the theoretical writing which influences that production and provides the appropriate intellectual clarification of art's broader significance.

The Jacobs University ICS degree is tailor-made. The faculty members who teach the degree are also the ones who designed it. This means that there is not only a balance between the subject areas, but also a clear integration in terms of curriculum organization. There is also a clear pattern of logical progression in terms of the increasing intellectual demands made on students as they move from one year of study to the next. Our degree, in other words, is a highly *integrated* one.

One additional strength of this program is the possibility of individually adding high-intensity language courses to the curriculum.

## 2. Structure

The ICS curriculum is a three-year program leading to a Bachelor of Arts in Integrated Cultural Studies. The course work consists of 15 mandatory courses, organized into four components:

- **Core Component I (ICS):** 15 mandatory courses introduce students to basic issues in the history and theory of world literature and art in the modern world. All the modules combine historical studies and attention to theoretical issues in varying proportion. The historical aspect gives the student essential background knowledge of key specific works of literature and art, and the broader stylistic and cultural factors which these embody. This allows for informed critical and analytical judgment, as opposed to mere cultural generalizations. The theoretical aspects of each module build upon and extend this informed judgment by introducing students to a broad range of analytical and critical skills that draw upon many different intellectual traditions

- **Core Component II (Methods and Statistics):** The 6 mandatory courses in this module familiarize students with broader analytic strategies in the humanities and social sciences and provide practical training in their use and application.
- **Component III (SHSS Electives and Language Courses):** The ICS curriculum seeks to create links with ‘neighboring’ subjects and disciplines in the SHSS. ICS students take a total of six so-called elective courses from all undergraduate programs in the SHSS. Additionally, students have to take six language courses.
- **Component IV (Transdisciplinary Courses):** The ICS curriculum builds two bridges to engineering and science. ICS students take elective courses from the offerings of Engineering and Science as well as so-called University Studies Courses (USCs). University Studies Courses are a specialty of Jacobs University. They are taught jointly by one professor of each of the two Schools on a topic linking the humanities or social sciences and engineering or the sciences. In these courses, transdisciplinarity comes into itself. In total each student must take six transdisciplinary courses during the course of their studies.

## II. Organization

This section provides information on the organizational principles and procedures of the ICS curriculum.

### 1. Formal requirements

Successful completion of study requirements leads to a BA degree after three years (i.e., six semesters). Most courses count 5.0 ECTS credit points. To obtain the BA degree in ICS, 180 ECTS credit points are needed. Compared with other grading systems, Jacobs University’s grading scheme looks as follows:

**Table 1: Jacobs University Grading Scheme**

Jacobs University Numerical Value	European Credit Transfer System (ECTS)	American Grade	American Numerical Value	Jacobs Univ. GPA
1.0	Excellent (A)	A+	4.33	1.00–1.16
1.33 1.67	Very Good (B)	A A-	4.00 3.67	1.17 – 1.83
2.00 2.33	Good (C)	B+ B	3.33 3.00	1.84 – 2.49
2.67 3.00 3.33	Satisfactory (D)	B- C+ C	2.67 2.33 2.00	2.50 – 3.49
3.67 4.00 4.33	Sufficient (E)	C- D+ D	1.67 1.33 1.00	3.50 – 4.49
4.67 5.00	Failing (F)	D- F	0.67 0.00	4.50 – 5.00

For further information on grading regulations, please consult the Jacobs University internet site.

At Jacobs University students may choose to take a double major, or in very exceptional cases, a combined major. Please see the "Policies and Regulations" on the website for further information.

Furthermore, all undergraduate students are required to complete an internship, normally to be accomplished between the second and third year of study. The internship must last at least two consecutive months. Each student must file a report with the Career Services Center shortly after completion of the internship experience. Information about the internship will be listed on the transcript. For more information on internships see <http://www.jacobs-university.de/career-services/internship>.

Student performance is assessed exclusively within the courses taken. There are no separate final examinations. The requirements for each course are flexible and are specified in advance. For introductory courses, the usual assessment format consists of a mid-term and a final written exam. In more advanced courses, it may include oral presentations, classroom discussion, position papers or a research paper. The BA thesis is also written and evaluated as part of a specific course. As a matter of policy, there are no courses that require physical presence alone (no *Sitzscheine*).

Students are informed about their grades regularly and quickly. At the end of each semester, they receive a grade report with grades for all the courses they have taken from the beginning of their studies as well as their grade point average for each semester. They also receive a transcript with the final degree. This detailed record is particularly important for students who apply to study programs abroad (e.g. graduate school). Since fall 2003, this system has been replaced by a fully computerized system (CampusNet) giving students online access to their grade record.

## **2. Organization of the coursework**

Whilst all the modules in ICS offer a combination of historical and theoretical study, there is an emphasis on the theoretical aspects and on contemporary developments already from the very beginning of the curriculum. Each course lasts one semester (14 weeks). Students usually meet twice a week for sessions of 75 minutes. ICS courses, which are offered annually, consist of a maximum 28 sessions. Those basic-grounding courses with a strong historical element are generally organized around lectures, whilst the more theoretically or problem orientated ones take the form of seminar classes. Lab classes constitute an integral element of the Language and Statistics and Methods component of ICS.

Participation in a course requires electronic registration in the beginning of the semester. Courses can be dropped or added during the first two weeks of a semester. After that deadline, participation is mandatory. Each course has its own site in CampusNet with important information such as a short summary of the course content, substantive and formal course requirements, and a syllabus detailing reading material, forms of examination, substantial foci, thematic sequences as well as learning targets. An online discussion forum is available for each course where participants can further discuss class topics or access additional teaching materials. All students need laptops and will have access to a wireless network which allows for flexible use of electronic information resources inside and outside the classroom.



### 3. Faculty

The ICS curriculum is taught by a faculty that is specifically recruited for this program. Integrated Cultural Studies professors are not separated into different departments, but form an integrated unit along with the professors of humanities. Thus, the transdisciplinary character of the program also extends to the professors teaching it.

The ICS degree program involves professors from the following disciplines:

- Prof. Dr. Immacolata Amodeo (on leave), Professor of Literature
- Prof. Dr. N.N., Professor of Literature
- Prof. Dr. Marc Frey, Professor of International History
- Prof. Dr. Peter Ludes, Professor of Mass Communication
- Prof. Dr. Hans G. Kippenberg, Professor of Comparative Religious Studies
- Prof. Dr. Birgit Mersmann, Professor of Non-Western and European Art
- Prof. Dr. Jürgen Trabant, Professor of European Plurilingualism
- Prof. Dr. Corinna Unger, Professor of Modern European History
- Prof. Dr. Welf Werner, Professor of International Economics
- Prof. Dr. Isabel Wünsche, Professor of Art and Art History

The methods component is taught by additional faculty:

- Prof. Dr. Klaus Boehnke, Professor of Social Science Methodology
- Dr. Karina De Santis, University Lecturer in Statistics and Methods
- Dr. Özen Odag, University Lecturer in Methods
- Prof. Dr. Margrit Schreier, Professor of Empirical Methods in the Humanities and Social Sciences
- Prof. Dr. Colin Vance, Adjunct Professor of Quantitative Methods
- Prof. Dr. Adalbert Wilhelm, Professor of Statistics

## III. Content

### 1. Core Component (Integrated Cultural Studies)

This section describes the component of each of the four modules of the ICS degree in detail.

#### 1.1 Structure

The ICS Core Component is organized around a main problem, namely understanding the broader theoretical and cultural significance of literature and art in the modern world within specific cultural and historical settings. This problem is explored through four modules, comprised of up to four courses.

## 1.2 Modules and Courses

### **Module 1:** Foundations and Interpretations of Culture

**Semester:** 1 - 6  
**Frequency:** yearly  
**Credits:** 20 ECTS

**Learning Outcomes:**

Familiarity with important foundations and interpretations of culture in particular literary, visual-artistic, religious and historical aspects from a theoretical and empirical point of view

Profound understanding of literature, visual arts, world religions and history of globalization

Familiarity with the main theories of literature, art/art history, world religions and history of globalization.

Mastery of literary, art-historical and cultural analysis

Competence in collecting and analyzing primary and secondary sources, synthesizing their content and selecting the important information

Presentation of arguments in oral and written form

**Content:**

The module provides students with insights into the historical foundations and theoretical interpretations of culture. The four courses introduce the fundamental historical, cultural and religious coordinates for understanding the conditions of our modern and global world. On the basis of a culture-integrative historical perspective, they teach how to interpret products and forms of cultural representation and performance by familiarizing students with the main methods of literary, art-historical, and religious analysis.

### **630 102 Theories of Literature and Textual Interpretation**

*Type:* Seminar  
*Semester:* Fall 1 / Semester I  
*Credits Points:* 5 ECTS

**Learning Elements:**

Introduction to basic techniques of bibliographical research

Close reading of theoretical texts

Discussion of selected problems figured out in these theoretical texts

Short presentations

Student-led discussions of excerpts from theoretical texts

Written examinations; explanation of some relevant linguistic particularities

**Content:**

This course covers the theories of interpretation and analysis and contextualization in poetry, narrative and drama. Central to this course is the introduction to theories of text and literature, i.e. applied literary theory from Antiquity (Plato, Aristotle) through 18<sup>th</sup>- and 19<sup>th</sup>-century aesthetics to contemporary literary theory. The main emphasis of this course is on literary

theory from Structuralism and Post-structuralism through Deconstruction and Postmodernism to Gender Studies, New Historicism and Postcolonial Theory. Critical terms and approaches, the philosophy of text and textuality and concepts of authorship and literary text production contribute to an understanding of how literary theory helps with the critical analysis and interpretation of literature.

### **610 121 World Religions in the Modern Age**

*Type:* Lecture  
*Semester:* Fall 1 / Semester I  
*Credits Points:* 5 ECTS

#### **Learning Elements:**

Profound knowledge of forms of modern religiosity  
Ability to collect and interpret relevant data  
Presentation of data-based findings in class  
Final paper showing the ability to understand and analyze the religious language of the sources

#### **Content:**

The course introduces into the history of Hinduism, Judaism, Christianity and Islam in the modern age. In contrast to an expectation of a decline of religions due to the process of secularization, religions have become powerful actors in the modern society since the seventies of the 20<sup>th</sup> century. Though state funded temples, synagogues, churches and mosques are still losing members in many countries, this trend does not entail a disappearance of religions from the public sphere. The lectures introduces into the history of the oral and written of the religions by presenting and explaining their main rituals and major forms of their community. The confrontation of these religions with modernity deeply affected them and transformed their world views and ethics. In Christian countries, social classes interpreted their experiences of social change in religious terms and generated new kinds of religious attitudes to the world, among them Apocalypticism, Fundamentalism and Esotericism. In Judaism, the secular Zionist project of establishing a Jewish state was opposed by rabbinical authorities. Here the discovery of Kabbalah and Chassidism established non-rabbinical forms of religiosity that had an impact on the culture and politics of Israel. In Islam, since the end of the 19<sup>th</sup> century, the decline of traditional institutions and the impact of Western hegemony has challenged intellectuals to retrieve concepts and social forms from the stock of their traditions to turn a predominant habitus of quietism into an active subjective religiosity. In all these cases the experience of modernity fostered new kinds of religiosity.

The students are expected to check their basis knowledge regarding Hinduism, Judaism, Christianity and Islam in a midterm examen, to present in the class fundamental source texts of the various religions and to write a final paper on a pioneer of the revival of one of these religions.

**610 112 Theories of Art and Art History**

*Type:* Seminar  
*Semester:* Fall 1 / Semester I  
*Credits Points:* 5 ECTS

**Learning Elements:**

Analysis of original works of art in a museum and/or exhibition environment  
Analysis of original texts in the classroom  
Individual presentations and group discussions  
Grading based on active participation, art and text presentations, and research papers

**Content:**

The course offers an introduction to the “reading” of visual art and familiarizes students with the basic technical terms, key analytic concepts, and fundamental theoretical methods of art history. Instruction focuses on the analysis and interpretation of original art works, including painting, sculpture, design, graphic works, photography, and installations. Analyzing art works, reaching from examples of Medieval altar painting, Renaissance drawings, and Baroque sculpture to abstraction and contemporary art, the course centers around the methods of form and content analysis and addresses the writings of Winckelmann, Riegl, Wölfflin, Warburg, Panofsky, Greenberg, and key proponents of the “New Art History,” including Marxist, feminist and psychoanalytic critical theories. Aim of the course is to give students an understanding of the various forms of representation in their historical settings as well as their broader theoretical significance.

**850 322 History of Globalization**

*Type:* Seminar  
*Semester:* Spring 3 / Semester VI  
*Credits Points:* 5 ECTS

**Learning Elements:**

Acquaintance with major global events and developments  
Ability to analyze and synthesize complex historical phenomena (cultural, social, political, economic)  
Familiarity with important concepts and theories of globalization and related phenomena (capitalism, development, modernity, etc.)  
Introduction to historiography, especially global and transnational history  
Relating historical problems to contemporary phenomena and debates  
Practice in analyzing scholarly texts and sources  
Strengthening research and writing skills  
Emphasis on in-class discussion and presentations

**Content:**

Globalization is a central paradigm for our time; it is both a descriptive and an analytical category. Less well known are the antecedents and earlier phases of globalization. This course introduces students to the history of globalization from the 16th to the 20th century. The focus is on structural developments like transportation, communication, migrations and economic issues, as well as on the impact of these issues on the intellectual conception of the world. Integration and fragmentation, interaction, transfer and cooperation are the main methodological tools by which the multi-layered histories of globalization are reconstructed. Finally, the course looks at dominant theories of globalization.

**Module 2:** Theory and Analysis of Texts and Images

**Semester:** 2 - 6  
**Frequency:** yearly  
**Credits:** 15 ECTS

**Learning Elements:**

Familiarity with the main language and picture theories  
Proficiency in textual and visual analysis  
Training of rhetorical and presentation skills  
Competence in scholarly writing

**Content:**

The module gives an advanced introduction to the field of cultural theory and analysis by integrating different disciplinary approaches, methodologies, and perspectives. It covers a broad spectrum of cultural productions from symbolic to aesthetic forms. The courses in this module address cultural aspects and representational problems of language, languages, and texts from a theoretical and empirical point of view and acquaint with basic concepts of visual perception, picture theory and visual culture studies. The aesthetics seminar in the fifth semester critically deals with philosophical concepts that have shaped literature and the visual arts throughout modern and postmodern times.

***610 111 Introduction to Visual Studies und Picture Theory***

*Type:* Lecture  
*Semester:* Spring 1 / Semester II  
*Credits Points:* 5 ECTS

**Learning Elements:**

Profound understanding of theories of visibility and pictoriality  
Familiarity with new research approaches in visual studies  
Proficiency in visual analysis  
Development of visual media competence

Training of rhetorical and presentation skills  
Theoretical and practical experience in designing a research poster  
Competence in scholarly writing

**Content:**

The proliferation of new media, in particular digital technologies, has enhanced the global circulation of images and drawn new attention to their power. In response to the increasing visual impact on culture and society, a Pictorial or Iconic Turn was proclaimed within the humanities, almost concurrently in the United States and in Europe. In order to study the “society of the spectacle” and the “politics of visibility” against the backdrop of the media industry and traditions of visual representation, new methodological and theoretical approaches have been developed and institutionalized that both include and transcend art history as a classical field of visual analysis. The course will survey and compare the most prominent research approaches in visual studies and picture theory, among them the Anglo-Saxon visual culture in relation to visual studies, the German “Bildwissenschaften.” The discussion of programmatic texts will be combined with practical visual analysis.

**610 122 Language, Languages, Texts**

*Type:* Seminar  
*Semester:* Spring 1 / Semester II  
*Credits Points:* 5 ECTS

**Learning Elements:**

Profound understanding of the basic functions of language  
Acquaintance with the diversity of historical languages  
Training in reading and analyzing foreign languages and texts  
Advancement of rhetorical and presentation skills  
Competence in scholarly writing

**Content:**

This course introduces the basic notions of a systematic reflection on language. Language is considered according to three levels of manifestation: as a universal, particular and individual activity. On the universal level, the fundamental functions of language are communication and the creation of thought (cognition). Language acquisition (and language evolution) is the implementation of an innate faculty in different cultural contexts. Hence language does not manifest itself as one universal language but as the diversity of the historical languages of the world, which are "views" of the world and not only different sounds. The universal rules of the human language faculty and the particular historical rules of human languages form the background for individual linguistic production- the creation of utterances and texts (discourse). Special attention is given to the aesthetic function of discourse. The human gestural-visual system is deeply connected with language and materializes in the second manifestation of a fully developed

linguistic creativity- in writing. Literature is the most developed manifestation of language in our culture. Visual language leads to a consideration of the relation of language and discourse to visual symbolic forms.

### **630 211 Philosophical Aesthetics & Culture**

*Type:* Seminar  
*Semester:* Spring 3 / Semester VI  
*Credits Points:* 5 ECTS

#### **Learning Elements:**

Development of professional skills, in particular presentational skills  
Intellectual handling of the theoretically and conceptually difficult text materials and visualization, in new media, of their application and topical relevance

#### **Content:**

Topics to be treated include (among others): A brief history of general aesthetics. A brief history of philosophical notions of art (literary, visual and other). Different types of aesthetic theory and philosophical theory of art. Metaphysical versus formal (versus other) notions of artistic achievements. The reception of art: emotional versus intellectual theories. The production of art: metaphysical versus psychological theories (and others). Art and time, art and history: the inevitable (?) ageing of artistic forms. Art and taste: What are the principles (if any) of adequate judgments about art? The epistemic role of art in the history of the human species: art and cognition, art and truth. The moral role of art in the history of the human species: art and the formation of ethical notions of human life. Also: Does the aesthetic have moral effects in itself? Intercultural relationships between art forms of different cultural origin. Are we facing a one-world-art already (or will do so soon) and are we to welcome that development? In that context also: environmental art, environmental aesthetics.

### **Module 3: Dynamics of Literature and Art**

**Semester:** 3 – 6-  
**Frequency:** yearly  
**Credits:** 20 ECTS

#### **Learning Outcomes:**

Familiarity with contexts in which literature, art and related media deploy their special cognitive-affective and aesthetic powers while being embedded within the turbulences and dynamics of culture  
Deeper knowledge of representative works from different cultural contexts  
Interpretational skills: analyzing, locating and contextualizing art, literature and media within cultural tensions

Special skills in the comparison of arts and cultures; awareness of both the fluidity and normativity of so-called culture and of the overlappings and interpenetrations between cultures

**Content:**

The individual courses in this module are organized in such a way as to create and increase an awareness of both the specificity and the interrelatedness of aesthetic and more broadly cultural phenomena. For heuristic and analytical purposes, they put a certain emphasis on Western models. These are systematically, but only provisionally confronted with developments in other cultures. In such a provisional confrontation, no pure concept of Western or Non-Western cultures and arts is intended. Rather, students are expected to study and appreciate what cultural and historical studies have come to see as the entangled dynamics of literature, art and culture at large. The module therefore culminates in the examination of the concepts of World Literature and Global Art.

**640 102 Dynamics of Literature I: Traditional Models**

*Type:* Lecture  
*Semester:* Fall 2 / Semester III  
*Credits Points:* 5 ECTS

**Learning Elements:**

Didactic means:

- Media-supported presentations, also joint presentations for the improvement of combined analytical, rhetorical, technological and social skills
- Essay-writing for the improvement of in-depth analytical and historical understanding
- Group work for training in comparative analysis, especially in historical, that is specific combinations of local and global contexts

Course Structure and Teaching Methods:

At the discretion of instructor (see actual course schedule in respective semesters)

Examinations:

- Combination of presentations, essays, mid-term and final examinations at the discretion of instructor
- Crucial role of active class participation

**Content:**

This course on the dynamics of world literature and culture in general focuses on the interrelation of text and cultural context at a crucial point in time in the development of western and non-western literature and culture, in particular between the 16<sup>th</sup> and the 18<sup>th</sup> century. The course delineates the development of new forms of drama, the early stages and the overwhelming success of the novel and the adaptation of poetic forms such as the sonnet. Cross-cultural



fertilization forms one of the major factors shaping literary production, and this course discusses a broad range of literary texts, their interdependence and/or unique features and developments in different cultures. The diachronic and synchronic analysis of world literature and culture provided in this course complements the more genre-specific-courses within this module.

**640 212 Dynamics of Art I: Modernism and the Avant-gardes**

Type: *Seminar*  
Semester: *Fall 2 / Semester III*  
Credits Points: *5 ECTS*

**Learning Elements:**

Presentations and group discussions on the emergence, historical and socio-cultural conditions, artistic practices and theoretical considerations of modernist art and the avant-garde movements  
Analysis of specific art works and original manifestos  
Usage of the visual material in the online studies gallery  
Field-trip to a modern art museum  
Grading based on active participation, reading assignments, presentation, and research paper

**Content:**

The course examines the practice of artistic avant-gardism from the mid-nineteenth to the late twentieth century. Discussing questions such as the role of art in the modern world and art as a vehicle for social change versus art as a self-critical discipline that pursues primarily aesthetic ends, the course examines the visual arts in their social, cultural and transnational contexts and analyzes the relationship between art and political and/or philosophical ideas. Instruction focuses on modernist tendencies in painting, such as Impressionism, Post-Impressionism and Symbolism; the historic avant-garde movements, among them Futurism, Constructivism, Dada and Surrealism; and the neo-avant-garde, including Abstract Expressionism, Pop Art and Nouveau Réalisme. Furthermore the course will touch on the role of art institutions and the art market as well as the relationship between modernist art and mass culture and consider art-historical theories of the modernist, historical and neo-avant-gardes, as well as feminist and other critiques of avant-gardism.

**640 201 Dynamics of Literature II: Modernity**

Type: *Lecture*  
Semester: *Spring 2 / Semester IV*  
Credits Points: *5 ECTS*

**Learning Elements:**

Didactic means:

- Media-supported presentations, also joint presentations for the improvement of combined analytical, rhetorical, technological and social skills
- Essay-writing for the improvement of in-depth analytical and historical understanding
- Group work for training in comparative analysis, especially in historical, that is specific combinations of local and global contexts

Course Structure and Teaching Methods:

At the discretion of instructor (see actual course schedule in respective semesters)

Examinations:

- Combination of presentations, essays, mid-term and final examinations at the discretion of instructor
- Crucial role of active class participation

**Content:**

This course continues with the discussion of the development of world literature after the 18<sup>th</sup> century. Realism, Naturalism and the rise of Modernism in its various literary manifestations forms the first part of this course. The second part deals with literary developments after Modernism up to the present day. It incorporates an in-depth look at contemporary literature and problematizes the importance of the canon and the process of canonization. This is particularly important in comparative approaches to literature in a global, Western and Non-Western context. Different forms of literary texts, from traditional fiction to historiographical writing, travel literature, postcolonial texts, experimental poetry and innovative forms of drama and theatre will be discussed. Finally, the analysis and contextualization of global and cross-cultural contemporary media such as modern electronic forms of literature – film, video art on stage or literary hypertexts – concludes this survey course.

**640 211 Dynamics of Art II: Western and Non-Western Art**

Type: Seminar  
Semester: Spring 2 / Semester IV  
Credits Points: 5 ECTS

**Learning Elements:**

Introduction into the multi-perspectives of global art history  
Critical discussion of Western art (historical) concepts  
Development of intercultural visual competence  
Training of rhetorical and presentation skills  
Theoretical and practical experience in designing a research poster  
Competence in scholarly writing

**Content:**

From the outset of the European Renaissance, Western visual art has experienced extraordinary dynamics of modernization and reformulation. Driven by inventiveness and originality as key concepts of modern aesthetics, Western art has run through a great number of epochs, styles and genres from the 15<sup>th</sup> to the 20<sup>th</sup> century, climaxing in the rapid succession and partial synchronicity of the avant-garde movements. This enormous change on the historical axis was cross-fertilized by topographical change resulting from intensive intercultural encounters of Western with non-Western art. The course focuses on the points of intersection between the historical and topographical axis of renewal and redefinition with regard to both Western and non-Western art. It will trace and investigate the impact of Non-Western art on Western art and discuss processes of transculturation, be it the “renaissance” effect of Antiquity and Oriental optical theory on the invention of the panel painting, the influence of Chinese and Indian art on the formation of Baroque and Rococo art, that of Japanese art on impressionism, or African Primitivism on Fauvism and Cubism. Vice versa, it will explore how the impact of Western art reshaped and dynamized non-Western art. These cross-cultural investigations will be embedded in a theoretical framework, including concepts of inter- and transculturality, translation studies and postcolonial theory.

**Module 4:** Conflicts in Modern Culture

Semester: 4 - 6  
Frequency: yearly  
Credits: 20 ECTS

**Learning Outcomes:**

Transdisciplinary understanding of modern culture  
Ability to locate, analyze, and contextualize conflicts in modern culture  
Deepened knowledge of cultural theory  
Development of an integrative cultural competence

**Content:**

The courses in this module are dedicated to predominant tendencies in modern culture in their relation to economic, political, social, religious and technical developments in the globalized world, which often manifest themselves in rather conflictual forms. The dissolution of boundaries between the arts, their reconfigurations in performances and hybrid forms under the influence of new media technology are investigated against the background of societal and institutional transformations from industrialization to the advent of consumer culture and new religious communitarism. Cultural theory with its manifold transdisciplinary approaches serves as the overarching framework to historically contextualize and critically address the problems and conflicts inherent to modern culture. This culture-theoretical embedding of discourses on modernity is considered an important foundation for a deeper understanding of the conditions of postmodern culture and the conflictual forms of globalization.

**840 202 Modern Economic History since the Industrial Revolution**

*Type:* Seminar  
*Semester:* Spring 2 / Semester IV  
*Credits Points:* 5 ECTS

**Content:**

The major economic transformation of the world starting in 18th-century England constitutes the core concern of this course. Since the field of modern economic history has witnessed a major transformation, with a significant expansion of both its subject area and its theoretical foundations, the classical process of the Industrial Revolution in technology and production will form an important starting point, but will no longer exclusively define this field. Attention will also be given to the preconditions of industrial growth in the agricultural and commercial economy of early-modern Europe. The history of economic processes has begun to include not just production, but also trade and consumption, as modern societies are increasingly defined as "consumer societies." In addition, the "cultural turn" has also had an impact on economic history, leading to a new emphasis on economic action, economic ideology and the cultural implications of economic behavior. The course provides an overview of both classical and new topics in modern economic history, from early-modern beginnings to postwar economies after 1945 and issues of economic "globalization," and at the same time introduces students to different ways of conceptualizing past economies. The chief interest lies with Western economies, but their interrelations with local and dependent economies on the fringes of the Western world are also considered.

**601 132 Literature and Cultural Conflicts**

Type: *Seminar*  
Semester: *Fall 3 / Semester V*  
Credits Points: *5 ECTS*

**Learning Elements:**

Didactic means:

- Media-supported presentations, also joint presentations for the improvement of combined analytical, rhetorical, technological and social skills
- Essay-writing for the improvement of in-depth analytical and historical understanding
- Group work for training in comparative analysis, especially in historical, that is specific combinations of local and global contexts

**Course Structure and Teaching Methods:**

At the discretion of instructor (see actual course schedule in respective semesters)

Examinations:

- Combination of presentations, essays, mid-term and final examinations at the discretion of instructor
- Crucial role of active class participation

**Content:**

This course looks at canonized and non-canonized phenomena in the field of literature from an intercultural and transcultural perspective. It shows that literatures have never been static and able to reproduce themselves from within, but that they have always been the result of dynamic and often conflicting conglomerates of heterogeneous elements and movements. Concepts such as identity and homogeneity, cultural conformity and diversity, memory and literature as cultural archive form the basis for this course. Based on classical and recent cultural theory, this course looks at dissonances and ruptures in literature as points of departure for further investigation. It also provides insights into the theory and practice of literary production under the perspective of post-nationalism. Literary discontinuities and writers who have subverted the coherence of traditional modes of literary representation are analyzed from a transcultural perspective. In how far the regional and culturally homogenous mode of literary production has changed in favor of a global type of literary discourse and practice, and in how far this has provoked a return from the global to the regional, from center to periphery and back, forms one of the topics of this course. How religious discourse becomes a source for types of literature that propagate values beyond existing social norms and therefore creates social conflicts is another important problem to be discussed in this course.

**610 301 New Visual Media in Art and Society**

Type: Seminar  
Semester: Fall 3 / Semester V  
Credits Points: 5 ECTS

**Learning Elements:**

Profound historical and contemporary understanding of new visual media technologies and media cultures  
Familiarity with the main tendencies in media art  
Proficiency in the visual analysis of new media and media art  
Development of theoretical and practical visual media competence  
Training of rhetorical and presentation skills  
Theoretical and practical experience in designing a research poster  
Competence in Scholarly Writing

**Content:**

This course examines the impact of analogue and digital media on the fine arts, beginning with the rivalry between painting and photography and continuing to present-day synthesis between art, technology and science. The aesthetic and social significance of new imaging technologies, including photography, film, television, video, multi-media installations and new electronic media, will be investigated and related to the heightened role of visual images in modernity and postmodernity. Case studies and exercises in analyzing, interpreting, and contextualizing examples of media art history will be framed with theoretical texts.

**610 312 Religious Communities in the Globalized World**

Type: Seminar  
Semester: Spring 3 / Semester VI  
Credits Points: 5 ECTS

**Learning Elements:**

Familiarity with the functions and structures of religious communities in the age of globalization  
Midterm exam  
Presentation of case studies  
Final paper

**Content:**

Since the seventies of the 20<sup>th</sup> century religious communities are spreading rapidly on a global scale. The course will familiarize students with the classical forms of church, synagogue, mosque, temple, with their communal activities and traditional institutions. The focus of the course will be on the empowerment of non-traditional forms of associations in the age of

globalization: sub-national enclaves and transnational diasporas. In a midterm the historical and theoretical understanding of these processes will be tested. In the second part of the course students will test their insight by analyzing Jewish, Christian, Muslim or Hindu cases: e.g. the inclusion of faith communities in the US welfare system since 1996; the state in the Middle-East, that never organized public services, while religious associations were claiming to be the legitimate performer; Muslim labour migrants in the diaspora that establish mosques as centres for social services and that due to technologies of communication and travelling became part of transnational networks; religious associations in regions and times of crisis that create armed wings to defend their territory against enemies. The students present these and other selected cases to the class and in a final paper show their ability to understand these developments.

## 2. Core Component II (Methods and Statistics)

### 2.1 Structure

While the Core Component (Integrated Cultural Studies) examines the theoretical ramifications of *specific* works of art and literature in a historical setting, Component II (Methods and Statistics) allows students to complement their analyses of cultural particulars with methods and skills aimed at the understanding of more general social phenomena. The aim is to enable students to design, conduct, evaluate and present empirical research. To this end, the courses in the methods component provide students with a sound understanding of the concepts and assumptions behind specific methods and research techniques, as well as practical experience in the application of these methods and techniques. Lab classes are an integral part of the coursework.

**Table 2:** Core Component II (Methods and Statistics)

<u>General Problem</u> Designing, Conducting, Evaluating and Presenting Empirical Research		
Module I: Practical Scholarly Skills	Module II: Research Methods and Techniques	Module III: Research Concepts and Methodologies

The methods component consists of 6 mandatory courses organized into three modules. Each module focuses on a different aspect of the research process. The first module concentrates on basic scholarly skills, such as literature searches and retrievals, purposeful reading, summarizing prior research, and information extraction, and teaches students to present and communicate the results of scholarly work effectively (Module I: Practical Scholarly Skills). The second module introduces students to quantitative and qualitative approaches to research design, information collection and processing, and enables them to choose and apply appropriate analytical

techniques to empirical data (Module II: Research Methods and Techniques). The third module examines different methodologies, and their underlying concepts and rationales. It addresses issues of data reliability and concept validity, and alerts students to the assumptions implicit in different research methods and techniques (Module III: Research Concepts and Methodologies). Table 2 summarizes the structure of the Methods Component.

## 2.2 Modules and Courses

### **Module I:** Practical Scholarly Skills

<b>Semester:</b>	1 - 6
<b>Frequency:</b>	yearly
<b>Credits:</b>	10 ECTS

#### **Learning Outcomes:**

Proficiency in finding, evaluating and assessing reliable and relevant academic sources

Competence in locating, evaluating and assessing reliable and relevant qualitative as well as quantitative data

Mastery of relevant practical skills

Mastery of rhetoric and presentation skills

Competence in selecting, developing, and addressing a research question

Competence in scholarly writing

Understanding of and adherence to the ethical principles of academic conduct

#### **Content:**

Practical scholarly skills are learned and acquired throughout the duration of the studies. The two courses in this module provide an explicit frame for this continuous learning process. The first course starts with a mandatory component in the first semester that introduces the fundamental principles and procedures of scientific inquiry and scholarly work. Students will learn the criteria, formats and means to find, assess and evaluate academic sources as well as data. They will be enabled to see the common grounds in this respect shared by the individual disciplines and also learn the aspects that are characteristic for the individual disciplines. The content of the core component is selected in such a way that students receive a common basic training to successfully engage in academic work on the undergraduate level and adhere to the principles of academic integrity. Throughout all six semesters of the program students then can choose from different workshop options equipping students with career related practical skills.

The second course, taught in the last semester, focuses on the skills involved in generating, presenting and communicating research results, and assists students with designing and conducting their first independent research project, the baccalaureate thesis.

In this module students acquire the necessary practical scholarly skills to enter successfully either upon graduate studies or the labor market.



**990 100 Academic and Professional Skills**

*Type:* Modules  
*Semester:* Fall 1 / Semester I  
*Credits Points:* 2.5 ECTS

The Academic and Professional Skills (APS) module aims at broadening students' key qualifications to increase academic success, foster career planning, and enhance employability. The APS module is mandatory for all students of the School of Humanities and Social Sciences (SHSS) and the following majors: International Logistics, Integrated Environmental Studies, Cognitive Psychology and Neuroscience, Information Management and Systems and Global Economics and Management. APS consists of one obligatory course "Academic skills in a nutshell: an introduction to writing an academic paper" (1.6 credits), which must be completed in the first semester of studies, and a series of elective workshops (0.9 credits), which can be completed during the three years at Jacobs University. Students pass the APS module when they successfully obtain a total of 2.5 credits, including the obligatory course.

"Academic skills in a nutshell: an introduction to writing an academic paper" introduces students to the basic principles and procedures of scientific inquiry. Students will learn the essentials of writing an academic paper, which will prepare them for academic life at the university level and enable them to be more successful throughout their studies. On successful completion of the course students will be awarded 1.6 credits toward the overall APS module credit.

The elective credits in the APS module cover a wide range of professional, academic, coping, and interpersonal skills. Workshops are offered by SHSS, Career Services, the Information Resource Center, the Counseling Center, Financial Services, and more. SHSS publishes a schedule and description of upcoming elective credits at the start of every semester. Students are able to choose workshops tailored to their needs and wishes (to a total of at least 0.9 credits).

**990 301 BA Thesis Seminar**

*Type:* Seminar  
*Semester:* Spring 4 / Semester VI  
*Credits Points:* 7.5 ECTS

The purpose of the course is to guide students through the process of writing their baccalaureate thesis. The seminar serves as a source of technical advice and as a forum for the discussion of problems encountered in the writing process. It also trains students to review, critically assess and discuss research projects.

Classes are kept small and are organized around related topics of the baccalaureate thesis. Each group is instructed by a regular faculty member and will meet in at least *four workshops* organized around the following topics:

1. Brief review of research design issues
2. Developing a research question and writing a research proposal
3. Discussing and improving the research proposal.
4. Presentation of progress report.
5. Presentation and discussion of main scientific contribution of thesis.

The baccalaureate thesis is intended to demonstrate mastery of the contents and methods of the major. Topics for the baccalaureate theses will be developed by the students in close cooperation with their thesis supervisors. The thesis shall comprise between 6250 and 7000 words and will be evaluated by both the thesis supervisor and the course instructor.

### **Module II:** Research Methods and Techniques

**Semester:** 1 - 2  
**Frequency:** yearly  
**Credits:** 10 ECTS

#### **Learning Outcomes:**

Knowledge about fundamental principles and procedures in empirical research

Profound knowledge of the empirical research process

Familiarity with the main procedures for data collection

General knowledge of data analysis approaches and techniques

Profound knowledge of basic statistical techniques to explore relationships and compare groups

Familiarity with statistical software

#### **Content:**

The two courses in this module serve as an introduction to the empirical research process and its different qualitative and quantitative research methods. They generate familiarity with the empirical research paradigm and the empirical research process common to all scientific disciplines. The full spectrum of data collection approaches and techniques is discussed bridging the traditional qualitative and quantitative methods divide. An important aspect is the discussion of different approaches and criteria for assessing the quality and the soundness of empirical research, such as representativity, objectivity, reliability and validity. The courses include rigorous training in the selection, application and interpretation of different analytical techniques fostered by practical training with state-of-the-art software for analysis purposes.

### ***990 111 Introduction to Empirical Research and Research Design***

*Type:* Lecture  
*Semester:* Fall 1 / Semester I  
*Credits Points:* 5 ECTS

This is an introductory lecture on the basic problems and strategies involved in data collection in the social sciences. It explains how quantitative and qualitative researchers acquire their data. It gives an overview of basic approaches to empirical research, such as field studies, case studies, longitudinal research, cross-cultural comparisons, and non-reactive studies. The course also discusses sampling strategies and research techniques, including surveys, observation, experiments, and narrative interviews.

The theoretical concepts and paradigms are introduced by presenting real-world research projects and following a case-oriented approach. A first short introduction to methods of statistical analysis in empirical research is offered in this lecture as well. To foster the practical experience with empirical research students are offered the opportunity to gain partial course credits by volunteering as participants in experiments in the social and behavioral sciences.

### **990 102 Statistical Methods I: Exploring Relationships and Comparing Groups**

*Type:* Lecture/Lab  
*Semester:* Spring 1 / Semester II  
*Credits Points:* 5 ECTS

This course extends the discussion of quantitative methods beyond the introductory level. It reviews some exemplary pieces of quantitative research in the social sciences in order to explain basic statistical concepts and examine their potential and limitations. The topics covered include descriptive statistics, hypothesis testing, regression and correlation, and analysis of variance. The course is equally divided between lecture and lab sessions. During the lab sessions, the tools and concepts discussed during the lecture sessions are applied to real life data sets. The course also serves as a basic training in the statistics software SPSS. Lab classes are run with small student numbers to ensure optimum supervision and learning outcome. In regular homework tasks students will work in teams to apply their acquired knowledge to typical data analysis situations.

Students who successfully complete this course will not receive credits towards the 180 ECTS-credits required for their BA degree from the course "Statistical Concepts and Data Analysis (course-no.: 990 121)". These courses are mutually exclusive due to comparable content.

### **Module III: Research Concepts and Methodologies**

**Semester:** 2 - 6  
**Frequency:** yearly  
**Credits:** 10 ECTS

#### **Learning Outcomes:**

Profound understanding of the logic underlying selected research designs

Practical experience in implementing comparative designs  
Practical experience in designing and implementing inductive research designs  
Ability to derive theoretical constructs from empirical observations  
Ability to develop suitable measurements of theoretical constructs  
Ability to develop instruments for data collection and data analysis  
Ability to evaluate empirical results in terms of underlying theories and concepts  
Ability to evaluate empirical results in the context of empiricist and interpretivist research designs

**Content:**

The two courses in this module are concerned with the fundamental logic and underlying rationale of different social science methodologies, focusing on the interrelation between research question, design, methods for data collection and analysis, and the evaluation of the research process and the results. This enables students to evaluate research carried out by others as to the appropriateness of the various components and the quality of the results. Moreover, students are also equipped with the skills for developing their own research question, selecting a suitable design and research methods and for critically evaluating the results of their own research. The distinctive contribution of this module consists in the integration of methodological expertise and practical research skills.

**990131 Foundations of Cultural Analysis. Humanities Methods**

Type: *Seminar*  
Semester: *Fall 2 / Semester III*  
Credits Points: *5 ECTS*

**Learning Elements:**

- Introduction into
  - a) the concept of culture
  - b) the emergence of cultural studies in the 19th and again the 20th century in the USA, UK, France and Germany
  - c) the cultural, linguistic, iconic, and performative turn in the study of modern language, literature, art, and religion
- Familiarity with the main Humanities methods and approaches
- Practical training in the application of Humanities methods for analyzing language/texts, images, and actions

**Content:**

This introductory course aims at familiarizing students with the basic principles and key concepts of cultural analysis. It is fundamental for the integration of the various parts of the “Integrated Cultural Studies” program with its multidisciplinary approaches. Consequently it combines problem-oriented studies of diverse cultural concepts and methodologies with training in the application of methods for the main fields of the Humanities as

represented by linguistics, literary studies, history, art history and visual studies, religious studies along with social and cultural anthropology.

Cultural analytical topics of discussion include the rise of the concept of culture as distinct from the notions of society and civilization, the emergence of cultural studies as an integral part but also a crosscurrent of the Humanities, the linguistic, iconic and translational turns within cultural studies, as well as the new forms of cultural knowledge in the age of digital networking.

Training in the application of methods introduces the main Humanities methods and approaches to language, image and action including hermeneutics, iconography/iconology, semiotics, discourse analysis, performative traditions, (post-)structuralism, postcolonialism, historicism, metahistory. On the basis of representative examples of usage and by means of short papers on applied cultural analysis, students will learn how to analyze, interpret and critique different types, genres and media of visuals, texts, and rituals/performances.

### **990 202 Qualitative Research: Methods and Methodology**

*Type:* Seminar

*Semester:* Spring 2 / Semester IV

*Credits Points:* 5 ECTS

Qualitative research is concerned with meaning – for instance, the meaning that events have for people, or the meaning of written texts or works of art. By applying qualitative methods, researchers seek to obtain an in-depth understanding of these meanings. The course examines the methodological foundations of qualitative research, introduces purposive sampling strategies that are especially suitable for an in-depth discovery of meaning, discusses how researchers from the humanities and social sciences acquire their data (for instance through interviews, focus groups, or observation), and reviews methods for the analysis of qualitative data (such as: various types of coding, content analysis, discourse analysis, visual analysis). Special emphasis is placed on examining the ‘quality of qualitative research’, including the extent to which the traditional criteria of objectivity, reliability, and validity can be applied. The course is held in part as a seminar and in part as a lab where students apply the methods to data from their own fields of study.

During the lab sessions, students are required to participate in and report on activities involving the application and trying out of selected methods. Also, students will develop, carry out, and report on small group research projects, fostering the integration of methodological knowledge about methods and designs with practical expertise in applying these methods. Lab sessions are run with small groups to ensure optimal supervision of research projects.

### **3. Component III: SHSS Electives and Language Courses**

In contrast to the two highly standardized and modularized core components, this third component of the ICS curriculum is more flexible and offers students more room for choice. The areas covered – all SHSS courses from the undergraduate programs – are of obvious interest to students of the visual

arts and literature. History illuminates the broader contexts in which artistic production always takes place. Familiarity with the social sciences facilitates understanding of those broader socio-economic and political factors which inform historical and cultural transformations. Integrated social and cognitive psychology provides insights into patterns of human thinking and behavior that are not the immediate province of comparative literature, but which can have significant effects on and in turn be affected by artistic and literary production and reception.

This component offers students the opportunity to explore some of the links and complementarities between the arts, history, the social sciences, and psychology. While students are encouraged to take a broad range of courses, and to sample courses from fields that do not immediately appeal to them, they are free to set their own priorities.

For further information on the courses available in this component, please check the Jacobs University's internet site.

Additionally, students have to take six language courses.

#### **4. Component IV: Courses in Engineering and Science and University Studies Courses**

The links between Integrated Cultural Studies and engineering and the natural sciences are not obvious at first sight. However, University Studies Courses such as 'Sun, Moon, and Planets', 'Crime and Fiction' and 'The Science of Writing and the Writing of Science' show that such linkages do exist and are important. These special transdisciplinary courses are extremely popular among students because they confront and couple remote disciplinary perspectives and thus lead to surprising insights. Students can choose from a varying menu of University Studies Courses. For a current listing please see Jacobs University's internet site.

In this component, students can also take elective courses in Jacobs University's engineering and science programs, such as mathematics, physics, or computer science. These courses provide them with insights that can sometimes be applied surprisingly well in their own fields of study. They also expose the students to a healthy 'culture shock' by forcing them to think like scientists or engineers.

For a listing of the courses offered by Jacobs University's School of Engineering and Science, please consult Jacobs University's internet site.

### **IV. Job Perspectives and the Graduate Program**

The BA degree in ICS offers students three ways to continue their careers: they can enter the job market immediately; they can enter a graduate program at another high ranking university all over the world; or they can continue their studies in our own Humanities graduate program.

After graduating the career options are varied. Graduates can work in the cultural sector for museums as curators or managers, in heritage industries, in archives, for the EU or other international projects.

In the private sector the possibilities are as diverse. Graduates can move into journalism and media, publishing houses, public relations, advertisement or marketing.

The graduate program 'Intercultural Humanities' leads to an MA after two years and to a PhD after an additional three years. The basic philosophy of the graduate program is the same as that of the undergraduate program. The graduate program, however, requires stronger specialization.

The MA phase consists of 9 graduate courses and an MA thesis. Three of the nine seminars must be taken within the core discipline or major, three additional seminars can be chosen from the other humanities disciplines, two more seminars are electives to be chosen from the graduate courses in Integrated Social Sciences, i.e. political science, sociology or economics. The ninth course is a seminar in humanities and social science theories and methods.

In the 3-year PhD phase, the students conduct an independent research project culminating in a dissertation.