JACOBS UNIVERSITY

Intercultural Relations and Behavior

Bachelor's Degree Program (BA)

Disclaimer

As of September 1, 2014 the School of Engineering and Science and the School of Humanities and Social Sciences have been replaced by the Focus Areas Health, Mobility and Diversity. Handbooks and policies might still refer to the old structure of Schools.

If this is the case, references to the School of Engineering and Science include courses offered within the following disciplines:

- Electrical Engineering and Computer Science
- Life Sciences
- Logistics
- Mathematical Sciences
- Natural and Environmental Sciences

References to the School of Humanities and Social Sciences include courses offered within the following disciplines:

- Economics and Management
- History
- Humanities
- Law
- Psychology
- Social Sciences
- Statistics and Methods

Document Status Sheet

Revision	Date	Reason for Revision
01	08.05.2008	Information regarding double / combined majors inserted.
02	20.08.2008	Revision of Handbook Curriculum Reform 2008
03	13.07.2009/ 08.09.2009 18.06.2010	Faculty update
04	23.05.2011	Methods Courses update
05	11.01.2012	Course replacement added
06	9.08.2013	Changes to the course description of 730 201 Stereotypes, Prejudice and Discrimination
07	28.07.2014	Cover updated, disclaimer included.

Accreditation of the BA program in

International Politics and History

Jacobs University has been re-accredited by the German Council of Science and Humanities (Wissenschaftsrat) in 2008 for the duration of 10 years.

Content

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

Intercultural Relations and Behavior						
	type	**course number**	**term**	**year**	**semester**	**credits**
CORE COMPONENT I: Social Sciences						**75.0**
I. Module: Social Cognition						
Introduction to Social Psychology	Lecture	730 101	Fall	1	I	5.0
Attitudes and Social Cognition	Seminar	730 102	Spring	1	II	5.0
Stereotypes, Prejudice, and Discrimination	Lecture	730 201	Fall	2	III	5.0
II. Module: Interpersonal Processes and Behavior						
Culture and Organizational Behavior/Cross-Cultural Management	Seminar	701 202	Spring	2	IV	5.0
Communication and Interaction	Seminar	720 301	Fall	3	V	5.0
Culture and Cognition	Seminar	720 311	Fall	3	V	5.0
III. Module: Mass Beliefs and Political Systems						
Comparing Political Systems	Lecture	910 101	Fall	1	I	5.0
Mass Beliefs and Democracy	Lecture	920 102	Fall	1	I	5.0
Civic Networks and Social Capital	Seminar	930 102	Spring	1	II	5.0
Culture and Society	Seminar	920 201	Fall	2	III	5.0
IV. Module: Mass Communication						
Mass Media and Network Communication	Lecture	940 101	Spring	1	II	5.0
Comparing Mass Communication Systems	Seminar	940 201	Spring	2	IV	5.0
Mediated Intercultural Communication	Seminar	701 201	Spring	3	VI	5.0
V. Module: Applications						
Firms and Markets	Lecture	930 312	Spring	2	IV	5.0
Intercultural Competence	Seminar	701 211	Spring	3	VI	5.0
CORE COMPONENT II: Methods and Statistics						**35.0**
Module I: Practical Scholarly Skills						
Academic and Professional Skills	Modules	990 100	Fall	1	I	2.5
Bachelor Thesis Seminar	Seminar	990 301	Spring	3	VI	7.5
Module II: Research Methods and Techniques						
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
Statistical Methods II: Classification, Modelling, and Prediction	Lecture/Lab	990 201	Fall	2	III	5.0
Module III: Research Concepts and Methodologies						
The Logic of Comparative Research	Seminar	990 211	Fall	2	III	5.0
Students choose one out of the following courses: Secondary Data Analysis, Meta-Analysis, Structural Equation Modeling *1			Spring	2	VI	5.0
CORE COMPONENT III: SHSS Electives and Language Courses						**40.0**
Electives from the SHSS (6-8 courses) / Language Courses (up to 4 courses á 2.5 credit points)						
CORE COMPONENT IV: Transdisciplinary Courses						**30.0**
6 transdisciplinary courses (Engineering and Science Courses or University Studies Courses)						
Internship			Summer	2	IV	**0.0**
Total Credits for the BA in Intercultural Relations and Behavior						**180.0**

*1 – Courses within Core Component II - Module III (Research Concepts and Methodologies) may vary according to demand and available capacities.

Jacobs University Bremen reserves the right to substitute courses by replacements and/or reduce the number of mandatory/mandatory elective courses offered.

I. Concept

This section briefly introduces the philosophy and structure of the IRB-curriculum.

1. Philosophy

The world is experiencing the age of globalization. Efficiently communicating and interacting with people from various cultural and ethnic backgrounds is becoming ever more important in daily settings. The goal of the "Intercultural Relations and Behavior" curriculum (IRB) is to equip students with the necessary skills to deal successfully with the diversity globalization brings about. This requires profound theoretical intercultural understanding on two levels: How does culture influence *individual* as well as *collective* behavior? Consequently, the IRB program combines two levels of analysis. A micro-level analysis is advanced by Social Psychology: How do individuals think, feel, and act and how is their thinking, feeling, and behavior influenced by the social environment? How does culture affect the ways we perceive others and interact with them? What are stereotypes, prejudice, and discrimination and what can be done to reduce biases in interpersonal perception and behavior? How are the relations between members of different social groups formed and what are typical biases in inter-group settings? What are the underlying processes of the social interaction and communication?

This molecular level of analysis is complemented by a macro-level perspective on supra-individual processes which is advanced by comparative courses from various social sciences (e.g., Sociology, Political Science, Mass Communication, as well as Economics), asking how societies, political systems and their public discourse differ from one another. What are values and how can survey research assess them? What are the underlying processes of value change? What is the role of personal trust, relational networks and social capital in the functioning of the larger structures of society?

While the primary focus of the IRB curriculum is a theoretical one, it also includes more applied courses on management and on intercultural competence and training.

2. Structure

The IRB-curriculum is a three year program leading to a Bachelor of Arts in Intercultural Relations and Behavior. The course work is organized into four components:

Core Component I (Social Sciences): 15 mandatory courses introduce students to basic issues and theories in social psychology, sociology, political science, mass communication, and economics. The courses are organized into five different modules.

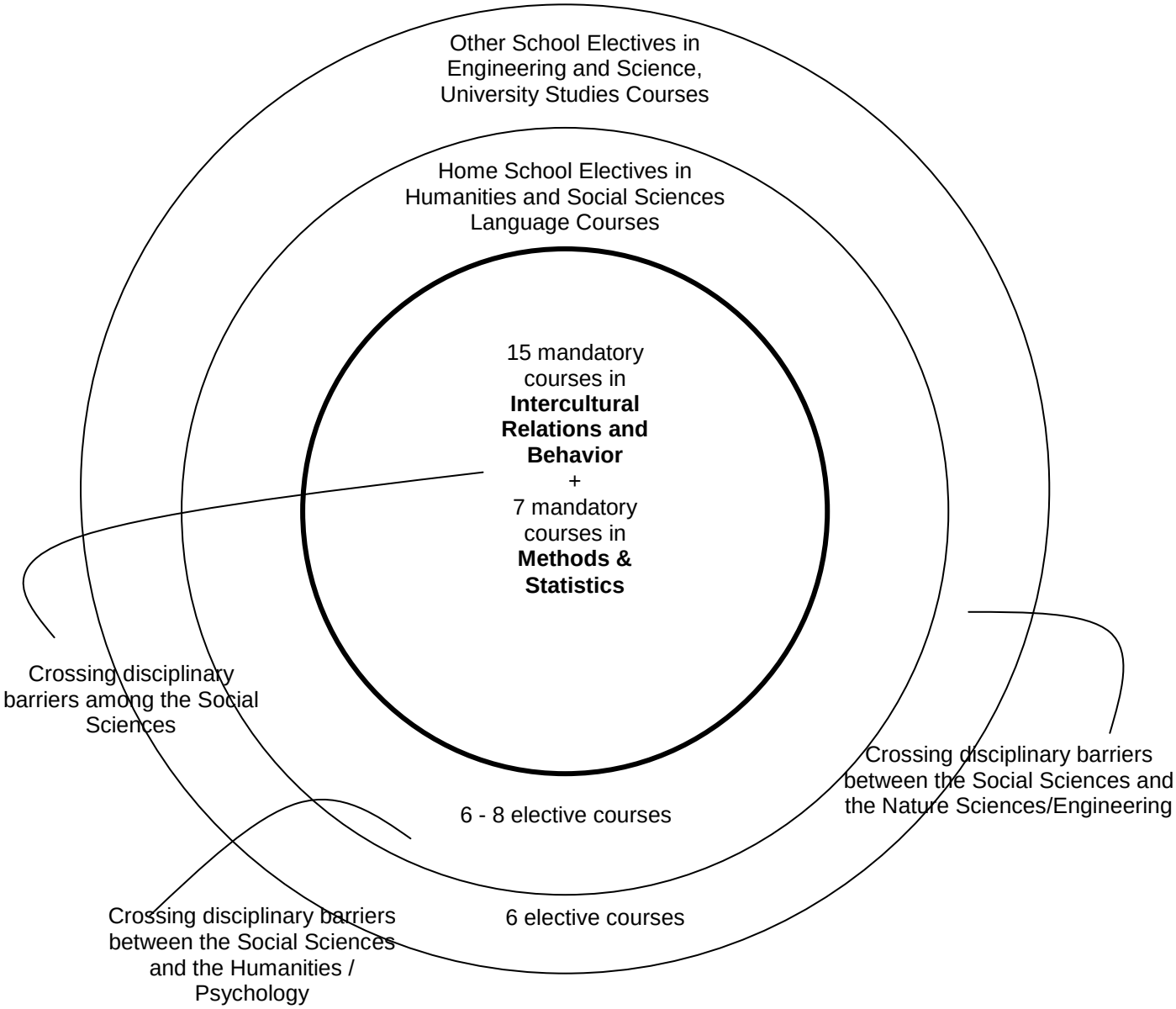
Core Component II (Methods and Statistics): The social science disciplines share not only theories and research problems; they also share common methodological approaches and research methods. The 7 mandatory courses in this module familiarize students with these methods, and provide practical training in their use and application.

Component III (SHSS Electives and Language Courses): The IRB-curriculum goes beyond social science transdisciplinarity to create links to 'neighboring' disciplines in the SHSS. IRB-students take a total of 6 - 8 so-called elective courses from all undergraduate programs in the School for Humanities and Social Sciences. Additionally, students may take up to four language courses.

Component IV (Transdisciplinary Courses): The IRB-curriculum builds two bridges to engineering and science. IRB-students take elective courses from the offerings of Jacobs University's School of Engineering and Science as well as so-called University Studies Courses. 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 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.

The four components can be visualized as forming concentric circles (see figure 1). The first two components constitute the core of the IRB-curriculum. They comprise what students must know, substantively and methodologically, in order to qualify as an IRB-major. They have a fixed and highly coordinated modular structure. Students are informed in advance which courses they should take in which semester. As a result, both students and instructors can rely on a basic level of knowledge in any given course.

Figure 1: Architecture of the IRB-curriculum



The other two components encircle this core. Their organization is less strict and leaves more room for choice. The Humanities and Social Sciences component (i.e. home school electives) gives IRB-students the opportunity to explore links to disciplines such as history, art and literature, and psychology, but does not regulate which courses the students take from these fields. Likewise, the engineering and science component (i.e. other school electives) brings IRB-students in contact with disciplines such as mathematics, astrophysics or chemistry, but leaves it to them to decide which of these fields they will explore in elective and University Study Courses.

In conclusion, the structure of the IRB-curriculum reflects the philosophy that an undergraduate program should avoid specialization at too early a stage. Giving students an adequate understanding of the complex ways in which human judgment and behavior is culturally shaped requires a program of courses that interweaves different disciplinary perspectives, conveys a sound understanding of methodologies, and is enriched by familiarity with the humanities and engineering and science. The IRB-curriculum is designed to achieve this purpose.

II. Organization

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

1. Formal requirements

The minimum of 36 courses in the IRB-curriculum lead to a BA degree after three years (i.e., six semesters). Most courses count 5.0 ECTS credit points. Hence, 180 ECTS credit points are needed to obtain the BA degree in IRB. 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 website (http://www.jacobs-university.de).

At Jacobs University students may choose to take a double major, or in very exceptional cases, a combined major. It is not possible for students to take a double major in Intercultural Relations and Behavior, and Integrated Social Sciences or Intercultural Relations and Behavior, and Integrated Social and Cognitive Psychology. Please see the "Policies and Regulations" on the website for further information.

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 (campus.net) giving students online access to their grade record.

2. Organization of the coursework

The sequence of the IRB courses leads students from more general to more specific subjects. Each course lasts one semester (14 weeks). Students usually meet twice a week for sessions of 75 minutes. IRB courses, which are offered annually, are made up of 28 sessions. The course content is largely pre-defined by the curriculum. Introductory courses for each module are generally offered as lectures and more advanced courses as seminars. Lab classes constitute an integral element of the methods courses.

Participation in a course requires electronic registration in the preceding 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 campus.net 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 IRB curriculum is taught by a faculty that is specifically recruited for this program. The professors are not separated into different departments, such as sociology, political science, etc., but form one integrated faculty. Thus, the transdisciplinary character of the program also extends to the professors teaching it.

The present IRB faculty includes:

- Prof. Dr. Matthijs Bogaards, Professor of Political Science
- Prof. Dr. Christopher Cohrs, Professor of Psychology
- Prof. Dr. Jan Delhey, Professor of Sociology
- Prof. Dr. Arvid Kappas, Professor of Psychology
- Prof. Dr. Ulrich Kühnen, Professor of Psychology
- Prof. Dr. Sonia Lippke, Professor f Health Psychology
- Prof. Dr. Peter Ludes, Professor of Mass Communication
- Prof. Dr. Marion G. Müller, Professor of Mass Communication
- Prof. Dr. Song Yan, Professor of Psychology

The methods component is taught by additional faculty:

- Prof. Dr. Klaus Boehnke, Professor of Social Science Methodology
- Dr. Katja Hanke, University Lecturer for Cross-Cultural Psychology and its Methods
- 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
- Prof. Dr. Colin Vance, Adjunct Professor of Quantitative Methods
- Prof. Dr. Adalbert FX Wilhelm, Professor of Statistics

III. Content

This section describes the content of each of the four IRB-components in detail.

1. Core Component I (Intercultural Relations and Behavior)

1.1 Structure

The IRB curriculum aims at understanding human judgment and behavior in its social and cultural embeddedness. Two major perspectives are combined: At a micro-level of analysis advanced by Social Psychology courses investigate the impact of social and cultural influences on thinking, feeling and action of individuals (module I) and social groups (module II). This perspective is complemented by the meso- and macro-level of analysis of Political Science and Sociology (module III) and Mass Communication (module IV). The Sociology and Political Science courses of module III ask whether secular trends such as globalization and individualization destroy social capital and community bonds, or simply reconstitute them at a different level. As communication is the basis of every social interaction and the impact of technologically mediated communication becomes ever more important, the courses of module V analyze how this influences the content of the communication and the effect this communication has on society. Finally, students are equipped with a competitive set of competencies to pursue a career in applied fields where intercultural competence is required and promoted (module V).

Table 2 summarizes the structure of the Social Sciences Component.

Table 2: Core Component I (Intercultural Relations and Behavior)

<table>
<tr><td colspan="5">General Aim
Understanding human judgment and behavior
in its social and cultural embeddeness</td></tr>
<tr><td colspan="2">Micro-level of analysis</td><td colspan="2">Meso- and Macro-level of analysis</td><td>Applications</td></tr>
<tr><td>Module I: Social Cognition</td><td>Module II: Interpersonal Processes and Behavior</td><td>Module III: Mass Beliefs and Political Systems</td><td>Module IV: Mass Communi-cation</td><td>Module V: Applications</td></tr>
</table>

1.2 Modules and Courses

Module I: Social Cognition

Semester: 1 - 3
Frequency: yearly
Credits: 15 ECTS

Humans are by nature social beings. Their mental processes and actions are influenced by their social context at the individual level, in interaction, and in groups. Hence, the courses of this module provide an introduction to the micro-level perspective advanced by Social Psychology which examines human thinking, feeling, judgment and action primarily by understanding influences of the social context. The courses of this module focus primarily on individual cognition and behavior.

730 101 Introduction to Social Psychology

Type: Lecture

Semester: Fall 1 / Semester I

Credits Points: 5 ECTS

Social Psychology is a scientific field that seeks to understand the nature and causes of individual behavior, thought, judgment and emotion in social situations. In other words, our feelings, thoughts and behavior are very much influenced by typical contextual factors such as the living environment, the social structure, or the political sphere, to name a few. However, context also refers to other factors that influence how an object or a person is perceived, such as the mood, the expectations, the needs and the prior knowledge of a perceiver. Other Social Psychology issues of interest include how people interact, how inter-group conflict can be understood, and when people help each other or aggress against each other.

This lecture will review important aspects of social psychological research, which then will be discussed in more detail in 2nd and 3rd year seminars. These aspects include:

- History of Social Psychology: A brief history of the origins of Psychology and the development of Social Psychology as an own discipline.
- Basic concepts and methods of Social Psychology
- Classic theories: Attribution theory, dissonance theory, and self perception theory, etc.
- Person perception and social encoding: Which features are salient and which drive our evaluation? What affects our attitudes and our evaluation of people?
- Person memory: Which information is remembered?
- Stereotypes, prejudice and discrimination: The concept of stereotypes and their consequences. How can stereotypes be changed?

- Social inference: How do judgments and decisions change according to the social contexts? Heuristics and biases. Bad and good decision-making.
- Automatic social cognition: Basic concepts, theories, and experiments on the ongoing consciousness debate. Are all our judgments malleable? Is most of our behavior produced unintentionally?
- Inter-group conflict and behavior: How can inter-group conflict be understood and resolved? What produces it? How can it be prevented?
- Social Identity and the self: How can the self be understood from a social psychological perspective?
- Communication: Theories of communication. Group work and group performance. Communication problems.
- Mood: Social Psychological theories of mood. The influences of mood on cognition. The influence of cognition on mood. Mood and behavior.
- Motivation: Theories of needs and goals. Behavior in the social context. Achievement motivation. Aggression and pro-social behavior.

730 102 Attitudes and Social Cognition

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

Attitudes and social cognition are core topics of social psychology. An attitude is a representation summarizing an individual's evaluation of an object. Attitudes often combine feelings (affect), inclinations to act (behaviour), and beliefs (cognition). From a layperson's perspective, one might think that an attitude is stable and, when needed, can be retrieved like a stored document: We know whom we love, we know what we like and this will not change that easily. Social Psychological research challenged this notion by providing empirical evidence reflecting the fact that people do not read up their attitudes from an internal meter: Rather, attitudes are malleable and susceptible to various context influences. Given that this is the case, the measurement of

attitudes needs a scientific training. It is important to know the methods available to assess people's attitudes and the pros and cons of these methods. The context-sensitivity also opens avenues for change. Thus, for example, undesired attitudes leading to unhealthy behaviour can be changed if one understands their nature.

Social objects of cognitive representations, such as other people and groups, are of particular interest in social psychology. The structures and processes involved in forming representations of social objects are the topic of social cognition research.

The seminar will provide students with an overview of the main methods, approaches, and findings from research on attitudes and social cognition, and specifically cover the following aspects:

- Historical developments in attitude research
- The concept of attitudes
- The measurement of attitudes: Classic, explicit measures (e.g., questionnaire methods) and implicit measures (e.g., reaction time measures).
- The origin of attitudes
- Situational influences on the construction of attitudes.
- How attitudes can influence behavior and vice versa
- Attitude change and persuasion
- What is *social* cognition: Representations and evaluations about social objects
- (Automatic) activation of knowledge in social cognition
- Social cognition as co-cognition: Sharing representations with social subjects

730 201 Stereotypes, Prejudice and Discrimination

Type: Lecture

Semester: Fall 2 / Semester III

Pre-Requisites: 730 101 Introduction to Social Psychology

Credits Points: 5 ECTS

Generally speaking, this course is about how individuals think and feel about members of other social categories (e.g., defined in terms of race or ethnicity, gender, sexual orientation, weight, age group, disabilities etc.) and how they behave in relation to them – in other words, about the phenomena that have been termed “stereotypes”, “prejudice”, and “discrimination”. These complex social psychological phenomena involve basic cognitive and affective processes in individuals as much as processes related to group norms, intergroup relations, and social construction in a given socio-cultural context.

The course covers the conceptualization and measurement of stereotypes, prejudice, and discrimination and, with consideration of multiple levels of analysis, their various sources as well as approaches to combating them. More specifically, the topics covered in the course include:

- Prevalence of stereotypes, prejudice, and discrimination in society (e.g., at the workplace, in education); cultural differences
- The target's perspective: consequences of stereotypes, prejudice, and discrimination (e.g., stereotype threat, self-fulfilling prophecy)
- History of research on stereotypes, prejudice, and discrimination
- Research methods and measurement of stereotyping, prejudice, and discrimination (e.g., implicit and explicit measures, old-fashioned and modern racism/sexism)
- Levels of analysis and different theoretical approaches (e.g., social cognition, social norms and identities, inter-group conflict)
- The mental representation of stereotypes: person memory (schema, prototype, exemplar models), models of stereotype change

- Cognitive and affective factors involved in stereotype activation and application (e.g., social categorization, automaticity, mood, motivation, self-esteem)
- Individual differences in stereotypes, prejudice, and discrimination (e.g., personality, authoritarianism, social dominance orientation)
- Social identity: the role of stereotypes, prejudice, and discrimination for group identity
- Intergroup relations: how stereotypes, prejudice, and discrimination depend on the relations between groups in society (e.g., competition for res strategies to combat stereotypes, prejudice, and discrimination (stereotype suppression, contact hypothesis, Jigsaw classrooms, political correctness norms, collective action, societal and legal changes).ources, intergroup threats)

Module II: Interpersonal Processes and Behavior

Semester: 4 - 5
Frequency: yearly
Credits: 15 ECTS

This module extends the Social Psychological perspective of module I. While the first module primarily focuses on the individual, the second module assesses inter-individual and group processes. These include psychological phenomena within and between the members of social groups, social interactions, and the impact of culture on cognition.

701 202 Culture and Organizational Behavior/Cross-Cultural Management

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

The globalization of the business environment is accompanied by an increasing number of cross-cultural interactions in the workplace. This course deals with the question of how culture influences behavior in organizational settings, especially the effect of culture on management from a predominantly psychological perspective, and provides the essential concepts for global cross-cultural management.

Starting from describing/comparing national cultures, and defining organizational culture, the intermediate mechanisms for the influence of culture on organizational behavior are explored using psychological concepts. Organization relevant factors such as organizational structure, workgroup/team, motivation, etc. will be illuminated in a cultural context. Based on the analysis of cultural environment and embedment, cross-cultural managerial activities will be elaborated in the process and behavior of decision making, leadership, communication, and negotiation across cultures. Further implications for international management, inter alia, for Human Resource Management are to be discussed as well.

720 301 Communication and Interaction

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

Communication and interaction are processes that can be studied at different levels. This course will initially investigate classical models of communication and introduce key concepts as they are used in psychology and related disciplines. Then communication and interaction will be analyzed from different view points focusing on the biological underpinnings in humans, the

evolutionary perspective and specifically brain research on language and paralanguage. Communication and interaction will then be analyzed regarding their interaction in social context and in the light of relevant theories dealing with relationships and roles. Inter-individual differences in communication skills will be discussed and applied issues such as training, assessment, and the internet will be touched upon.

Specific topics of this course include:

- Theory of communication (codes, signs, channels, etc.)
- Biological bases of communication
- Communication in animals
- Evolutionary approaches to communication and language
- Neuroscience of language processing, psycholinguistics
- Language and paralanguage/non verbal communication
- The role of communication in the development of social cognition
- Communication in social context
- Cultural aspects of communication
- Regulation of interaction
- Dyadic interaction and communication in groups
- Specific research methods
- Mass media and communication
- Communication and the arts
- Internet
- Nonverbal skills and emotional intelligence
- Communication in business

720 311 Culture and Cognition

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

Cognitive scientists and cultural theorists traditionally have thought about the culture's influences on cognition quite differently. From a Cognitive Science perspective, the study of cognition typically is construed as the search for

those aspects of mental experience that are uniformly true for all. In fact for much of the 20th century most psychologists assumed that all normal human beings were equipped with the same set of attentional, perceptual, memorial, learning, and inferential procedures. From a Cultural Studies perspective, there is no avoiding the cultural framework within which individuals think and act. The idea of universal mental experiences is often rejected outright by many cultural theorists; every human thought and perception is uniquely situated within a very specific framework informed by history, tradition, language, social context, etc. The goal of this seminar is to explore the dynamic of both perspectives by asking which aspects of human thinking and judgment are universally the same or culturally shaped.

In particular the following issues and questions will be addressed:

- Definitions of culture and dimensions of cultural comparisons
- Methodological challenges of studying culture's influences
- Culture and systems of thought: Analytic versus holistic thinking
- Causal attribution across cultures: How fundamental is the fundamental attribution error?
- Cultural differences in reasoning: Western logic versus Eastern dialectics
- The self-concept in a cross-cultural perspective: Independent versus interdependent self-construals
- Culture and context: How flexible are cross-cultural variations in self-construals?
- Does thinking about the self influence thinking in general?
- Direct versus indirect communication in different cultures
- Characteristics of cross-cultural interaction: Working in multi-cultural teams
- Intercultural trainings
- This seminar provides an introduction to important theoretical approaches from both Cognitive and Social Psychology as well as from adjacent other disciplines, like Anthropology or Ethnology. The discussed research

findings may, however, help to improve cross-cultural interaction in many applied fields.

This course is a prerequisite for *701 211 Intercultural Competence*.

Module III: Mass Beliefs and Political Systems

Semester: 1 - 3
Frequency: yearly
Credits: 20 ECTS

This module analyzes the political governance structures of society and focuses on civic values, symbolic identities, and public attitudes that create social capital, and help citizens to develop a sense of belonging. The courses ask whether secular trends such as globalization and individualization destroy social capital and community bonds, or simply reconstitute them at a different level.

910 101 Comparing Political Systems

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

The nation state is the central governance structure in contemporary society. Combining abstract reasoning and empirical case studies, this lecture introduces students to patterns and problems of state organization. It starts with a comparison of authoritarian, totalitarian, and democratic regimes. It continues with a review of central features of democracies, such as political parties, electoral systems, executive-legislative relations, federalism, and constitutional review, and ends by looking into transitions to democracy in Eastern Europe and elsewhere.

920 102 Mass Beliefs and Democracy

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

The lecture introduces students to the determinants and effects of mass beliefs and attitudes. Drawing on milestone studies of civic culture as well as recent evidence from the World Value Survey, the course considers whether the factors that structure and shape mass beliefs are universal or culture specific in character. It also examines secular trends in value change and attitudinal predispositions and how these affect the effectiveness and legitimacy of democracy in contemporary society.

930 102 Civic Networks and Social Capital

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

The market, the state, and the other macro-institutions discussed in modules I and II are embedded in social structures at the micro-level. This seminar examines the importance of personal trust, relational networks, and social capital for the functioning of the larger structures of society. It explains how apparently 'good' structures can fail in the absence of adequate social support, and how, on the basis of civic networks and social capital, citizens can work around, and change apparently 'bad' structures.

920 201 Culture and Society

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

Culture is an important source of both, social integration *and* disintegration. On the one hand, it provides unified symbolic frames and shared normative and cognitive understandings. On the other hand, its production is a highly contested terrain, prone to change and innovation. This seminar looks at

culture from both angles. It examines the dynamics of symbolic and objectified meaning production, and analyses how culture affects, and is in turn affected by, social conditions and political institutions.

Module IV: Mass Communication

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

Communication is the basis of every social interaction. In modern societies it is increasingly performed in a highly organized and technologically mediated fashion. The courses in this module analyze how this influences the content of the communication and the effect this communication has on society.

940 101 Mass Media and Network Communication

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

Mass media and communication networks permeate almost all aspects of contemporary societies. This lecture provides an overview of the more traditional forms of one-to-many communication by mass media and the more recent forms of one-to-one and many-to-many communication facilitated by new technologies, such as the internet. It introduces students to key issues and concepts in communication science, and reviews ‘classic’ studies in order to illustrate the co-evolution of media systems and media theory.

940 201 Comparing Mass Communication Systems

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

The production, distribution, presentation, and use of media are an important determinant of the size, density, development, innovative energy and adaptability of human groups, societies and cultural zones. Although modern media transcend national borders, distinct national and regional media cultures remain. This seminar compares media cultures across the major regions of the world: Europe, the United States, Latin America, Africa, and the Asian Pacific. It analyzes the structural setting of mass communication systems, and examines their cultural forms and content.

701 201 Mediated Intercultural Communication

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

Communication processes have taken on a ‚cultural turn'. More and more media products and formats cross cultural borders or are already produced and distributed by multinational and multicultural corporations or networks. This seminar focuses particularly on widely used media contents and formats, and their interdependencies with various cultural configurations. Processes of media reception, as well as meaning attribution to media products are discussed, covering traditional mass media like television and cinema, but also aspects of online communication.

Module V: Applications

Semester: 4 - 6
Frequency: yearly
Credits: 10 ECTS

While the IRB curriculum in general puts a strong emphasis on basic research, the final semester includes courses that provide students with basic competencies in intercultural trainings and basics of management.

930 312 Firms and Markets

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

This seminar continues the analysis of the market. It asks why in market economies, not all economic transactions take place within the market. Why are some transactions moved outside of the market and coordinated hierarchically within business firms? The seminar examines both the internal organization and management of business firms and their external behavior. The topics covered include the economics of transaction costs, agency theory, elementary game theory, competitive advantage, strategy formation, and strategic pricing.

Students who successfully complete this course will not receive credits towards the 180 ECTS-credits required for their BA degree from the courses “Fundamentals of International Business (course-no.: 032 201)”. These courses are mutually exclusive due to comparable content.

701 211 Intercultural Competence

Type: Seminar
Semester: Spring 3 / Semester VI
Credits Points: 5 ECTS
Prerequisite: 720 311 Culture and Cognition

This seminar complements the more theoretical seminars and lectures of the first semesters by applying the taught concepts in designing interventions on Intercultural Understanding. Students participating in the Intercultural Competence seminar will first receive a full-weekend training on intercultural competencies with an external professional consultant who teaches similar workshops for international companies. The seminar will then continue with a theoretical analysis of the methods for intercultural training and coaching varying in their scope from culture-specific to culture-general, and the evaluation of their effectiveness. The examined techniques will include deductive (such as classic lecture-style presentations) as well as experiential (such as role-play simulations) components.

2. Core Component II (Methods and Statistics)

2.1 Structure

While the Core Component I (IRB) examines common themes and theories in psychology, sociology, political science, mass communication, and economics, the Core Component II (Methods and Statistics) focuses on common methodological approaches and research techniques. The aim is to enable students to design, conduct, evaluate and present empirical research in the social sciences. 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 3: Core Component II (Methods and Statistics)

General Problem 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 7 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 3 summarizes the structure of the Methods Component.

2.2 Modules and Courses

Module I: Practical Scholarly Skills

Semester: 1 - 6
Frequency: yearly
Credits: 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
Credit Points: 2.5 ECTS

“Academic skills in a nutshell: an introduction to preparing an academic paper" introduces students to the basic principles and procedures of scientific inquiry. In a two-day weekend workshop, students will learn about the requisites of preparing an academic paper (gathering literature, citing and referencing appropriately, avoiding plagiarism, etc.). This will train them for academic life at the university level and enable them to feel at ease with the formalities of academic writing throughout their studies. Upon successful completion of the course students will be awarded 1 credit 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 the academic units of Jacobs University, by Career Services, the Information Resource Center, the Counselling Center, Financial Services, and more. The university 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 1.5 credits).

990 301 Bachelor Thesis Seminar

Type: Seminar
Semester: Spring 3 / 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 must be at least 6,000 words and not longer than 7,000 words, including footnotes. This does not include the title page, student declaration, abstract, table of contents, bibliography, and appendices.

Module II: Research Methods and Techniques

Semester: 1 - 3
Frequency: yearly
Credits: 15 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 three 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.

990 201 Statistical Methods II: Classification, Modelling, and Prediction

Type: Lecture / Lab

Semester: Fall 2 / Semester III

Credits Points: 5 ECTS

This course builds on discussion of quantitative methods in Statistical Methods I. It focuses on multivariate statistical methods, in particular regression analysis, factor analysis, principal component analysis, and cluster analysis. The general objective is to make students intelligent users of the various multivariate statistical methods and enable them to make sensible decisions about when to use which procedure. This course, like the previous one, is divided into lecture and lab sessions. The lectures discuss the

theoretical aspects of the different methods. The lab classes teach students how to run the relevant procedures in SPSS, how to interpret the computer output and how to effectively communicate the results of statistical analyses.

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: 3 - 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 five 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.

While the first course is mandatory, students may choose among the other four. More quantitatively oriented students can take a seminar on ‘Secondary Data Analysis’. Qualitatively oriented students may opt for ‘Qualitative Research: Methods and Methodology’.

990 211 The Logic of Comparative Research

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

Empirical research in the social sciences is inherently comparative; we learn by observing variability in social phenomena and from developing theories and collecting data to test hypotheses about their causes. This course will cover three broad themes relevant to comparative research: survey methodology, questionnaire development, and data analysis. Cross-cutting these themes, the course examines the problems and potential of historical-comparative research. It looks at the various levels at which comparisons can be conducted, for example, comparisons at the individual and at the group level. The main focus is on exploring how important variables, such as gender, age, race, society, culture, ethnicity, nationality, media systems, historicity are used in comparative research. The course also examines the special methodological concerns that arise when taking these factors into account. The course is set up in a seminar style including practical elements to foster competence in the application of empirical data collection process. In the team projects a strong emphasis is put on the cultural diversity of the student body in class that vividly illustrates the importance and challenges of any cross-national or cross-cultural comparison.

990 212 Secondary Data Analysis

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

It is not always necessary to collect data from scratch. Large data sets available for general use already exist both inside and outside academia. This course introduces students to the problems and techniques involved in secondary data analysis, that is, to the reanalysis of existing data sets with techniques or research questions different from those of the original investigation. It gives examples of data retrieval and bibliographic databases, includes discussions of common uses of secondary data analysis, addresses issues of methodology and interpretation, and trains students in the practical application of secondary data analysis. The course is equally divided between lecture and lab sessions to provide students with both the theoretical underpinning as well as the practical tools for the successful application of the analysis methods.

990 242 Meta-Analysis

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

Meta-analysis is a statistical technique for synthesizing data from previous quantitative research studies. Meta-analysis has become a critically important tool in many disciplines, such as business, ecology, medicine, psychology, and education. This course outlines the role of meta-analysis in the research process, explains the various steps in a meta-analysis and shows the practical application of meta-analysis. The common measures for effect size and their analysis using meta-regressions based on random- and fixed-effects models are developed and discussed. While the main part of the course will focus on continuous data, additional aspects of meta-analysis for binary data will be covered.

990 232 Structural Equation Modelling

Type: *Lecture/Lab*

Semester: *Spring 2 / Semester IV*

Credit Points: *5 ECTS*

This course focuses on the analysis of secondary data on the disciplinary borders of psychology, sociology, and political science. It will introduce the participants to the use of structural equation modelling on data that have been gathered in research conducted in these fields. A thorough introduction into the use of the program package AMOS (special module of SPSS) will be given in a hands-on practical way. The software as well as the data to be worked on will be provided, but interested students can also work on own data.

We will engage in confirmatory factor analyses and contrast them with exploratory factor analysis as taught in the Statistics II lecture. We will furthermore conduct model tests of regression model with latent and manifest endogenous and exogenous variables, and will in this context deal with problems like 'correlated error.' A further problem approached in the course will be possibilities to secure cross-cultural equivalence of scales, and, finally, the analysis of panel data within the framework of structural equation.

3. Component III: SHSS Electives and Language Courses

In contrast to the two highly standardized and modularized core components, this third component of the IRB-curriculum is more flexible and offers students more room for choice. Students are obliged to choose courses that are offered from other major programs within the School for Humanities and Social Sciences (i.e. home school electives). The disciplines covered – all SHSS courses from the undergraduate programs – are of obvious interest to the IRB curriculum. History illuminates the historical roots of contemporary societies (path dependency). An education in the history and theory of art and literature helps one to understand the meaning and social significance of cultural phenomena. Psychology (in particular cognitive psychology) provides

insights into basic mechanisms of the human mind the IRB curriculum dies not cover, but which are helpful for understanding human behavior and judgment.

This component offers students the opportunity to explore some of the links and complementarities between the social sciences, the humanities 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 (http://www.jacobs-university.de).

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

The links between the IRB curriculum and engineering and the natural sciences are less numerous and less apparent than the links to the humanities, social sciences and psychology. However, University Studies Courses such as 'From Cell to Community: How to Understand Animal and Human Societies' or 'Mathematics and Democracy' 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 chose from a varying menu of University Studies Courses. For a current listing please see Jacobs University's internet site (http://www.jacobs-university.de).

In addition to the University Studies Courses, students must 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 (http://www.jacobs-university.de).

IV. Job Perspectives and the Graduate Program

The BA degree in IRB offers students at least two ways to continue their careers: they can either enter the job market immediately or they can enter a graduate program on related issues.

Numerous graduate programs exist both at Jacobs University (such as International Relations or Intercultural Humanities) and at other institutions (e.g. graduate programs in Intercultural Communication; Cross-Cultural Psychology; Diversity Management, etc.).

Intercultural Competence is becoming a key skill in modern times, as our world is in the process of globalization. This BA program equips students with a portfolio of competencies that will enable them to succeed in international and multi-ethnic environments in such diverse fields as government, non-governmental organizations, business, public health or journalism. One of the many possible career paths after graduating with a BA degree in IRB is to enter the field of consultancy and diversity management. This job market is currently quickly expanding. Diversity Management does, of course, not only refer to multi-ethnic and multi-cultural contexts, but also to diversity issue due to age, gender, sexual-orientation, or religious belief systems etc.