



UNIVERSITÄT
HEIDELBERG

Faculty of Behavioral and Cultural Studies

Institute of Anthropology
Department of Anthropology at the South Asia Institute
Chair of Visual Media Anthropology at the HCTS

Master Program in Sociocultural Anthropology

Module-Handbook

Corresponding to the rules and regulations of examination as of the 15th of March 2023.

Version: 8th of February 2023

Mode of study: Full-time/ Part-time

Type of degree: consecutive

Academic allocation: Sociocultural Anthropology with the option of specializing in one of the program's five research foci: environmental anthropology, economic anthropology, transcultural anthropology, anthropology of religion, philosophy and ethics for anthropologists

Study location: Heidelberg, Germany

Credit Points: 120

Fees: apply according to the general rules of the Heidelberg University

Target group: Applicants with a BA degree in sociocultural anthropology/ethnology (or a BA degree in a neighboring discipline with at least 70 CP in anthropologically relevant seminars) as well as a pertinent professional interest and career aspirations in the following fields: academia, non-governmental organisations, international cooperation, peace and conflict research, adult education, cultural management, migration and intercultural education, public health, international organisations, media and publishing, museums and free exhibitions, public relations, advertising and tourism, organisation and market research.

Institute of Anthropology

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Program Description

1. Preamble: Learning and teaching principles at Heidelberg University

At Heidelberg University, we seek to provide our students with a professional, multidisciplinary, career-oriented, and comprehensive academic education in preparation for their professional lives. Hence, the following qualification profile is valid for all disciplines and will be found implemented in all module handbooks, specific learning objectives, the curriculum as well as the modules of specific study programs:

- Development of professional skills with a strong research orientation;
- Development of skills in trans-disciplinary dialogue;
- Development of practical problem-solving skills;
- Development of personal and social skills;
- Encouragement to assume societal responsibility based on the acquired skills

2. Description of the Master Program in Sociocultural Anthropology

The master program in sociocultural anthropology provides a theoretically and empirically well-founded and in-depth training in sociocultural anthropology. In a transculturally connected world, sociocultural anthropology plays a special role as a comparative discipline in the humanities that looks at the variety of human ways of life and cultural perspectives. The subject of the program is the advanced study of cultural processes and dynamics in a globally connected world without losing sight of the local and emplaced dimensions of everyday life. As part of the Centre of Asian and Transcultural Studies, the program's regional foci lie in South and Southeast Asia, but other world regions and Western societies are also covered under the program's comparative scope. Courses are also accessible from other master programs within the Centre of Asian and Transcultural Studies that have an anthropological aspect. The main language of instruction is English. Incoming students must be able to make complex presentations and write academic papers in English. Occasionally, courses are offered in German. While students need to familiarize with all of the program's five research foci, they will concentrate more narrowly on two and can further decide whether they want to focus on one, which will be displayed on their diploma.

The Master Program in sociocultural anthropology articulates the following five research foci:

a. Environmental anthropology – human-nonhuman entanglements

Environmental anthropology explores 'more-than-human' lifeworlds hence transcending the modern nature-culture dichotomy. It offers new perspectives on anthropocene debates. This requires the ethnographic study of human-induced changes in the environment and the cultural and social responses to them to develop a better understanding of the multiple ways environments are imagined, constructed and lived through the interactions of humans and nonhumans.

b. Economic anthropology – gift exchange, reciprocity and the market

Economic anthropology considers the full range of human transactions, including alternatives to market-oriented models of the economy with the anthropological paradigm of the maximizing homo oeconomicus at its centre. In particular, theories of the gift in sociocultural anthropology focus on the enduring relationships between exchangers and the possibility of sociality and relationships between humans and nonhumans. Economic anthropology thus provides a critical reassessment of global economic formations and offers a venue to escape the economic reductionism that characterizes contemporary social sciences.

c. Transcultural anthropology – mobilities, media and placemaking

Transcultural anthropology foregrounds the fact that much that impacts local lifeworlds and notions is part of transcultural entanglements that require a multisited and translocal approach. This focus offers themes ranging from

mobilities and migration studies to urban anthropology and the practice of locality to aspects of visual and media-related productions of knowledge and meaning.

d. Anthropology of religion – religion, ritual and performance

The anthropology of religion focuses not only on different belief-systems, cosmologies or metaphysical convictions but also on the ways in which they are performed in rituals or arts, and practiced or embodied in everyday life. The term ‘religion’ has no equivalent in many lifeworlds and the anthropology of religion includes therefore a critical assessment of its central analytical category, which often refers to doctrinal belief systems rather than representing a universal empirical phenomenon.

e. Philosophy and ethics for anthropologists

Anthropological findings are not assembled as quantitative data but rather interpreted as paradigmatic cases suggesting a reconsideration of our tacit assumptions about reality, humans, thoughts, moral values, scientific truths, etc. In this self-critical respect, sociocultural anthropology engages with concepts of theoretical and practical philosophy, as the most recent ‘turns’ of the discipline show, namely the ‘ethical turn’ and the ‘ontological turn’.

3. Learning outcomes of the Master Program in Sociocultural Anthropology

The master program in sociocultural anthropology qualifies students to recognize and understand local, regional and global sociocultural processes in terms of meanings, values, communications and practices. These processes draw together economy, religion, politics, health, kinship, aesthetics and other aspects, which the program approaches primarily via their culturally mediated dimensions to enhance the understanding of their social ramifications. The master program deepens theoretical, methodological and regional knowledge, while it equips students with the tools necessary to conduct independent scientific research, tackle complex analytical problems, and carry out in-depth analyses of sociocultural processes.

Students have gained in-depth knowledge of anthropological theories and have practiced independent ethnographic research. They are able to describe, analyze, evaluate, and apply anthropological theory while also considering interdependencies and linkages. Through a thorough theoretical training, in the program students have acquired important skills for independent scientific – or science-related – research and work. Students have learned to apply qualitative methods of empirical data collection in a reflexive and ethically sensitive way. This includes the ability to reflect upon the social impacts that may arise from the application of one’s knowledge and decisions in socioculturally diverse contexts. The program’s structure and the learning outcomes are shaped by the students’ own interests and graduates are able to develop a high level of autonomy, intercultural sensitivity and critical reflexivity. As brokers of intercultural communication they mediate cultural differences and translate between multiple positionalities in diverse professional contexts like international cooperation, companies, institutions of civil society e.g. associations, non-governmental organizations or in public institutions such as museums and administration. Graduates of our master program have acquired regional expertise in South and Southeast Asia or an alternative region of their own choice. They are able to address the ethical issues of ethnographic research and sensitized for the dialectic foundation of anthropological knowledge. They have learned to recognize, describe, and analyze complex cultural connections and develop their own scientific questions, which they are able to communicate in academic dialogue. After the successful completion of the program, students are able to plan and carry out ethnographic research projects and to present their research results orally and in written form within and beyond academic contexts.

4. Interdisciplinary qualifications

Graduates of the MA program in sociocultural anthropology are able to study independently, to evaluate their own and others’ theoretical positions critically, and to place new information into existing scholarly frameworks. Based on the profound knowledge of anthropological theories, their historical developments as well as their philosophical foundations and the application of qualitative research methods, students emerge from the program with the ability to develop, edit and answer scientific questions independently. They are also able to articulate and apply complex anthropological themes across disciplines and develop ethnographic writing skills. Because of the literary dimensions of ethnographic writing,

these skills are an asset in diverse professional contexts, like journalism, public relations, adult education, free-lance writing and editorial work. Graduates are also equipped with the management skills necessary to plan, organize, and complete projects according to a given time schedule. During the laboratory phase, students deepen their teamwork skills and are trained to give critical but constructive feedback to peers.

The program aims to critically question socially transmitted and supposedly “universal” models of thought to reveal on the basis of cross-cultural comparison that they are, in fact, particular cultural ideas and processes embedded in specific socio-historic contexts. A critical awareness of the forms of Eurocentrism inherent in all “universal” models is vital and will be trained in the program. As a result, students of our master program are particularly equipped to understand, value, and engage with people from diverse sociocultural backgrounds. They are able to envision projects, plan them and behave sensitively in interdisciplinary and intercultural contexts.

5. Student mobility

We recommend that students, who wish to study abroad while being enrolled in the Master Program sociocultural anthropology, use the third semester as a mobility window for a stay between 3-6 months at a different university in Germany and beyond. This can either be done as part of the coordinated ERASMUS-Program, in form of self-organized stays at one of the Institute’s partner universities in South and Southeast Asia or at another university of their own choice outside of Europe.

<https://www.uni-heidelberg.de/en/international-affairs/erasmus>

We also encourage students to develop and conduct self-organized field trips in order to gain practical experiences with ethnographic methods in the form of exploratory fieldwork projects (during the laboratory phase or in preparation of the MA thesis). Coordinated ethnographic fieldschools in South and Southeast Asia are also offered as part of the program, albeit in irregular intervals.

Students need to discuss their planned stays abroad with one of the program coordinators to clarify which seminars may be taken and to develop a possible course structure. Students, who wish to use the mobility window in order to study or conduct research abroad, have ideally finished modules 1 and 3. When studying abroad, we recommend to choose seminars accountable for modules 2 and 5 as these modules offer the greatest flexibility regarding content and requirements. The acknowledgement of credit points obtained during a stay abroad will be based on the valid examination regulations. The program coordinators are responsible for the acknowledgment. Self-organized fieldwork projects fit well into the laboratory phase between the first and second semester or in preparation of the MA thesis after the third semester.

6. Professional qualifications

Based on the expertise graduates develop in one or several of the program’s regional and thematic research foci, they are subsequently able to work independently in various professional settings or carry out PhD work in sociocultural anthropology and related disciplines such as sociology and geography or in transdisciplinary contexts like area studies or gender studies.

Because the program is conducted in English, students have acquired and improved their command of the English language. They can comprehend and engage critically with academic texts written in English. They can also analyze, present, and discuss complex theoretical issues and compose scientific papers in English. As a result, graduates will find themselves prepared to pursue further academic work (e.g., a PhD project) or to assume leading positions in international or cross-cultural environments.

If desired, students may have also acquired skills in a foreign language relevant to their academic or professional interests. The following non-European languages are currently offered within the program: Bahasa Indonesia, Hindi and Thai. Students are trained in everyday conversations and have developed reading and writing skills that enable them to engage with original sources and academic literature in their chosen language and to look for job opportunities in the region of interest.

7. Career and pathways

Apart from an academic career, the Master Program in sociocultural anthropology qualifies graduates for executive positions in numerous professional fields. These include, in particular, non-governmental organizations, international cooperation, peace and conflict research, international science management, adult education, cultural management, migration and intercultural education, public health, international organizations, humanitarian aid, conflict mediation and peace research, media and publishing, mediation and consultancy, museums and free exhibitions, public relations, advertising and tourism, organization and market research. Possible positions outside of academia may include: foreign correspondent, curator in museums and exhibitions, market researcher, transcultural consultant and various kinds of editorial work.

8. Particularities of the Master Program

The compulsory modules 6, 8a and 8b are self-contained study units with fewer than five credits that cannot be combined appropriately with other modules.

The compulsory modules 2, 4 and 5 extend beyond two semesters as they offer students the space to develop their regional and thematic expertise. As the regional and thematic foci of the seminars offered in these modules vary considerably every semester, students benefit from this diversity by selecting seminars freely between their first and third semesters.

9. Course Outline Master Sociocultural Anthropology without a minor subject

Master without minor subject	120 CP
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I. Introductory (Module 1)	1 seminar with oral examination to complete the module	Semester	8 CP
Seminar	Current Debates in Sociocultural Anthropology	1	4 CP
Assignments to complete Module 1:			
Summaries		1	2 CP
Short term paper/book review		1	2 CP

II. Thematic Expertise (Module 2)	4 seminars with 2 written assignments in seminars offered by the Institute of Anthropology to complete the module	Semester	26 CP
Seminar	Seminar from one of the program's research foci	1-3	4 CP
Seminar	Seminar from one of the program's research foci	1-3	4 CP
Seminar	Seminar from one of the program's research foci	1-3	4 CP
Seminar	Seminar from one of the program's research foci	1-3	4 CP
Assignments to complete Module 2:			
Term paper I	Research focus I – long term paper needs to be written in one of the program's research foci	1-3	5 CP
Term paper II	Research focus II – long term paper needs to be written in another of the program's research foci	1-3	5CP

III. Laboratory (Module 3)	Project of own choice over two semesters (field research, research internship, theoretical exploration)	Semester	14 CP
Project	Field research	1-2	14 CP
Project	Research internship	1-2	14 CP
Project	Theoretical exploration	1-2	14 CP
Assignments to complete the Laboratory (Module 3)			
Written research design (Lab 1) and written research report (Lab 2)			

IV: Electives (Module 4)	Tutorial (tutorial plus 1 seminar) or Deepening of theoretical and regional expertise (2 seminars)	Semester	14 CP
Tutorial	Instruction of a tutorial	2	4 CP
Seminar	Anthropological seminar with short term paper from Module 2 to deepen theoretical or regional expertise (free choice)	1-3	4 CP

Assignments to complete Module 4 (Tutorial):			
Acquisition of a certificate for didactics at Heidelberg University, supervision of students, learning diary, written final report		1-2	3 CP
Short term paper with free choice of thematical field or region		1-3	3 CP
Seminar	Anthropological seminar with short term paper from Module 2 to deepen theoretical or regional expertise (free choice)	1-3	4 CP
Seminar	Anthropological seminar with short term paper from Module 2 to deepen theoretical or regional expertise (free choice)	1-3	4 CP
Assignments to complete Module 4 (deepening of theoretical and regional expertise):			
Short term paper that needs to be from the same thematical field or region as the first long term paper in Module 2		1-3	3 CP
Short term paper that needs to be from the same thematical field or region as the second long term paper in Module 2		1-3	3 CP

V. Interdisciplinary Modules (Module 5)	Language class / practical- and career-oriented seminars / interdisciplinary methodology / seminars from other relevant subjects / deepening of theoretical or regional expertise	Semester	24 CP
Seminar or language class		1-3	6 CP
Seminar or language class		1-3	6 CP
Seminar or language class		1-3	6 CP
Seminar or language class		1-3	6 CP
Assignments to complete Module 5			
Depending on course requirements. Clarify requirements for obtaining 6 CPs before the seminar starts with lecturer. Check eligibility in advance with program coordinator.			

VI. MA thesis and final exam (Modules 6-8)		Semester	34 CP
Master Colloquium	Module 6	4	4 CP
Thesis	Module 7	4	26 CP
Final examination (oral)	Module 8a	4	4 CP

10. Course Outline Master Sociocultural Anthropology with a minor subject

Master with a minor subject	100 CP
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I. Introductory (Module 1)	1 seminar with oral examination to complete the module	Semester	8 CP
Seminar	Current Debates in Sociocultural Anthropology	1	4 CP
Assignments to complete Module 1:			
Summaries		1	2 CP
Short term paper/book review		1	2 CP

II. Thematic Expertise (Module 2)	4 seminars with 2 written assignments in seminars offered by the Institute of Anthropology to complete the module	Semester	26 CP
Seminar	Seminar from one of the program's research foci	1-3	4 CP
Seminar	Seminar from one of the program's research foci	1-3	4 CP
Seminar	Seminar from one of the program's research foci	1-3	4 CP
Seminar	Seminar from one of the program's research foci	1-3	4 CP
Assignments to complete Module 2:			
Term paper I	Research focus I – long term paper needs to be written in one of the program's research foci	1-3	5 CP
Term paper II	Research focus II – long term paper needs to be written in another of the program's research foci	1-3	5CP

III. Laboratory (Module 3)	Project of own choice over two semesters (field research, research internship, theoretical exploration)	Semester	14 CP
Project	Field research	1-2	14 CP
Project	Research internship	1-2	14 CP
Project	Theoretical exploration	1-2	14 CP
Assignments to complete the Laboratory (Module 3)			
Written research design (Lab 1) and written research report (Lab 2)			

IV. Interdisciplinary Modules (Module 5)	Language class / practical- and career-oriented seminars / interdisciplinary methodology / seminars from other relevant subjects / deepening of theoretical or regional expertise	Semester	18 CP
Seminar or language class		1-3	6 CP
Seminar or language class		1-3	6 CP
Seminar or language class		1-3	6 CP

Assignments to complete Module 5

Depending on course requirements. Clarify requirements for obtaining 6 CPs before the seminar starts with lecturer. Check eligibility in advance with program coordinator.

V. MA thesis and final exam (Modules 6-8)		Semester	34 CP
Master Colloquium	Module 6	4	4 CP
Thesis	Module 7	4	26 CP
Final examination (oral)	Module 8a	4	4 CP

11. Course Outline Master Sociocultural Anthropology as a minor

Master as a minor subject

20 CP

I. Introductory (Module 1)	1 seminar with oral examination to complete the module	Semester	8 CP
Seminar	Current Debates in Sociocultural Anthropology	1	4 CP
Assignments to complete Module 1:			
Summaries		1	2 CP
Short term paper/book review		1	2 CP

II. Thematic Expertise (Module 2)	4 seminars with 2 written assignments in seminars offered by the Institute of Anthropology to complete the module	Semester	10 CP
Seminar	Seminar from one of the program's research foci	1-3	4 CP
Seminar	Seminar from one of the program's research foci	1-3	4 CP
Assignments to complete Module 2:			
Term paper	Short term paper in one of the two seminars	1-3	2 CP

III. MA thesis and final exam (Module 8b)		Semester	2 CP
Oral exam		4	2 CP

Module Descriptions

Module 1: Current Debates in Sociocultural Anthropology

a) Description of the module:

This course introduces students to paradigms and seminal texts of current debates in sociocultural anthropology, including recent studies and select classics. It also familiarizes students with the regional and thematic foci of our master program. The course is usually tied to the institute's colloquium, a fortnightly series of lectures featuring the most recent research results by local and external scholars. The sessions of the colloquium are prepared and discussed in advance during the course. When the course is tied to the colloquium, students are required to take part in the colloquium's lectures. Course sessions thus alternate between lecture preparation and a discussion of more general texts that introduce students to contemporary debates within the field of sociocultural anthropology.

b) Teaching contents:

Module 1 provides an in-depth analytical study of classical and recent anthropological theories and current debates. Students acquire knowledge – on the basis of selected ethnographies, texts and practical training – of the fundamental theoretical approaches of sociocultural anthropological theory and are well-informed about the current critical engagements with them. Students learn how to prepare for an academic engagement with scholars through reading, discussing and developing questions for discussion, thus training them in engaging with the academic world beyond their studies.

c) Learning outcomes:

Students can identify, analyse and compare classic and recent anthropological paradigms. In particular, the thematic foci of the program are introduced here. Students are able to assign anthropological paradigms to their historical scientific context. Students are able to identify their own sociocultural 'bias', and are therefore able to approach the culturally 'other' from a self-reflexive perspective. They have learned to see how the 'other' is constructed in anthropological texts and which functions these constructions fulfill. Students have acquired the necessary writing skills to describe the core foundations of the subject in their own words and present these foundations in interdisciplinary dialogue. Students are able to logically structure their argument in academic essays and to engage in written form with anthropological theories and methods. They have also learned how to engage with professional, experienced scholars in person. They are able to articulate and defend an argument by participating actively in scholarly debate.

d) Prerequisites: None

e) Applicability of the module:

Module 1 is compulsory for all students who study the MA sociocultural anthropology, whether with or without a minor or as minor

f) Requirements:

Students must participate regularly, punctually and actively in class and the institute's colloquium (if tied to this course). They write short summaries of readings (and lectures) and deliver an oral presentation. When the course is not tied to the colloquium, they also write a review of an ethnographic monograph. They submit their collected writings as a portfolio.

g) Credit Points: 8 CP

- h) Workload: **8 CP**
- Seminar and institute's colloquium 4 CP
 - Written Summaries during the semester 2 CP
 - Short term paper or book review 2 CP

i) Frequency: Module 1 is offered each semester

j) Duration of module: 1 semester

k) Grading:

The grade evaluates the student's ability to understand and summarize the crucial arguments of a text or lecture, and to engage with it by developing a coherent argument or question. It refers also to the student's ability to include a wider range of anthropological literature, to their contributions to discussions and to their ability to write clearly and well-structured.

Semester 1	Format	Teaching methods	Examination performances	Workload (8 CP)
Current debates	Seminar in combination with Colloquium	Input by teacher Discussions Reading Working groups	Presentations Group work Written summaries Short term paper / book review	Active attendance (4CP) Summaries (2 CP) Short term paper / book review (2CP)

Module 2: Thematic Expertise

a) Description of the module

Module 2 consists of the in-depth study of core themes in sociocultural anthropology. In the module students look at contemporary ethnographic case studies, the theoretical and epistemological foundations of the discipline as well as contemporary critical engagements with them. In the module the five research foci of the master program are articulated and students' regional expertise in the program's two core regions (South and Southeast Asia) is sharpened, while students are also encouraged to set their own regional specialization. Students will gain in-depth theoretical knowledge of at least two of the program's five research foci, while all seminars offered within this module will be allocated to at least one of them. In addition to the identification of personal research interests, the module offers students the opportunity to develop or deepen regional expertise. While the program's two regional foci are South and Southeast Asia, the regional references of seminars in this module may vary according to the current teaching staff and their areas of expertise. The program's five research foci remain, however, unaffected by this variation of regional expertise. The Institute of Anthropology aims at offering courses on a variety of subjects and regions with the aid of external teaching staff (e.g., block seminars with visiting professors). Students will obtain most of their points in seminars from this module and develop or strengthen their thematic and/or regional foci here.

b) Teaching content:

The module demands the intensive study of at least two of the program's five research foci. These two thematic foci may be enriched with anthropological seminars offered by other institutes at Heidelberg University (South Asia Institute, Heidelberg Centre of Transcultural Studies). Every seminar in this module is dedicated to one thematic field, which is assessed via classical and contemporary anthropological sources, which are critically scrutinized during the seminar sessions. Students are thereby sensitized for the peculiarities of an anthropological approach and how this approach may alter the conceptualization of a thematic field. The module offers, furthermore, critical anthropological analyses of philosophical, and/or sociological approaches and of their various theories of modernization and globalization. Also, political-economic and political-ecological approaches will be evaluated via perspectives from sociocultural anthropology. This includes epistemological, social and critical reflections and analyses of the specific relations of knowledge and power from which these theories emerge. The module thus provides the opportunity for interdisciplinary dialogue with other disciplines in the humanities and social sciences.

Students investigate, describe and analyze the state of the art of their selected regional or theoretical foci. On this basis, they will learn about the philosophical and sociological foundations of anthropological theory, describe, identify and analyze philosophical (e.g. epistemology, phenomenology, post-structuralism, ontology), sociological (e.g. modernization theory, globalization theory, post-colonial theory, political economy) and macro-sociological approaches (e.g. systems theory, world-systems theory).

c) Learning outcomes:

On a theoretical level, the module prepares students for the writing of their MA thesis and allows them to build regional and thematic expertise. Students have learned to describe, explain and analyze inter- and transdisciplinary processes, reflect on them from an anthropological perspective, and apply them to regional case studies. In addition, they are able to identify, analyze, explain and critically discuss the Eurocentric foundations of seemingly 'universal' theories in the humanities and social sciences.

Depending on their interests, students have increased their theoretical and regional knowledge to a degree that allows them to situate their own interests within a broader disciplinary context. Furthermore, they are able to process and analyze complex theoretical contributions from the social sciences and relate them to their own regional foci. They are capable of working independently to frame their chosen research foci academically and comparatively. Students have developed two independent topics for their term papers from two different thematic fields. They have investigated, reproduced, analyzed, processed and evaluated the current state of anthropological research in accordance with the seminar content in order to identify relevant research questions for their term papers. On this basis, they are able to describe at least two theoretical and/or regional subfields of their choice and discuss them critically within the framework of sociocultural anthropology.

d) Prerequisites: None

e) Applicability of the module:

Depending on the student's research foci this module provides a theoretical preparation for the writing of the MA thesis.

f) Requirements:

To meet the requirements of module 2 students must participate regularly, punctually and actively in class, deliver oral presentations and long term papers (8.000 – 10.000 words, approx. 18-23 pages). The term papers can only be written in seminars that are explicitly allocated to one of the program's research foci. The two long term papers need to address two of the program's five research foci. We recommend that the papers articulate the same regional focus to enhance students' regional expertise.

g) Credit Points: 26 CP

h) Workload:	26 CP
Seminar 1 (including oral presentations and active participation)	4 CP
Seminar 2 (including oral presentations and active participation)	4 CP
Seminar 3 (including oral presentations and active participation)	4 CP
Seminar 4 (including oral presentations and active participation)	4 CP
Long term paper 1 (research focus 1)	5 CP
Long term paper 2 (research focus 2)	5 CP

i) Grading:

The grading evaluates the student's ability to understand and summarize the crucial seminar topics; to identify and evaluate the seminar's main arguments; to develop an anthropological argument; to engage with the wider anthropological literature associated with the topic; to contribute orally to discussions in the seminars; to write clearly and well-structured.

j) Frequency: Module 2 is offered each semester.

k) Duration of module: 2-3 semesters

Semester 1-3	Format	Teaching methods	Examination performances	Workload (26 CP)
Seminar 1	4 seminars according to personal choice. 2 long term papers. The two term papers need to articulate two different research foci.	Input by teacher	Presentations	Active attendance (for every seminar - 4 CP)
Seminar 2		Discussions	Discussion	
Seminar 3		Impulse presentations	Long term paper I	Long term paper I (8.000 – 10.000 words – 5 CP)
Seminar 4		Reading protocols	Long term paper II	
		Working groups		Long term paper II (8.000 – 10.000 words – 5 CP)
		Summaries		

Module 3: Laboratory

a) Description of the module:

The laboratory is an experimental and research oriented format of learning, which extends over two semesters (lab 1 and lab 2) and allows students to develop their first research project. The laboratory is an experimental and research oriented format of learning, which extends over two semester (lab 1 and lab 2) and allows students to develop their first research project, and to test their hypotheses. It provides space for experimentation and constructive failure. In laboratory 1 students develop a research design (question, hypothesis, methods, connection with a theoretical debate), in laboratory 2 students reflect the outcome of their research in class, and summarize their reflections in a research report. Students can choose between three possible tracks: an ethnographic fieldwork project of their choice (track 1), which may also be based on a research internship (track 2). Alternatively, students can choose to engage with an anthropological theory discussion, and to develop a theoretical argument and hypothesis (track 3). Between the two semesters of lab 1 and lab 2 students are supposed to conduct their fieldwork, internship or to develop their theoretical argument.

Track 1: Fieldwork project:

Ethnographic fieldwork based on ‘participant observation’ is often described as the central method of sociocultural anthropology as an empirical discipline. But due to the various fields in which anthropologists participate, this approach must be adjusted to different situations and developed in relation to the individual research question and hypothesis. This involves also a reflection on ethical responsibilities and sensibilities

Track 2: Research Internship

A fieldwork project can also be based on an internship, in which students acquire skills for a professional career outside of academia (e.g. work with refugees, migration offices, international cooperation, cultural organizations, museums, journalism, cultural centers, NGOs). In this case, the respective institution – or groups of people, which are part of the internship - represents the ‘field’ for participant observation, and students are required to analyze their internship from a sociocultural anthropological perspective.

Track 3: In-depth engagement with theory

Many anthropological debates emerge from an engagement with transdisciplinary theories or philosophical concepts (structuralism, ontological turn, science and technology studies, phenomenological anthropology etc.). These big theories need to be tested in view of ethnographic findings in different regions and from other theoretical perspectives. Students choosing track 3 engage critically with one anthropological theory or debate and develop their own hypothesis or argument on an advanced level. Under their teacher’s supervision, and in discussions with class fellows, they develop their own theoretical argument or question in relation to it. This can be done from the perspective of another theory or in view of the relation between theory and ethnographies.

b) Teaching content:

The Laboratory teaches how to articulate a productive individual research question and hypothesis along with a methodological approach. It encourages self-critical learning via the re-assessment and discussion of research hypotheses. To support this process, students are expected to suggest texts that influenced their own hypotheses as basis for a discussion of their research projects in the class. In the first semester of the laboratory (Lab 1, research design), the teacher supports students to develop and refine a leading research questions, hypotheses, and methodological approaches. Depending on the number of projects and needs of the students, teachers may also add slots for a discussion of anthropological ethics and methodology.

In the second semester (Lab 2, research report), students present the results of their research in class and the teacher supports them to reflect the productive outcomes and to address challenges, recognize failures, and solve unexpected problems that may have appeared during their fieldwork. The goal of lab 2 is not only the presentation of research data, but also a critical reflection of the entire process of research (methods, ethical challenges, practical realization of their initial goal, research question, theoretical assumptions). The research report summarizes this process and concludes by re-evaluating, deepening and improving the initial research design. The research report is a critical re-assessment of the research design, process and results (Lab 2) rather than an independent thematic term paper.

c) Learning outcomes:

Lab 1 and 2 are parts of a self-reflexive, creative and experimental research process during which students design and to improve their first research project, namely by developing a productive research question, approach, appropriate theoretical framework. Students have engaged with their class fellows' projects, and have hence learned a variety of methodological approaches. Students have acquired practical skills (fieldwork, research internship, argumentation in a theoretical debate) while conducting their actual research during the semester break. Students have learned to develop an ethically grounded methodological approach that suits their project. They have learned about different media and how to use them (field diary; data collection; video; photos; digital research, etc.). They have learned to reflect their initial research design in view of possible solutions and improved hypothesis, questions, methodological approaches or argument and theoretical analysis. This happens either in view of their fieldwork experiences (track 1 and 2) or in relation to a chosen theory. By completing Lab 2 students have learned how to write a research proposal that develops a research question, a methodological approach or a theoretical argument.

d) Prerequisites: None

e) Applicability of the module:

In module 3 students gain practical skills how to conceive and carry out a fieldwork-based or theory-based research project in addition to the theoretical knowledge they acquire in module 1 and module 2. Results may form the basis of a master thesis and enable students to write a research proposal.

f) Requirements:

Students will be assessed on their regular, punctual and active participation in the seminars with the supervising staff and an oral presentation of their projects. They have to conduct their own research project and submit a written research design after the first laboratory, and a written research report after the second laboratory, both of about 4.500 words (approx. 10 pages).

g) Credit Points: 14 CP

h) Workload:	14 CP
Laboratory 1 (including oral presentation and written research design)	5 CP
Laboratory 2 (including oral presentation and written research report approx. 4500 words)	5 CP
Data collection	4 CP

i) Grading:

The grade is based both, on the presentation of the research design (Lab 1) and the research report (Lab 2) in class, and on its submission as a research report with appropriate theoretical framework. The research report is assessed on the basis of the displayed degree of (self-)reflexivity and critical self-assessment in relation to anthropological theory.

j) Frequency: Module 3 is offered every semester.

k) Duration of module: 2 semesters.

Semester 1-2	Format	Teaching methods	Examination performances	Workload (14 CP)
Laboratory 1	Project seminar (preparations)	Input by teacher Independent preparation Discussions Reading Presentations Working groups Peer reviews	Presentations of research projects Critical feedback on other proposals Written research design, including time and work schedule Written summaries / comments Term paper I Term paper II	Presence, preparation and discussion (1 CP) Oral presentation of research outline (2 CP) Written research design (2 CP)
Implementation (semester break)	Independent work	Track 1: Fieldwork Track 2: Internship Track 3: Reading		Data collection (fieldwork, internship, reading) (4 CP)
Laboratory 2	Project seminar (evaluations)	Data analysis Ethnographic writing Peer reviews	Track 1: Presentation of research results Research report (4500 words) submitted to supervisor/teacher of Laboratory 1 Track 2: Presentation of research results Research report (4500 words) submitted to supervisor/teacher of Laboratory 1 Track 3: Presentation of results Theoretical research report (4500 words) submitted to supervisor/teacher of Laboratory 1	Track 1: Data analysis and presentation (2 CP) Research report (3 CP) Track 2: Data analysis and presentation (2 CP) Research report (3 CP) Track 3: Presentation of results (2 CP) Research report (3 CP)

Module 4: Electives

Option A – Tutorial (plus 1 seminar)

a) Description of the module:

After finishing the first semester, students of our program have the chance to become tutors for BA students. Tutors meet groups of students for two to three hour-long sessions per week to discuss lecture sessions and mandatory readings. They join the weekly lecture session and provide support to the lecturer/professor. Afterwards, they develop their own strategies of how to edit the teaching content in a way that enables the BA students to process and identify the main points of the weekly sessions.

b) Teaching content:

Students need to instruct one tutorial associated with the BA introductory lecture. Central to this task is the ability to explicate and communicate the meaning of ethnographic literature from various theoretical schools, correcting small written assessments, and providing detailed feedback to the students. In special training classes offered by heiSKILLS Department for Teaching and Learning, students learn the appropriate didactic approaches and receive a certificate for didactics with the focus on “Fach Tutorien” of Heidelberg University. The certificate for didactics is ideally received in the semester break before the tutorial starts. Tutors write a final report in which they reflect upon the teaching experience in relation to sociocultural anthropology. The report may address the experience ethnographically, reflect upon difficulties in teaching specific texts or theories, assess the employed teaching method in respect to others available, or draw other connections to sociocultural anthropology as an academic field. In addition, students choose freely a seminar offered in module 2 from one of the program’s five research foci. Students write a short term paper in this seminar.

c) Learning outcomes:

Students know and are able to apply didactic methods of teaching basic topics in sociocultural anthropology. Tutors learn how to communicate anthropological knowledge to beginners and instruct them on how to analyze, classify and contextualize this knowledge both theoretically and historically. They can correct small written assessments and provide written and oral feedback. Moreover, tutors are able to describe and evaluate their own approach to scientific knowledge transfer. Additionally, students have deepened their knowledge of one of the program’s research foci, by choosing another seminar from Module 2, in which they write a short term paper.

d) Prerequisites:

To teach a tutorial, module 1 must be completed and the certificate for didactics needs to be obtained in advance.

e) Applicability of the module:

Students deepen the knowledge obtained in Module 1 through the implementation of didactic skills they have obtained through the Didaktikzertifikat in relation to core themes of sociocultural anthropology. The module trains, especially, for an academic career.

f) Requirements:

Students will be assessed on their regular, punctual and active participation in the introductory lectures they tutor and the additional seminar from Module 2 they have chosen, the instruction of the tutorial (1 SWS), and the acquisition of the certificate for didactics at Heidelberg University, the supervision of the students, a learning diary, a written final report and a short term paper of 4000-5000 words (approx. 9-12 pages).

g) Credit points: 14 CP

h) Workload:	14 CP
Tutorial (including didactics education certificate)	4 CP
Seminar (including oral presentations and active participation)	4 CP
Final report	3 CP
Short term paper	3 CP

i) Grading:

Grading is based on the lecturer's assessment, the tutor's report and, if feasible, on the BA students' feedback, as given to the lecturer. The final report will be marked. Grading considers the ability to clearly explain and discuss the lecture series' topics and terms, to answer students' questions in a satisfactory way, to reflect upon one's own strengths and weaknesses, to support communication between students and lecturer and to be generally reliable, fair and supportive. The mediation of possible conflicts between lecturer and BA students is not part of the assessment.

j) Frequency: The tutorials are offered every semester.

k) Duration of module: 1-2 semesters.

Option B – Deepening of theoretical and regional expertise (2 seminars)

a) Description of the module

Instead of teaching a tutorial, students choose two additional seminars from module 2 to deepen their regional knowledge and/or expertise in two of the program's five research foci.

b) Teaching content:

Students deepen their thematic, regional and methodological horizon by participating in additional seminars from module 2. The two short term papers are reduced in length, but need to pertain to the same research foci addressed in the long term papers written for module 2. We encourage students choosing option B to focus their studies on topics or regions they wish to address in their MA thesis. The content of the two chosen seminars need to show relations to the topics addressed in the term papers written to complete module 2 to allow the setting of thematic priorities.

c) Learning outcomes:

Students who have chosen to deepen theoretical and regional expertise by studying two additional seminars from Module 2 have a refined ability to address complex anthropological questions and relate them to their chosen regional foci.

d) Prerequisites:

Students need to have chosen their thematic foci, in order to deepen their regional or thematic expertise. Ideally, they have finished Module 2.

e) Applicability of the module:

Module 4 b builds organically on Module 2 and deepens the regional and/or thematic expertise developed there. Students acquire additional thematic, regional and methodological knowledge. Topic selection for a theoretical MA thesis is promoted.

f) Requirements:

Students must participate regularly, punctually and actively in class and deliver two short term papers of 4000-5000 words (approx. 9-12 pages).

g) Credit points: 14 CP

h) Workload:

14 CP

Seminar 1 (including oral presentations and active participation)	4 CP
Seminar 2 (including oral presentations and active participation)	4 CP
Short term paper 1 (research focus 1)	3 CP
Short term paper 2 (research focus 2)	3 CP

i) Grading:

The grading evaluates the student's ability to understand and summarize the crucial seminar topic; to identify and evaluate the seminar's main arguments; to develop an own argument; to engage with the wider anthropological literature associated with the topic; to contribute orally to discussions in the seminars; to write clearly and well-structured. The grading, furthermore, mirrors students' ability to formulate their regional and/or thematic expertise in one of the program's research foci.

j) Frequency: Seminars creditable under module 4 option B are offered every semester.

k) Duration of module: 1-2 semesters.

Option A

Semester 1-3	Format	Teaching methods	Examination performances	Workload (14 CP)
Semester break	Didactics education	Input by teacher		Didactics education certificate (1 CP)
Semester	Instruction of tutorial, including preparation Seminar from module 2	Input and feedback of supporting teaching staff Independent reading Feedback Peer review Learning diary Input by teacher Discussions Impulse presentations Reading protocols Working groups Summaries	Evaluation by Professor Discussion Written summaries / comments	Instruction of tutorial, preparation and follow-up, Feedback for students (4 CP) Presence, preparation and discussion (4 CP)
Semester break	Follow-up supervision by supporting Professor		Written report Short term paper	Tutorial report/reflection paper (2 CP) Short term paper (4000-5000 words – 3 CP)

Option B

Semester 1-3	Format	Teaching methods	Examination performances	Workload (14 CP)
Seminar 1 Seminar 2	2 seminars from module 2 according to personal choice. 2 short term papers articulating the same research foci as the long term papers from module 2	Input by teacher Discussions Impulse presentations Reading protocols Working groups Summaries	Discussion Written summaries/comments Short term paper I Short term paper II	Presence, preparation and discussion (for each seminar 4 CP) Short term paper I (4000-5000 words – 3 CP) Short term paper II (4000-5000 words – 3 CP)

Module 5: Interdisciplinary module

a) Description of the module:

Inter-, multi- or transdisciplinarity are gaining importance in the humanities and social sciences. Language skills are not only important to understand the alternative lifeworlds that are the main topic of sociocultural anthropology, but also an essential professional qualifications for sociocultural anthropologists. In this interdisciplinary module, students can, therefore, either acquire knowledge in a foreign language, other disciplines or expand their knowledge of a specific topic and / or region of interest. They choose freely from language classes, lectures and seminars offered at Heidelberg University that enrich their thematic or regional knowledge. We strongly recommend that students of our MA program use this module to acquire language skills in a non-European language.

b) Teaching content:

Module 5 classes are focused on working interdisciplinarily or on in-depth engagement with a specific topic or region. Students may attend classes in related disciplines, provided that they contribute to the student's individual research topic or professional interests.

Module 5 also gives students the opportunity to study additional foreign languages, which are necessary for conducting fieldwork or for students' professional aspirations. Several classes in non-European languages are offered at the Institute of Anthropology, but there are also further options available at other departments (South Asia Institute, Central Language Lab) in other programs or at external language institutes. To be counted into this module, language classes must be taken while enrolled in the MA (i.e., language courses cannot be recognized from the BA or prior studies). There are cooperation agreements with other departments concerning the "Fachexterne Modulpaket". Didactic trainings relating to sociocultural Anthropology and BA teaching tutorials may also be considered.

c) Learning outcomes:

In this module, students learn to acquire, analyze, and apply knowledge from other disciplines, or to extend their regional and thematic foci. This also includes language acquisition and enhancement.

d) Prerequisites: None

e) Applicability of the Module:

Module 5 provides students with basic language skills for their own research projects and internships either for Module 3 or in preparation of their MA thesis. They deepen regional knowledge or acquire a theoretical and analytical basis for an interdisciplinary orientation of their master thesis.

f) Requirements:

Generally, students will be assessed on their regular, punctual and active participation in class, for a detailed oral presentation and final written paper or exam; at a language class for the regular, punctual and active participation with preparation and follow-up and the corresponding final exam.

g) Credit Points: 24 CP (MA without a minor) 18 CP (MA with a minor)

- 4 CP are assigned for the participation in language classes
- 4 CP for seminars (including oral presentations and active participation)
- 3 CP are assigned for the participation in lectures (Vorlesungen)
- 2 CP for short term papers written in seminars
- 2 CP for oral or written exams in language classes

h) Workload:

Workload of language courses: **6 CP**

4 lessons per week, plus individual preparation and follow-up 4 CP

Written or oral exam 2 CP

Workload of seminars: **6 CP**

The workload of seminars depends on the respective subject, but should basically correspond to the following sample:

2 contact hours per week, preparation and follow-up, detailed oral presentation and / or written exam 4 CP

Short term paper 4000-5000 words (approx. 9-12 pages) 2 CP

Workload of lectures: **3 CP**

i) Grading:

The grading in language courses evaluates students mastery of a foreign language in oral and written form. The grade in seminars evaluates the student's ability to understand and summarize the crucial seminar topic; to identify and evaluate the seminar's main arguments; to develop an own argument; to engage with the wider literature associated with the topic; to contribute orally to discussions in the seminars; to write clearly and well-structured.

j) Frequency: Seminars and lectures countable as module 5 are offered every semester.

k) Duration of module: 1-3 semesters.

Module 6: MA Colloquium (compulsory module/MA major)

a) Description of the module:

Colloquium to present, discuss and formulate research designs and research questions in preparation of the writing of the MA thesis.

b) Teaching content:

The colloquium serves the exchange among examinees under the teachers' guidance and builds on the skills developed in Module 3. Colloquium with oral presentations and discussions; preparation and feedback in groups of two.

c) Learning outcomes:

Students develop a research question for their MA thesis or to specify an already existing topic. In this process, they will be assisted by their teachers and through dialogue with other examiners. Students have designed their own research question and have acquired skills to present and discuss them on the basis of an exposé, know how to derive an outline from it and create their initial bibliographies.

d) Prerequisites:

Sociocultural Anthropology as major subject. Students who will be examined in short time or have already begun preparing their MA thesis. Students still in search of a topic or who want to specify their topic may also participate.

e) Applicability of the module:

Module 8 serves as preparation for writing the MA thesis and for oral examinations.

f) Requirements:

Students are assessed on their regular, punctual and active participation in class, for cooperation in learning groups, for a detailed oral presentation in the colloquium and their written exposé of approx. 3-5 pages.

g) Credit Points: 4 CP

h) Workload:

2 contact hours per week, preparation and follow-up	2CP
Preparation of an exposé, a bibliography and an oral presentation	2CP

i) Grading: No grade

j) Frequency: Every semester

k) Duration: 1 semester

Module 7: MA thesis (compulsory module/MA major)

a) Description of the module:

Written final thesis in sociocultural anthropology.

b) Teaching content:

Based on knowledge and skills acquired in the compulsory modules, compulsory elective modules and elective modules, the students complete a master thesis of approx. 18.000-20.000 words (40-45 pages) in 5 months. Topics must be discussed with their first supervisor, whom the students choose independently, and presented during the MA colloquium. Students must demonstrate that they are capable of developing and composing a scientific work in sociocultural anthropology independently. The subject of the MA thesis is a precise question or hypothesis, based on available scholarly literature. Students can also include their own empirical data (see module 3). The subject of the Master's thesis is developed by the examinee in consultation with the supervisor. Upon request, the Chairperson of the Examination Board ensures that the candidate receives a topic for the Master's thesis on time. The candidate should be given the opportunity to make proposals for the subject, however, final approval of the topic rests with the supervisor. At the same time, it is obligatory to attend the colloquium for exam candidates (module 7).

c) Learning outcomes

Students can write an innovative ethnographic work independently. This includes the ability to develop theoretical ideas and empirical research questions, to find relevant literature and to evaluate and apply it to a chosen research focus. Students are able to communicate their own ideas in scientific dialogue. They can recognize, describe and analyze the complexity of relationships that characterizes their research topic. The MA thesis can either be based entirely on existing literature, or can include empirical data from the student's own empirical research. In this case, the goal is to relate theoretical considerations and empirical data to each other and to develop and formulate a concise argument in sociocultural anthropology.

d) Prerequisites:

Completion of all required modules, except of 6 / 7 / 8a.

e) Applicability of the module:

The module builds upon Module 6, as the research design presented there is converted into a final thesis, in which the student discusses a topic that belongs to one of the program's research foci. Students may transform aspects of their research report from Module 3 into their MA thesis.

f) Requirements:

Submission of the master thesis.

g) Credit points: 26 CP

h) Grading:

The grading evaluates the student's ability to develop a research question independently; to study a chosen field with reference to disciplinary and interdisciplinary literature and, if feasible, in field research; to analyse empirical data from one's own research or from the extant literature and contribute to theoretical developments in a creative, innovative and independent way; to formulate a coherent argument; to link a chosen topic to issues of wider relevance in anthropology; and to write clearly and well-structured.

i) Frequency:

Every semester.

j) Workload:

Completion of the written thesis manuscript of 18.000-20.000 words (approx. 40-45 pages).

k) Duration:

Five months for the completion of the final thesis.

Module 8a: final oral exam (compulsory module/MA major)

a) Description of the module:

Oral examination in sociocultural anthropology. Students choose two topics for an oral examination by an examiner of the students' own choice. The students formulate specific research questions and put them into context during the examination.

b) Teaching content:

The oral examination is held by two examiners, or by one examiner in the presence of a qualified assessor. The two topics of examination and the relevant literature are discussed prior to the examination with the examiner. In the oral examination, students need to prove their awareness of certain areas of research and their ability to identify specific questions in these contexts. In addition, students need to show a broad basic as well as in-depth knowledge in the respective topics of examination.

c) Learning outcomes:

In a structured examination, students are able to demonstrate their knowledge and their ability to analyze and critically evaluate their chosen areas of research. Students are able to demonstrate and evaluate both their basic and deeper understanding of anthropological theories by applying them to two specified topics addressed during the exam. They are able to apply their acquired knowledge by formulating specific questions and to present as well as defend their own position to the examiners.

d) Teaching method: Oral exam (60 minutes)

e) Prerequisites:

The successful completion of all modules except module 7. The master thesis must have been submitted before taking the final oral exam.

f) Applicability of the module: Completion of Master's degree

g) Credit Points: 4 CP

h) Grading:

Grading is based on the thorough preparation of the examination topics proven by the handouts, further for the breadth and depth of anthropological knowledge, presentation skills and the ability to engage in an academic discussion and defend one's own arguments with reference to debates within the discipline.

i) Workload: 4 CP

j) Frequency: Every semester

k) Duration of module: 6 weeks for the preparation and the oral examination.

Module 8b: oral exam (compulsory module/MA minor)

a) Description of the module:

Oral examination in sociocultural anthropology. Students choose two topics for an oral examination by an examiner of the students' own choice. The students formulate specific research questions and put them into context during the examination.

b) Teaching content:

The oral examination is held by two examiners, or by one examiner in the presence of a qualified assessor. The two topics of examination and the relevant literature are discussed with the examiner prior to the examination itself. In the oral final examination, students need to prove their awareness of a certain area of research and their ability to consider specific questions within this context.

c) Learning outcomes:

With the successful completion of this module, students are able to present basic anthropological knowledge and specific questions of the field of examination in a structured presentation. They are able to classify, evaluate and discuss these, and to represent as well as defend academic positions vis-à-vis the examiners.

d) Teaching method: 30 minute oral examination.

e) Prerequisites: Successful completion of all other modules required for the MA as minor

f) Applicability of the module: Completion of minor

g) Credit Points: 2 CP

h) Grading:

Grading is based on the thorough preparation of the examination topics proven by the handouts, further for the breadth and depth of anthropological knowledge, presentation skills and the ability to engage in an academic discussion and defend one's own arguments with reference to debates within the discipline.

i) Frequency: Every semester

j) Workload: Preparation time and examination.

k) Duration of module: 21 days for preparation and examination.

Model Curricula

Overview:

- MA 120 CP/without minor with tutorial S. 31
- MA 120 CP/without minor without tutorial S. 32
- MA 100 CP/with a minor S. 33
- MA 20 CP/as a minor S. 34

Overview course structure of MA (120 CP/without minor) with tutorial (yellow) including mobility window (blue) (3rd semester)

Semester	Modules					120 CP
1	module 1 current debates 6 CP + <i>short term paper / book review</i> 2 CP	module 2 thematic expertise 4 CP	module 3 laboratory 1 4 CP + <i>written research design</i> 3 CP + <i>during semester break: research/internship/field work (module 3)</i>	module 4 free choice seminar 4 CP + <i>short term paper</i> 3 CP	during semester break: certificate for didactics (module 4) 1 CP	27 CP
2	module 4 tutorial 4 CP + <i>final report</i> 2 CP	module 2 thematic expertise 4 CP + <i>long term paper</i> 5 CP	module 3 laboratory 2 4 CP + <i>written research report</i> 3 CP	module 2 thematic expertise 4 CP	module 5 interdisciplinary 4 CP + <i>depends on chosen seminar</i> 2 CP	32 CP
3 (MOBILITY WINDOW)	module 2 thematic expertise 4 CP + <i>long term paper</i> 5 CP	module 5 interdisciplinary 4 CP + <i>depends on chosen seminar</i> 2 CP	module 5 interdisciplinary 4 CP + <i>depends on chosen seminar</i> 2 CP	module 5 interdisciplinary 4 CP + <i>depends on chosen seminar</i> 2 CP		27 CP
4	module 6 MA colloquium 4 CP	module 7 MA thesis 26 CP	module 8a oral examination 4 CP			34 CP

Overview course structure of MA (120 CP/without minor) *without tutorial* including mobility window (blue) (3rd semester)

Semester	Modules					120 CP
1	module 1 current debates 6 CP + <i>short term paper / book review</i> 2 CP	module 2 thematic expertise 4 CP + <i>long term paper</i> 5 CP	module 3 laboratory 1 4 CP + <i>written research design</i> 3 CP + <i>during semester break: research/internship/field work (module 3)</i>	module 5 interdisciplinary 4 CP + <i>depends on chosen seminar</i> 2 CP		30 CP
2	module 2 thematic expertise 4 CP + <i>long term paper</i> 5 CP	module 2 thematic expertise 4 CP	module 3 laboratory 2 4 CP + <i>written research report</i> 3 CP	module 5 interdisciplinary 4 CP + <i>depends on chosen seminar</i> 2 CP	module 2 thematic expertise 4 CP	30 CP
3 (MOBILITY WINDOW)	module 4 free choice seminar 4 CP + <i>short term paper</i> 3 CP	module 4 free choice seminar 4 CP + <i>short term paper</i> 3 CP	module 5 interdisciplinary 4 CP + <i>depends on chosen seminar</i> 2 CP	module 5 interdisciplinary 4 CP + <i>depends on chosen seminar</i> 2 CP		26 CP
4	module 6 MA colloquium 4 CP	module 7 MA thesis 26 CP	module 8a oral examination 4 CP			34 CP

Overview course structure MA (100 CP/with a minor) including mobility window (3rd semester/blue)

Semester	Modules				100 CP
1	module 1 current debates 6 CP + <i>short term paper / book review</i> 2 CP	module 2 thematic expertise 4 CP + <i>long term paper</i> 5 CP	module 3 laboratory 1 4 CP + <i>written research design</i> 3 CP + during semester break: research/internship/field work (module 3)	module 5 interdisciplinary 4 CP + <i>depends on chosen seminar</i> 2 CP	30 CP
2	module 2 thematic expertise 4 CP + <i>long term paper</i> 5 CP	module 2 thematic expertise 4 CP	module 3 laboratory 2 4 CP + <i>written research report</i> 3 CP	module 2 thematic expertise 4 CP	24 CP
3 (MOBILITY WINDOW)	module 5 interdisciplinary 4 CP + <i>depends on chosen seminar</i> 2 CP	module 5 interdisciplinary 4 CP + <i>depends on chosen seminar</i> 2 CP			12 CP
4	module 6 MA colloquium 4 CP	module 7 MA thesis 26 CP	module 8a oral examination 4 CP		34 CP

Overview course structure MA (20 CP/as a minor) including mobility window (3rd semester/blue)

Semester	Modules	20 CP
1	module 1 current debates 6 CP + <i>short term paper / book review</i> 2 CP	8 CP
2	module 2 thematic expertise 4 CP + <i>short term paper</i> 2 CP	module 2 thematic expertise 4 CP 10 CP
3 (MOBILITY WINDOW)		-
4	module 8b oral exam 2 CP	2 CP