

Module Description

1	Module 1	Theories of Decision-Making Across Cultural Contexts	10 ECTS
2	Courses	<p>Winter Semester</p> <p>Lecture: Is It Already Decided? An Enquiry Into the Social Life of Decision-Making (2 SWS)</p> <p>Seminar: Interdisciplinary Methodologies (2 SWS)</p> <p>Lecture: CAS Colloquium & Workshop Series (2 SWS)</p>	
3	Lecturers	Prof. Dr. Jean-Baptiste Pettier	

4	Module coordinator	Prof. Dr. Jean-Baptiste Pettier
5	Contents	<p>Lecture: Is It Already Decided? An Enquiry Into the Social Life of Decision-Making</p> <p>Opposed views on humans' capacities to make decisions have always existed. On one side, more liberal, human beings are seen as having their fate in their own hands. They can create, innovate, renew, make a change, it depends all on themselves. On the other, more deterministic, everything is already decided. Life is in the hands of the divine, or of a great underlying mechanism, humans have no real capacity of choice. Social sciences also deal with these age-old questions and have attempted to address them in two ways: on one side, examining how and to which extent people's lives and ways of thinking are determined by the cultural or social milieu they originate from; on the other, studying how people the world over deal with predetermined conditions, try to find out what the future will be, and attempt to change it. Through theories of individual agency and concrete cases of decision-making, this course will trace back these two trends.</p> <p>Seminar: Interdisciplinary Methodologies</p> <p>What differentiates a sociological research from an historical one, or an ethnographic one? What is the difference between qualitative and quantitative methodologies? How do you carry out a field research or conduct an interview? What are the ethical issues of carrying out research with human beings, and how can you deal with these challenges? Is it possible to make an "objective" research and remain neutral? What do you do of your emotions or of your subjectivity?</p>

		<p>How can you deal with the ways people situate you, or evaluate your identity or position in society? Based on the reading of methodology texts, exemplary pieces of research, and concrete practice, this class will address these issues and equip you with methodological tools to produce qualitative data, which are the material of qualitative social sciences.</p> <p>Lecture: CAS Colloquium & Workshop Series Lecture series with changing guest speakers about alternative rationalities and esoteric practices from a global perspective. The workshops provide a space for practical participation in topics like intercultural competences, counter speech against racism, etc.</p>
6	Learning objectives and skills	<p>Lecture: Is It Already Decided? An Enquiry Into the Social Life of Decision-Making Students</p> <ul style="list-style-type: none"> - acquire different international cultural knowledge and how culture and social context affect decision-making - receive profound insights into the cultural, social and historical dimensions involved in processes of decision-making <p>Seminar: Interdisciplinary Methodologies Students</p> <ul style="list-style-type: none"> - learn to differentiate between research methodologies and how to conduct research in different fields - learn to produce qualitative data

7	Prerequisites	None
8	Integration in curriculum	1st semester
9	Module compatibility	M.A. Standards of Decision-Making Across Cultures (SDAC)
10	Method of examination	Oral examination (20 minutes) and 2 page handout
11	Grading procedure	100% module examination
12	Module frequency	Winter semester

13	Resit examinations	Once
14	Workload	Contact hours: 120 h (SWS x 15 in Winter semester) Independent study: 300 h (ECTS credits x 30 - contact hours)
15	Module duration	One semester
16	Teaching and examination language	English
17	Recommended reading	Will be determined by the teaching staff at the beginning of the semester. A list of recommended reading will be provided on StudOn.

Module Description

1	Module 2	Politics of Culture	10 ECTS
2	Courses	<p>Winter Semester <i>Students are required to choose two of the following classes</i></p> <p>Lecture: What is Southeast Asia? (2 SWS) Lecture: What is East Asia? (2 SWS) Lecture: What is Africa? (2 SWS) Lecture: What is the Indian Ocean? (2 SWS) Lecture: What is West Asia? (2 SWS)</p>	
3	Lecturers	<p>Prof. Dr. Jean-Baptiste Pettier Prof. Dr. Tijo Salverda Dr. Ferdiansyah Thajib Dr. Ioan Trifu Mingqing Yuan, M.A. Dr. Maryam Abbasi</p>	

4	Module coordinator	Prof. Dr. Jean-Baptiste Pettier
5	Contents	<p>Lecture: What is Southeast Asia? As a modern history invention, Southeast Asia has come to have a living reality which bears critical investigation and articulation. `Southeast Asia` and its various constituent countries are being made and remade through the movements and flows of goods, peoples, ideas and technologies across and beyond the region. This course is an introduction to how the region is shaped through a history of similarities and differences, and why it remains an important area to study today. The first part of the course focuses on the region's historical evolution through diverse typologies of precolonial, colonial and postcolonial encounters. We will critically engage with the complexity of Southeast Asian cultures and societies, by studying its diverse ethnicities, plural patterns of gender and sexuality and vernacularized forms of world religions and local beliefs. The final part examines the dynamics that constitute the region's sociopolitical realities in current times, including democratization, populism, economic outlooks and environmental issues.</p> <p>Lecture: What is East Asia? Looking at a world map and searching for the very far east of the Eurasian super-continent, we find China, North and South Korea, Japan... The names of these few countries</p>

strike our mind as being part of the same region: East Asia. Cultural common points also seem to unify these populations in our imagination: chopsticks, buddhist temples, traditional roofs, martial arts, rice and tea, or filial piety... Yet like so many other similar territorial divisions, the more we try to make sense of it, the more elusive the unity becomes. Are these populations not too different to be assimilated in the same space? Does East Asia exist outside our geography textbooks? What do these populations really share in common? And what separates them? This course examines the construction of this region and its present realities. Breaking away from the discourses of the nation-states as well as the orientalist vision of a little differentiated cultural space, we will investigate, in a transversal manner, several major themes, ranging from the writing system to the governmental structures, or the food and drinks. At the end, students will be able to gain a deeper understanding of the complex links that interconnect this region.

Lecture: What is Africa?

What is Africa? Where is Africa? When is Africa? What is the meaning of Africa and being African? Who has the right to define it? This course traces how the idea of Africa is invented, discursively constructed and performed through various historical moments and (post)colonial knowledge production. It will start with a brief introduction to area studies, especially African studies and invites the students to critically reflect on the categorization of knowledge and compartmentalization of the world. Then the course is organized in a chronological order to discuss the invention of Africa from the perspective of various disciplines. The specific topics range from the history of the black Atlantic, construction of race, and discussion of cultural authenticity to pan-Africanism, Afropolitanism and African futurism. It is designed to acquaint students with African philosophy, history, African political thoughts and African literature in general, through which students could connect daily issues with larger social and political contexts. At the end of the course, students will be familiar with the intellectual history of Africa, current debates within African studies, and the role of human agency and decision-making in historical processes.

Lecture: What is the Indian Ocean?

Long before European colonial expansion, important trading routes already ran through the Indian Ocean, connecting Africa's east coast with the Arab world, India and East Asia.

		<p>These long-term circulations and exchanges of goods, ideas, and people also continued through European merchants, trading posts, and settler colonies. This has turned the Indian Ocean into a place where some of the most original and varied societies cohabit and mix. Yet these connections also imply inequalities, power hierarchies, and conflicts. In this course, we will start from a closer analysis of historical connections across the Indian Ocean. This will allow us to better understand how societies in and around the Indian Ocean have been influenced by (long-distance) exchanges, of which the legacies can still be witnessed today in beliefs, technics, and vocabularies. Next, we will explore various contemporary themes, such as tensions and opportunities in multicultural (postcolonial) societies, responses to climate change, and geopolitics, for instance observed in the presence of various naval bases. The aim is to better understand the context and significance of the third largest ocean in world history and current affairs.</p> <p>Lecture: What is West Asia?</p> <p>This comprehensive course provides an in-depth look at West Asia's geography and its rich cultural tapestry. As participants progress through the curriculum, they will delve into various significant aspects of the region, including:</p> <ol style="list-style-type: none">1. Religious Diversity: West Asia is home to a wide array of religious beliefs and practices, making it a melting pot of faiths and traditions. This section of the course delves into the various religions present in the region, their historical significance, and the role they play in shaping the social and political landscape.2. Gender Identity and Women's Status: Delving into the intricacies of gender identity and societal norms, this section sheds light on the continual challenges and progressions surrounding women's rights within the region.3. Economic and Political Landscape: This exploration of the contemporary economic and political realms of West Asia provides students with the analytical tools to discern the region's global impact. The course offers insights into its geopolitical significance, as well as its economic strengths and challenges.4. Contemporary Challenges: With challenges ranging from political upheavals to economic dynamics and environmental concerns, West Asia is a region in flux. This segment allows students to comprehend the pressing issues of the day, enhancing their understanding of the factors that profoundly affect the lives of its people. Engaging with these multifaceted themes, the course aims to equip students with the ability to critically assess the complexities of Contemporary West Asia. Through immersive discussions, insightful readings, and thorough research, participants are
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		set on a path to deeply appreciate the region's history, its current state, and the possibilities the future may hold. Ultimately, this course offers a comprehensive lens, guiding individuals through the rich tapestry and dynamic evolution of this vital world region.
6	Learning objectives and skills	Students - will be provided with deep insights into different regions and their cultural, political, and historical identities - analyze the impact of a different world-view on decision-making in politics, economy, and daily life in different cultures - will be provided with cross-cultural competences in the realm of both theory and practice and become more sensitive for questions of cultural differences
7	Prerequisites	None
8	Integration in curriculum	1st semester
9	Module compatibility	M.A. Standards of Decision-Making Across Cultures (SDAC)
10	Method of examination	Written exam (90 minutes)
11	Grading procedure	100% module examination
12	Module frequency	Summer semester
13	Resit examinations	Once
14	Workload	Contact hours: 60 h (contact hours in SWS x 15 per semester) Independent study: 300 h (ECTS credits x 30 - contact hours)
15	Module duration	One semester
16	Teaching and examination language	English

17	Recommended reading	Will be determined by the teaching staff at the beginning of the semester. A list of recommended reading will be provided on StudOn.
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Module Description

1	Module 3	Specific Approaches of Selected Academic Disciplines	10 ECTS
2	Courses	<p>Winter Semester</p> <p><i>Students are required to choose two of the following classes</i></p> <p>Seminar: Anthropological Critiques of Culture, Comparison and Representation (2 SWS)</p> <p>Seminar: The Anthropology of Gender – Feminist Perspectives (2 SWS)</p> <p>Seminar: Introduction to Transcultural Studies (2 SWS)</p> <p>Seminar: State and Politics (2 SWS)</p> <p>Seminar: Social Movements, Protests and Counterpower (2 SWS)</p>	
3	Lecturers	<p>PD Dr. Viola Thimm</p> <p>Mingqing Yuan, M.A.</p> <p>Dr. Ioan Trifu</p> <p>Prof. Dr. Tijo Salverda</p>	

4	Module coordinator	Prof. Dr. Jean-Baptiste Pettier
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5	<p>Contents</p>	<p>Seminar: Anthropological Critiques of Culture, Comparison and Representation</p> <p>The concept of “culture” has radically been put into question by many anthropologists and among some representatives of neighboring disciplines. Many categorically oppose the application of “culture” – especially the plural form “cultures” – as an analytic category. This critique has been influential since the 1980s, when the “writing culture debate” unfolded and began to inform various follow-up discussions in the following years. Among the most prominent examples was L. Abu-Lughod’s (1991) plea for “writing against cultures”. However, proponents of these critiques mostly failed to convey their arguments to broader audiences beyond anthropology, post-colonial studies, feminist theory, and anti-racism research. Other disciplines, such as business- and marketing-oriented programs teaching “cultural competence”, often speak about “cultures”, while claiming a right for themselves to authoritatively define, quantify and measure them, and to explain human being’s behavior through culturizing explanatory frameworks. Both types of “culture”-related academic research appear to exist in epistemic worlds far apart from one another. This course introduces students to some anthropological critiques and enables them to develop their own informed argumentation on whether speaking of “culture(s)” should or should not be sustained. As a second step, the course delves into the interrelated problem of cultural representation, i.e. the (im-)possibility of speaking and writing adequately about human beings, cultural Others, and other “cultures”. Finally, the course will turn to the question of anthropological comparison. After reviewing its trajectory dating back to the colonial era, when what colonial scholars imagined as “cultures” where dubiously mapped, measured and in effect produced, we will discuss why early post-colonial anthropology largely gave up comparative research, and on which grounds attempts have been made since the early 2000s to rehabilitate comparison in more nuanced and less epistemologically violent ways.</p> <p>Seminar: The Anthropology of Gender – Feminist Perspectives</p> <p>In this course, we will examine issues and perspectives important to the Anthropology of Gender. We will deal with the development of feminist anthropology, with special attention to significant theories, themes of study, and debates within the field. Topics related to gender and sexuality that we will focus on include social constructions of gender, gender hierarchies, politics of the body, gender in its intersections with race, class and sexuality, and kinship and family. We will furthermore deal with feminist ethnographic</p>
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		<p>writing strategies and with (taboos of) embodied fieldwork. We will focus on gender and women in heterosexual social relationships and on non-normative and non-binary genders and sexualities, analyzing central feminist works in anthropology from the 1920s to the present. We will focus simultaneously on two kinds of directions: 1) what we know and what we don't know, what we can and what we can't learn about women, men, and non-normative genders, and the ideas of "masculine" and "feminine" in different cultural contexts, and 2) how anthropologists develop and use their methods and theories to learn about gender variation, and how politics influence this process. Rather than studying a collection of "facts" about gender across cultural contexts, in this class students will learn how to bring a feminist anthropological approach to topics related to sex, gender and sexuality, and to critically consider how categories and hierarchies of gender and identity are constructed in and through cultural norms about sexuality, race, ethnicity, class, indigeneity, nationality, and more.</p> <p>Seminar: Introduction to Transcultural Studies What is culture? How does it define or influence our perceptions of self and the other? How do historical context and socio-cultural factors influence one's decisions? This course deals with theories and practices in transcultural studies. Situated in postcolonialism and decolonization, the course will cover key concepts and theories in transcultural studies and evaluates their applications in analyzing narratives, mechanism and practices of difference-making machinery. It will also briefly introduce different tools of analysis that cross disciplinary boundaries. By integrating different perspectives, this course delivers insights into both historical and current complexities, into unexpected similarities and productive differences that challenge social, national and linguistic borders. Students are very welcome to bring their own interested cases and knowledge from different disciplines to enrich the in-class discussion. Upon successful completion of this course, students will be able to: Explain the major theoretical concepts and frameworks of trans/cultural studies; apply these concepts and frames of analysis to different cases; understand the complex reality and different factors in transcultural encounters; grasp historical and current complexities, unexpected similarities and productive differences.</p> <p>Seminar: State and Politics From birth to death, for private as much as for public matters, the State is omnipresent in our life. While it is often portrayed</p>
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		<p>as a threatening menace to people’s freedom, it claims to serve and protect them. Always contested and frequently transformed, it nevertheless appears as an unavoidable staple of modern politics. Such conflicting perspectives prevent any attempt to draw a single image of the State and force us to question this entity both in a critical and comparative manner: what is the State? And is it as universal and atemporal as it seems to be? This course offers an introduction to the historical sociology of this institution and the variety of forms it has taken in modern times. Through the close readings of major thinkers and the analysis of concrete examples, notably from Europe and East Asia, the course investigates the emergence and development of the State as well as its relationships with other political phenomena and ideologies such as national identity, leadership, bureaucracy, welfarism or even neoliberalism. It will help students to better understand how state structures decisively impact most decision-making in our contemporary world.</p> <p>Seminar: Social Movements, Protests and Counterpower Why do people protest and organise to change the world around them? Why do some social movements succeed, while others fail? How do expressions of protest, ideas of change, means of action differ from place to place? This course will explore different manifestations of protest and resistance by taking under scrutiny socio-political developments across the globe. It aims at addressing questions that are central to anthropological/sociological investigations of social movements and, more broadly, counterpower and social change; individual and collective agency; political subjectivity; modes of action and organizational structures; group mobilisation, decision making and processes of activist ‘habitus’ formation; ideas of utopia, change, critique; perceptions of ideas of justice, deservingness, common good; universality vs particularism. The course will begin with a critical overview of the theoretical frameworks that have long dominated in the study of social movements, power and resistance. It will then proceed by exploring various (ethnographic) works on social movements and resistance and the ways these works contribute to theory-building. The case-studies to be discussed will allow us to explore a variety of issues: class, gender, ethnicity, religion as key-constituents of social protest and social action; impact of the discourse on women’s rights, human rights, environmentalism; socioeconomic developments; transnational versus local movements; as well as different forms of protest, resistance and counterpower. This will help us to problematise the</p>
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		<p>dichotomic take on passivity/activism, submission/resistance, violence/non-violence. We will also reflect on the problem of bias in the study of social movements and resistance, interrogating why the analyses of 'less sympathetic', 'non-progressive' movements and protests remain scarce.</p>
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6	Learning objectives/skills	<ul style="list-style-type: none"> - get acquainted with different academic disciplines and research issues - get more familiar with current research topics - will be provided with cross-cultural competences in the realm of both theory and practice and become more sensitive for questions of cultural differences
7	Prerequisites	None
8	Integration in curriculum	1st semester
9	Module compatibility	M.A. Standards of Decision-Making Across Cultures (SDAC)
10	Method of examination	Term paper (12-15 pages)
11	Grading procedure	100% module examination
12	Module frequency	Winter semester
13	Resit examinations	Once
14	Workload	Contact hours: 60 h (contact hours in SWS x 15 per semester) Independent study: 300 h (ECTS credits x 30 - contact hours)
15	Module duration	One semester
16	Teaching and examination language	English
17	Recommended reading	Will be determined by the teaching staff at the beginning of the semester. A list of recommended reading will be provided on StudOn.

Module Description

1	Module 4	Concepts of Asian Cultural Orientations and Decision-Making	10 ECTS
2	Courses/lectures	<p>Summer Semester <i>Students are required to choose two of the following classes</i></p> <p>Seminar: Environmental Governance (2 SWS) Seminar: Remapping Global China's Presences in Asia (2 SWS) Seminar: Understanding Africa-China through Literature and Film (2 SWS) Seminar: Alternative Rationalities, Rituals and Practices in the Persian Gulf Area (2 SWS) Seminar: Decentering Gender and Sexuality in Asia (2 SWS) Seminar: Transforming China(s): Current Social and Cultural Dynamics in the Chinese World (2 SWS)</p>	
3	Lecturers	<p>Dr. Maria Bondes Dr. Zezhou Yang Mingqing Yuan, M.A. Dr. Maryam Abbasi Dr. Ferdiansyah Thajib Prof. Dr. Jean-Baptiste Pettier Prof. Dr. Robert La Fleur</p>	
4	Module coordinator	Prof. Dr. Jean-Baptiste Pettier	

5	Contents	<p>Seminar: Environmental Governance This course introduces students to the dynamics, complexities and decision-making processes of environmental governance. Drawing on the policy cycle model, the students will learn to investigate and evaluate environmental policy-making and implementation. Taking China as an example, we will take a closer look at China’s command-and-control system of environmental governance and discuss the opportunities and pitfalls of such “environmental authoritarianism” – promoted by China as a more effective alternative to democratic approaches. Moreover, students in this course will be able to increase their methodological knowledge in the fields of policy analysis and case studies. The students will be organized in groups and conduct their own analysis of environmental governance in a specific issue field. These case studies will be developed throughout the course and be presented at the end of the semester. This is a work-intensive course. We will meet every two weeks and students will be required to actively participate in one of the case study groups throughout the entire semester.</p> <p>Seminar: Remapping Global China’s Presences in in Asia Spanning from the Himalayan mountains to the islands of Southeast Asia, from global metropolises such as Dubai and Shanghai to scarcely known villages in Pakistan, from high-end stores in Tokyo to streetside pharmacies in Delhi, from temples to mosques, and from Chinatowns to films, the presence of China has grown increasingly prominent across various dimensions within Asian areas. This phenomenon is not a novelty but rather a continuation of historical, trans-regional, and global interactions. In these manifestations, nation-states—a foundational concept of modern, Eurocentric International Relations—remain pivotal actors, yet their significance does not overshadow the roles of other individual and societal entities. Furthermore, China’s presence transcends physical realms, permeating cultural products and shaping both individual and collective imaginations. This course poses critical inquiries: What constitutes Chinese presences in Asia historically and presently? Which asymmetrical power dynamics at individual, societal, state, and global levels influence, redefine, and challenge these presences? How can the notion of presence itself be problematised? Beyond conventional area studies, how can we comprehend and analyse China? In what ways does examining China’s regional influences enable us to innovatively and critically reassess Asia, its regional dynamics, and its connections to the broader world, deviating from dominant Western-centric paradigms and drawing from (trans-)local, grounded narratives and experiences? Embarking on these questions, the course explores China’s historical and contemporary presences in Asia. It is structured to commence with an examination of the concept of Global China, alongside several related concepts and theories. Following sessions will investigate various manifestations of Chinese presences and interaction within the inter-Asian context—such as empire, trade, pilgrimage, migration, decolonial cooperation, tourism, infrastructure development,</p>
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	<p>cultural expression, and environmental change—through case studies in East, South, Southeast, and Central Asia, among other regions. This course transcends mere acquisition of factual knowledge concerning China-centred international relations in Asia. It aims to equip students with the ability to critically analyse, moving beyond conventional Eurocentric narratives of cultural encounters and exchanges, and to discern the alternative connections and influences shaping our world.</p> <p>Seminar: Understanding Africa-China through Literature and Film China's engagement with Africa has caused many controversial reactions, ranging from accusations of "China's neocolonialism in Africa" to a celebration of "win-win" cooperation. Yet, different from these grand narratives, with the increasing number of everyday interactions of Africans and Chinese, how do Africa and China relationships look like on the ground? How does historical, economic, socio-political and cultural context influence our understanding of these complexities? What are the roles of different agencies, especially African agency, in shaping these interactions and practices? Through a review and analysis of literatures, films, and art works, this course aims to demystify the decision-making process in the Africa-China interactions on different levels, demonstrate how different agencies are involved in the decision-making process and how multiple frames of analysis can help us understand the ambiguity and multiplicity in China-Africa relations. During the course, the students will be able to screen documentary films with limited access and talk to film directors. It also welcomes students to bring their interested topics and materials to craft their own project, especially in generating a better understanding of Africa-China relationships on a cultural level.</p> <p>Seminar: Alternative Rationalities, Rituals and Practices in the Persian Gulf Area This seminar provides an introduction to the study of esoteric practices and alternative rationalities for students of Sociology and the SDAC program. This advanced seminar will examine various texts, rituals, and practices in the Persian Gulf area to address the following questions: What are some examples of alternative rationalities and practices in the Persian Gulf region? Which roles do they play in everyday lives? And how do these rationalities and practices relate to Islam?</p> <p>Seminar: Decentering Gender and Sexuality in Asia This course is intended for students with interest on the sociocultural study of multiple genders and sexualities in Asian contexts. It explores how vernacular forms of sexual and gender pluralism shape personhoods and lived-experiences that are differentially subjected to hegemonic orders of oppression within, across and beyond the region. It maps out how the dynamics of gender and sexuality shape and are shaped by colonial, postcolonial and decolonial entanglements. In this course we will also discuss how gender and sexuality in Asian regions have been ethically and epistemologically engaged with through</p>
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		<p>academic practice; the ways they are problematised through sameness and difference in public discourse; how they are faced by moral policing and political contestations; and the processes in which they become sources of individual and collective agency.</p> <p>Seminar: Transforming China(s): Current Social and Cultural Dynamics in the Chinese World</p> <p>What are the dynamics of present-day Chinese society in the 21st century, and where do they come from? What is “China” and what can “being Chinese” mean today? This course explores the internal complexities and dynamics of the Chinese social world. It will mainly focus on the ongoing transformations and challenges in the circumstances of the predominantly Han Chinese society in the People’s Republic of China, and examine the common historical and political trends which have contributed in shaping present-day trends. Calling into question the notion of a cultural discourse concerning Chinese national character, it will emphasize instead the political and economic choices which contributed to produce the current situation.</p>
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6	Learning objectives and skills	<p>Students</p> <ul style="list-style-type: none"> - will be able to consciously perceive their own prejudices and to set up relevant categories of reflection accordingly - will be acquainted with the historical processes that influenced developments in modern Asia. - gain competency in reflecting on conceptual boundaries that shape and motivate the search for decision-making processes across cultures - reflect on cultural location of decision-making processes, culture-specific justification of decisions - reflect on the sustainability of intercultural decision-making processes
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7	Prerequisites	None
8	Integration in curriculum	2nd Semester

9	Module compatibility	M.A. Standards of Decision-Making Across Cultures (SDAC)
10	Method of examination	Term paper (12-15 pages)
11	Grading procedure	100% module examination
12	Module frequency	Summer semester
13	Resit examinations	Once
14	Workload	Contact hours: 60 h (contact hours in SWS x 15 per semester) Independent study: 300 h (ECTS credits x 30 - contact hours)
15	Module duration	One semester
16	Teaching and examination language	English
17	Recommended reading	Will be determined by the teaching staff at the beginning of the semester. A list of recommended reading will be provided on StudOn.

Module Description

1	Module 5	Advanced Thematic and Regional Courses	10 ECTS
2	Courses/lectures	<p>Summer Semester <i>Students are required to choose two of the following classes</i></p> <p>Seminar: Economy and Morality (2 SWS) Seminar: Introduction to African Popular Cultures (2 SWS) Seminar: Theories and Practices of Decoloniality (2 SWS) Seminar: Introduction to Psychological Anthropology (2 SWS)</p>	

		Seminar: Preparing for the Job Market: How to Make Use of Sociological/Anthropological Insights and Skills in your Job Field (2 SWS)	
3	Lecturers	Prof. Dr. Jean-Baptiste Pettier Prof. Dr. Tijo Salverda Mingqing Yuan, M.A. PD Dr. Viola Thimm Dr. Ferdiansyah Thajib	

4	Module coordinator	Prof. Dr. Jean-Baptiste Pettier
5	Contents	<p>Seminar: Economy and Morality The phases of crisis and of euphoria within global capitalism increasingly switch, moving debates between moral contestations of the system and celebrations of its successes. Yet is there anything intrinsically positive or negative about how our economic system works, and on which moral base are these convictions grounded? What do we really know about the relations between economy and morality? This course will analyse these relations from a historical and contemporary perspective. The aim is to better understand how morals influence and shape economic practices, from our own everyday actions to the operations of (global) markets and demands for new, just and more environmentally friendly economic models.</p> <p>Seminar: Introduction to African Popular Cultures By looking at different cultural and art forms in Africa, such as films, hip hop music, political cartoons and stand-up comedies, this course aims to engage with African societies through theories and methodologies in studies of popular culture. It will review and discuss the basic themes and key debates within African cultural studies in relation to state politics and decolonization, tradition and modernity, language choice and gender issues. Through the course, students will be able to look at Africa from a more diverse lens and develop a critical and multidisciplinary approach in studying Africa-related topics. Students are welcome to bring their own examples and experiences in the field.</p> <p>Seminar: Theories and Practices of Decoloniality “Decoloniality” is currently being opened up as a new field both inside and outside academia. Colonialism, coloniality, postcolonialism, decoloniality – what are the differentiations and what relevance does decoloniality has (not only) for the Western university landscape? The aim of “decoloniality,” which originated in Latin America, is a critical production of knowledge that strives for liberation from a Western hegemony of knowledge. In “decoloniality,” colonisation is not only understood economically and politically, but also culturally and epistemically: while Europe became the place of “modernity”</p>

from which the world was classified and described, coloniality marked the margins where this modern world demonstrated its power of definition. In this seminar, we will look at how representatives of decoloniality such as Walter D. Mignolo, Anibal Quijano or María Lugones search for alternatives to powerful Western knowledge. Since colonialism, strategies of demarcation from the “other” and the related hierarchisation of knowledge systems, social and economic forms of organisation or ideas and practices of “race” and gender have had a lasting impact on the relationship between the “old” and the “new” world. Especially decolonial perspectives on feminist thinking show, for example, that the heteronormative distinction between men and women in Latin America only became effective through Spanish colonialism. Apart from dealing with theoretical knowledge, students will also do a small field project “Decolonize Erlangen!”. The aim of the seminar is to get to know new forms of knowledge, to learn to question one’s own systems of thought and to understand the history of science under world political conditions.

Seminar: Introduction to Psychological Anthropology

This course discusses foundational assumptions, core themes, and potentials of Psychological Anthropology. It considers why Psychological Anthropology has thrived in US anthropology but seems marginalized elsewhere. Potential reasons explored include an anti-psychologizing disciplinary ethos, the role of early psychological anthropologists in nationalist and colonial agendas, and a lack of postcolonial theory. The course then takes the recent emergence of psychological anthropologies outside the US as an opportunity to reflect on current debates. It elaborates on approaches concerned with power asymmetries and universalizing “Western” psychologies. Contemporary psychological anthropology fosters insights into new forms of inequality, violence, and human subjectivity. Hence, imposing psychological or bio-psychiatric “insights” on human experience is open to question. This creates productive tensions between universalizing and relativizing understandings of humanity that can be addressed ethnographically. The course also highlights significant work rejecting universalizing tendencies in psychology. It prefers illuminating historically, politically, and socio-culturally situated concepts of self, personhood, affect, sociality, health and well-being.

Seminar: Preparing for the Job Market: How to Make Use of Sociology/ Anthropological Insights and Skills in your Job Field

It can, at times, be difficult to envision how the theories and skills you learn in your studies can be applied in – or are relevant to – a future job. This course aims to assist you in this process. It will start from exploring the professional fields you are interested in and what knowledge and qualities may enhance your chances to obtain employment. Through discussions, assignments, and engagement with professionals in your respective fields (whom you will select yourself), the course intends to contribute to better understanding the applicability of your academic strengths.

6	Learning objectives and skills	<p>Students will</p> <ul style="list-style-type: none"> - be introduced to major specific cross-disciplinary issues central to the real world understanding of decision-making processes -be introduced to specialized sub-disciplinary research fields and disciplines focusing on decision-making - deepen their analytical skills to reflect on exemplary case studies - learn to implement diverse theories and methods of cultural studies into practical contexts.
7	Prerequisites	None
8	Integration in curriculum	2nd semester
9	Module compatibility	M.A. Standards of Decision-Making Across Cultures (SDAC)
10	Method of examination	Oral exam (20 minutes)
11	Grading procedure	100% module examination

12	Module frequency	Winter semester
13	Resit examinations	Once
14	Workload	Contact hours: 60 h (contact hours in SWS x 15 per semester) Independent study: 300 h (ECTS credits x 30 - contact hours)
15	Module duration	One semester
16	Teaching and examination language	English
17	Recommended reading	Will be determined by the teaching staff at the beginning of the semester. A list of recommended reading will be provided on StudOn.

Module Description

1	Module 6	Introduction to Research Methodologies	5 ECTS
2	Courses/lectures	Summer Semester Lecture: CAS Colloquium and Research Seminars Workshop Series	
3	Lecturers	Guest Lecturers	

4	Module coordinator	Prof. Dr. Jean-Baptiste Pettier
5	Contents	<p>Lecture: CAS Colloquium and Research Seminars The CAS Lecture and advanced research seminars series offers students the opportunity to learn about cutting edge research from distinguished scholars of socioculturally oriented decision-making studies from across the world. Guests include university-based researchers from a range of disciplines alongside practitioners working at the intersections of academic research and applied decision-making.</p> <p>Workshop Series The workshops provide a space for practical participation in topics like intercultural competences, counter speech against racism, etc.</p>
6	- Learning objectives and skills	<p>Students</p> <ul style="list-style-type: none"> - get acquainted with diverse fields and advanced research issues - will acquire key analytical competences for scientific work - will be able to discuss specific research topics
7	Prerequisites	None

8	Integration in curriculum	2nd semester
9	Module compatibility	M.A. Standards of Decision-Making Across Cultures (SDAC)
10	Method of examination	Handout (2 pages)
11	Grading procedure	100% module examination
12	Module frequency	Summer semester
13	Resit examinations	Once
14	Workload	Contact hours: 30 h (contact hours in SWS x 15 per semester) Independent study: 150 h (ECTS credits x 30 - contact hours)
15	Module duration	One Semester
16	Teaching and examination language	English
17	Recommended reading	Will be determined by the teaching staff at the beginning of the semester. A list of recommended reading will be provided on StudOn.

Module Description

1	Module 7	Specific Approaches of Selected Academic Disciplines	5 ECTS
2	Courses/lectures	<p>Summer Semester <i>Students are required to choose one of the following</i></p> <p>Seminar: Ethnographic Reading and Writing (2 SWS) Seminar: Culture and Company (2 SWS)</p>	
3	Lecturers	<p>PD Dr. Viola Thimm Prof. Dr. Tijo Salverda</p>	

4	Module coordinator	Prof Dr. Jean-Baptiste Pettier
5	Contents	<p>Seminar: Ethnographic Reading and Writing</p> <p>In this course, we will read ethnographies, i.e. the presentation of fieldwork results in book form. Ethnography is the very specific, academic writing genre of anthropology that has changed and continues to change throughout the history of the discipline, as it is strongly linked to the political-academic debates in the discipline. Depending on the size of the course and the student's interests, we will deal with ethnographies from the early 20th century, from the 1980s and from the contemporary. In this course, we will firstly deal with the classics of anthropology – including those that have not necessarily become part of the ethnological canon due to their socio-structural position, socio-critical viewpoint or ethnographic writing style. These works, e.g. by Margaret Mead, Zora Neale Hurston or W.E.B. Du Bois, have significantly influenced the history of science by, for example, refuting the prevailing racist basic assumption at the time, which legitimised colonialism, among other things. In addition, Margaret Mead (1935), for example, published ground-breaking findings on the construction of gender (roles), which did not (yet) correspond to the zeitgeist of the time and only found their way into scientific currents from the 1980s onwards. In order to gain a better understanding of forms of ethnographic representation and scientific writing style, we will secondly read later ethnographies that have emerged since the so-called "Writing Culture Debate" in the 1980s. In this debate, the classical ethnographies written up to that point were criticised for ignoring any individual and subjective element and for following the so-called "positivist ideal of science": Titles and introductions to the works read like novels; the researcher recounts the first contact with the "strangers" or describes the village idyll. In the main part,</p>

		<p>however, it remains completely unclear how the researcher obtained their own data. Furthermore, problems that arise for the ethnographer in the course of the field research, such as power hierarchies, loneliness and conflicts, are omitted. Maintaining neutrality seems to have been the top priority for classical ethnographers. This neutrality cannot and should not (!) be guaranteed according to Writing Culture representatives. Representatives of this debate have also experimented heavily with the ethnographic writing style itself. In this sense, we will read, for example, the feminist interventions of Ruth Behar and Lila Abu-Lughod. We may thirdly also look at contemporary ethnographies written by Alpa Shah, Tom Boellstorff or Scott Stonington, for instance. Familiarisation with the lively history of the discipline, ethnographic writing styles and rhetorical possibilities of ethnographic representation through reading and discussing ethnographies will also be experienced in this course through small writing exercises. Parts of Van Maanen's book "Tales of the Field" (2001 [1988]) will serve as a basis for becoming aware of various writing conventions within the discipline and the power of a writer. Note: This reading course therefore involves a relatively large amount of reading and also writing. Reading competence is a basic tool in anthropology. The seminar participants must read and present a self-selected ethnography in its entirety and read excerpts from the other works in preparation for the individual seminar sessions.</p> <p>Seminar: Culture and Company In this course we will explore how culture (broadly defined) shapes the operations of companies, which in economics, with its focus on objective', economic rationality, is largely ignored. We will invite guests and visit several companies in the Erlangen area to learn first-hand how culture is dealt with at various levels, such as in human resources, international management and collaboration, strategy, research and design, sustainability, etc. In combination with theoretical insights gained from key texts, this will allow students to obtain a better understanding of the (everyday) realities of cultural dynamics, opportunities, but also risks within companies.</p>
6	<p>Learning objectives and skills</p>	<p>Students</p> <ul style="list-style-type: none"> - can deepen their ethnographic reading and writing skills to prepare for future scientific work - get insight into cultural phenomena in companies

7	Prerequisites	None
8	Integration in curriculum	2nd semester
9	Module compatibility	M.A. Standards of Decision-Making Across Cultures (SDAC)
10	Method of examination	Term paper (12-15 pages)
11	Grading procedure	100% module examination
12	Module frequency	Summer semester
13	Resit examinations	Once
14	Workload	Contact hours: 30 h (contact hours in SWS x 15 per semester) Independent study: 150 h (ECTS credits x 30 - contact hours)
15	Module duration	One semester
16	Teaching and examination language	English
17	Recommended reading	Will be determined by the teaching staff at the beginning of the semester. A list of recommended reading will be provided on StudOn.

Module Description

1	Module 8	Regional Contexts of Decision-Making	10 ECTS
2	Courses/lectures	Winter Semester Individual Study Plan <i>In replacement of the mandatory stay at ECCS at Peking University</i>	
3	Lecturers	SDAC Staff Affiliated Faculty	

4	Module coordinator	Prof. Dr. Jean-Baptiste Pettier
5	Contents	Individual Study Plan Students are required to choose two of the SDAC elective classes or courses of affiliated faculties at FAU.
6	Learning objectives and skills	Students - are offered a vast variety of subjects and topics according to their research and study interest - get the opportunity to attend a variety of courses outside SDAC

7	Prerequisites	None
8	Integration in curriculum	3rd semester
9	Module compatibility	M.A. Standards of Decision-Making Across Cultures (SDAC)
10	Method of examination	Written examination (90 minutes) or term paper (12-15 pages) or oral exam (20 minutes)
11	Grading procedure	100% module examination
12	Module frequency	Winter semester
13	Resit examinations	Once
14	Workload	Contact hours: 60 h (contact hours in SWS x 15 per semester) Independent study: 300 h (ECTS credits x 30 - contact hours)
15	Module duration	One semester
16	Teaching and examination language	English
17	Recommended reading	Will be determined by the teaching staff at the beginning of the semester. A list of recommended readings will be provided via on StudOn.

Module Description

1	Module 9	Specific Approaches of Selected Academic Disciplines – Regional Focus	10 ECTS
2	Courses/lectures	Winter Semester Lecture and Literature Report <i>In replacement of the mandatory stay at ECCS at Peking University</i>	
3	Lecturers	SDAC Staff	

4	Module coordinator	Prof. Dr. Jean-Baptiste Pettier
5	Contents	Students are required to choose one of the SDAC elective classes and write a Literature Report (10-12 pages) supervised by their thesis supervisor

6	Learning objectives and skills	<p>Students</p> <ul style="list-style-type: none"> - can deepen their knowledge in an advanced field of their interest - do extensive research about the literature needed for their thesis and acquire theoretical knowledge about the topic they want to write about
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7	Prerequisites	None
8	Integration in curriculum	3rd semester
9	Module compatibility	M.A. Standards of Decision-Making Across Cultures (SDAC)
10	Method of examination	Term paper (15-20 pages) or oral exam (20 minutes) + report (10-12 pages)
11	Grading procedure	100% module examination
12	Module frequency	Winter semester
13	Resit examinations	Once
14	Workload	Contact hours: 30 h (contact hours in SWS x 15 per semester) Independent study: 300 h (ECTS credits x 30 - contact hours)
15	Module duration	One semester
16	Teaching and examination language	English

17	Recommended reading	Will be determined by the teaching staff at the beginning of the semester. A list of recommended reading will be provided on StudOn.
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Module Description

1	Module 10	Developing Transcultural Sensitivities	10 ECTS
2	Courses/lectures	Winter Semester Report <i>In replacement of the mandatory stay at ECCS at Peking University</i>	
3	Lecturers	SDAC Staff	

4	Module coordinator	Prof. Dr. Jean-Baptiste Pettier
5	Contents	Students are required to write a supervised report related to their Master thesis' topic
6	Learning objectives and skills	Students - acquire knowledge and research experience for their master thesis

7	Prerequisites	None
8	Integration in curriculum	3rd semester
9	Module compatibility	M.A. Standards of Decision-Making Across Cultures (SDAC)
10	Method of examination	Report
11	Grading procedure	100% module examination

12	Module frequency	Winter semester
13	Resit examinations	Once
14	Workload	Contact hours: Independent study: 300 h (ECTS credits x 30 - contact hours)
15	Module duration	One semester
16	Teaching and examination language	English
17	Recommended reading	Will be determined by the teaching staff at the beginning of the semester. A list of recommended reading will be provided on StudOn.

1	Module 11	Master's Thesis	30 ECTS
2	Courses/lectures	Master's Thesis Seminar: Master's Thesis Colloquium (2 SWS)	
	Lecturers	Respective supervisor of the MA Thesis	

4	Module coordinator	Prof. Dr. Jean-Baptiste Pettier
5	Contents	Master's Thesis / Seminar: Master's Thesis Colloquium Will be agreed individually between the students and the respective supervisor.

6	Learning objectives and skills	<p>Students</p> <ul style="list-style-type: none"> - demonstrate their ability to work independently according to academic standards and for a longer period of time, in particular to comprehend subject-specific research questions and problems, to apply theories and methods, and to evaluate their benefits and limitations. - acquire profound academic and methodological knowledge, as well as additional key skills regarding decision-making processes in East Asia. - are able to discuss the chosen research topic in a linguistic cultural, comparative-philosophical and/or cultural-religious way. - receive profound insights into the processes of decision-making, e.g. in entrepreneurial, political, and cultural situations. - are able to provide decision-making processes with a new foundation, to make use of their knowledge in an interdisciplinary way, to analyze research questions from an academic perspective, and to cultivate their independent thinking and thereby the ability to delicately deal with intra-cultural and cross-cultural decision-making processes. - acquire knowledge from the fields of sinology, history, philosophy, religious studies, gender studies, comparative studies, social and cultural anthropology . - develop communication and critical thinking skills, as well as to work in an independent, solution-oriented, critical-analytical, and application-oriented manner in various professional circumstances requiring expertise from humanities, area studies, and social sciences. - are able to deal with issues regarding culture-specific processes and culture-borne decision making. - develop a specific sensitivity for intercultural settings, which is based on an in-depth, theoretical and methodological examination of linguistic, philosophical, historical, and cultural phenomena in East Asia. - are capable of placing issues of culture in a transnational context and of putting them into perspective. - develop a determined, critical, and self-reflected attitude towards cross-cultural situations.
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7	Prerequisites	None
8	Integration in curriculum	4th semester
9	Module compatibility	M.A. Standards of Decision-Making Across Cultures (SDAC)
10	Method of examination	Master's Thesis (ca. 60-80 pages) Presentation (20 minutes)
11	Grading procedure	Each examination will count 50%.

12	Module frequency	Summer semester
13	Resit examinations	Once
14	Workload	Contact hours: 30 h (contact hours in SWS x 15 per semester) Independent study: 270 h (ECTS credits x 30 - contact hours)
15	Module duration	One semester
16	Teaching and examination language	English
17	Recommended reading	Will be agreed individually between the students and the respective supervisor, depending on the topic of the master's thesis.