



**University of Applied Sciences for
Intercultural Theology
Hermansburg**

Manual

B.A. Programme

**Missiology and International
Diaconia**

(MID)

Missiology and International Diaconia

Lasting six semesters, the bachelor degree programme in 'Missiology and International Diaconia' (180 ECTS) is intended to qualify students of different nations and denominations to work in intercultural and international contexts within social diaconry, development politics and church partnerships.

The students acquire practically-oriented, professional knowledge and skills, including in the subjects of a) intercultural theological hermeneutics, inter-religious dialogue and in fundamental questions of missiology, b) in the foundations and practices of social diaconry, c) in the management and control of non-profit organisations, d) in the core fields of development-based work, e.g. in the areas of project management and in poverty research and education.

This degree course, which remains consistently focused on issues of interculturality, incorporates specific questions of migration as sectoral issues and hence enables the development of intercultural competency in the various key areas.

The balance between theoretical and vocationally-oriented module contents presents on the one hand a solid basis for progression to a consecutive master degree course, while on the other hand allowing graduates to move into social diaconry, theological and development policy professions. A long-term internship in the fifth semester is an integral part of the degree course.

The academic programme perceives its overall societal responsibility in areas such as educating students on an academic level to become critical and diversity-sensitive 'global players' who consciously contribute to the debate and design of a pluralist world and who are pro-actively engaged in the areas of social, economic and cultural human rights.

| University providing the course: University of Applied Sciences for Intercultural Theology Hermannsburg Academic programme: Missiology and International Diaconia | | | | |
|--|----------|---------------------------------------|--------------|--|
| Module name 01 Basic module in theology | | | | |
| Semester | Duration | Type | ECTS credits | Student workload |
| 1. (WiS) | 1 sem. | Compulsory module Compulsory event | 15 | 9 WLH PS (à 45 min.) 13.5 WLH SST (à 45 min.) |

| Requirements for participation | Applicability | Examination form / duration (required for the award of credits) | Teaching and study methods | Module coordinator |
|--------------------------------|----------------------------|---|-----------------------------------|--------------------|
| None | Cross-module with ITMGZ 01 | Written examination 90 min. | Lectures and exercises Seminar | Ludwig |

Qualification aims

In the module 'Introduction to intercultural theology', students acquire **basic knowledge** in the following areas:

- Theological concepts and approaches in history and the present day
- Biblical studies and traditions of interpretation
- Theological terminologies
- Development and relevance of the subject intercultural theology
- Missiology as intercultural theology and its relationship with religious studies
- The perception of mission and religious identity constructs in history and the present day
- The importance of stimuli from Africa, Asia and Latin America for ecumenism in Germany.

Moreover, the students acquire the following **skills**:

- Development of a problem awareness for intercultural theological discourse
- Reading and classification of source texts
- Acceptance of, and appropriate responses to, feedback in dialogue with fellow students
- Appreciation of personal skills and future learning requirements
- Orientation in the basic categories of academic theology
- Understanding biblical and source texts against a background of historical-critical interpretation
- Systematic and theological positioning of tenets of faith within an overall system of Christian beliefs.

Educational content

This module provides a general introduction to the classic subjects within academic theology and conveys basic knowledge of various theological disciplines, whereby the main focus is placed on the tradition of biblical exegesis and the Christian doctrine of faith. Issues and topics within the subject of 'Intercultural Theology' are presented against this background.

In this respect, a particular emphasis is placed on African, Asian and Latin American positions. The relationship with missiology and religious studies is also established in this context.

The 'Introduction to the basic tenets of the Christian doctrine from an intercultural perspective' reflects on fundamental issues from prolegomena to eschatology, with due consideration of modern ecclesiastic and social circumstances. The module therefore offers a foundation for other theological issues in the two BA degree courses at FIT.

Literature

Re. 01.01

Cartledge, M & Cheetham, D (ed) 2011. Intercultural Theology: Approaches and Themes. Louisville: Presbyterian Publishing Corporation.

Hock, K 2011. Einführung in die Interkulturelle Theologie. Darmstadt: Wissenschaftliche Buchgesellschaft.

Küster, V 2011. Einführung in die Interkulturelle Theologie. Stuttgart: UTB.

Re. 01.02.

Donaldson, T L 2010. Jews and Anti-Judaism in the New Testament. Decision Points and Divergent Interpretations, London: SPCK.

Smith, M S 2008. God in Translation: Deities in Cross-Cultural Discourse in the Biblical World. Grand Rapids, Mich: Eerdmans.

Thomas, O A W 2010. Biblical Resistance Hermeneutics within a Caribbean Context. London: Equinox.

Re. 01.03.

Migliore, D 2004 (2nd ed.). Faith seeking understanding. Grand Rapids, Mich.: Eerdmans.

Pobee, J S 1977. Toward an African Theology. Nashville: Parthenon.

Rajkumar, P 2015. Asian Theology on the Way: Christianity, Culture, and Context, Minneapolis: Fortress.

Barth, K 1947. Dogmatik im Grundriß, Zürich: TVZ.

| | Title of the course | WLH |
|-------------------|---|-----|
| L (compulsory) | 01.1. Compulsory: Introduction to Intercultural Theology. | 2 |
| E (compulsory) | | 1 |
| L (compulsory) | 01.2. Compulsory: Introduction to the Bible and its Exegetic Traditions | 2 |

| | | |
|---|--|---|
| L | 01.3. Compulsory: Tenets of Christian Doctrine from an Intercultural Perspective | 2 |
| S | | 2 |

| University providing the course: University of Applied Sciences for Intercultural Theology Hermannsburg | | | | |
|--|----------|---|----------------------------|---|
| Academic programme: B.A. Missiology and International Diaconia | | | | |
| Module name: 02A and 02B Introduction to Academic Work | | | | |
| Semester | Duration | Type | ECTS credits | Student workload |
| 1. and 2. (WiS and SuS) | 2 sem. | Compulsory module Compulsory event | 10 (spread over 2x 5 ECTS) | 6 WLH PS (à 45 min.) 6 WLH SST (à 45 min.) |

| Requirements for participation | Applicability | Examination form / duration (required for the award of credits) | Teaching and study methods | Module coordinator |
|--------------------------------|-------------------------------------|---|--|--------------------|
| None | Cross-module with ITMGZ 02A and 02B | Various samples of work (brief presentation, hand-out, brief review, exposé, short essay) | Lecture Seminar Exercise | Beckmann |

Qualification aims

In the module 'Introduction to academic work', students acquire **basic knowledge** in the following areas:

- Characteristics and principles of academic work
- Fundamental ethical standards and at least one Code of Conduct for good academic practice
- Methodical principles of academic work (in particular the techniques of reading and writing)
- Other techniques within academic work: literary research, preparing bibliographies, etc.
- Academic communication and language (verbal and written)
- Introduction to the preparation and writing of academic papers

Moreover, the students acquire the following **skills**:

- Locating and evaluating specific topics
- Systematic reading of texts to appraise certain issues
- Critical reading of primary and secondary texts
- Correction and source-critical approach to texts and development of a sense for the credibility of sources
- Design of basic concepts for the preparation of academic papers
- Preparation of verbal presentations, position papers / hand-outs, brief essays etc., in accordance with academic convention.

Educational content

Academic work presents significant challenges to fresh students. This applies in equal measure to an academically

profound degree course in theology as it does to the areas of social work, international deaconry and development studies. In this respect, the module provides an introduction, overview, the right set of tools and significant opportunity to practice and to engage in collegial criticism. The module also addresses ethical standards and conventions within academic practice. The students are enabled to apply a systematic and critical approach to managing the flood of information and to conduct methodical literary research into a specific issue. They are also taught practical methods of correct citation, paraphrasing and the preparation of bibliographies. Moreover, the students acquire an exemplary understanding of how to develop, plan and complete an academic paper (in this case initially of a limited scope). Smaller assignments are provided as opportunities to learn based on clearly defined issues. Here, reading techniques and writing in clear and comprehensible language are important elements of the module.

Literature

Frank, N & Stary, J 2009. Die Technik wissenschaftlichen Arbeitens: Eine praktische Anleitung. Paderborn: Schöningh.

Glasman-Deal, H 2009. Science Research Writing for Non-Native Speakers of English. Imperial College Press.

Kornmeier, M 2011. Wissenschaftlich schreiben leicht gemacht, für Bachelor, Master und Dissertation. Bern et al.: Haupt.

OECD Science Forum 2017. Best Practices for Ensuring Scientific Integrity and Preventing Misconduct. <https://www.oecd.org/sti/sci-tech/40188303.pdf>

Voss, R 2011. Wissenschaftliches Arbeiten ... leicht verständlich. Konstanz: UVK.

| | Title of the course | WLH |
|-------------------|---|-----|
| L (compulsory) | 02A.1. Introduction to Academic Work (1st semester / WiS) | 2 |
| S (compulsory) | 02A.2. Planning, Structuring and Completing Academic Projects (1st semester / WiS) | 2 |
| E (compulsory) | 02B.1 Workshop for Academic Work (2nd semester / SuS) | 2 |

| University providing the course: University of Applied Sciences for Intercultural Theology Hermannsburg | | | | |
|--|----------|--|--------------|--|
| Academic programme: B.A. Missiology and International Diaconia | | | | |
| Module name: 03 Introduction to International Diaconia | | | | |
| Semester | Duration | Type | ECTS credits | Student workload |
| 1. (WiS) | 1 sem. | Compulsory module Compulsory and compulsory optional events | 10 | 8 WLH PS (à 45 min.) 12 WLH SST (à 45 min.) |

| Requirements for participation | Applicability | Examination form / duration (required for the award of credits) | Teaching and study methods | Module coordinator |
|--|---------------|---|--|--------------------|
| None | | Oral examination, 30 min. + report on the short internship | Lecture, seminar, short internship and excursion | Fröchtling |
| Qualification aims | | | | |
| <p>In the module 'Introduction to international diaconia', students acquire fundamental knowledge in the following areas:</p> <ul style="list-style-type: none"> - Concepts and biblical-theological principles of diaconry - Theoretic approaches and methods of diaconry - Historical aspects and developments - Methods of diaconry - Practical models of diaconry in a national and international framework - Orientation, procedures and focus of a facility selected for a short internship <p>Students acquire the following skills:</p> <ul style="list-style-type: none"> - Perceiving and naming social and diaconal challenges - Applying theoretical knowledge in a practical setting - Outlining of, and reflection on, personal approaches to practical applications - Analysis of personal motivation in a practical setting - Critical reflection on concepts of assistance - Initial consideration of personal roles and their general positioning. | | | | |

| Educational content | | |
|--|--|------------|
| <p>The module 'Introduction to international diaconia' addresses the following issues in the lecture 'Practical deaconry I: Foundation, history and introduction to the practical fields' as an introduction to diaconal work. The module focuses on biblical-theological foundations that are constitutive to diaconal self-perception, the historical developments in the area of diaconal work and their institutionalisation, classic fields of action and developments within international deaconry from the late 20th century.</p> <p>The seminar 'Practical deaconry II' focuses on the practical aspects of socio-deaconry from a perspective of disability and migration, offering space for a more in-depth appraisal. The seminar provides an introduction to fundamental aspects of disability studies and migration studies, outlining how diaconia operates nationally and internationally in these areas of work.</p> <p>A 30-hour short internship with a welfare organisation, municipal or church facility is compulsory and must be completed between the 1st semester and the semester break following the 2nd semester. The internship is intended to prompt students at the start of their academic programme to reflect on theory and practice, to provide motivation for their own role therein, and to offer insight into possible areas of future professional work.</p> <p>The semester ends with a compulsory 3-day excursion to Berlin, during which the students will become acquainted with a number of facilities and practical approaches.</p> | | |
| Literature | | |
| <p>Goodley, D 2016. Disability Studies: An Interdisciplinary Introduction. London et al.: Sage.</p> <p>Hammann, G & Wolf, G P 2003. Die Geschichte der christlichen Diakonie: Praktizierte Nächstenliebe von der Antike bis zur Reformationszeit. Göttingen: Vandenhoeck & Ruprecht.</p> <p>Held, V 2006. The Ethics of Care: Personal, Political and Global. New York: Oxford University Press.</p> <p>Koser, K 2016. International Migration: A Very Short Introduction. Oxford: Oxford University Press.</p> | | |
| | Title of the course | WLH |
| L (compulsory) | 03.1. Compulsory: Practical Deaconry I: Foundation, History and Introduction to the Practical Fields | 2 |
| S (compulsory) | 03.2. Practical Deaconry II: Practical Aspects of Social Deaconry from a Perspective of Disability and Migration | 2 |
| Short internship (compulsory optional) | 03.3. Short internship of 30 hours and 3 preparatory appointments during the seminar, optionally: 03.3.1. Welfare Organisations 03.3.2. Municipalities 03.3.3. Church Organisations | 2 |
| Excursion (compulsory) | 03.4. Social deaconry facilities and projects in Berlin, 3-day excursion with two preparatory appointments and a review | 2 |

| University providing the course: University of Applied Sciences for Intercultural Theology Hermannsburg Academic programme: B.A. Missiology and International Diaconia | | | | |
|---|----------------------------|--|--|---|
| Module name: 04 Theological Ethics and Anthropology | | | | |
| Semester | Duration | Type | ECTS credits | Student workload |
| 2. (SuS) | 1 sem. | Compulsory module Compulsory and compulsory optional events | 5 | 6 WLH PS (à 45 min.) 6 WLH SST (à 45 min.) |
| Requirements for participation | Applicability | Examination form / duration (required for the award of credits) | Teaching and study methods | Module coordinator |
| None | Cross-module with ITMGZ 04 | Written examination 90 min. | Lecture + exercise Seminar + exercise | Richebächer |
| Qualification aims | | | | |
| <p>In the module 'Theological ethics and anthropology', students acquire fundamental knowledge in the following areas:</p> <ul style="list-style-type: none"> - The term, purpose and delimitation of ethics - Foundation of ethics and methodologies within ethics - Axiomatic and hermeneutic decisions of principle within ethical models - Basics of ethical-cultural judgement - Tenets of theological and biblical ethics - Theological-biblical anthropology - Ethics and the global debate on justice - The idea and understanding of humanity from the perspective of theological anthropology - Current debates on human dignity and living with disability - Principles defined in the emergent Ethics of Care - Fields of ethical and anthropological conflict based on different cultural and hermeneutic access points. <p>Moreover, the students acquire the following skills:</p> <ul style="list-style-type: none"> - Recognising the interactions between anthropological and ethical principles - Acquiring a voice in the area of theological anthropology and ethics - Allowing the insight acquired in the module to bear fruit in the development of personal, professional ethics - Development of personal, reflected ethical principles and adoption of a stance in discussions within socio-deaconry - Critical reflection on areas of ethical conflict from an intercultural and theological perspective. | | | | |

Educational content

The module 'Theological ethics and anthropology' provides a foundation for more advanced discussions on basic principles of socio-ethics in relevant modules held in the following semester. It provides an introduction to the history, establishment and on judgements within general and theological ethics and outlines the underlying positions within theological anthropology.

A **compulsory lecture**, 'Introduction to general and theological ethics and ethical judgement' defines the object of ethics, traces the history and establishment of general and theological ethics and uses examples to outline the process of ethical judgement. The students learn to handle terms such as ethics with confidence and to distinguish various ethical principles. After an introduction to general ethics, theological hermeneutics and premises of ethical discourse, the lecture outlines theological anthropology, using examples from biblical and related texts to elucidate the principles.

In the **compulsory optional area**, students can either place their focus on ethical questions in the field of social deaconry or on issues of global ethics.

The compulsory optional seminar 'Anthropology and ethics in socio-diaconal fields of action' addresses fundamental ethical questions, among them living with disability, inclusion, justice within access and participation, human dignity and care models, as well as ethical questions within a context of development cooperation.

The compulsory optional seminar 'Ethics in a globalised world' offers students the opportunity to address broad-based issues of global ethics and to acquire initial understanding of fundamental aspects within intercultural ethics.

Literature

General:

Brown, M 2010. Tensions in Christian Ethics: An Introduction. London: SPCK.

Huber, W 2015. Ethics: The Fundamental Questions of Our Lives. Avenel: Georgetown Press.

Lafollette, H 2000. The Blackwell Guide to Ethical Theory. Malden: Blackwell.

Mühling, M 2012. Systematische Theologie: Ethik – eine christliche Theorie vorzuziehenden Handelns. Göttingen: UTB.

Compulsory optional events:

Darr, K 2011. Ethics in Health Services Management. Baltimore: Health Professions Press.

Todd Peters, R 2004. In Search of the Good Life: The Ethics of Globalization. New York: Continuum.

Manohar, M P 2009. A New Political Paradigm for India: A Christian Response. New Delhi: Promilla & Co.

Osei, J 2010. Ethical Issues in Third World Development: A Philosophy of Social Change. Lewiston: Mellen.

| | Title of the course | WLH |
|-----------------------|---|-----|
| L (compulsory) | 04.01. Introduction to General and Theological Ethics and Ethical Judgement | 2 |
| E (compulsory) | Reading exercise: Texts for the lecture | 1 |
| S (compulsory option) | 04.02. Perspectives and Access Points to Theological Ethics | 2 |
| E (compulsory option) | Reading exercise: Texts for the seminar | 1 |

| | | |
|--|---|--|
| | 04.02.01. Anthropology and Ethics in Social Deaconry Fields of Action | |
| | 04.02.02. Ethics in a Globalised World | |

| University providing the course: University of Applied Sciences for Intercultural Theology Hermannsburg Academic programme: B.A. Missiology and International Diaconia | | | | |
|---|----------|---------------------------------------|--------------|---|
| Module name: 05 Poverty and Development | | | | |
| Semester | Duration | Type | ECTS credits | Student workload |
| 2. (SuS) | 1 sem. | Compulsory module Compulsory event | 5 | 6 WLH PS (à 45 min.) 6 WLH SST (à 45 min.) |

| Requirements for participation | Applicability | Examination form / duration | Teaching and study methods | Module coordinator |
|--------------------------------|---------------|-----------------------------|-------------------------------------|--------------------|
| None | | Presentation (30 min.) | Lecture Seminar and exercise | Beckmann |

Qualification aims

In the module 'Poverty and development', students acquire **basic knowledge** in the following areas:

- The definition and causes of poverty (social inequality, deprivation, inherited poverty, gender sensitivity and intersectionality of poverty factors)
- Perception and presentation of poverty and marginalisation issues from a biblical-theological perspective: prophetic tradition and social critique from the perspective of intercultural theology
- History and understandings of the term 'development': from catching-up and self-reliant development, to the sustainable and transformational development of Sustainable Development Goals (UN 2015)
- Development from a development policy and missio-theological-ecumenical perspective
- Poverty and marginalisation issues from the perspective of social sciences
- The meaning of inclusion and participation
- Various strategies and intervention approaches to overcome poverty (community development, self reliance, sectoral promotion, advancement of civil society, sustainable livelihoods approach, social transfers and social welfare systems, human rights approaches, etc.)
- Advocacy-oriented work on poverty eradication and encouraging development.

Moreover, the students acquire the following **skills**:

- Classification of discourse within missiology in an intercultural context
- Critical analysis of development policy approaches in respect of their context relevance, underlying sustainability and inclusiveness
- Classification of field research work on issues relating to development policies, its approaches and results and outlining of a project of this kind

| | | |
|---|--|------------|
| <p>- Critical analysis of the principles of community development, participative development and 'people-centred approaches' in field research and in development policy practice in regard to their opportunities and limits, and application of this knowledge to actual contexts</p> | | |
| Educational content | | |
| <p>Amartya Sen described poverty as 'capability deprivation' and development as 'freedom'. The module 'Poverty and development' provides an introduction to issues of poverty from the above perspective and analyses various facets of poverty. The overarching term of 'development' is appraised critically in a historical context. The module addresses missiological debates in regard to global, normative questions such as just distribution, access and participation, as well as the feminisation of poverty over recent decades. The contents dealt with include definitions of poverty and development, various fundamental strategies of intervention within development policies and diaconal work, as well as a selection of specific approaches by international, government, ecclesiastic and civil society stakeholders. They are analysed critically from a perspective of sustainability and inclusion. In this respect, students are introduced topically to the fundamentals of social research (in particular poverty research in Germany and worldwide) and to development-based field research.</p> | | |
| Literature | | |
| <p>Butterwegge, C 2016. Armut in einem reichen Land: Wie das Problem verharmlost und verdrängt wird. Frankfurt a. M.: Campus.</p> <p>Gujit, I & Shah, M K (eds) 1998. The myth of community: Gender Issues in Participatory Development. London: ITDG.</p> <p>Hickey, S & Mohan G 2004. Participation: From Tyranny to Transformation? Exploring New Approaches to Participation in Development. London: Zed Books.</p> <p>Kirchenamt der EKD (ed.) 2006. Gerechte Teilhabe: Befähigung zu Eigenverantwortung und Solidarität: Denkschrift des Rates der Evangelischen Kirche in Deutschland zur Armut in Deutschland. Gütersloh: Gütersloher Verlagshaus.</p> <p>Rauch, T 2012. Entwicklungspolitik: Theorien, Strategien, Instrumente. Braunschweig: Westermann.</p> <p>UNDP (various years): Human Development Reports.</p> | | |
| | Title of the course | WLH |
| L (compulsory) | 05.1. Poverty and Development Introduction to Basic Concepts, Research Approaches and Strategies | 2 |
| S (compulsory) | 05.2. Poverty and Development in Biblical Theology, Historical Perspectives and as viewed by Social Research | 2 |
| E (compulsory) | 05.3. Strategies within Development Policies and Poverty Eradication by various Stakeholders over the Course of Time Excursion, 3 days, to | 2 |

| | | |
|--|--|--|
| | ecclesiastic and development policy NGOs | |
|--|--|--|

| University providing the course: University of Applied Sciences for Intercultural Theology Hermannsburg Academic programme: B.A. Missiology and International Diaconia | | | | |
|---|----------|---------------------------------------|--------------|--|
| Module name: 06A Introduction to Social Work and Social Management | | | | |
| Semester | Duration | Type | ECTS credits | Student workload |
| 1. (WiS) | 1 sem. | Compulsory module Compulsory event | 10 | 8 WLH PS (à 45 min.) 12 WLH SST (à 45 min.) |

| Requirements for participation | Applicability | Examination form / duration (required for the award of credits) | Teaching and study methods | Module coordinator |
|--------------------------------|---------------|---|----------------------------|--------------------|
| None | | Written examination 90 min. | Lecture Seminar course | Zonne-Gätjens |

Qualification aims

In the module 'Introduction to social work and social management', students acquire fundamental **knowledge** in the following areas:

- History and establishment of social work
- Methodology and fields of action within social work
- Ethics of social work
- Principles, theory and practice of social management
- Intercultural aspects of social work
- Social work in the context of migration and internal displacement

Moreover, the students acquire the following **skills**:

- Theoretical positioning of practical fields of actions within social work
- Practical application of theoretic-methodical approaches within social work
- Perception and diversity-sensitive interaction within the cultural conditionality of life world/s

Educational content

The module 'Introduction to social work and social management' is based on the fundamental definitions of the profession and the discipline by the International Federation of Social Work: Social work is a practice-based profession and an academic discipline that promotes social change and development, social cohesion, and the empowerment and liberation of people. Principles of social justice, human rights, collective responsibility and respect for diversities are central to social work. Underpinned by theories of social work, social sciences, humanities and indigenous knowledge, social work engages people and structures to address life challenges and enhance well-being." The **compulsory events** provide a thorough introduction to the history of social work. Sociological premises and methodical-educational accesses are presented alongside traditional and current fields of action. Here, the events address both the development of the term and understanding within the discipline and profession, as well as the Code of Ethics within Social Work. Major areas such as charitable work, group-

oriented work and individual casework are presented in a comparative context and exemplified based on issues within social work of relevance to migration. Moreover, the events also address questions of societal organisation, inclusion and participatory justice, while also tackling fundamental ethical questions and analysing classic intervention strategies against an intercultural background.

There is also a thorough introduction to social management. They communicate an overview of relevant aspects of management within the social/non-profit sector.

The seminar places a focus on the areas of migration, internal displacement and unaccompanied minors applying for asylum status.

Literature

General:

Doel, M 2012. *Social Work – The Basics*. London: Routledge.

Krüger, R 2007. *Organisation und Finanzierung Freier Träger der Sozialarbeit*. Berlin: Lehmanns Media.

Seminar:

McGhee, D 2010. *Security, citizenship and human rights: Shared values in uncertain times*. New York: Palgrave Macmillan.

| | Title of the course | WLH |
|--------------------------|--|-----|
| L (compulsory) | 06A.01. Introduction to Social Work History, Methodology, Fields of Action and Access Points | 2 |
| L with S (compulsory) | 06A.02. Introduction to the Basics of Social Management | 4 |
| S (compulsory) | 06A.03. Migration, internal Displacement and Unaccompanied Minors Applying for Asylum Status | 2 |

| University providing the course: University of Applied Sciences for Intercultural Theology Hermannsburg Academic programme: Missiology and International Diaconia | | | | |
|--|----------|---------------------------------------|--------------|--|
| Module name 06B Mission: Basic Principles and Contested Aspects | | | | |
| Semester | Duration | Type | ECTS credits | Student workload |
| 2. (SuS) | 1 sem. | Compulsory module Compulsory event | 10 | 8 WLH PS (à 45 min.) 12 WLH SST (à 45 min.) |

| Requirements for participation | Applicability | Examination form / duration (required for the award of credits) | Teaching and study methods | Module coordinator |
|--------------------------------|---------------|---|--|--------------------|
| None | | Written examination 90 min. | Lectures and exercises Seminar course | Richebächer |

Qualification aims

In this module, students acquire fundamental **knowledge** in the following areas:

- Advanced knowledge on the basics and contested issues within missiology
- Review and intercultural-theological criticism of biblical principles of the mission concept
- Classification models and history of challenges with political rules and religions in global Christianity (including Christian faith as a minority, the Kingdom of God and the secular world, mission and colonialism, partnership between the Church and the state in the modern age and today)
- History of Christianity and mission concepts in Africa, Asia and Latin America
- Church and theology in the 'global South'
- 'Mission' and religious dissemination processes in other religious traditions.

Moreover, the students acquire the following **skills**:

- To register and discuss their own positions as adherents to a religion with a universal horizon of propagation and limited powers within democratic society
- To classify and reflect critically on the missionary mandate of the Church within the framework of Missio Dei
- To perceive and assess challenges of political responsibility from a Christian perspective
- To acquire a global understanding of, and to outline, interaction processes between various forms of Christianity
- To perceive Christian mission in a context with religious diversity and to reflect on the positions held by other religious congregations in this respect.

Educational content

The module 'Mission: Basic principles and contested aspects' provides students considering a later involvement in a profession within a church / a country / an NGO in the global South with an advanced understanding of issues within missiology.

The **lecture 01** 'Missionary history as the history of communicating the Gospel' profiles the history of global Christianity as the history of communicating the Gospel across cultures in a context with different societies, state systems and inter-religious proximities.

The **lecture 02** 'Contested issues of mission theology in the present day' addresses the historical dimension of missionary history not merely as a criticism of the 'Missionary history as a history of propagating Christianity', it also moves toward a contemporary and contextual realignment of the missionary mandate of the ecumenical movement based on the Missio Dei theology in interaction between European, African, Asian and Latin American variations of Christianity. Issues such as mission and inter-religious dialogue, mission and gender, mission and reconciliation are addressed just as much as the diversity of missionary theologies within ecumenical thinking.

The **compulsory optional seminars** give students the opportunity to delve deeper into the exegetic principles of missiological research or to analyse a specific area of inter-religious and/or ecumenical critique in more detail as an invitation to believe and engage in missionary work in the modern world.

Literature

Lecture 06B.01

Chadwick, H 1967. *The Early Church: The Story of Emergent Christianity from the Apostolic Age to the Foundation of the Church of Rome*. Harmondsworth: Penguin.

Irvin, D T & Sunquist, S V 2005. *History of the World Christian Movement I: Earliest Christianity to 1453*. Maryknoll, NY: Orbis.

Koschorke, K, Ludwig, F & Delgado, M 2007. *A History of Christianity in Asia, Africa, and Latin America 1450-1990*. Grand Rapids, Mich.: Eerdmans.

McGrath, A 2007. *Christianity's Dangerous Idea - the Protestant Revolution: A History from the sixteenth Century to the Twenty-First*. London: SPCK.

Ustorf, W, Müller, K & Ahrens, T (ed) 1995. *Einleitung in die Missionsgeschichte: Tradition, Situation und Dynamik des Christentums*. Stuttgart: Kohlhammer.

Lecture 06B.02

Bosch, D 1991. *Transforming Mission: Paradigm Shifts in Theology of Mission*. Maryknoll, N.Y.: Orbis.

Flett, J 2010. *The Witness of God. The Trinity, Missio Dei, Karl Barth and the Nature of Christian Community*. Grand Rapids, Mich.: Eerdmans.

Lienemann-Perrin, C 1999. *Mission und interreligiöser Dialog*. Göttingen: Vandenhoeck & Ruprecht.

Excerpts from: *International Review of Mission* Vol XCII, No 367, Oct 2003.

Wrogemann, H 2013. *Missionstheologien der Gegenwart. Lehrbuch Interkulturelle Theologie/Missionswissenschaft Bd 2*. Gütersloh: Gütersloher Verlagshaus.

Seminar 06B.03.1

Kertelge, K 1982. *Mission im Neuen Testament*. Freiburg: Herder.

Theißen, G 1977. *Soziologie der Jesus Bewegung: Ein Beitrag zur Entstehungsgeschichte des Urchristentums*. Munich: Kaiser.

Seminar 06B.03.2

Lienemann-Perrin, C 1999. Mission und interreligiöser Dialog. Göttingen: Vandenhoeck & Ruprecht.
 Schmidt, H & Basol-Gürdal, A (ed) 2011. Zeugnis, Einladung, Bekehrung: Mission im Christentum und Islam.
 Regensburg: Friedrich Pustet.

| | Title of the course | WLH |
|--|---|------------|
| L (compulsory) E (compulsory) | 06B.01. Missionary History as a History of Communicating the Gospel, and of the Coherence and Incoherence of Religion and Claims to Power | 2 1 |
| L (compulsory) E (compulsory) | 06B.02. Contested Issues of Mission Theology in the Present Day | 2 1 |
| S (compulsory option) | 06B.03.1 Mission in a Biblical-Theological Debate | 2 |
| S (compulsory option) | 06B.03.2 Concepts and Practice of Mission and Propagation in other Religions (Islam, etc.) | 2 |

| University providing the course University of Applied Sciences for Intercultural Theology Hermansburg Academic programme: Missiology and International Diaconia | | | | |
|---|----------|--|--------------|---|
| Module name 07 Religion, Society and Language in Different Contexts | | | | |
| Semester | Duration | Type | ECTS credits | Student workload |
| 2 (SuS) | 1 sem. | Compulsory module Compulsory and compulsory optional events | 5 | 4 WLH PS (à 45 min.) 4 WLH SST (à 45 min.) |

| Requirements for participation | Applicability | Examination form / duration (required for the award of credits) | Teaching and study methods | Module coordinator |
|--------------------------------|---------------|---|----------------------------------|--------------------|
| None | | Oral examination (15 min.) | Seminar Speaking exercise | Schröder |

Qualification aims

In the course 'Religion, society and language in different contexts', students acquire fundamental **knowledge** in the following areas, based on a selected religious group (Islam, Hinduism, African religions and suchlike):

- Religious practices and life forms
- Identity constructs and transformation in traditions within various religious contexts
- Socio-religious dynamism and transformation processes within religious groups in a context with migration and globalisation
- Formative influences and interactions between language practice and religious traditions
- Structures and vocabulary in relevant languages for specific religions (e.g. Arabic, Tamil, Swahili)

Moreover, the students acquire the following **skills**:

- Classification of religious practices and life forms within social, cultural and global contexts and dynamic processes
- Recognising and analysing the variety and variance within religious traditions
- Perceiving the implications of religious convictions and attitudes for individual behaviour and social practice and their consideration within social diacony or development-related work
- Understanding language as a fundamental factor in the construction of religious identity
- Understanding, correct usage and classification of key terms within other religions.

Educational content

Contact with people of other faiths and religious affiliations within a context of social diacony, migration and development requires the willingness and ability to acquire an understanding appreciation of different faith worlds. This calls for knowledge of the practice, teaching and language of other religious groups, especially in the modern day and throughout history.

The seminar focuses on an introduction to religious practices and life forms in one selected (non-Christian) religious group in a context with transforming traditions, globalisation and migration in the present day (Islam, Hinduism, etc.). Besides the socio-religious dynamism and transformation process, the seminar will also consider language practice, hence illuminating the role of language as a medium to convey tradition and to construct an individual and collective identity. This also includes an elementary introduction into the basics of a language with significance to a different religious group.

Literature

Auffarth, C (ed) 1999-2002. Metzler-Lexikon Religion: Gegenwart - Alltag – Medien. Stuttgart: Metzler.
 Juergensmeyer, M (ed) 2006. The Oxford Handbook of Global Religions. Oxford: Oxford University Press.
 Nagel, A-K 2013. Diesseits der Parallelgesellschaft: Neuere Studien zu religiösen Migrantengemeinden in Deutschland. Bielefeld: transcript.
 Oxtoby, W et al. (eds) 2015. A Concise Introduction to World Religions. Third Edition. Don Mills: Oxford University Press.
 Mayer, R 2005. Diaspora: Eine kritische Begriffsbestimmung. Bielefeld: transcript.
 Woodhead, L (ed) 2016. Religions in the Modern World: Traditions and Transformations. London: Routledge.

| | Title of the course | WLH |
|--------------------------|--|-----|
| Se (compulsory) | 07.1. Religion, Society and Language – A Basic Course | 2 |
| E (compulsory option) | 07.2. Language course 07.2.1. Arabic 07.2.2. Tamil 07.2.3. Swahili 07.2.4. Other languages | 2 |

| University providing the course: University of Applied Sciences for Intercultural Theology Hermannsburg Academic programme: B.A. Missiology and International Diaconia | | | | |
|---|----------|---|--------------|---|
| Module name: 08 Management in a Context of Social Deaconry | | | | |
| Semester | Duration | Type | ECTS credits | Student workload |
| 3. (WiS) | 1 sem. | Compulsory module Compulsory event | 5 | 4 WLH PS (à 45 min.) 4 WLH SST (à 45 min.) |

| Requirements for participation | Applicability | Examination form / duration (required for the award of credits) | Teaching and study methods | Module coordinator |
|--------------------------------|---------------|---|----------------------------|--------------------|
| None | | Examination, 90 min. | Lecture Seminar | Zonne-Gätjens |

Qualification aims

In the module 'Management in a context of social deaconry', students acquire fundamental **knowledge** in the following areas:

- Focus and legal constitution of non-profit organisations.
- Basics and theory of organisation development
- Concept development and formulation for medium and long-term objectives
- Human resources support and promotion
- Management and leadership theories
- Theory and practice in public relations
- Public relations

Moreover, the students acquire the following **skills**:

- Application of management and leadership theories
- Reflection on, and critical appraisal of, personal leadership conduct in the group
- Discussion of alternative action in leadership conduct
- Accompaniment and control of planning processes within concept development
- Communication of content and visions and their effective dissemination to the general public and specific target groups.

Educational content

The module 'Management in a context of social deaconry' builds on module 06A, 'Introduction to social work and social management' and communicates to students more advanced knowledge in the areas of organisation development, management and public relations. The module focuses on leadership responsibility within a project or a non-profit organisation.

A **compulsory lecture** in 'Leadership and organisation' initially addresses the general constitution and characteristics of organisations in the non-profit sector, providing an introduction to management theories and their critical appraisal using the example of a facility in the field of social deaconry. Moreover, students acquire initial insight into the theory and practice of human resources development.

The **seminar** gives students the opportunity to enlarge on issues of their own leadership styles, including visions and mission statements. The seminar offers space for practical exercises. It is designed to provide students with a platform on which they can test their own leadership conduct in a group setting based on case examples, allowing them to change their style if necessary after receiving feedback from the group.

Literature

Lecture:

Simsa, R, Meyer, M & Badelt, C 2013. Handbuch der Nonprofit-Organisation. Stuttgart: Schäffer-Poeschel.

Seminar:

Mahlmann, R 2011. Führungsstile gezielt einsetzen: Mitarbeiterorientiert, situativ und authentisch führen. Weinheim: Beltz.

| | Title of the course | WLH |
|-------------------|---|-----|
| L (compulsory) | 08.01. Leadership and organisation Introduction to the basic concepts | 2 |
| S (compulsory) | 08.02. Leadership styles in NPOs | 2 |

University providing the course: University of Applied Sciences for Intercultural Theology
Hermannsburg

Academic programme: B.A. Missiology and International Diaconia

Module name: 09 Legal questions of social deaconry work in Germany

| Semester | Duration | Type | ECTS credits | Student workload |
|-------------|----------|-------------------|--------------|---|
| 3. (WiS) | 1 sem. | Compulsory module | 5 | 4 WLH PS (à 45 min.) 4 WLH SST (à 45 min.) |

| Requirements for participation | Applicability | Examination form / duration | Teaching and study methods | Module coordinator |
|--------------------------------|---------------|-----------------------------|----------------------------|--------------------|
| | | Examination, 90 min. | Lecture | Fröchtling/Kanzlei |

| | | | | |
|--|----------------------------------|--|---------|---------------------|
| | | | Seminar | Freckmann, Hannover |
| Qualification aims | | | | |
| <p>In the module 'Legal questions of social deaconry work in Germany', students acquire fundamental knowledge in the following areas:</p> <ul style="list-style-type: none"> - The theory and practice of the social codes - Legal questions in a context with refugees and migration - The European asylum system - Procedures within the national asylum system - Humanitarian residence permits - The rights of people with special needs - Rights in a context with equal opportunity and treatment <p>Moreover, the students acquire the following skills:</p> <ul style="list-style-type: none"> - Independent review of the legal situation based on case examples - Applying a critical approach to the relative appraisal of legal issues and contexts | | | | |
| Educational content | | | | |
| <p>The module 'Legal questions of social deaconry work in Germany' provides a summarised introduction to the overall complex of the social code, asylum and residence laws. In addition, the fundamental principles of legal issues in the areas of disability and equality are outlined briefly.</p> <p>The module is divided into a compulsory lecture in the 'Social code' and a compulsory lecture on the issue of 'Residence and asylum laws'. Both of these teaching events include work on exemplary case studies.</p> | | | | |
| Literature | | | | |
| <p>Current collections of legal texts on the SGB (Social Code) (e.g. Beck texts in dtv or Nomos laws)</p> <p>Current collections of legal texts on aliens laws (e.g. Beck texts in dtv or Nomos laws)</p> <p>Tiedemann, P 2014. Flüchtlingsrecht: Die materiellen und verfahrensrechtlichen Grundlagen. Berlin: Springer.</p> <p>Heinold, H 2007. Recht für Flüchtlinge: Ein Leitfaden durch das Asyl- und Ausländerrecht für die Praxis. Karlsruhe: Von Loeper.</p> | | | | |
| | Title of the course | | | WLH |
| L (compulsory) | 09.01. Social laws | | | 2 |
| L (compulsory) | 09.02. Residence and asylum laws | | | 2 |

| University providing the course: University of Applied Sciences for Intercultural Theology Hermannsburg Academic programme: Missiology and International Diaconia | | | | |
|--|----------|--|--------------|---|
| Module name: 10 Inter-religious Dialogue | | | | |
| Semester | Duration | Type | ECTS credits | Student workload |
| 3. (WiS) | 1 sem. | Compulsory module Compulsory and compulsory optional events | 5 | 6 WLH PS (à 45 min.) 6 WLH SST (à 45 min.) |

| Requirements for participation | Applicability | Examination form / duration | Teaching and study methods | Module coordinator |
|--------------------------------|----------------------------|---------------------------------|--|--------------------|
| None | Cross-module with ITMGZ 09 | Oral examination 30 min. | Lecture + exercise Seminar + exercise | Schröder |

Qualification aims

In the module 'Introduction to religions and inter-religious discourse processes', students acquire fundamental **knowledge** in the following areas:

- Summarised understanding of the history of religious practice in selected religious groups or ideologies (Judaism, Islam, Hinduism, Buddhism, new religious movements, traditional religious groups, etc.)
- Concepts of inter-religious external perception in different religious groups
- Inter-religious exchange in history and the present day
- Different theologies and approaches within dialogue

In the compulsory optional courses, students acquire the following knowledge:

- Access to inter-religious dialogue by means of religious studies and theology
- Methodical accesses to religious studies
- Forms, contexts and conditions of inter-religious dialogue in Germany and worldwide
- Practical fields and examples of organised inter-religious dialogue

Moreover, the students acquire the following **skills**:

- Perceiving and strengthening traditions of multi-religious cohabitation
- Academic appraisal of the management of religious diversity in the practice of a pluralist society, and creation of personal strategies for action
- Critical reflection on inter-religious external perception, especially within the personal faith group
- Critical analysis of, and possibly active participation in, inter-religious dialogue
- Respectful presentation of one's own beliefs in dealings with others
- Perception and respect of different convictions and identification of shared concerns

Educational content

The new and varied presence of religious groups with very different cultural and religious appreciations is emerging

as globalisation unfolds. While European countries are increasingly becoming highly diversified and multi-religious societies in which new forms of handling this diversity still remain to be found, other regional contexts have preserved centuries of established tradition in multi-religious cohabitation that are undergoing fundamental transformation in the current, religiously connotated identity conflicts. Against this background, the cross-modulated module conveys insight and skills in the handling of diversity in religiously plural societies and in managing organised inter-religious dialogue.

This overarching, summarised lecture course initially provides an introduction to selected religious traditions, presenting inter-religious exchange processes and how they are perceived externally. Therefore, the compulsory optional seminars investigate the current contexts and conditions of organised inter-religious dialogue, how it is analysed in terms of religious studies and methodology, as well as various religious or theological approaches to discourse. Moreover, the forms and practices of inter-religious dialogue and the leadership and diaconal tasks that this involves are discussed on the basis of selected examples.

Literature

Cheetham, D et al. (eds) 2013. *Understanding Interreligious Relations*. Oxford: Oxford University Press.
 Cornille, C (ed) 2013. *The Wiley-Blackwell Companion to Inter-Religious Dialogue*. Chichester: Wiley-Blackwell.
 Küster, V 2011. *Einführung in die interkulturelle Theologie*. Göttingen: Vandenhoeck & Ruprecht.
 Migliore, D 2004. *Faith Seeking Understanding: An Introduction to Christian Theology*. Grand Rapids, Mich.: Eerdmans.
 Partridge, C & Dowley, T (eds) 2013. *Introduction to World Religions*. Oxford: Lion Publishing.
 Schreiner, P et al. (eds) 2005. *Handbuch interreligiöses Lernen*. Gütersloh: Gütersloher Verlagshaus.

| | Title of the course | WLH |
|--------------------------|---|-----|
| L (compulsory) | 10.1. Introduction to Religions and Inter-religious Discourse Processes | 2 |
| E (compulsory) | Reading exercise: Texts for the lecture | 1 |
| S (compulsory option) | 10.2. Inter-religious Dialogue in Practice (Seminar) | 2 |
| | 10.2.1. Inter-religious Dialogue in a Context with Social Deaconry and Development-based Work | |
| | 10.2.2. Inter-religious Dialogue and Cooperation in an Inter-religious Context | |
| E (compulsory option) | Reading exercise: Texts for the seminar | 1 |

| University providing the course: University of Applied Sciences for Intercultural Theology Hermannsburg | | | | |
|--|----------|-------------------|--------------|--|
| Academic programme: B.A. Missiology and International Diaconia | | | | |
| Module name: 11 Basics and Practice of Intercultural Psycho-social Counselling | | | | |
| Semester | Duration | Type | ECTS credits | Student workload |
| 3. (WiS) | 1 sem. | Compulsory module | 10 | 8 WLH PS (à 45 min.) 12 WLH SST (à 45 min.) |

| Requirements for participation | Applicability | Examination form / duration | Teaching and study methods | Module coordinator |
|--------------------------------|---------------|-----------------------------|--------------------------------|--------------------|
| None | | Oral Examination 30 min. | Lecture, seminar + exercise | Fröchtling |

Qualification aims

In the module 'Basics and practice of intercultural psycho-social counselling', students acquire fundamental **knowledge** in the following areas:

- Rationales for the provision of counselling
- Access points in counselling
- Methods of practical counselling from an intercultural perspective
- Communication and culture
- Forms of counselling
- Forced migration, internally displaced people and the psycho-social challenges that these factors involve
- Intercultural orientation within counselling, also support in personal crisis situations and vulnerable settings
- Counselling and support in disaster areas
- Trauma and post-traumatic stress disorder, sequential traumatisation
- Handling and processing crisis situations

Moreover, the students acquire the following **skills**:

- Critical evaluation of pastoral and counselling concepts in regard to their intercultural relevance
- Sharpening of communication skills, as well as self and external perception in and for the context of intercultural work
- Reflection on pastoral/counselling practice in supervised role play with small groups
- Formulation of a personal self-awareness as minister/counsellor and its biographical and cultural-theological conditionality
- Awareness of, and ability to activate, personal coping mechanisms in crisis situations

| Educational content | | |
|---|--|------------|
| <p>Migration and diversity of life worlds on a global scale increasingly necessitate the establishment of intercultural counselling competencies in order to approach other people of different origins in a diversity-sensitive manner.</p> <p>In the module 'Basics and practice of intercultural psycho-social counselling', the lecture 'Counselling: Concepts and methods' is used as an introduction to the basic theoretical access points to understanding general counselling and concepts, based on a rough classification into psycho-dynamic, person-centric and behavioural and cognitive-oriented approaches.</p> <p>The seminar with exercise 'Counselling: Practice and practical fields' presents for critical discussion specific counselling settings indicated by life histories or environments, critically appraises the respectively prevalent psycho-social challenges and presents methods and access points to overcome them. Practical role play settings allow the students to explore and to critically evaluate their own counselling styles. Moreover, the exercise section of the module enables students to learn the psycho-dynamism of crisis situations and to reflect on, and possibly expand, their own coping mechanisms.</p> <p>The seminar 'Culture – counselling – intercultural communication' provides an overview of, and allows students to reflect on, the various approaches within intercultural counselling, whereby it focuses not only on questions of cultural conditionality in perceptions and interpretations of the world, but also on forms and structures of communication, while also addressing the issue of counselling and gender. In addition, students are familiarised with key aspects of intercultural counselling work and their methodical access points. The practical sessions also provide the opportunity to critically appraise one's fundamental self-perception as a counsellor and to experiment with diversity-sensitive forms of pastoral communication and counselling.</p> | | |
| Literature | | |
| <p>Pedersen, P 2000. Hidden Messages in Culture-Centered Counseling: A Triad Training Model. Thousand Oaks: Sage.</p> <p>Ponterotto, J G (ed) 2010. Handbook of Multicultural Counselling. Thousand Oaks: Sage.</p> <p>Radice von Wogau, J, Eimmermacher, H & Lanfranchi, A (eds) 2015. Therapie und Beratung von Migranten: Systemisch-interkulturell denken und handeln. Weinheim & Basel: Beltz.</p> <p>Treichler, A (ed) 2004. Handbuch Soziale Arbeit in der Einwanderungsgesellschaft: Grundlinien, Konzepte, Handlungsfelder, Methoden. Frankfurt a.M.: Brandes & Apsel.</p> | | |
| | Title of the course | WLH |
| L + E (compulsory) | 11.01. Counselling: Concepts and Methods | 4 |
| S + E (compulsory) | 11.02. Counselling: Practice and practical fields | 2 |
| S (compulsory) | 11.03. Culture – Counselling – Intercultural Communication | 2 |

| University providing the course: University of Applied Sciences for Intercultural Theology Hermansburg: | | | | |
|--|----------|------------------------------------|--------------|---|
| Academic programme: B.A. Missiology and International Diaconia | | | | |
| Module name: 12 Introduction to the Long-Term Internship | | | | |
| Semester | Duration | Type | ECTS credits | Student workload |
| 3. (WiS) | 1 sem. | Compulsory Compulsory event | 5 | 3 WLH PS (à 45 min.) 3 WLH SST (à 45 min.) |

| Requirements for participation | Applicability | Examination / duration (Requirement for the award of credits) | Teaching and learning methods | Module coordinator |
|---------------------------------------|----------------------------|--|-------------------------------|--------------------|
| Completed short and internship report | Cross-module with ITMGZ 10 | Personal development plan | Seminar Seminar | Fröchtling |

Qualification aims

In the module 'Introduction to the long-term internship', students acquire fundamental **knowledge** in the following areas:

- Procedure, structure, requirements and objectives of the long-term internship
- Processes to prepare for the long-term internship
- Performance of individual strength/weakness/needs analyses
- Use of Internet platforms for applications
- National and international application standards
- Application processes in an ecclesiastic and development policy setting
- Application strategies and self-presentation

Moreover, the students acquire the following **skills**:

- Realistic appraisal of personal strengths and weaknesses
- Analysis of self and external perceptions of strengths and weaknesses
- Investigation of practical fields that match personal strengths/weaknesses or profile of learning needs
- Ability to define personal motivation in an application setting
- Ability to word a curriculum vitae and application letter in a formally correct and appealing style

Educational content

The module takes place in the form of a **seminar**, providing information on key aspects of the subsequent practical semester and elucidating procedures, frameworks and objectives.

In another **seminar**, the students receive support in the search for an individually suitable internship based on examples and an analysis of strengths/weaknesses and needs; moreover, they receive insight into the profile of requirements for the downstream preparation of an extensive internship report and an introduction to Internet-based research for employment and internship positions, as well as assistance in preparing a personal letter of motivation and a curriculum vitae.

The students are familiarised with the particular features of applications in the ecclesiastic-social and development policy sector and through role play receive the opportunity to practice a variety of application settings, which they then analyse in group processes.

Literature

Berger, L 2012. All Work, No Pay: Finding an Internship, Building your Resume, Making Connections, and Gaining Job Experience. New York: Ten Speed.

Mvenda, N 2013. A Preparatory Guide for Job Seekers: Does and Don'ts on Formal Letters, CV, Resume, Application Form and Interview. Saarbrücken: Lambert Academic Publishing.

In addition, internal university documents are used as work materials, including the regulations for the practical semester, workflows and information packages for mentors.

Students with German as their native language are also advised to read the following literature:

Neuhaus, K & Neuhaus, D 2013. Das Bewerbungshandbuch Englisch. Bochum: ILT-Europa Verlag.

Pocklington, J, Schulz, P & Zettl, E 2010. Bewerben auf Englisch: Leitfaden mit Tipps und Mustern. Berlin: Cornelsen.

| | Title of the course | WLH |
|-------------------|---|-----|
| S (compulsory) | 12.1. Compulsory: Introduction to the Long-Term Internship | 1 |
| S (compulsory) | 12.2. Compulsory: Analysis of Motivation, Strengths/Weaknesses and Application Training (S, 2h) | 2 |
| | | |

| University providing the course: University of Applied Sciences for Intercultural Theology Hermannsburg Academic programme: B.A. Missiology and International Diaconia | | | | |
|---|----------|---------------------------------------|--------------|--|
| Module name: 13 Project Management | | | | |
| Semester | Duration | Type | ECTS credits | Student workload |
| 4. (SuS) | 1 sem. | Compulsory module Compulsory event | 5 | 6 WLH PS (à 45 min.) 6 WLH PS (à 45 min.) |

| Requirements for participation | Applicability | Examination form / duration (required for the award of credits) | Teaching and study methods | Module coordinator |
|--------------------------------|----------------------------|---|---------------------------------|--------------------|
| None | Cross-module with ITMGZ 14 | Presentation (30 min.) | Seminar with practical sessions | Beckmann |

Qualification aims

In the module 'Project management', students acquire **basic knowledge** in the following areas:

- Particular characteristics of projects and project work
- Stages of the planning cycle: start phase, planning, implementation, monitoring/controlling, evaluation and their respective functions
- Planning tools: target definition, target system, situation analysis, resource and needs analysis, target group analysis, simple monitoring and evaluation tools
- Opportunities and limits of project-based intervention
- Underlying principles of working with the tools of the participatory learning and action approach (PLA), also its opportunities and limits
- Important stakeholders in projects (partners, sponsors, target groups, beneficiaries, etc.)
- Planning the end of projects and their follow-up

Moreover, the students acquire the following **skills**:

- Basic principles of planning approaches
- Teamwork: various roles and tasks in the team (coordination, monitoring/controlling, time management in the team)
- Presentation and visualisation techniques, such as presentation cards and boards
- Documentation of project-related processes
- Contact with potential funding bodies or donor organisations (principles and strategies in applications for external funding).

Educational content

Project and project-related work are standard features of international development coordination. This applies increasingly also to the international cooperation between churches and faith-based organisations (FBO), as well

as to social work, especially in the areas of migration and refugees. This module teaches the underlying theoretical and practical knowledge in these areas. It addresses intercultural issues in project-based work, analysing and critically appraising classic forms of PME, i.e. examining their limits. Students completing the 'Project management' module are given the opportunity to apply the knowledge acquired in theoretical units as part of a project developed individually or in a small group, and to put the project into practice, for instance in their local congregation or field of work. Here, the module offers continuous support as part of the process.

Literature

Cobb, A 2012. Leading Project Teams: The Basics of Project Management and Team Leadership. Los Angeles: Sage.

European Commission EuropAID Cooperation Office 2002. Project Cycle Management Handbook.

Grit, R 2008. Project Management: A Practical Approach. Groningen: Wolters-Noordhoff.

Lewis, J P 2011. Project Planning Scheduling & Control: The Ultimate Hands-on Guide to Bringing Projects in on Time and on Budget. New York: McGraw-Hill.

Osterhaus, J 2000. Gender and Project Management: A contribution to the Quality Management of GTZ. Eschborn: Deutsche Gesellschaft für Technische Zusammenarbeit.

| | Title of the course | WLH |
|-------------------|-------------------------|-----|
| S (compulsory) | 13.1 Project Management | 6 |

| University providing the course: University of Applied Sciences for Intercultural Theology Hermannsburg | | | | |
|--|----------|------------|--------------|---|
| Academic programme: B.A. Missiology and International Diaconia | | | | |
| Module name: 14 Gender Studies and Social Diaconry | | | | |
| Semester | Duration | Type | ECTS credits | Student workload |
| 4. (SuS) | 1 sem. | Compulsory | 5 | 4 WLH PS (à 45 min.) 4 WLH SST (à 45 min.) |

| Requirements for participation | Applicability | Examination form / duration (required for the award of credits) | Teaching and study methods | Module coordinator |
|--------------------------------|---------------|---|----------------------------|--------------------|
| None | | Essay | Lecture and seminar | Fröchtling |

Qualification aims

In the module 'Gender studies and social diaconry', students acquire fundamental **knowledge** in the following areas:

- Contents and focuses on gender studies
- Gender in a historical and contemporary context
- Gender in theological discourse
- Gender issues in an intercultural context
- Gender and role constructs
- Gender, sexuality and sexual identity
- Constructing and deconstructing gender as a socio-cultural category
- Gender in socio-diaconal work and in development cooperation
- Gender as a perception of the self and the world

Moreover, the students acquire the following **skills**:

- Critical appraisal of gender and gender-based role constructs against the backdrop of a personal, cultural and socio-biographical background
- Reflection on gender as a socio-cultural dominant for one's personal life
- Respectful approach to sexual identities other than one's own
- Acting with gender and diversity-sensitivity in intercultural socio-diaconal projects and settings
- Perception of gender as a particular challenge in development policies and social diaconry

| Educational content | | |
|--|--|------------|
| <p>Gender issues increasingly dominate interdisciplinary discourse, from sociology to the debate on development policies. At the same time, a greater focus on questions of gender can also be observed in classic fields of social diaconry. The compulsory module 'Gender studies and social diaconry' reflects on a broad variety of debated areas. In the lecture 'Gender studies: Introduction to the basic concepts', it provides an introduction to sexuality in history and the modern age, post-colonial and post-modern theories of gender constitution and gender issues within sociology, theology and cultural studies.</p> <p>The seminar 'Gender issues and gender justice in socio-diaconal work' addresses the issue from an intercultural perspective, investigating concrete areas of work and discussing the significance of gender in development policies, in classic fields of social diaconry and in the counsellor/client setting. It also sheds light on various forms of gender-based violence. Here, a particular focus is placed on intercultural aspects and socio-cultural categories.</p> <p>Besides conveying theoretical insight into the broad field of gender studies, the module also enables students to critically appraise, and reflect on, personal gender identities and their respective self.-positioning and self-evidences against the background of socio-cultural and biographical conditionality.</p> | | |
| Literature | | |
| <p>Ehlert, G 2012. Gender in der Sozialen Arbeit: Konzepte, Perspektiven, Basiswissen. Schwalbach am Taunus: Wochenschau Verlag.</p> <p>Phillips, A 2010. Gender and Culture. Cambridge: Polity Press.</p> <p>Schößler, F 2008. Einführung in die Gender Studies. Akademie Verlag.</p> <p>Ziebertz, H-G 2010. Gender in Islam und Christentum: Theoretische und empirische Studien. Münster: LIT.</p> | | |
| | Title of the course | WLH |
| L (compulsory) | 14.01. Gender Studies: Introduction to Basic Concepts | 2 |
| S (compulsory) | 14.02. Gender Issues and Gender Justice in Socio-diaconal Work | 2 |

| University providing the course: University of Applied Sciences for Intercultural Theology Hermannsburg Academic programme: B.A. Missiology and International Diaconia | | | | |
|---|----------|---------------------------------------|--------------|---|
| Module name: 15 Human Rights and Economic, Social and Cultural Rights Emergence History and Practice | | | | |
| Semester | Duration | Type | ECTS credits | Student workload |
| 4. 1 sem. | 1 sem. | Compulsory module Compulsory event | 5 | 2 WLH PS (à 45 min.) 2 WLH SST (à 45 min.) |

| Requirements for participation | Applicability | Examination form / duration (required for the award of credits) | Teaching and study methods | Module coordinator |
|--------------------------------|---------------|---|----------------------------|--------------------|
| Participation in module 09 | | Oral examination, 15 min. | Lecture | Beckmann |

Qualification aims

The module 'Human rights and economic, social and cultural rights: Emergence and practice' teaches students **basic knowledge** in the following areas:

- Content of the Universal Declaration of Human Rights
- The International Covenant on Civil and Political Rights
- International Covenant on Economic, Social and Cultural Rights
- UN Convention on the Rights of the Child
- FAO Policy 169 on indigenous and tribal peoples in independent countries
- Human rights approaches within development cooperation and their points of criticism
- Differences in content between the Cairo Declaration of Human Rights and the conventions listed above and their critical appraisal
- Emergence and contexts of the above conventions

Moreover, the students acquire the following **skills**:

- The ability to understand that the UN Human Rights Charter is not, on the one hand, a binding source of international law and to grasp the implications of this fact, and on the other hand to describe the global, transformational potential of human and ESC rights and similar international conventions
- Distinction between proclaimed rights and legal validity
- Description of the requirements for the enforceability of rights
- Analysis of case studies with a view to identifying which human and ESC rights may be relevant
- The ability to grasp lobbying and advocacy strategies founded on human and ESC rights and to develop simple arguments in this area based on case studies.

Educational content

The Universal Declaration of Human Rights, which was adopted by the General Assembly of the United Nations on 10 December 1948 in Paris, represents a milestone in the development of global, civil ethics. Subsequent human rights conventions, for instance on economic, social and cultural rights (ESC rights), international employment rights and the rights of children, also Policy 169 passed by FAO on the rights of indigenous and tribal peoples in independent countries, are important additions to the canon of human rights. Even if they are unbinding recommendations, these standards have nevertheless fuelled a global debate on the inalienable rights of each human being, regardless of their origins, religion, or social, ethnic or national affiliations. This module addresses the content of these declarations of human rights and the context of their emergence. Human rights and ESC rights are important foundations, points of reference and tools of lobbying and advocacy within social work, international civic society, ecclesiastic-diaconal work and in development cooperation. In addition, this module allows students to critically appraise the rights and their weak accountability, as well as the intercultural controversy around human rights.

Literature

Federal Ministry for Economic Development and Cooperation (BMZ) 2011. Human Rights in German Development Policies. BMZ Strategy Paper 4. Berlin: Federal Ministry for Economic Development and Cooperation.

Ife, J 2010. Human Rights and Social Work: Towards Rights-Based Practice. Cambridge: Cambridge University Press.

United Nations General Assembly 1948. Universal Declaration of Human Rights.

Walz, H et al. 2014. Menschenrechtsorientiert wahrnehmen – beurteilen: Ein Lese- und Arbeitsbuch für Studierende, Lehrende und Professionelle der Sozialen Arbeit. Opladen: Budrich.

| | Title of the course | WLH |
|-------------------|--|------------|
| L (compulsory) | 15.01. Universal Declaration of Human Rights, ESC Rights and other Human Rights Conventions Emergence History and Practice | 2 |

| University providing the course: University of Applied Sciences for Intercultural Theology Hermannsburg Academic programme: B.A. Missiology and International Diaconia | | | | |
|---|----------|--|--------------|-----------------------|
| Module name: 16 Age(ing), Illness and Living with Disability from a Biblical-Theological and Sociological Perspective | | | | |
| Semester | Duration | Type | ECTS credits | Student workload |
| 4. (SuS) | 1 sem. | Compulsory module Compulsory optional event | 5 | 4 WLH PS 4 WLH SST |

| Requirements for participation | Applicability | Examination form / duration (required for the award of credits) | Teaching and study methods | Module coordinator |
|--------------------------------|---------------|---|----------------------------|--------------------|
| None | | Oral Examination 15 min. | Lecture Seminar | Kunz-Lübcke |

Qualification aims

The module 'Age(ing), illness and living with disability from a biblical-theological and sociological perspective' teaches students fundamental **knowledge** in the following areas:

- Biblical perception horizons of age and illness
- Introduction to magic and healing in the countries surrounding Israel and in non-Christian religions in recent history
- Social, cultural, theological and medical constructs of age(ing), illness and disability
- Social normativity perceptions and marginalisation of 'the others'
- HIV & AIDS, global pattern, symptom/s, counselling and intervention strategies
- Sexuality and stigmatisation processes
- Symptoms and consequences of dementia and concepts in the psycho-social support of dementia patients

Moreover, the students acquire the following **skills**:

- Acquisition of a critical appraisal of age, illness and disability stereotypes and definitions
- The ability to reflect on the perceptions of age and illness in specific cultures
- Establishment of an intercultural, reflected and gender-sensitive access to accompanying old people and people living with (chronic) illness and disability
- Application of insight from disability studies to the understanding of illness and the desiderates of socio-diaconal action
- The ability to approach dementia patients with cultural sensitivity

| Educational content | | |
|--|--|------------|
| <p>This module reflects on perceptions and interpretations of illness, living with disability and ageing processes from a biblical-theological and from a sociological perspective. Here, interpretations of the surrounding nations described in the Hebrew Bible and other examples are taken in order to outline the context between normativity debates and illness/disability and age. The basic principles of disability studies are considered in this context.</p> <p>AIDS remains one of the most frequent causes of death in subcontinents such as sub-Saharan Africa. Nevertheless, it is in these areas that a large proportion of project funds is invested. Accompanying the lecture, the compulsory optional seminar on questions of HIV & AIDS familiarises students with the backgrounds, symptoms, global patterns and intervention strategies.</p> <p>Living with dementia is increasingly becoming a global challenge for those directly affected, caregivers and health systems. Students attending the compulsory optional seminar that accompanies the lecture will learn about the different manifestations and expressions of dementia, acquiring fundamental knowledge in how to accompany dementia patients and their families.</p> | | |
| Literature | | |
| <p>Azetsop, J 2016. HIV and AIDS in Africa: Christian Reflection, Public Health, Social Transformation. Maryknoll, NY: Orbis.</p> <p>Fitzon, T et al. (ed) 2012. Alterszäsuren: Zeit und Lebensalter in Literatur, Theologie und Geschichte. Berlin: De Gruyter.</p> <p>Downs, M & Bowers, B (eds) 2014. Excellence in Dementia Care. Research into Practice. Maidenhead: Open University Press.</p> <p>Elm D et al. (Hg) 2009. Alterstopoi: Das Wissen von den Lebensaltern in Literatur, Kunst und Theologie. Berlin: De Gruyter.</p> <p>Goodley, D 2011. Disability Studies: An Interdisciplinary Introduction. Los Angeles et al.: Sage.</p> <p>Karenberg, A & Leitz, C (ed) 2000. Heilkunde und Hochkultur: Geburt, Seuche und Traumdeutung in den antiken Zivilisationen des Mittelmeerraumes. Münster: LIT.</p> <p>Pasero, U 2007. Altern in Gesellschaft: Ageing – diversity – inclusion. Wiesbaden: Verlag für Sozialwissenschaften.</p> <p>Preuss, J 1992. Biblisch-Talmudische Medizin: Beiträge zur Geschichte der Heilkunde und der Kultur überhaupt. Wiesbaden: Fourier.</p> <p>Stol, M & Vleeming, S P (eds) 1998. The Care of the Elderly in the Ancient Near East. Studies in the History and Culture of the Ancient Near East XIV. Leiden et al.: Brill.</p> | | |
| | Title of the course | WLH |
| L (compulsory) | 16.01. Age(ing), Illness and Living with Disability from a Biblical-Theological and Sociological Perspective | 2 |
| S (compulsory option) | 16.02. Living with Illness | 2 |
| | 16.02.1. Living with HIV & AIDS: Symptoms, Stigmatisation and Prevention | |
| | 16.02.2. Living with Dementia: Symptoms and Support | |

| University providing the course: University of Applied Sciences for Intercultural Theology Hermannsburg Academic programme: B.A. Missiology and International Diaconia | | | | |
|---|----------|---|--------------|---------------------------|
| Module name: 17 Intercultural Life and Work | | | | |
| Semester | Duration | Type | ECTS credits | Student workload |
| 4. (SuS) | 1 sem. | Compulsory module Compulsory event | 10 | 6 WLH PS 9 WLH SST |

| Requirements for participation | Applicability | Examination form / duration (required for the award of credits) | Teaching and study methods | Module coordinator |
|--------------------------------|---------------|---|----------------------------|--------------------|
| None | | Student presentation and oral examination (15 min.) | Lecture Exercise | Zonne-Gätjens |

Qualification aims

In the module 'Intercultural life and work', students acquire fundamental **knowledge** in the following areas:

- Debates within social work on the links to various world religions
- Conflict models
- Conflict situations in intercultural communication
- Strategies for the constructive management of conflict

Moreover, the students acquire the following **skills**:

- The ability to describe their own socio-cultural 'comfort zone' and their own understanding of aid and assistance, and critical reflection in view of other perceptions
- Permitting, perceiving and naming experiences of alienation and conflict
- Development of person-centric, culture and diversity-sensitive solution approaches through dialogue
- Articulation and questioning of perceptions of role, based on the specific internship position
- Reflection on one's own role and conduct during personal and team conflicts in work situations
- Application of the methods of constructive feedback
- Reflection on interpersonal conflicts based on a variety of categories such as power, interest, cultural difference and on a model of group process dynamics

Educational content

The **lecture** in the module 'Intercultural Life and Work' presents various teaching and practical concepts within

social work as applied in various countries and then discusses them based on a number of selected facilities.

In the exercise 'Areas of conflict within professional cooperation', a particular significance is given to the questions of how conflict situations emerge, and how they are managed, in a context with intercultural work contexts. The objective here is to present to students various access points as models for constructive conflict management, which they can then practice in small groups using case examples. The exercises give the students the opportunity to become acquainted with, or to repeat, typical conflict constellations as encountered in intercultural work and to use case examples (role play) in order to practice constructive methods for their management.

Literature

Bähr, C et al. 2014. Weltatlas Soziale Arbeit. Weinheim: Beltz Juventa.

Litsch, E & Novoa, M 2002. Wenn es nicht so rund läuft: Stress, Konflikt und Krise: ein praktischer Ratgeber für den Auslandseinsatz. Eschborn: GTZ

Stahl, E 2007. Dynamik in Gruppen. Handbuch der Gruppenleitung. Weinheim: Beltz PVU.

Vogel, K 2011. Kreative Konfliktlösungen: Spiele für Lern- und Arbeitsgruppen. Salzhausen: iskopress

| | Title of the course | WLH |
|-------------------|--|-----|
| L (compulsory) | 17.1 Social work 'around the globe' | 4 |
| E (compulsory) | 17.2 Areas of Conflict within Professional Cooperation | 2 |

| University providing the course: University of Applied Sciences for Intercultural Theology Hermannsburg Academic programme: B.A. Missiology and International Diaconia | | | | |
|---|----------|------------|--------------|-------------------------------|
| Module name: 18 Long-term internship | | | | |
| Semester | Duration | Type | ECTS credits | Student workload |
| 5. (WiS) | 1 sem. | Compulsory | 25 | at least 12 weeks à 40h, 480h |

| Requirements for participation | Applicability | Examination form / duration (required for the award of credits) | Teaching and study methods | Module coordinator |
|---|--------------------------------|---|----------------------------|--------------------|
| Proof of at least 130 ECTS starting internship before the | Cross-module with ITMGZ 16 the | Practical report | Placement Mini-project | Zonne-Gätjens |

Qualification aims

In the module 'Long-term internship', students acquire fundamental **knowledge** in the following areas:

- Acquisition of specialist insight in a certain area of work through regular evaluation meetings with the respective mentor
- Familiarisation with their administration and specific contents and challenges, and development of the ability
- to reflect critically on one's own role with the help of supervision

Moreover, the students acquire the following **skills**:

- To review the practicality of theoretical knowledge in the area of social diaconry, development cooperation or missionary work in a project accompanied by a specialist, preferably abroad
- To apply acquired knowledge
- To experiment with intercultural skills
- To practice in a recorded project initial responsibility for the planning, implementation, evaluation and documentation of projects

Educational content

The educational content is defined more precisely in the attached agreement (Education Plan') for the long-term internship; it may differ, depending on where the internship is completed and following preliminary discussions between the student and the university.

University providing the course: University of Applied Sciences for Intercultural Theology Hermannsburg

| Academic programme: B.A. Missiology and International Diaconia | | | | |
|---|----------|------------|--------------|-----------------------|
| Module name: 19 Evaluation of the Long-term Internship | | | | |
| Semester | Duration | Type | ECTS credits | Student workload |
| 5. (WiS) | 1 sem. | Compulsory | 5 | 4 WLH PS 4 WLH SST |

| Requirements for participation | Applicability | Examination form / duration (required for the award of credits) | Teaching and study methods | Module coordinator |
|--------------------------------|----------------------------|---|----------------------------|--------------------|
| Passed module 18 | Cross-module with ITMGZ 17 | Poster presentation (15 min.) | Supervision groups | Zonne-Gätjens |

Qualification aims

In the module 'Evaluation of the long-term internship', students acquire fundamental **knowledge** in the following areas:

- Basics and methods of collegial counselling
- Different perceptions of aid and development in the area of humanitarian aid/assistance, social diaconry, missionary work and development policies
- Methods of evaluation
- Group moderation

Moreover, the students acquire the following **skills**:

- Reflection on personal principles of social diaconry, development policies or missionary work against the background of practical experience acquired
- Addressing self perceptions and external perceptions in groups during the long-term internship
- Reflection on intercultural encounters and conflicts and the personal role as a helper, also personal understanding of assistance
- Handling disappointed expectations
- Moderation of group processes in small groups or in a plenum
- Transferring the acquired experience to a future professional setting

Educational content

The block module 'Evaluation of the long-term internship', which is a **compulsory module**, gives students the opportunity to reflect on the experience they acquired in the long-term internship and to give and receive collegial advice within the framework of a feedback session and other opportunities. The main focus is placed on self and external perceptions in social diaconry, in missionary work or in the practical setting of development policies.

At the same time, the block module provides the opportunity to accompany groups processes after introduction and to practice moderation, feedback and evaluation techniques in small groups, also in a leadership role. The block module ends with a session in which the experience acquired, the expectations, the understanding of roles, the

guiding principles and the external perceptions are addressed in a relevant context with career choices.

Literature

Dewe, B et al. 2011. Professionelles soziales Handeln. Weinheim: Juventus.

Heigl-Evers, A 1975. Gruppenpsychotherapie und Gruppendynamik. Göttingen: Verlag für Medizinische Psychologie.

Osmer, R R 2008. Practical Theology: An Introduction. Grand Rapids, Mich.: Eerdmans.

Schlee, J 2008. Kollegiale Beratung und Supervision für pädagogische Berufe. Stuttgart: Kohlhammer.

Wendt, W R 1995. Soziale Arbeit im Wandel ihres Selbstverständnisses. Freiburg im Breisgau: Lambertus.

| | Title of the course | WLH |
|-------------------|---|-----|
| S (compulsory) | 19.01. Evaluation of the Long-term Internship | 4 |

| University providing the course University of Applied Sciences for Intercultural Theology Hermansburg | | | | |
|--|----------|---------------------------------------|--------------|---|
| Academic programme: B.A. Missiology and International Diaconia | | | | |
| Module name 20 Preparation for the bachelor thesis | | | | |
| Semester | Duration | Type | ECTS credits | Student workload |
| 6. (SuS) | 1 sem. | Compulsory module Compulsory event | 5 | 6 WLH PS (à 45 min.) 6 WLH SST (à 45 min.) |

| Requirements for participation | Applicability | Examination form / duration (required for the award of credits) | Teaching and study methods | Module coordinator |
|--------------------------------|----------------------------|---|----------------------------|--------------------------------|
| 160 ECTS | Cross-module with ITMGZ 18 | Exposé with presentation during the seminar | Seminar Exercise | Prorector for Academic Affairs |

Qualification aims

At the end of the 5th semester, the students propose the subject, academic advisor and topic of their bachelor thesis. The research project, i.e. topic, is defined more clearly in a counselling process with the academic advisor. The seminar 'Tools and methods to prepare a major academic paper' repeats and enlarges on the **knowledge** and **skills** acquired in the field of academic work in semesters 1 to 5.

- Implementing and wording personal questions and experiences from the practical semester in meaningful academic topics and research projects
- Appropriately processing topics and questions through the use of proper methodology
- Selection and reception of relevant literature
- Assigning the project to sensible stages and presenting it in a meaningful form
- Discussing the project with the academic advisor/s involved and in presentations to fellow students, and defining its objectives in a clearer manner in response to collegial feedback
- Moderation and evaluation.

By completing the module, the students prove their ability to plan and to create a bachelor thesis on their selected topic or research project and to present their undertaking.

Educational content

The **seminar** 'Tools and methods to prepare a major academic paper' repeats and practices methods of research and presentation, tools and bibliographies, as well as academic work and presentation. Moreover, students learn how to present their project appropriately in an auditorium, to moderate the ensuing discussions and to exploit the collegial feedback they receive for their own work project.

Literature

Bell, J & Waters, S 2014. *Doing Your Research Project: A Guide for First-Time Researchers*. Maidenhead: McGraw-Hill Open University Press.

Brunner, H et al., 2015. *Leitfaden zur Bachelor- und Masterarbeit: Einführung in wissenschaftliches Arbeiten und berufsfeldbezogenes Forschen an Hochschulen und Universitäten*, 3. Aufl. Marburg: Tectum-Verlag.

Karmasin, M & Ribing, R 2002. *Die Gestaltung wissenschaftlicher Arbeiten: Ein Leitfaden für Seminararbeiten, Bachelor-, Master- und Magisterarbeiten, Diplomarbeiten und Dissertationen*. Vienna: WUV Facultas-Verlag.

Lipson, C 2007. *How to Write a BA Thesis: A Practical Guide from Your First Ideas to Your Finished Paper*. Chicago: University of Chicago Press.

| | Title of the course | WLH |
|--------------------------|---|-----|
| Seminar (compulsory) | 20.01. Tools and Methods to produce an Academic Paper | 3 |
| Exercise (compulsory) | 20.02. Support from academic advisors in the subject of the bachelor thesis | 3 |

| University providing the course University of Applied Sciences for Intercultural Theology Hermansburg | | | | |
|--|----------|---------------------------------------|--------------|--|
| Academic programme: B.A. Missiology and International Diaconia | | | | |
| Module name 21 Bachelor Thesis | | | | |
| Semester | Duration | Type | ECTS credits | Student workload |
| 6 (SuS) | 1 sem. | Compulsory module Compulsory event | 25 | 3 WLH PS (à 45 min.) 12 WLH SST (à 45 min.) |

| Requirements for participation | Applicability | Examination form / duration (required for the award of credits) | Teaching and study methods | Module coordinator |
|--------------------------------|----------------------------|---|----------------------------|--------------------------------|
| 160 ECTS Module 20 | Cross-module with ITMGZ 19 | Bachelor thesis (approx. 40 pages) Colloquium (30 min.) | Exercise Colloquium | Prorektor for Academic Affairs |

Qualification aims

In the B.A. thesis, students prove their **ability**:

- To implement and word personal questions and experiences from the practical semester in meaningful academic topics and research projects
- To create an academic paper within a logical structure and according to the latest academic standards
- To process the research topic using appropriate methodologies
- To select and receive relevant literature
- And to produce an academically comprehensible and profound result.

The details of its preparation, in particular the allotted time, are stated in Section 9 of the Examination Regulations, General Section.

By presenting and discussing their bachelor thesis at the subsequent colloquium, the students acquire fundamental **knowledge** and **skills** in the following areas:

- Analytic-summarised presentation of the topic or research project
- Presentation and visualisation of the results.

Moreover, the students acquire the following **skills**:

- To focus the results and competencies acquired from the completion of the project, to analyse them in terms of their material and technical merits, and to present them in an analytic form
- To compare the insight acquired in other projects and to reflect and enlarge on their theory in discussion with the academic advisor
- To transport the results and competencies from the project into a practical setting and to use the contacts and networks acquired for one's own practical work

Educational content

In the bachelor thesis, students present a selected topic or small research project based on the knowledge and skills they acquired during the academic programme. The students prove their ability to independently process, i.e. complete a topic or research project using academic methods and within a clearly defined period and to present the results in the form of a written paper. The insight acquired is then presented in a summarised form as part of a bachelor thesis colloquium.

Literature

Bell, J & Waters, S 2014. *Doing Your Research Project: A Guide for First-Time Researchers*. Maidenhead: McGraw-Hill Open University Press.

Brunner, H et al., 2015. *Leitfaden zur Bachelor- und Masterarbeit: Einführung in wissenschaftliches Arbeiten und berufsfeldbezogenes Forschen an Hochschulen und Universitäten*, 3. Aufl. Marburg: Tectum-Verlag.

Karmasin, M & Ribing, R 2002. *Die Gestaltung wissenschaftlicher Arbeiten: Ein Leitfaden für Seminararbeiten, Bachelor-, Master- und Magisterarbeiten, Diplomarbeiten und Dissertationen*. Vienna: WUV Facultas-Verlag.

Lipson, C 2007. *How to Write a BA Thesis: A Practical Guide from Your First Ideas to Your Finished Paper*. Chicago: University of Chicago Press.

| | Title of the course | WLH |
|-------------------------|--|-----|
| Exercise (compulsory) | 21.01. Support and supervision by the academic advisor in the subject of the bachelor thesis | 3 |
| Colloquium (compulsory) | 21.02. Colloquium with presentation and discussion of the bachelor thesis | 1 |