MSc in International Relations (IR)

Information about the semester
Department: Politics and Society
Study Board: Board of Studies for International Affairs
Regulations and Curriculum: Curriculum for MSc in International Relations
Semester: 2nd semester
Period: Spring 2023

Description of the semester
The semester provides the students with knowledge, skills and competences related to sustainability, project management, problem-based project work, as well as an elective within one of the following fields: EU Studies, Global China Studies, or Global Gender Studies. Thus, the semester builds on the previous semester by advancing students’ skills and competences within problem-based learning, and it provides the students with knowledge of the thematic and empirical framework of international relations, with a specific focus on sustainability, international actors, and tools of project management, in addition to their chosen elective.

Organization of the semester
The semester includes lectures, seminars, exercises, problem-based project work, supervision, site visits, and solution camp. The lectures and seminars of the individual modules provide the framework for the problem-based project work, whereas exercises, site visits, and solution camps are designed to enable the students to gain an in-depth understanding of theories and empirical cases as well as to provide a practical, hands-on approach to the learning process by exploring and testing tools of project management, idea generation, and communication to different audiences. In their totality, the activities of the semester will enable the students to further develop the required competence profile, i.e., knowledge of theories and empirical cases within the field of international relations, ability to apply theories, methods and tools of the field to conduct sound analyses, and competences in cooperating on problem-based cross-disciplinary projects with international and intercultural perspectives.

Semester coordination and secretariat
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Programme Coordinator 2nd semester: Lise Rolandsen Agustin
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Description of project modules
Title, ECTS credits

Sustainability and Project Management
10 ECTS
**Location**

2nd semester

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**Coordinator**

Malayna Raftopoulos

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**Language**

Language of instruction: English

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**Objectives**

The objective of this module is:

- to provide students with knowledge of current issues and theoretical perspectives related to sustainability and global governance, including global partnerships and transnational problem-solving
- to provide students with a broad understanding of the skills and strategies required for project management as well as key theories, concepts and tools of the field
- to enable students to apply distinct theoretical and methodological approaches to the study of selected cases in relation to various types of sustainability, such as social, political, economic and environmental

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**Content**

The module provides students with a broad understanding of project management and its related theories, concepts, and tools. It also provides students with the analytical skills and empirical knowledge required to address and understand the complexities of and responses to global challenges related to sustainability. Emphasis will be on democracy and institution-building; interrelations between different levels of governance; local and transnational civil society perspectives on global challenges such as climate change, inequalities, and resource governance.

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**LEARNING OBJECTIVES**

**KNOWLEDGE**

- possess knowledge and a critical understanding of development processes at various levels of analysis
- possess knowledge of relevant theories and current issues related to sustainability and global governance
- possess knowledge of relevant theories, tools and frameworks related to project management
- possess a broad understanding of the skills and strategies required for project management

**SKILLS**

- be able to identify and delimit relevant problem areas within the field of sustainability and global governance
- be able to critically assess relevant theories and make informed choices regarding theory selection in relation to empirical analyses
- have the ability to apply relevant theories and tools of the field to concrete empirical cases and issues
- understand project management design, development and deployment
- understand the implications, challenges and opportunities of organisational dynamics in project management
COMPETENCES
• can reflect upon and analyze global governance and sustainability from an interdisciplinary perspective
• can apply knowledge and skills within the module in solving practical tasks within project management
• are able to reflect upon the organization of project management tasks and processes from a practical and theoretical perspective and in relation to problem-based learning

TYPE OF INSTRUCTION
The module consists of lectures, seminars and exercises, such as solution camp, and case study analyses.

Type of exam
Active participation/continuous evaluation

The examination for Sustainability and Project Management is an internally assessed individual examination consisting of a requirement of active participation in the module’s teaching sessions and activities. The module coordinator will define the requirements for active participation, which will be communicated to the class at the beginning of the semester.

Description of course modules

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<tr>
<td>2nd semester project</td>
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Location
2nd semester

Coordinator
Lise Rolandsen Agustin

Language
Language of instruction: English

Objectives
The objectives of this module are:
• to provide students with additional factual and theoretical knowledge within the subject areas of the modules of the second semester, and to give them the opportunity to reflect on theories and their usability in specific contexts in a critical manner
• to gain experience with empirical data collection and reflect on this process
• to gain experience in collecting large quantities of data and information and processing it in order to solve a particular problem
• to gather experience in cooperating in a team of people with different competences and cultural backgrounds and to practice discussing potentially controversial issues while respecting other people’s opinions
• to practice working actively in an English-language project process and to practice academic writing in English
• to organize problem-based project work and reflect upon progress in organization and cooperation
• to train students in identifying a suitable research problem for the project and creating an appropriate research design which will enable them to complete the project within a set deadline.
Contents

Students form groups and define a problem relevant to the modules of the second semester. The group will work on the problem independently. The university provides academic supervision. Students must discuss various theories and select one or several, which they deem to be relevant. Unless it is a purely theory-based project, students must discuss which type of empirical data might be relevant in this context and organize the data collection. The topic of the project must be formulated as a problem, and students must seek to answer this problem. The answer must be based on theoretical reflection and – unless it is a purely theory-based project – be empirically grounded.

LEARNING OBJECTIVES

KNOWLEDGE

- possess additional knowledge of theories and practices within the subject areas covered in the second semester modules and can reflect on these on a scientific basis
- possess further knowledge and understanding of the themes within these fields and various approaches to the study of these.

SKILLS

- can use their knowledge to select theories that serve the analytical purpose and at the same time remain critical to these theories.
- can collect empirical data systematically in order to solve a problem within the topics covered in the second semester’s modules and reflect critically on this process (unless having worked on a purely theory-based project).
- can integrate theory and empirical data on an interdisciplinary basis
- can communicate in written and spoken academic English.

COMPETENCES

- can reflect and argue on the basis of scientific knowledge
- can work purposely on an answer to a given problem and within a set deadline
- can work in a team of people with different competences and cultural backgrounds.

TYPE OF INSTRUCTION

The module consists of the written student project. The project must be written in groups of 3 to 6 students.

Type of exam

Oral exam based on a project
The examination for Project Module is an external oral examination on the basis of a written project report. The examination is based on the project report produced by a group of students.

Page requirements in standard pages (2400 keystrokes):

1 student: min 20 pages, max 25 pages (only possible with a dispensation from the study board)
2 students: min 25 pages, max 35 pages (only possible with a dispensation from the study board)
3 students: min 30 pages, max 45 pages
4 students: min 35 pages, max 55 pages
5-6 students: min 40 pages, max 60 pages

Duration of examination: The maximum duration of the examination is 20 minutes per student plus 10 minutes per project, up to a total limit of two hours. This includes time for grading and announcement of the result.

Hand in date 31st May 2023 before 12.00pm in Digital Exam
Exam plan will be available on Moodle.
2nd semester electives

Title, ECTS credits
Gendering Global Governance
10 ECTS

Location
2nd semester

Coordinator
Lise Rolandsen Augustin

Language
Language of instruction: English

Objectives
The objective of this module is:

- To provide students with knowledge on theories and practices within the field of gender and global governance.
- To enable students to analyze and discuss key elements of gender and global governance theories in relation to empirical cases and reflect on these on a scientific basis.

Content
Students will be introduced to gender perspectives on global governance and global democracy. Global governance addresses the management of transnational issues by international organizations, non-state actors and sovereign states with a particular focus on informal processes and activities of governing. Contemporary challenges to global governance include, amongst other, democratic problems of legitimacy, authority and accountability as well as trends towards increased nationalism, populism and de-democratization. The module will address these issues from 'top-down', 'bottom-up' and transnational perspectives.

LEARNING OBJECTIVES

KNOWLEDGE

- theories and practices within the field of gender and global governance
- key issues and themes within the field of gender and global governance and various approaches to the study of these.

SKILLS

- can apply knowledge within the module’s subject areas to select theories that serve the analytical purpose and at the same time remain critical to these theories.
- can apply relevant theories of the field to empirical cases.

COMPETENCES

- can reflect upon and analyze global governance processes from a gender perspective
- can communicate empirical and theoretical knowledge of the field in a clear and coherent manner
- can reflect and argue on the basis of scientific knowledge.
TYPE OF INSTRUCTION

- The course will include lectures, exercises, group work and seminars with student contributions.
- Instructors: Lise Rolandsen Agustín, Marlene Spanger and Tamirace Fakhoury.

Type of exam

*Written exam*

The examination for Gendering Global Governance is an internally assessed individual written examination. The examination is a 72-hour take-home assignment comprising issues within the subject area of Gendering Global Governance. The assignment paper must not exceed 8 pages.

Evaluation: 7-point grading scale

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<td>Dominik Schraff</td>
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Objectives

The objective of this module is:

- To provide students with theoretical and factual knowledge about developments within the field of EU policies.
- To enable students to analyze EU policies and policy-making processes.

Content

The module focuses on key policy areas of the EU as well as its policy-making processes. The students will be introduced to policy analysis, the internal dimensions of EU policies (such as trade, migration, environment, employment and energy policies as well as the internal market) as well as the external dimensions (i.e., decision-making procedures, actors and institutions of EU foreign policy). Various theoretical approaches will be presented in these realms.

LEARNING OBJECTIVES

**KNOWLEDGE**

- theories, themes and practices within the field of EU policies, including foreign policy
- policy analysis and policy-making processes in the EU

**SKILLS**

- can use their knowledge within the module’s subject areas to select theories that serve the analytical purpose, and at the same time remain critical to these theories.
are able to identify key actors of the EU policy-making process and their roles

can analyze key areas of EU policies

COMPETENCES

are able to critically apply theory to empirical data in order to analyze and explain developments within the module’s subject area

can reflect and argue on the basis of scientific knowledge.

TYPE OF INSTRUCTION

The module consists of lectures, seminars and exercises.

Instructors: Dominik Schraff, Anita Nissen, Susi Meret and Mads Peter Klindt

Type of exam

Written exam

The examination for EU Policies is an internally assessed individual written examination. The examination is a 72-hour take-home assignment comprising issues within the subject area of EU Policies. The assignment paper must not exceed 8 pages.

Evaluation: 7-point grading scale

Title, ECTS credits

Global China: Governance and sustainability

10 ECTS

Location

2nd semester

Coordinator

Jesper Willaing Zeuthen

Language

Language of instruction: English

Objectives

for students to acquire a nuanced understanding of selected themes related to China’s rapid development and changing position in a global setting, with a special emphasis on issues related to governance, varying development trajectories and sustainability.

To practice selecting and applying relevant theoretical perspectives to cases related to Global China, e.g. global and local responses to climate change, Chinese domestic and international migration, Chinese businesses and markets in a global context, or China’s relationship with specific countries or regions, i.e. the EU, the United States of America, Africa, Latin America, or China’s East Asian neighbors.

Content

The module focuses on a selection of themes related to China’s changing role in the world. It addresses how Chinese state as well as non-state actors respond to global and local challenges related to for instance economic growth, governance, digitalization and sustainability.
### LEARNING OBJECTIVES

#### KNOWLEDGE
- selected topics related to Chinese international engagements including both official and informal relations with a special focus on economic and sustainability related issues
- knowledge of relevant theoretical approaches to China’s role in the world

#### SKILLS
- can use their knowledge about the module’s subject areas to select theories that serve the analytical purpose and at the same time remain critical to these theories.
- can identify reliable sources of information regarding China’s global engagement including digital sources
- can analyse, interpret and contextualise issues related to sustainability, economic development, and governance with a China focus from an interdisciplinary perspective.

#### COMPETENCES
- can reflect and argue on the basis of scientific knowledge
- can work independently on analyzing concrete cases within international and regional institutions and companies involved in cooperation or trade with China

### TYPE OF INSTRUCTION

The module consists of lectures and seminars with a variety of exercises and student contributions.

Instructors: Ane Bislev, Giovanni Giamello, Jesper Zeuthen, Li Xing

**Type of exam**

Written exam

The examination for Global China: Governance and Sustainability is an internally assessed individual written examination. The examination is a 72-hour take-home assignment comprising issues within the subject area of the module. The assignment paper must not exceed 8 pages.

Evaluation: 7-point grading scale

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