Module descriptions
European Security and Defence Studies (B.A.)

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Content

Introduction to Security Policy 1

Theories of International Relations 3

Academic Work (Methods) 5

War & Conflict Studies I (Politics) 6

Basics of Military Organizations and Operations (Polity) 8

Empirical Social Research (Methods) 10

Hybrid Threats (Policy) 12

Arms Industry, Arms Control & Proliferation (Policy) 14

Current Challenges in Security Policy (Politics) 15

War & Conflict Studies II (Politics) 17

Crisis Communication & Information Management (Methods) 19

Intelligence Cycle I (Structured Analysis) (Methods) 20

International Law & Security Policy (Polity) 22

History & Actors of Security Policy I (Politics) 24

International Organizations (Polity) 25

Societal Resilience (Policy) 27

Cultural History of Violence 29

Intelligence Cycle II (Methods of Futures Analysis) (Methods) 31

AI & Autonomous Weapon Systems 36

History & Actors of Security Policy II (Politics) 37

Communication & Protocol in Authorities & International Organizations (Methods) 38

The Baltic Sea and Northern Europe as a Security Region (Integrative Module) 40

Geostrategic Challenges & Maritime Security 41

Internship (Full-Time Only) 43

Internship Report (Full-Time Only) 44
Practical Project I (Part-Time Only) 45
Practical Project II (Part-Time Only) 46
Practical Project III (Part-Time Only) 47
Practical Project IV (Part-Time Only) 48
War Gaming (Competence Field) 49
Scandinavian Studies (Competence Field) 51
Interdisciplinary Module (Competence Field) 53
Comparative Analysis of Conflicts & Security Policies 55
Resources and Logistics – Germany as a Strategic Hub 57
Bachelor's Thesis 58
Bachelor's Colloquium 59

Module Name	**Introduction to Security Policy**	
Description/Contents	This module provides an overview of key theories, concepts, and fields of practice in international security policy. It is based on a comprehensive understanding of security that encompasses military, political, societal, and normative dimensions Topics covered include, among others: – Classical and critical theories of security policy – The shift from a military concept of security to an expanded concept of security – Security communication and security culture – International security institutions (UN, NATO, EU, OSCE) – European security and defence policy – Human, societal, and environmental security – Current Challenges: war, climate change, cybersecurity, migration, and pandemics – security policy crises and related discourses	
Intended Learning Outcomes	Students gain a comprehensive overview of contemporary foundations, theories, and actors in security policy. They develop initial analytical perspectives on the application of security policy within the European context. Students learn to identify and critically reflect on the interrelationships between military, economic, societal, and normative aspects of an integrated security-policy framework. They understand security as a dynamic, communicative, and socially negotiated concept that is constructed, interpreted, and implemented at national, European, and global levels.	
Teaching Methods	Live online study and independent self-study	
Requirements	Formal: none Content: none	
Module Duration	1 semester	
Availability	Every semester	
Workload	Full-time	150 hours: 48 hours online attendance 102 hours independent study
	Part-time	150 hours: 48 hours online attendance, 102 hours independent study
Credits (ECTS)	5	
Examination type	Written Exam	
Recommended Literature	– Collin, Allan (2018): Contemporary Security Studies – Hough, Peter (2021): International Security Studies. Theory and Practice. – Munich Security Report, Bundeszentrale für Politische Bildung: Sicherheitspolitische Presseschau.	

	– Williams, Paul D. & McDonald, Matt (2023): Security Studies: An Introduction. 4th ed. – Freedman, Lawrence (2018): Strategy, a History.
Person Responsible	To be determined

Module Name	Theories of International Relations	
Description/Contents	– Theoretical foundations: Realism/Neorealism, Liberalism/Neoliberalism, Constructivism, English School, Marxism/Neo-Gramscianism, Feminist IR theories, Postcolonial approaches, Critical Theories – Structures: International anarchy, hegemony and polarity, international institutions and regimes, global order and norms – Actors: States, international organisations (e.g. UN, WTO, NATO), regional organisations (e.g. EU, ASEAN, Mercosur), non-state actors (NGOs, companies, transnational movements), epistemic communities – Processes: Diplomacy, security and conflict, cooperation and integration, globalisation, global governance, economic and financial relations, human rights, sustainability and climate policy, digitalisation and cyber dynamics – Methods and application: Theory-guided case analyses, policy transfers, scenario work	
Intended Learning Outcomes	International relations are frequently perceived either as a conflictual system characterised by egoistically acting states and their foreign policies, or as a field in which, despite numerous wars, cooperation, collaboration, as well as the effectiveness of international norms and values are possible. Behind these differing assessments of international politics stand various theoretical perspectives. Against this background, the module provides a systematic overview of central theories of international relations (e.g. realism, liberalism, constructivism) and their application to the structures, actors, and processes of the international system. Students learn to critically compare theoretical approaches and to apply them to current empirical cases.	
Teaching Methods	Live online study and independent self-study	
Requirements	Formal: none Content: none	
Module Duration	1 semester	
Availability	Every semester	
Workload	Full-time	150 hours: 48 hours online attendance, 102 hours independent study
	Part-time	150 hours: 48 hours online attendance, 102 hours independent study
Credits (ECTS)	5	

Examination type	Written Exam
Recommended Literature	– Baylis, John/Smith, Steve/Owens, Patricia (Hrsg.) (2020): The Globalization of World Politics: An Introduction to International Relations. Oxford: Oxford University Press. – Burchill, Scott/Linklater, Andrew/Devetak, Richard/Donnelly, Jack/Nardin, Terry/Paterson, Matthew/Reus-Smit, Christian/True, Jacqui (2013): Theories of International Relations. 5th ed. Basingstoke: Palgrave Macmillan. – Kegley, Charles W./Blanton, Shannon L. (2012): World Politics. Trend and Transformation. Boston: Wadsworth. – Reus-Smit, Christian/Snidal, Duncan (Hrsg.) (2008/2010): The Oxford Handbook of International Relations. Oxford: Oxford University Press – Smith, Steve/Booth, Ken/Zalewski, Mary (Hrsg.) (1996): International Theory: Positivism and Beyond. Cambridge: Cambridge University Press – Kissinger, Henry (2014): World Order, Penguin Press, New York.
Person Responsible	To be determined

Module Name	Academic Work (Methods)	
Description/Contents	– Principles of academic work – Research techniques (library catalogue, online research, saving, organising and processing using digital reference management systems) – Importance of empirical investigations for academic work – Academic work in the digital age – methods for the preparation of an academic paper – Rhetoric and presentation techniques – Presentation of work results	
Intended Learning Outcomes	Students are familiar with the principles of academic work with regard to documentation and traceability of academic work. They master the procedures of research and empirical investigations. They are able to independently prepare academic papers in accordance with academic requirements. Students have an overview of rhetorical foundations and presentation techniques. They are able to prepare work results and to present them freely.	
Teaching Methods	Live online study and independent self-study	
Requirements	Formal: none Content: none	
Module Duration	1 semester	
Availability	Every semester	
Workload	Full-time	150 hours: 48 hours online attendance, 102 hours independent study
	Part-time	150 hours: 48 hours online attendance, 102 hours independent study
Credits (ECTS)	5	
Examination type	Portfolio	
Recommended Literature	Relevant literature references are provided to students at the beginning of the course.	
Person Responsible	To be determined	

Module Name	War & Conflict Studies I (Politics)
Description/Contents	– Classical and modern theories of war and conflict, including Clausewitz, Keegan, Kaldor, Münkler and contemporary approaches to organised violence – Conceptual distinctions between war, armed conflict, crisis, violence, security and peace – Typologies of armed conflict: interstate wars, civil wars, asymmetric conflicts, proxy wars, "new wars" and hybridised forms of conflict – Causes of wars and violent conflicts: power, territory, identity, resources, statehood, ideology, religion and economic incentives – Conflict dynamics and stages of escalation – Conflict emergence, progression, escalation, de-escalation and termination – Role of perception, communication, miscalculation and escalation spirals – Conflict actors and structures: states, international organisations, non-state armed actors, militias, warlords, private military companies and local communities – Methodological foundations of conflict analysis – Conflict mapping, actor analysis, cause matrices, escalation models and basic scenario work – Case studies of classical and contemporary conflicts, e.g. Yugoslavia, Ukraine, Syria, Sudan or other current cases
Intended Learning Outcomes	– This module introduces students to fundamental theories, concepts, and analytical approaches in war and conflict studies. It focuses on the emergence, structure, dynamics, and escalation of armed conflicts and provides students with the methodological foundations required for systematic conflict analysis. – Students understand the fundamental theories, concepts and causal models of war and conflict. They are able to distinguish between different forms of armed confrontation and to analyse the political, economic, societal, cultural and normative factors that shape conflict dynamics. – Students are able to independently conduct basic conflict analyses, identify relevant actors, interests and conflict drivers, and present conflict trajectories in a structured manner. They can apply academic explanatory approaches to concrete case examples and formulate initial assessments of possible options for prevention, de-escalation or conflict termination. Furthermore, students develop an awareness of the ethical and normative dimensions of organised violence and the use of military force.
Teaching Methods	Live online study and independent self-study
Requirements	Formal: none Content: none

Module Duration	1 semester	
Availability	Every semester	
Workload	Full-time	150 hours: 48 hours online attendance, 102 hours independent study
	Part-time	150 hours: 48 hours online attendance, 102 hours independent study
Credits (ECTS)	5	
Examination type	Presentation	
Recommended Literature	– Clausewitz, Carl von: Vom Kriege. Various editions. – Collier, Paul/Hoeffler, Anke (2004): Greed and Grievance in Civil War. – Kaldor, Mary (1999): New and Old Wars: Organized Violence in a Global Era. – Keegan, John (1993): A History of Warfare. – Münkler, Herfried: The Logic of World Domination from Ancient Rome to the United States. – Singer, Peter W. (2003): Corporate Warriors: The Rise of the Privatized Military Industry. – Uppsala Conflict Data Program (UCDP): Conflict Encyclopedia. – Wallensteen, Peter: Understanding Conflict Resolution.	
Person Responsible	To be determined	

Module Name	**Basics of Military Organizations and Operations (Polity)**	
Description/Contents	– Armed forces of the NATO partners and introduction to their structure (Bundeswehr, USA, UK, France) – Armed forces of China, Russia, Iran, and North Korea (CRINK) – Mission and agility of the armed forces of the NATO partners – Bundeswehr: national and collective defence – Mission of the armed forces of the CRINK partners – Analysis of the military and political structure of NATO	
Intended Learning Outcomes	This module provides a well-grounded understanding of the military and political landscape of key global actors. Upon successful completion, students are familiar with the essential foundations of military organizations of both the NATO states and the CRINK partners (China, Russia, Iran, North Korea). They are furthermore enabled to conduct comparative analyses between the military concepts, structures, and missions of the NATO states and the CRINK partners and to draw strategic conclusions for the current security policy situation.	
Teaching Methods	Live online study and independent self-study	
Requirements	Formal: none Content: none	
Module Duration	1 semester	
Availability	Every semester	
Workload	Full-time	150 hours: 48 hours online attendance, 102 hours independent study
	Part-time	150 hours: 48 hours online attendance, 102 hours independent study
Credits (ECTS)	5	
Examination type	Written assignment & presentation	
Recommended Literature	– Masala, Carlo: If Russia wins. A Scenario, 2025 – Cohen, Eliot (2003): Supreme Command – Shambough, David: China and the World (2020) – Economy, Eliszabeth C.: The Third Revolution: Xi Jinping and the New Chinese State (2018) – Tsygankov, Andrei P.: Russia's Foreign Policy: Change and Continuity in National Identity. (2020) – Amanat, Abbas: Iran: A Modern History (2017) Reynolds Myers, Brian: The Cleanest Race: How North Koreans see themselves and why it matters (2010) – Geoffrey Parker (Hrsg.): The Cambridge History of Warfare, Cambridge 2005	

	– Hew Strachan, The Direction of War. Contemporary Strategy in Historical Perspective, Cambridge 2013 – Hew Strachan, Sibylle Scheipers (Hrsg.), The Changing Character of War, Oxford 2011 – Andrew Sharpe, Andrew Stewart, Matthias Strohn (Hrsg.) Storm Proofing: Preparing Armies for a Future War, Oxford 2025 – Kim, Lucian: Putin's revenge. Why Russia invaded Ukraine, 2024 – Ditrych, Ondrei & Ekman, Alice: Rehearsing for war, China and Russia's military, 2024 – Hill, Fiona & Gaddy, Clifford G.: Mr. Putin: Operative in the Kremlin – Wright, Robin (Hrsg.): The Iran Primer: Power, Politics, and U.S. Policy, 2010
Person Responsible	To be determined

Module Name	Empirical Social Research (Methods)	
Description/Contents	– Introduction to the logic of scientific work in social research – Overview of qualitative and quantitative research paradigms – Research process: from the research question through design to analysis – Data collection: • Qualitative: interviews, group discussions, observations • Quantitative: surveys, standardized data collection – Basic knowledge of empirical data collection instruments: interview guide, questionnaire, coding rules – Introduction to quality criteria of empirical research: objectivity, validity, reliability (quantitative); transparency, traceability, contextuality (qualitative) – Insight into simple analysis methods: e.g. thematic analysis, first steps in SPSS/Excel – Reflection on ethical standards in security policy research (e.g. interviews with affected persons, sensitive data)	
Intended Learning Outcomes	Students are familiar with the basic concepts, methods, and techniques of empirical social research. They are able to distinguish between qualitative and quantitative research approaches and to evaluate their suitability for different research questions. Furthermore, they are enabled to understand the steps of the research designs. Students know how data collection instruments are constructed and applied. Students are able to formulate their own simple research question and to develop an appropriate methodological approach. They are capable of conducting small empirical studies (e.g. short interviews or online surveys). In addition, students are enabled to apply basic analytical approaches (e.g. analysis of qualitative statements or simple descriptive statistics). They develop a sense of practical implementation and feasibility of research projects in the field of security policy.	
Teaching Methods	Live online study and independent self-study	
Requirements	Formal: none Content: none	
Module Duration	1 semester	
Availability	Every semester	
Workload	Full-time	150 hours: 48 hours online attendance, 102 hours independent study

	Part-time	150 hours: 48 hours online attendance, 102 hours independent study
Credits (ECTS)	5	
Examination type	Written Exam	
Recommended Literature	Relevant literature references are provided to students at the beginning of the course.	
Person Responsible	To be determined	

Module Name	Hybrid Threats (Policy)	
Description/Contents	– Actors of hybrid threats (state and non-state actors, hybrid alliances, proxies) – Methods of hybrid threats: cyberattacks, disinformation, economic and energy coercion, intelligence services, legal measures ("lawfare"), migration/instrumentalization of migrants – Critical infrastructures, media and information spaces, interdependencies, governance deficits as vulnerabilities of societies – Case studies: examples of hybrid threats in Europe and globally (e.g. influence operations, cyberattacks, hybrid sabotage) – Counterstrategies and resilience: starting points for prevention, detection, response, and deterrence; interdisciplinary perspective (law, technology, society, politics) – Outlook: future developments and challenges of hybrid threats in the 21st century (e.g. AI, information space, outer space, climate risks)	
Intended Learning Outcomes	Students are familiar with the concept of "hybrid threats", including the central actors, means, and objectives of this threat dimension. They are able to analyze case examples of hybrid threats worldwide – particularly with reference to Europe – with regard to actors, tactics, objectives, vulnerabilities, and countermeasures. They are capable of developing recommendations for action and strategic approaches for the prevention, identification, and response to hybrid threats, taking into account interdisciplinary perspectives.	
Teaching Methods	Live online study and independent self-study	
Requirements	Formal: none Content: none	
Module Duration	1 semester	
Availability	Every semester	
Workload	Full-time	150 hours: 48 hours online attendance, 102 hours independent study
	Part-time	150 hours: 48 hours online attendance, 102 hours independent study
Credits (ECTS)	5	
Examination type	Case Study	
Recommended Literature	– Rid, Thomas: Cyber war will not take place (2013)	

	– Clarke, Richard A.; Knake, Robert K.: The Fifth Domain: Defending our country, our companies, and ourselves in the age of cyber threats (2019) – Greenberg, Andy: Sandworm: A new era of cyberwar and the hunt for the Kremlin's most dangerous hackers (2019) – Marshall, Tim: The Future of Geography. How power and politics in space will change our world, 2023
Person Responsible	To be determined

Module Name	Arms Industry, Arms Control & Proliferation (Policy)	
Description/Contents	– German Security and Defence Industry Association (BDSV) – Security and defence industry of Germany – Political significance – Equipment and training – Security and supply – Export control – Innovation, research, and technology – Economy and law – Europe - cooperation (FCAS) – Digital convergence – Joint White Paper for European Defence Readiness 2030	
Intended Learning Outcome	Students are familiar with the foundations of the security and defence industry. They address the political significance, export control, European cooperation, and digital convergence. Students are familiar with the theses of the Joint White Paper 2030.	
Teaching Methods	Live online study and independent self-study	
Requirements	Formal: none Content: none	
Module Duration	1 semester	
Availability	Every semester	
Workload	Full-time	150 hours: 48 hours online attendance, 102 hours independent study
	Part-time	150 hours: 48 hours online attendance, 102 hours independent study
Credits (ECTS)	5	
Examination type	Written Exam	
Recommended Literature	– Kallas, Katja: White Paper on European Defence, 19. March 2025. – SIPRI: Yearbook: Armaments, Disarmament and International Security (2024). – IISS Hrsg. The Military Balance 2025 – Inbar, Efraim & Zilberfarb, Benzion (Hrsg.): The Politics and Economics of Defence Industries, 2013 – Kurc, Cälar; Bitzinger, Richard A.; Neuman, Stephanie G.: Defence Industries in the 21st. Century, 2020	
Person Responsible	To be determined	

Module Name	Current Challenges in Security Policy (Politics)	
Description/Contents	– Erosion of the multipolar, rules-based world order: crisis of multilateralism, weakening of international institutions (UN, WTO, OSCE); rules-based order vs. power politics – Resource dependencies and geopolitical vulnerabilities: energy, food, and technology resources as strategic power assets; supply chains, critical materials (e.g. rare earths, gas, oil) – Security dimensions of transformation: climate change, energy policy, migration, demography, and urbanisation as security-relevant factors – Technological challenges: digitalisation, artificial intelligence, cyber risks, outer space and the information domain as new arenas of security competition – Regional case studies: the war in Ukraine, Indo-Pacific conflicts, sub-Saharan Africa, the Arctic, the Middle East – Europe's security policy role: strategic autonomy, energy and defence policy, European resilience strategies – Normative and ethical dimensions: tensions between realpolitik, human rights, and international law	
Intended Learning Outcomes	Students are familiar with central security policy challenges of the 21st century, particularly in the context of global power shifts, resource dependencies, and the erosion of multilateral orders. They understand the interactions between geopolitical, economic, technological, and ecological factors underlying current security risks. They are able to analyse case examples of current security policy crises and conflicts, taking into account the interests of actors, international institutions, and legal frameworks.	
Teaching Methods	Live online study and independent self-study	
Requirements	Formal: none Content: none	
Module Duration	1 semester	
Availability	Every semester	
Workload	Full-time	150 hours: 48 hours online attendance, 102 hours independent study
	Part-time	150 hours: 48 hours online attendance, 102 hours independent study
Credits (ECTS)	5	
Examination type	Case Study	
Recommended Literature	– Sverdrup-Thygeson, Bjørnar; Lindgren, Wrenn; Lanteigne, Marc: China and Nordic Diplomacy (2018) – Ischinger, Wolfgang: The World in Danger. Germany and Europe in an uncertain time, 2020	

	– Bekkevold, Jo Inge; Bowers, Ian; Raska, Michael (eds.): Security, Strategy and Military Change in the 21st Century, 2015 – Gross, Eva & Hamilton, Daniel (eds.): Preventing Conflict, Managing Crisis: European and American Perspectives, 2012
Person Responsible	To be determined

Module Name	War & Conflict Studies II (Politics)
Description/Contents	– Development of peace and conflict research since 1945 – Theoretical foundations of peace and conflict studies: negative and positive peace, direct, structural and cultural violence – Classical and modern paradigms of peace and conflict research, including realist, liberal, constructivist, structuralist and critical approaches – Critical peace research: decolonial, feminist and post-structuralist perspectives – Conflict prevention, conflict management and conflict transformation – Instruments of peace policy: diplomacy, mediation, peacekeeping, peacebuilding, transitional justice and reconciliation – Civilian conflict management and international peace missions – Relationship between peace policy, security policy, development policy and justice – Contemporary manifestations of political violence: terrorism, extremism, separatism and organised crime – Radicalisation processes, extremist networks, online extremism and digital mobilisation – Transnational threat networks and links to failed states, conflict regions and global economic systems – Institutional and societal responses: early warning, prevention programmes, deradicalisation, civil-society initiatives and international cooperation – Dilemmas between freedom, security, justice and the rule of law – Case studies on international and intrastate conflicts, e.g. Ukraine, Sudan, the Middle East, the Western Balkans, the Baltic region or the South China Sea
Intended Learning Outcomes	This module builds on War and Conflict Studies I by shifting the focus from the analysis of war and armed conflict to peace and conflict research, conflict transformation, post-conflict recovery, and contemporary forms of transnational violence. It introduces the development of peace and conflict studies since 1945 and connects classical and critical peace research with current security-policy challenges such as terrorism, extremism, organised crime and radicalisation. Upon successful completion of the module, students are able to identify and critically classify central theories and paradigms of peace and conflict research. They understand the historical development of peace and conflict studies since 1945 and are able to explain key concepts such as positive and negative peace, structural and cultural violence, conflict transformation and post-conflict recovery.

	Students are able to analyse conflicts as social, political and cultural processes and to assess instruments of conflict prevention, mediation, peacebuilding and transitional justice. They can connect peace and conflict research with contemporary forms of political violence, including terrorism, extremism, organised crime and radicalisation. Furthermore, students are able to critically reflect on the relationship between security, peace, justice and the rule of law and to apply these perspectives to contemporary case examples. In doing so, they develop their own normatively informed and analytically grounded perspectives on peace consolidation, conflict transformation and security-policy responses to violence.	
Teaching Methods	Live online study and independent self-study	
Requirements	Formal: none Content: successful completion of War and Conflict Studies I recommended	
Module Duration	1 semester	
Availability	Every semester	
Workload	Full-time	150 hours: 48 hours online attendance, 102 hours independent study
	Part-time	150 hours: 48 hours online attendance, 102 hours independent study
Credits (ECTS)	5	
Examination type	Project	
Recommended Literature	– Galtung, Johan (1969): Violence, Peace, and Peace Research. Journal of Peace Research, 6(3), 167–191. – Jeong, Ho-Won (2019): Peace and Conflict Studies: An Introduction. Routledge. – Kriesberg, Louis (2015): Constructive Conflicts: From Escalation to Resolution. Rowman & Littlefield. – Ramsbotham, Oliver/Woodhouse, Tom/Miall, Hugh (2016): Contemporary Conflict Resolution. – Richmond, Oliver P. (2014): Peace: A Very Short Introduction. Oxford University Press. – Wallensteen, Peter: Understanding Conflict Resolution. – Hoffman, Bruce: Inside Terrorism. – Horgan, John: The Psychology of Terrorism. – Neumann, Peter R.: Radicalized: New Jihadists and the Threat to the West.	
Person Responsible	To be determined	

Module Name	**Crisis Communication & Information Management (Methods)**	
Description/Contents	– Fundamental concepts of communication science – Communication guidelines and action plan – Planning of resources and coordination processes – both internal and external – Definition of target group-specific responsibilities within crisis communication – Establishment and maintenance of media, expert, and online influencer networks – Preparation of language protocols, key messages, and dark sites – Development and updating of crisis-specific information materials, dossiers, etc. – Regular media, crisis, and communication training with the crisis management team – Implementation of an early risk warning system – Definition of hotlines/emergency call centers – Ensuring post-crisis follow-up and evaluation of crisis communication	
Intended Learning Outcomes	Students learn to independently handle the instruments of crisis communication. In this context, they develop scenarios to test crisis communication measures and apply them under professional supervision.	
Teaching Methods	Live online study and independent self-study	
Requirements	Formal: none Content: none	
Module Duration	1 semester	
Availability	Every semester	
Workload	Full-time	150 hours: 48 hours online attendance, 102 hours independent study
	Part-time	150 hours: 48 hours online attendance, 102 hours independent study
Credits (ECTS)	5	
Examination type	Practical Exam	
Recommended Literature	– Sriramesh, Krishnamurthy: Global Cases in Crisis Communication. A Social-Cultural Approach, 2025 Further relevant literature references are provided to students at the beginning of the course.	
Person Responsible	To be determined	

Module Name	Intelligence Cycle I (Structured Analysis) (Methods)	
Description/Contents	– Introduction to the intelligence Cycle: phases, actors, functions – Requirements – Collection – Processing – Analysis – Dissemination – Feedback – Foundations of structured analytical techniques – Distinction between "structured" and "intuitive" analysis – Biases, heuristics, and cognitive distortions in situational assessment – Methods of structured analysis – Preparation of intelligence products – Application of structured analyses in security policy contexts – Case studies from terrorism, cyber, energy, or crisis analysis – Ethical and legal foundations of intelligence gathering	
Intended Learning Outcomes	Students understand the structure, logic, and functioning of the Intelligence Cycle and master key structured analytical methods. They are able to critically evaluate information sources, question assumptions, and systematically test competing hypotheses. They are familiar with the fundamentals of intelligence service workflows and their application in governmental and civilian security policy contexts. Students are capable of producing basic analytical products (e.g., situation assessments, policy memos) and of independently applying structured analytical tools. They are able to evaluate security-relevant information, simulate decision-making processes, and communicate analytical findings clearly. Furthermore, they develop an awareness of the responsibilities, limitations, and ethical aspects of analytical work in politics, public administration, and research.	
Teaching Methods	Live online study and independent self-study	
Requirements	Formal: none Content: none	
Module Duration	1 semester	
Availability	Every semester	
Workload	Full-time	150 hours: 48 hours online attendance, 102 hours independent study
	Part-time	150 hours: 48 hours online attendance, 102 hours independent study
Credits (ECTS)	5	
Examination type	Written Exam	

Recommended Literature	– Heuer, Richards J. Jr. (2007). Psychology of Intelligence Analysis. Washington, DC: Center for the Study of Intelligence, Central Intelligence Agency – Pherson, Randolph H., & Pherson, Katherine H. (2020). Critical Thinking for Strategic Intelligence (3rd ed.). Thousand Oaks, CA: CQ Press – Clark, Robert M. (2019). Intelligence Analysis: A Target-Centric Approach (5th ed.). Thousand Oaks, CA: Sage/CQ Press – Office of the Director of National Intelligence (ODNI). (2015, rev. 2022). Intelligence Community Directive 203: Analytic Standards. Washington, DC: ODNI. Available at: https://www.dni.gov/files/documents/ICD/ICD-203.pdf – Tetlock, Philip E., & Gardner, Dan. (2015). Superforecasting: The Art and Science of Prediction. New York: Crown – Treverton, Gregory F. (2003). Reshaping National Intelligence for an Age of Information. Cambridge, UK: Cambridge University Press – Pherson, Randolph H. (Hrsg.) (2021). Structured Analytic Techniques for Intelligence Analysis (2nd ed.). Thousand Oaks, CA: CQ Press – National Intelligence University (Sherman Kent School for Intelligence Analysis). (2018). Foundations of Intelligence Analysis Training (FIAT) Handbook. Washington, DC: U.S. Government Printing Office – Hulnick, Arthur S. (2006). What's Wrong with the Intelligence Cycle. Intelligence and National Security, 21(6), 959–979
Person Responsible	To be determined

Module Name	International Law & Security Policy (Polity)	
Description/Contents	– Fundamental principles of international law and their significance for international security – Prohibition of the use of force and collective security (UN-Charta, Articles 2 (4) and 51) – Mandating and legality of military interventions (e.g. UN, NATO, EU) – Foundations of international humanitarian law (Geneva Conventions, protection of civilians) – Law of the sea and maritime security issues (UNCLOS, territorial waters, freedom of navigation, protection of critical infrastructure) – National security law in Germany: • Distribution of competences between the federal government and the federal states • Police law, law on the prevention of dangers, and constitutional protection law • Fundamental rights within the security architecture (liberty vs. security) • Legal issues concerning hybrid and non-state threats (e.g. cyberattacks, terrorism, private military contractors) – Introduction to legal methods and interpretation	
Intended Learning Outcomes	Students are familiar with the legal framework governing the deployment of armed forces, police, and international organisations in security-related contexts. They are able to consider legal requirements and limitations in security policy decision-making processes. Furthermore, students are capable of formulating legally grounded arguments in security policy debates (e.g., legitimacy of operations, interferences with fundamental rights). They are able to conduct and substantiate basic legal assessments in security-related cases independently. In addition, students develop a critical understanding of the tension between security interests and the rule of law.	
Teaching Methods	Live online study and independent self-study	
Requirements	Formal: none Content: none	
Module Duration	1 semester	
Availability	Every semester	
Workload	Full-time	150 hours: 48 hours online attendance, 102 hours independent study
	Part-time	150 hours: 48 hours online attendance, 102 hours independent study

Credits (ECTS)	5
Examination type	Written assignment & presentation
Recommended Literature	– Lowe, Vaughan: International Law, 2007 – Lowe, Vaughan & Warbrick, Colin (Hrsg.): The United Nations and the Principles of International Law, 2015
Person Responsible	To be determined

Module Name	History & Actors of Security Policy I (Politics)	
Description/Contents	– Theoretical foundations of international security policy during the Cold War – Reorganisation after 1945: United Nations, occupational zones, reconstruction, and bloc formation – Emergence of the bipolar world order (USA, USSR, NATO, Warsaw Pact) – Proxy conflicts and decolonisation – European security during the Cold War (e.g. CSCE, European defence initiatives) – Nuclear deterrence, arms control, and détente – Humanitarian crises, security, and human rights within bloc confrontation – End of the Cold War and transformation processes in Europe	
Intended Learning Outcomes	On a historical–empirical basis, students are familiar with the key developments and lines of conflict within the international order from 1945 to 1990. They understand the functioning and interactions of the principal security policy institutions (including the United Nations, NATO, Warsaw Pact, and CSCE). Students analyse factors influencing security policy events and decision-making processes, taking into account political, economic, and societal dimensions. They are able to critically reflect on Europe's role within the context of the bipolar world order.	
Teaching Methods	Live online study and independent self-study	
Requirements	Formal: none Content: none	
Module Duration	1 semester	
Availability	Every semester	
Workload	Full-time	150 hours: 48 hours online attendance, 102 hours independent study
	Part-time	150 hours: 48 hours online attendance, 102 hours independent study
Credits (ECTS)	5	
Examination type	Written assignment & presentation	
Recommended Literature	Relevant literature references are provided to students at the beginning of the course.	
Person Responsible	To be determined	

Module Name	International Organizations (Polity)
Description/Contents	– Foundations of international organisations: types, legal bases, membership, decision-making structures – United Nations (UN): • Security Council, peacekeeping, Chapter VII missions, blue helmets • Case studies: UNIFIL (Lebanon), MINUSMA (Mali) – NATO: • Collective defence (Art. 5), partnerships, Strategic Concept • NATO's role in the Baltic Sea region, response to hybrid threats – European Union: • CFSP and CSDP (including EU Battlegroups, civilian and military missions) • The EU as a security actor in the Baltic Sea/Baltic context – OSCE: • Early warning, conflict prevention, election observation, military confidence-building – Comparison of the roles, mandates, instruments, and regional priorities of these organisations – Multilateral cooperation and coordination challenges (e.g. NATO-EU-UN) – Introduction to policy analysis in the institutional context: mandates, interests, scope for action
Intended Learning Outcomes	Students are familiar with key international organisations of relevance to security policy and are able to describe their tasks, mandates, and instruments. They understand functional logics, decision-making processes, and formats of cooperation in multilateral security policy. Students are able to analyse and compare security policy measures and mandates within the framework of international organisations. They recognise the geopolitical relevance of these organisations, particularly with regard to the Northern and Eastern European region. Students are capable of critically evaluating organisations with respect to their effectiveness in security policy. They are able to analyse international mandates, operations, and programmes (e.g., peace missions, deterrence strategies) and contextualise them within policy briefs or advisory settings. Furthermore, students recognise obstacles to cooperation and institutional constraints and are able to formulate potential solutions. They are capable of conducting research on security-related institutions and analysing current developments (e.g., NATO summits, EU missions).
Teaching Methods	Live online study and independent self-study
Requirements	Formal: none

	Content: none	
Module Duration	1 semester	
Availability	Every semester	
Workload	Full-time	150 hours: 48 hours online attendance, 102 hours independent study
	Part-time	150 hours: 48 hours online attendance, 102 hours independent study
Module Duration	1 semester	
Credits (ECTS)	5	
Examination type	Case Study	
Recommended Literature	– Rutte, Mark: NATO Opinion. Adress by NATO Secretary General (2025) – McKercher, B.J.C: The Routledge Handbook of NATO (2024) – Webber, Mark: The Oxford Handbook of NATO. – Rühle, Michael: The North Atlantic Treaty Organisation and its current challenges (2025) – Rittberger, V., Zangl, B., Kruck, A., & Dijkstra, H. (2019). *International Organization*. (3rd ed.) Red Globe Press. – Whittaker, David J.: United Nations in Action (1995) – Connally, Gerry: NATO Parliamentary Assembly Political Committee Report. Why the Alliance remains indispensable, 2019 – Gheciu, Alexandra: NATO in the "New Europe". The Politics of International Socialization after the Cold War, Standford, 2005 – Niiniströ, Sauli: Safer together. Strengthening Europe's Civilian and Military Preparedness and Readiness, 2024	
Person Responsible	To be determined	

Module Name	**Societal Resilience (Policy)**	
Description/Contents	– Foundations of resilience as the integration of resistance, coping, and adaptive capacity – Resilience as a perspective within security and risk management in the context of crises – Relationship between resilience, vulnerability, and prevention – Interconnection of individual, collective, and institutional resilience (bottom-up vs. top-down) – Critical infrastructures and the continuity of vital societal processes – Hybrid threats – Resilience in national and international security strategies – Methods of resilience assessment – Framework conditions of societal resilience	
Intended Learning Outcomes	Students understand societal crisis resilience as the linkage between state-institutional approaches to security policy and societal, economic, and social dimensions. They are able to identify influencing factors and key actors of societal crisis resilience and to discuss societal vulnerabilities. They are able to develop level-appropriate concepts to promote societal crisis resilience.	
Teaching Methods	Live online study and independent self-study	
Requirements	Formal: none Content: none	
Module Duration	1 semester	
Availability	Every semester	
Workload	Full-time	150 hours: 48 hours online attendance, 102 hours independent study
	Part-time	150 hours: 48 hours online attendance, 102 hours independent study
Credits (ECTS)	5	
Examination type	Project	
Recommended Literature	– Jungwirth, Smith, Willkomm, Savolainen, Alonso, Lebrun, Aho & Giannopoulos (2023): Hybrid threats – a comprehensive resilience ecosystem, Publications Office of the European Union, Luxembourg, doi:10.2760/37899, JRC129019 – Fjäder & Schalin (2024): Building resilience to hybrid threats: Best practices in the Nordics, Hybrid CoE Working Paper 31 – McManus, Seville, Vargo, & Brunsdon (2008), "Facilitated Process for Improving Organisational Resilience", Natural Hazards Review, Vol. 9 No. 2, pp. 81–90	

	– Prior (2015): Measuring Critical Infrastructure Resilience: Possible Indicators, Center for Security Studies (CSS), ETH Zürich – Weick & Sutcliffe (2015, 3rd ed.): Managing the Unexpected: Sustained Performance in a Complex World. Hoboken: Wiley
Person Responsible	To be determined

Module Name	Cultural History of Violence
Description/Contents	– Theoretical and conceptual foundations • Concepts of violence in philosophy, sociology, anthropology, and historiography • Forms, functions, and legitimations of violence across different historical periods – Historical perspectives • Antiquity: war, honour, and sacrifice • Middle Ages: monopoly of violence, feuds, chivalric culture • Modern era: sovereignty, disciplining, colonialism, revolutions • Modernity and contemporary period: industrialised warfare, genocide, terrorism, mediated violence – Violence and society • State, collective, and individual practices of violence • Violence and gender (gendered violence) • Violence, religion, and ideology – Memory culture and representation • Violence in art, film, literature, and media • Musealisation and reappraisal of violent pasts – Theories of civilisation and decivilisation • Elias, Foucault, Arendt, Girard, Mbembe – Violent and modern technologies • Disembodied violence (drones, cyberwarfare) • Aestheticisation and virtualisation of violence – Case studies • Holocaust, colonialism, Vietnam War, Yugoslavia, Ukraine • Interpretive patterns in political and societal discourses
Intended Learning Outcomes	Students understand violence as a phenomenon that is historically, culturally, and socially contingent. They are able to critically reflect on theories, concepts, and discourses on violence and to analyse the development of practices of violence in relation to societal, political, and technological transformations. Students acquire the ability to interpret security policy phenomena not solely as strategic or military processes, but also as culturally and symbolically shaped dynamics. They are able to incorporate historical and cultural factors into contemporary security policy analyses and develop interdisciplinary modes of argumentation. Furthermore, students develop an ethical and culturally reflective awareness of the representation and legitimation of violence.
Teaching Methods	Live online study and independent self-study

Requirements	Formal: none Content: none	
Module Duration	1 semester	
Availability	Every semester	
Workload	Full-time	150 hours: 48 hours online attendance, 102 hours independent study
	Part-time	150 hours: 48 hours online attendance, 102 hours independent study
Credits (ECTS)	5	
Examination type	Written Exam	
Recommended Literature	– Applebaum, Anne: Autocracy, Inc. The dictators who want to run the world, 2025 – Pinker, S. (2011). The better angels of our nature: Why violence has declined. Viking. – Mbembe, Achille (2019). Necropolitics. Duke University Press. – Winter, J. (2017). War beyond words: Languages of remembrance from the Great War to the present. Cambridge University Press. – Wieviorka, A. (2006). The era of the witness. Cornell University Press. – Shuster, Simon: The Showman. The inside story of the invasion that shook the world and made a leader of Volodymyr Zelensky, New York, 2024 – Wilson, Peter H.: Iron and Blood: A Military History of the German-speaking Peoples since 1500, London, 2022	
Person Responsible	To be determined	

Module Name	**Intelligence Cycle II (Methods of Futures Analysis) (Methods)**
Description/Contents	– Introduction to futures analysis and strategic foresight • Distinctions between forecasts, scenarios, trends, and visions • Relevance of futures analysis in politics, security, and defence – The extended Intelligence Cycle • Integration of foresight methods into intelligence and policy processes • Early warning systems and indicator development – Methods of futures analysis • Scenario techniques (qualitative, quantitative, cross-impact) • Delphi method and expert consultations • Trend and megatrend analysis (PESTLE, STEEPV, SWOT) • Wild cards and black swans • Backcasting and roadmapping – Data sources and tools • OSINT, Big Data, Social Media Intelligence (SOCMINT), AI-supported trend analyses – Applications in security policy practice • Early warning on geopolitical crises • Future of armed forces, technology, and hybrid threats • Energy and climate security, migration, cyberspace – Communication formats and visualisation of future scenarios • Narrative storytelling, policy briefs, risk mapping – Ethical and political implications • Limits of predictability • Responsibility and bias in futures analysis
Intended Learning Outcomes	Students understand the theoretical and methodological framework of futures analysis in the context of security policy and strategic planning. They are familiar with central methods of foresight and early warning analysis and are able to situate these within a security policy framework. Students are able to independently design, evaluate, and critically reflect on scenarios and trend analyses. They are capable of combining qualitative and quantitative approaches, systematically addressing uncertainties, and developing strategic recommendations for action. In addition, they acquire the ability to prepare and communicate findings in a manner appropriate to their target audience (e.g. for decision-makers or institutions).
Teaching Methods	Live online study and independent self-study
Requirements	Formal: none

	Content: none	
Module Duration	1 semester	
Availability	Every semester	
Workload	Full-time	150 hours: 48 hours online attendance, 102 hours independent study
	Part-time	150 hours: 48 hours online attendance, 102 hours independent study
Credits (ECTS)	5	
Examination type	Written Exam	
Recommended Literature	– Bengston, D. N. (2019). Futures research methods and applications in natural resources. Society & Natural Resources, 32(10), 1099–1113 – Bishop, P., Hines, A., & Collins, T. (2007). The current state of scenario development: An overview of techniques. Foresight, 9(1), 5–25 – Bradfield, R., Wright, G., Burt, G., Cairns, G., & Van der Heijden, K. (2005). The origins and evolution of scenario techniques in long range business planning. Futures, 37(8), 795–812 – Glenn, J. C., & Gordon, T. J. (Eds.). (2020). Futures research methodology – Version 3.0. The Millennium Project – Loveridge, D. (2009). Foresight: The art and science of anticipating the future. Routledge – Popper, R. (2008). Foresight methodology. In L. Georghiou, J. Cassingena Harper, M. Keenan, I. Miles, & R. Popper (Eds.), The handbook of technology foresight: Concepts and practice (pp. 44–88). Edward Elgar – Van der Heijden, K. (2005). Scenarios: The art of strategic conversation (2nd ed.). Wiley – Wright, G., & Cairns, G. (2011). Scenario thinking: Practical approaches to the future. Palgrave Macmillan	
Person Responsible	To be determined	

Module Name	**Hospitation in Security & Defence Institutions**
Description/Contents	This module provides students with structured and guided insights into professional practice in the field of European an international security and defence policy. Unlike a full internship, the focus lies on observation, understanding organisational processes, and reflecting on professional roles and practices. Students complete one or several short-term placements ("hospitations") in security policy-relevant institutions such as public authorities, international organisations, NGOs, political organisations, think tanks, or private sector entities with security-related responsibilities. The module includes three interrelated components: Preparation phase: – Introduction to professional fields in security and defence policy – Analysis of host organisation(s) – Definition of individual learning objectives – Development of structured observation criteria (e.g. decision-making processes, communication patterns, institutional logics) Practical phase (Hospitation): – Observation of organisational processes and daily work routines – Participation (where possible) in meetings, briefings or projects – Interviews of informal exchanges with professionals – Documentation of observations in structured protocols. Reflection & transfer: – Systematic reflection of practical experiences – Linking observations to theoretical concepts from the study programme – Critical assessment of institutional roles, constraints and decision-making processes – Reflection on personal competencies, career interests and professional development

Intended Learning Outcomes	Upon successful completion of the module, students possess a comprehensive understanding of the structure, functions and working methods of selected security policy institutions and are able to situate them within broader governance contexts. They are capable of analysing real-world organisational practices using theoretical concepts from security studies and critically reflecting on institutional constraints, actor constellations and decision-making processes. In doing so, students recognise and assess the differences between theoretical models and their practical implementation. Furthermore, they are able to apply structured observation methods in empirical contexts, systematically document their findings, and communicate their insights in a clear, analytical and practice-oriented manner. At the same time, they develop their personal and professional competencies by reflecting on their own strengths, career perspectives and areas of interest, thereby gaining a deeper understanding of professional requirements and fields of activity within the security and defence sector.	
Teaching Methods	Guided self study, preparation workshop, independent practical experience	
Requirements	Formal: none Content: none	
Module Duration	1 semester	
Availability	Every semester	
Workload	Full-time	150 hours: 12 hours guided preparation 60 hours practical phase (Hospitation) 78 hours reflection & independent study
	Part-time	150 hours:

		12 hours guided preparation 60 hours practical phase (Hospitation) 78 hours reflection & independent study
Credits (ECTS)	5	
Examination type	Portfolio	
Recommended Literature	Relevant literature depends on the specific host institution, field of practice, and individual focus of the hospitation. Appropriate literature and methodological resources are introduced during the preparation phase and made available to students.	
Person Responsible	To be determined	

Module Name	AI & Autonomous Weapon Systems	
Description/Contents	– Robotics, drones, and military technologies: – Robotics: design and uses of autonomous robots – Mechanics: structure and movement – Electronics: motors and control systems – Computer science: AI, programming, control – Military uses of robots – Drones as independent autonomous weapon systems – Technical maintenance and servicing – Problems of control and accountability – Risks: Lethal Autonomous Weapons Systems – Technological dependencies – Dehumanisation of armed conflict – International control – Unauthorised use	
Intended Learning Outcomes	Students are familiar with the significance of artificial intelligence in the context of military applications. They learn about the structures of autonomous weapon systems and gain an overview of the risks of misuse and limited control. In addition, students are familiar with the ethical problems associated with the use of autonomous weapon systems in conflict situations.	
Teaching Methods	Live online study and independent self-study	
Requirements	Formal: none Content: none	
Module Duration	1 semester	
Availability	Every semester	
Workload	Full-time	150 hours: 48 hours online attendance, 102 hours independent study
	Part-time	150 hours: 48 hours online attendance, 102 hours independent study
Credits (ECTS)	5	
Examination type	Written assignment & presentation	
Recommended Literature	– Dunn Cavelty, Myriam: Cyber-Security (2016) – Freedman, Lawrence: The Future of War (2017) – Mignot-Mahdavi, Rebecca: Drones and international law: a techno-legal machinery (2023) – Sauer, Frank: Atomic Anxiety. Deterrence, Taboo and the Non-Use of U.S. Nuclear Weapons, 2015 – Scharre, Paul: Army of None: Autonomous weapons and the future of war (2018) – Lee, Kai-Fu: AI Superpowers: China, Silicon Valley, and the new world order (2018)	
Person Responsible	To be determined	

Module Name	History & Actors of Security Policy II (Politics)	
Description/Contents	– Dissolution of the bipolar order and transformation of international institutions – NATO and EU enlargement; attempts at a new European security architecture – Conflicts and interventions in the 1990s (Balkans, Middle East, Africa) – Global counter-terrorism and security policy strategies after 2001 – Rise of new powers (China, India, Russia) and shifts in global centres of power – Security in the 21st century: from the primacy of law to the primacy of power – Non-state actors in security policy – Europe's security policy role in a fragmented world order	
Intended Learning Outcomes	On a historical-empirical basis, students are familiar with the security policy developments and upheavals since the end of the Cold War and understand the transformation of threat perceptions, security policy concepts, and institutions in a multipolar world (Zeitenwende). They are able to assess the role of new security policy actors (e.g. EU, OSCE, NGOs, private security actors, hybrid actors) by means of case examples, and to reflect on Europe's security policy identity and capacity for action in a changing international order.	
Teaching Methods	Live online study and independent self-study	
Requirements	Formal: none Content: none	
Module Duration	1 semester	
Availability	Every semester	
Workload	Full-time	150 hours: 48 hours online attendance, 102 hours independent study
	Part-time	150 hours: 48 hours online attendance, 102 hours independent study
Credits (ECTS)	5	
Examination type	Written Exam	
Recommended Literature	– Haggard, Stephan; Kaufmann, Robert: Backsliding. Regress in the Contemporary World (2012) – Gady, Franz-Stefan: How the United States would fight China. The Risk of pursuing a rapid victory, 2025 – Niinistö, Sauli: Safer together. Strengthening Europe's Civilian and Military Preparedness and Readiness, 2024	
Person Responsible	To be determined	

Module Name	**Communication & Protocol in Authorities & International Organizations (Methods)**	
Description/Contents	This module imparts practice-oriented competencies for professional interviewing, negotiation, and conduct in accordance with diplomatic protocol in security policy-relevant contexts. The aim is to equip students for audience-appropriate, structured, and interculturally sensitive communication in public authorities, international organisations, and multilateral bodies. Topics include: – Foundations of goal-oriented interviewing (purpose, role allocation, facilitation) – Active listening, argumentation, tactical questioning, and de-escalation – Forms of record-keeping (chronological, procedural, and result-oriented minutes) and rules of conduct in diplomatic contexts – Communication formats in governmental, security policy, and international settings – Intercultural communication: culture-specific differences in communication behaviour, hierarchies, and feedback culture – Simulation of security-relevant communication situations: committee work, press conferences, delegation meetings	
Intended Learning Outcomes	Upon successful completion of the module, students are able to structure and conduct interviews with security-relevant dimensions in an audience-appropriate manner. They can distinguish between different types of interviews and forms of record-keeping and apply them appropriately, as well as assume roles in negotiation situations and act with confidence (e.g. as chair, delegation member, or mediator). Students are able to apply communicative conflict resolution techniques, understand and implement protocol procedures at national and international events, and recognise and take account of intercultural communication specificities in a reflective manner.	
Teaching Methods	Live online study and independent self-study	
Requirements	Formal: none Content: none	
Module Duration	1 semester	
Availability	Every semester	
Workload	Full-time	150 hours: 48 hours online attendance, 102 hours independent study
	Part-time	150 hours: 48 hours online attendance, 102 hours independent study

Credits (ECTS)	5
Examination type	Case Study
Recommended Literature	Relevant literature references are explained in the course and the corresponding information is made available to students.
Person Responsible	To be determined

Module Name	**The Baltic Sea and Northern Europe as a Security Region (Integrative Module)**	
Description/Contents	– Foundations of maritime security: definitions and security policy dimensions – Strategic significance of the North Sea and Baltic Sea: trade routes, energy supply, naval operations, critical infrastructure (e.g. pipelines, offshore wind farms) – Actors in maritime security in the Baltic Sea region: NATO MARCOM, EU NAVFOR, national navies, coast guards, civilian actors – Threat situations in the maritime domain: sabotage, espionage, navigation interference (GPS jamming), hybrid operations, environmental risks – Legal framework of the law of the sea: UNCLOS, territorial waters, Exclusive Economic Zone, rights of passage – Dual use and civilian resilience: shipping, critical infrastructure, energy supply, fisheries, logistics	
Intended Learning Outcomes	Students are able to conduct a well-founded analysis of the security policy relevance of the North Sea and Baltic Sea region. They understand maritime security concepts and the cooperation between military, civilian, and international actors. Students are familiar with the legal and geostrategic frameworks of maritime security in Europe. They are able to contextualise and critically assess current developments and threats in the maritime domain.	
Teaching Methods	Live online study and independent self-study	
Requirements	Formal: none Content: none	
Module Duration	1 semester	
Availability	Every semester	
Workload	Full-time	150 hours: 48 hours online attendance, 102 hours independent study
	Part-time	150 hours: 48 hours online attendance, 102 hours independent study
Credits (ECTS)	5	
Examination type	Written Exam	
Recommended Literature	– Childs, Nick: The Baltic, High North and the Indo-Pacific (2025) – Churchill, Robin; Lowe, Vaughan; Sander, Amy: The Law of the Sea, 2022	
Person Responsible	To be determined	

Module Name	Geostrategic Challenges & Maritime Security	
Description/Contents	– Classical sea power concepts (Mahan, Corbett, Jeune École, Gorshkov) – Development of maritime strategy in the 20th century – Global sea trade routes and chokepoints – Blue-water, brown-water, and green-water navies: power projection, deterrence, and regional control – Legal frameworks and international and European institutions – Maritime resources and vulnerabilities – Protection of maritime infrastructure, seabed strategies, and unmanned maritime systems – Maritime hybrid threats: sabotage, disinformation, piracy, illegal fishing – Climate change and the Arctic: new sea routes, lines of conflict, ecological security issues – European maritime security interests in the context of strategic autonomy – Specific features of maritime armament	
Intended Learning Outcomes	Students are familiar with classical and contemporary theories and strategies of maritime power projection (including Mahan, Corbett, and Jeune École) and understand the geostrategic relevance of maritime spaces and infrastructure for economic, political, and security policy orders. They are able to analyse global and regional maritime security situations, taking into account actors, resources, trade routes, lines of conflict, and legal frameworks, and to develop integrated security policy and geostrategic recommendations for action in maritime domains.	
Teaching Methods	Live online study and independent self-study	
Requirements	Formal: none Content: none	
Module Duration	1 semester	
Availability	Every semester	
Workload	Full-time	150 hours: 48 hours online attendance, 102 hours independent study
	Part-time	150 hours: 48 hours online attendance, 102 hours independent study
Credits (ECTS)	5	
Examination type	Written assignment & presentation	
Recommended Literature	– Mahan, Alfred T.: The Influence of Seapower upon History – Corbett, Julian S.: Some Principles of Maritime Strategy – Gorshkov, Sergei G.: Sea Power of the State – Roksund, Arne: The Jeune École. The Strategy of the Weak	

Person Responsible	To be determined

Module Name	**Internship (Full-Time Only)**	
Description/Contents	– Completion of a supervised internship in a security policy-relevant institution in Germany or abroad – Possible fields of placement: • Ministries (e.g. Federal Ministry of the Interior, Federal Foreign Office, Federal Ministry of Defence, national security authorities) • International organisations (e.g. NATO, EU institutions, OSCE, UN agencies) • Research institutions / think tanks • NGOs or foundations in the areas of peace promotion, conflict prevention, and democracy promotion • Companies with security-relevant responsibilities (e.g. crisis management, risk analysis, infrastructure) • Organisations in the Baltic Sea region, the Baltic states, Scandinavia, or in EU/NATO cooperation	
Intended Learning Outcomes	Students understand the functioning and structure of a security policy-relevant organisation. They are able to contextualise and assess the security policy tasks, objectives, and challenges of the respective institution. Students recognise the interfaces between academic training and professional practice in the security sector. In addition, they develop an understanding of security logics in regional, European, and global contexts – with a particular focus on the North Sea and Baltic Sea region. Students apply theoretically acquired concepts, instruments, and methods in a real work context. They learn to act professionally in teams, process information, and take on responsibility. In this process, they reflect on their own professional interests, strengths, and areas of development. Finally, they are able to draw strategic conclusions from practical experience for their further professional qualification.	
Teaching Methods	Internship	
Requirements	Formal: none Content: none	
Module Duration	1 semester	
Availability	Every semester	
Workload	Full-time	600 hours
	Part-time	N/A
Credits (ECTS)	20	
Examination type	Certificate	
Recommended Literature		
Person Responsible	To be determined	

Module Name	Internship Report (Full-Time Only)	
Description/Contents	Reflection on the practical exercise of professional activities from the internship in relation to a theoretical question from the perspective of actors responsible for security policy.	
Intended Learning Outcomes	Students have deepened their knowledge of the methods and instruments of academic work and are able to apply this knowledge systematically and to transfer it to more complex problems in the field of security policy. They independently acquire knowledge and are capable of researching, selecting, and condensing information relevant to problem-solving. On the basis of this information, they are able to present structure and language in a manner appropriate to academic standards.	
Teaching Methods	Independent written documentation of internship experiences	
Requirements	Formal: none Content: none	
Module Duration	1 semester	
Availability	Every semester	
Workload	Full-time	300 hours: 0 hours online attendance, 300 hours independent study
	Part-time	N/A
Credits (ECTS)	10	
Examination type	Written assignment	
Recommended Literature	Dependent on the chosen internship placement. Necessary literature is discussed with the respective supervisor and made available accordingly.	
Person Responsible	Lecturers of the NBS or from the degree programme	

Module Name	Practical Project I (Part-Time Only)	
Description/Contents	– Production of an interdisciplinary analysis of a question or task from the operational spectrum of a practical organisation in the field of security policy – Reflection on the practical exercise of professional activities in relation to a theoretical question in the field of security policy	
Intended Learning Outcomes	Students have deepened their knowledge of methods and instruments of academic work and are able to apply this knowledge systematically and to transfer it to increasingly complex problems in the context of security policy. They independently acquire knowledge and are able to obtain, select, and condense information relevant to problem-solving. On the basis of this information, they are able to present structure and language in a manner appropriate to academic standards. Through teamwork, students consolidate their ability to communicate effectively and efficiently in groups.	
Teaching Methods	Independent study; group work possible and encouraged	
Requirements	Formal: none Content: none	
Module Duration	1 semester	
Availability	Start: summer semester	
Workload	Part-time	150 hours: 4 hours online attendance, 146 hours independent study
Credits (ECTS)	5	
Examination type	Written assignment	
Recommended Literature	See reading list in current study materials.	
Person Responsible	Option to choose a professorial internship supervisor	

Module Name	Practical Project II (Part-Time Only)	
Description/Contents	– Production of an interdisciplinary analysis of a question or task from the operational spectrum of a practical organisation in the field of security policy – Reflection on the practical exercise of professional activities in relation to a theoretical question in the context of security policy	
Intended Learning Outcomes	Students have deepened their knowledge of the methods and instruments of academic work and are able to apply this knowledge systematically and to transfer it to more complex problems in security policy. They independently acquire knowledge and are able to obtain, select, and condense information relevant to problem-solving. On the basis of this information, they are able to present structure and language in a manner appropriate to academic standards. Through teamwork, students consolidate their ability to communicate effectively and efficiently in groups.	
Teaching Methods	Independent study; group work possible and encouraged	
Requirements	Formal: none Content: none	
Module Duration	1 semester	
Availability	Start: summer semester	
Workload	Part-time	150 hours: 4 hours online attendance, 146 hours independent study
Credits (ECTS)	5	
Examination type	Case study	
Recommended Literature	See reading list in current study materials.	
Person Responsible	Option to choose a professorial internship supervisor	

Module Name	Practical Project III (Part-Time Only)	
Description/Contents	– Production of an interdisciplinary analysis of a question or task from the operational spectrum of a practical organisation in the field of security policy – Reflection on the practical exercise of professional activities in relation to a theoretical question in the field of security policy	
Intended Learning Outcomes	Students have deepened their knowledge of the methods and instruments of academic work and are able to apply this knowledge systematically and to transfer it to increasingly complex problems in security policy. They independently acquire knowledge and are able to obtain, select, and condense information relevant to problem-solving. On the basis of this information, they are able to present structure and language in a manner appropriate to academic standards. Through teamwork, students consolidate their ability to communicate effectively and efficiently in groups.	
Teaching Methods	Independent study; group work possible and encouraged	
Requirements	Formal: none Content: none	
Module Duration	1 semester	
Availability	Start: winter semester	
Workload	Part-time	300 hours: 8 hours online attendance, 292 hours independent study
Credits (ECTS)	10	
Examination type	Written assignment & presentation	
Recommended Literature	See reading list in current study materials.	
Person Responsible	Option to choose a professorial internship supervisor	

Module Name	**Practical Project IV (Part-Time Only)**	
Description/Contents	– Production of an interdisciplinary analysis of a question or task from the operational spectrum of a practical organisation in the field of security policy – Reflection on the practical exercise of professional activities in relation to a theoretical question in the context of security policy	
Intended Learning Outcomes	Students have deepened their knowledge of the methods and instruments of academic work and are able to apply this knowledge systematically and to transfer it to increasingly complex problems in the context of security policy. They independently acquire knowledge and are able to obtain, select, and condense information relevant to problem-solving. On the basis of this information, they are able to present structure and language in a manner appropriate to academic standards. Through teamwork, students consolidate their ability to communicate effectively and efficiently in groups.	
Teaching Methods	Independent study; group work possible and encouraged	
Requirements	Formal: none Content: none	
Module Duration	1 semester	
Availability	Start: summer semester	
Workload	Part-time	150 hours: 8 hours online attendance, 142 hours independent study
Examination type	Written assignment & presentation	
Recommended Literature	See reading list in current study materials.	
Person Responsible	Option to choose a professorial internship supervisor	

Module Name	War Gaming (Competence Field)	
Description/Contents	– Theoretical foundations • Development of war gaming from military war games to a strategic analysis and learning method • Typology and classification: tabletop, computer, matrix, and policy wargames • Application of war gaming in security policy institutions, armed forces, and think tanks – Methodology and design • Structure and objective definition of a war game • Scenario development, role allocation, rule design, adjudication • Collection and evaluation of qualitative and quantitative findings – Practical application • Conducting at least one war game on a current security policy question (e.g. cyber conflict, maritime security situation, escalation management) • Moderation, decision-making, and communication in simulated crisis situations • Debriefing and analysis of game outcomes – Reflection and evaluation • Methodological validity and limitations of war games • Ethical and political implications of conflict simulation • Development of recommendations for action and political-strategic conclusions	
Intended Learning Outcomes	Upon completion of the module, students have developed an understanding of the concepts and terminology of war gaming and are able to present and explain these. In addition, they are equipped to plan and appropriately conduct simulations. They further develop the competency to critically evaluate decision-making processes and outcomes. They are also able to reflect on methodological and ethical limitations. Moreover, they are placed in a position to independently develop war game scenarios and provide methodological justification for them.	
Teaching Methods	Live online study and independent self-study	
Requirements	Formal: none Content: none	
Module Duration	1 semester	
Availability	Every semester	
Workload	Full-time	150 hours: 48 hours online attendance, 102 hours independent study
	Part-time	150 hours: 48 hours online attendance, 102 hours independent study

Credits (ECTS)	5
Examination type	Written Exam
Recommended Literature	– Caffrey, M. B.: On wargaming: how wargames have shaped history and how they may shape the future (2019) – The Ministry of Defence: Defence wargaming handbook. Development, concepts and doctrine (2017)
Person Responsible	To be determined

Module Name	Scandinavian Studies (Competence Field)
Description/Contents	– Historical development and core principles of Scandinavian security policy: neutrality, non-alignment, regional cooperation – Strategic change since 2014/2022: NATO accessions of Finland and Sweden – Responses to Russian foreign policy and hybrid threats – National security and defence strategies: • Finland: Total Defence concept, civil protection, military resilience • Sweden: reactivation of national defence, conscription, civil-military cooperation • Norway: NATO leadership role, bilateral cooperation with the USA, protection of Arctic resources – Multinational formats and cooperation: • NORDEFCO, Joint Expeditionary Force (JEF), bilateral security agreements – EU security and defence policy in the Scandinavian region – Scandinavia's role in the High North and Arctic: security situation, climate change, resources, new sea routes – Societal perspectives: societal willingness to defend, resilience, security culture – Case studies: • NATO integration of Finland • Swedish air defence concept • Norwegian oil and gas infrastructure as a security policy target
Intended Learning Outcomes	Students understand the specific security policy strategies and structures of Finland, Sweden, and Norway. They are able to analyse the developments in the security policy self-conception of these countries since the Russian attack on Ukraine (2014/2022). Students recognise commonalities and differences in national security doctrines and their integration into international structures (NATO, EU, bilateral alliances). They understand Scandinavia's role in the broader security policy context of the Northern Hemisphere. Students are able to contextualise security policy strategies and positions of Scandinavian states on the basis of official documents and analyses. They are able to produce situation assessments and strategic evaluations in a regional context. They develop the ability to formulate security-related recommendations for action taking into account resilience, cooperation, and military capacity. Students are able to link developments in Scandinavia with implications for German or European security policy and communicate these in an audience-appropriate manner (e.g. in policy briefs or expert discussions).

Teaching Methods	Live online study and independent self-study	
Requirements	Formal: none Content: none	
Module Duration	1 semester	
Availability	Every semester	
Workload	Full-time	150 hours: 48 hours online attendance, 102 hours independent study
	Part-time	150 hours: 48 hours online attendance, 102 hours independent study
Credits (ECTS)	5	
Examination type	Written Exam	
Recommended Literature	– Strauss, Michael; Wegge, Njord: Defending NATO's Northern Flank (2024) – Forsberg, Tuomas: Bottom-up foreign policy? Finland, NATO and public opinion (2024) – Dahl, Ann-Sofie; Järvenpää, Pauli: Northern Security and Global Politics	
Person Responsible	To be determined	

Module Name	Interdisciplinary Module (Competence Field)	
Description/Contents	This module conveys interdisciplinary content that does not originate directly from the student's own degree programme. Depending on their study focus and objectives, students may choose modules from the offerings of all other degree programmes at the NBS other than the one in which they are enrolled, provided the chosen module has a scope of at least 5 ECTS. It is also possible to choose modules from other domestic or foreign higher education institutions, provided they do not originate from the student's own subject area. The module thus offers learning content that imparts horizon-broadening or orientation knowledge. In the context of horizon-broadening knowledge, students are introduced, for example, to the foundations of other, discipline-external sciences; they become acquainted with the modes of thinking and "cultures" of discipline-external fields. In the context of orientation knowledge, students increase their level of reflection by engaging with topics of societal relevance in an exemplary manner.	
Intended Learning Outcomes	By looking beyond the boundaries of their own discipline, students are able to develop personal, social, and new competencies. The interdisciplinary module is intended to prepare students for the professional world in the sense of a Studium Generale. It serves as a complement to the actual course of study. By imparting horizon-broadening knowledge, the restricted perspective of specialised study is expanded. Students thereby learn to contextualise the knowledge acquired during their specialised studies within a complex framework and to view it in relation to other disciplines. Through engagement with diverse specialist questions, students acquire the competency to reflect critically and to rapidly familiarise themselves with discipline-external contexts. This also results in an enhanced capacity for participation as a broadly educated member of society.	
Teaching Methods	Dependent on the chosen module	
Requirements	Formal: none Content: none	
Module Duration	1 semester	
Availability	Every semester	
Workload	Full-time	150 hours: 48 hours online attendance, 102 hours independent study
	Part-time	150 hours: 48 hours online attendance, 102 hours independent study
Credits (ECTS)	5	
Examination type	See module description of the selected module	

Recommended Literature	See relevant module literature.
Person Responsible	To be determined

Module Name	Comparative Analysis of Conflicts & Security Policies	
Description/Contents	This module deepens the security policy and conflict theory focus of the degree programme by systematically comparing national, regional, and international security strategies and conflict dynamics. Students learn to examine various conflict cases and security policies in a methodologically sound manner using political science comparative methods. Key areas of focus: – Comparative analysis of diverse conflicts worldwide (e.g. Syria, Ukraine, the Sahel, Southeast Asia) – National security strategies in international comparison (e.g. USA, Russia, China, EU member states) – International conflict management by organisations such as the UN, NATO, AU, and EU – Methods such as qualitative comparative analysis, scenario development, and case study design – Influencing factors such as regime type, geopolitical situation, securitisation, and threat perception Findings from preceding modules on peace and conflict research, international organisations, cybersecurity, extremism, resilience, and political theory are incorporated throughout.	
Intended Learning Outcomes	Upon successful completion of the module, students are able to correctly define and distinguish terms and concepts from conflict and security policy, as well as to analyse and systematically compare different types of conflict and their causes. Students are able to critically evaluate national security strategies and security policy cultures, to reflectively assess the measures of international organisations for conflict management, and to apply theoretical approaches (e.g. securitisation, democratic peace, escalation models). In addition, they are able to contextualise current threat scenarios (e.g. hybrid warfare, climate conflicts, migration) and to independently evaluate strategic options for action in security policy and crisis management.	
Teaching Methods	Live online study and independent self-study	
Module Duration	1 semester	
Availability	Every semester	
Requirements	Formal: none Content: none	
Workload	Full-time	150 hours: 48 hours online attendance, 102 hours independent study
	Part-time	150 hours: 48 hours online attendance, 102 hours independent study
Credits (ECTS)	5	
Examination type	Written assignment & presentation	

Recommended Literature	– Balzacq, T. (Ed.). (2011). Securitization theory: How security problems emerge and dissolve. Routledge – Bengston, D. N. (2019). Futures research methods and applications in natural resources. Society & Natural Resources, 32(10), 1099–1113 – Kirchner, E., & Sperling, J. (Eds.). (2010). National security cultures: Patterns of global governance. Routledge – Ramsbotham, O., Woodhouse, T., & Miall, H. (2016). Contemporary conflict resolution (4th ed.). Polity Press – Wallensteen, P. (2019). Understanding conflict resolution (5th ed.). SAGE
Person Responsible	To be determined

Module Name	Resources and Logistics – Germany as a Strategic Hub	
Description/Contents	– NATO hub – Host Nation Support – Operation Plan Germany – Operational environment of Northeast Europe – Civil-military cooperation (CMC)	
Intended Learning Outcomes	Upon successful completion of this module, students are able to comprehensively explain the concept of Host Nation Support (HNS) and to analyse its legal and logistical implications for the deployment and stationing of allied forces in national territory. They understand the structure and procedures of the Operation Plan Germany (OPLAN) and are able to present in detail the role of the Bundeswehr in whole-of-government defence and the reception of allied forces. They analyse the specific operational environment of Northeast Europe with regard to its geographical, political, and military challenges in order to understand the military-strategic requirements in this region. The foundations and mechanisms of civil-military cooperation (CMC) at all levels can be explained and their significance for whole-of-government security preparedness assessed.	
Teaching Methods	Live online study and independent self-study	
Requirements	Formal: none Content: none	
Module Duration	1 semester	
Availability	Every semester	
Workload	Full-time	150 hours: 48 hours online attendance, 102 hours independent study
	Part-time	150 hours: 48 hours online attendance, 102 hours independent study
Credits (ECTS)	5	
Examination type	Project	
Recommended Literature	Relevant literature references are provided to students at the beginning of the course.	
Person Responsible	To be determined	

Module Name	**Bachelor's Thesis**	
Description/Contents	The Bachelor's Thesis is a practice-oriented theoretical engagement with current questions from a sub-area of the degree programme. The Bachelor's Thesis should be intellectually demanding, academically grounded in theory, and at the same time practice-oriented. By analysing and evaluating current findings in the relevant subject area, students are expected to develop their own positions, formulate approaches to solutions, and present these in an appropriate manner.	
Intended Learning Outcomes	The aim of a Bachelor's degree programme is to enable students, beyond the subject-specific imparting of professionally practical content, to conduct independent academic and interdisciplinary research and problem analysis. The Bachelor's Thesis is intended to document that students are able to independently process a subject-specific problem within a specified time frame using the subject-specific and methodological knowledge acquired during their studies, in accordance with academic methods, as well as to analyse and further develop a topic area in depth, and to contextualise the findings obtained within academic and professionally practical discourse.	
Teaching Methods	Independent study	
Requirements	Formal: none Content: none	
Module Duration	1 semester	
Availability	Registration for the Bachelor's Thesis takes place within 4 weeks of successfully passing the last module examination.	
Workload	Full-time	360 hours: 0 hours online attendance, 360 hours independent study
	Part-time	360 hours: 0 hours online attendance, 360 hours independent study
Credits (ECTS)	12	
Examination type	Bachelor's Thesis	
Recommended Literature	The literature required for writing a Bachelor's Thesis must be independently researched by students. Attention should be paid to appropriateness, relevance, and currency, as well as to a sufficient breadth, in order to ensure comparability and representativeness.	
Person Responsible	Professors of the NBS	

Module Name	**Bachelor's Colloquium**	
Description/Contents	The principal content of the colloquium is the oral presentation of the contents and findings of the student's preceding Bachelor's Thesis. Following the oral presentation, a discussion takes place on any ambiguities or weaknesses in the thesis, as well as on cross-thematic content relating to the course of study.	
Intended Learning Outcomes	The Bachelor's Thesis is complemented by the colloquium. The purpose of the colloquium is to determine whether students are able to present the results of their Bachelor's Thesis in a convincing manner, taking into account the relevant subject-specific foundations and interdisciplinary connections, and to substantiate these independently, as well as to incorporate the practical significance where appropriate. Students are also given the opportunity to address any ambiguities and weaknesses in their thesis and to correct these.	
Teaching Methods	The colloquium takes the form of a university-public event, unless the student objects or the respective topic must be treated with the exclusion of the public.	
Requirements	Formal: none Content: none	
Module Duration	1 semester	
Availability	Every semester	
Workload	Full-time	90 hours: 0 hours online attendance, 90 hours independent study
	Part-time	90 hours: 0 hours online attendance, 90 hours independent study
Credits (ECTS)	3	
Examination type	Colloquium: oral presentation and defence of the contents of the Bachelor's Thesis	
Recommended Literature	Determined in consultation with the respective lecturers and provided to students accordingly.	
Person Responsible	Professors of the NBS	