

Language and International Studies, English
2020-21
Student Handbook



AALBORG UNIVERSITY
DENMARK

Dear Students,

In this handbook for Language and International Studies, English (LISE [Sprog og Internationale Studier, Engelsk]), you will gain an essential description of basic expectations, practices, and procedures for the LISE BA degree. You are encouraged to refer frequently to this handbook throughout the course of the 2020-21 academic year as it provides important information about a range of elements across the education. A new handbook will be produced at the start of each academic year reflecting procedure, classes, etc. as they exist in that year.

It should be noted that though the handbook represents an accurate picture of the study as it functions in a given academic year, the *legally* binding documents in relation to the program are the program's curricula, which may be viewed at <https://studieordninger.aau.dk/2020/20/1889>. All students entering the program in 2017, '18 and '19 are under the 2018 curriculum, all students entering in 2020 are under the 2020 curriculum. This handbook reflects the modules as they will be taught this academic year. The handbook, as opposed to the curriculum, incorporates informal, everyday practices concerning procedure in the education, above and beyond course and exam information. In terms of the announcement of due dates, course descriptions, and communication with instructors, the electronic platform Moodle is our central communication forum.

We look forward to a productive academic year in LISE,

The program faculty and staff

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1. Overview and Mission of Language and International Studies, English

Language and International Studies, English (LISE), or Sprog og Internationale Studier, Engelsk, is an internationally-oriented, three-year, interdisciplinary education covering international history, international relations, globalization studies, international organizations, intercultural relations, discourse and communication studies, and university-level English skills. LISE has graduated many students into an array of MA and MSc programs and jobs in Europe, Scandinavia, and around the world. The program addresses international studies, yet places a high premium on the ability to use English in international contexts. As a field, LISE comprehends “international studies” as broader than “international relations” in that international studies in LISE incorporates an array of cultural and linguistic issues in addition to political issues. Still, an understanding of global politics – central to the international studies field – is central to the LISE mission.

Important to LISE is also the international orientation of its students. Though recent politics in Denmark have challenged the ability of LISE to function as internationally as it would like vis-à-vis student intake, LISE welcomes students from all over the world as both degree and exchange students and maintains a study environment following international academic norms. It is important all students feel welcome and comfortable in the LISE environment. LISE supports multicultural outreach and acceptance and sees its orientation as towards a global job and academic market as opposed to one national environment.

As a program, LISE’s mission is two-fold. One level is to prepare students for the highest level MA and MSc studies in international politics and/or international cultural studies. The other is to create ethical, reflective citizens able to act with an awareness of the dynamics driving today’s global environments.

2. LISE by Semester, 2020-21

Classes listed as project courses are those that should constitute the background for the semester project

Please note that a "page" is equivalent to 2400 characters and that works cited lists are not included in page totals

*** Indicates externally censored exams (involves a second examiner from outside the university)**

First Semester

Introduction to International Studies: Disciplines, Issues, and Approaches (Project Course); 5 ECTS

Portfolio (assignments determined by instructor); portfolio must be turned in to proceed to project exam; graded on 7-pt. scale

20th and 21st World History (Project Course); 5 ECTS

Portfolio (assignments determined by instructor); portfolio must be turned in to proceed to project exam; graded on 7-pt. scale

Academic Communication and Grammar; 5 ECTS

Take-home assignment, 4-6 pages; graded on 7-pt. scale; taught in two parts (academic communication and grammar as distinct classes)

Problem-Based Learning for International Studies; 5 ECTS; Pass/Fail

Pass/fail based on minimum 80% attendance. Make-up for not meeting attendance and participation requirements is a 6-8 page take-home essay

Introduction to International Studies Project (Project Exam); 10 ECTS; Graded

Project paper plus oral examination; graded on 7-pt. scale; students are allowed maximum 15 pages per student when working in a group, 20 when working alone

Second Semester

Discourse Studies: Theories and Methods (Project Course); 5 ECTS

Portfolio assignment (assignments determined by instructor); portfolio must be turned in to proceed to project exam; graded on 7-pt. scale

Contemporary Social and Political Discourses (Project Course); 5 ECTS

Portfolio assignment (assignments determined by instructor); portfolio must be turned in to proceed to project exam; graded on 7-pt. scale

English Communication and Grammar; 5 ECTS

*48-hour take-home assignment, length determined by instructor; graded on 7-pt. scale (exam is divided into two parts, both of which must be passed to pass the full exam)**

Key Concepts in the Humanities and Social Sciences; 5 ECTS

Take-home essay; graded on 7-pt. scale; 6-8 pages

Project in Language, Politics, and Society (Project Exam); 10 ECTS; Graded

Project paper plus oral examination; graded on 7-pt. scale; students are allowed maximum 15 pages per student when working in a group, 20 when working alone

Third Semester

International Relations: Theories and Methods (Project Course); 5 ECTS; Graded

Portfolio (assignments determined by instructor); portfolio must be turned in to proceed to project exam; graded on 7-pt. scale

The History of International Relations in the 20th and 21st Century (Project Course); 5 ECTS; Graded

Portfolio (assignments determined by instructor); portfolio must be turned in to proceed to project exam; graded on 7-pt. scale

Political Philosophy; 5 ECTS; Graded

*Take-home essay, 6-8 pages; graded on 7-pt. scale**

English Medium Communication in Multilingual Contexts; 5 ECTS; Graded

48-hour take-home assignment, based on an assigned case; 6-8 pages; graded on 7-pt. scale

International Relations Project (Project Exam); 10 ECTS; Graded

Project paper plus oral examination; graded on 7-pt. scale; students are allowed maximum 15 pages per student when working in a group, 20 when working alone

Fourth Semester

Social and Cultural Globalization: Theories and Methods (Project Course); 5 ECTS

Portfolio (assignments determined by instructor); portfolio must be turned in to proceed to project exam; graded on 7-pt. scale

Intercultural Communication (Project Course); 5 ECTS

Portfolio (assignments determined by instructor); portfolio must be turned in to proceed to project exam; graded on 7-pt. scale

Cultural Analysis; 5 ECTS; Graded

*Take-home essay; graded on 7-pt. scale; maximum 10 pages**

Religion, Society, and Politics; 5 ECTS

Take-home essay; graded on 7-pt. scale

Globalization Studies Project (Project Exam); 10 ECTS

*Project paper plus oral examination; graded on 7-pt. scale; students are allowed maximum 15 pages per student when working in a group, 20 when working alone**

Fifth Semester

Organizational Studies: Theories and Methods (Project Course); 5 ECTS

Portfolio (assignment determined by instructor); portfolio must be turned in to proceed to project exam; graded on 7-pt. scale

International Organizations (Project Course); 5 ECTS

*Take-home assignment; graded on 7-pt. scale; maximum 12 pages; assignment must be turned in to proceed to project exam**

Policy Analysis; 5 ECTS

Portfolio (assignment determined by instructor); graded on 7-pt. scale

Organizational Studies Project; 10 ECTS; Graded

*Project paper plus oral examination; graded on 7-pt. scale; students are allowed maximum 15 pages per student when working in a group, 20 when working alone**

One of three electives: Methods in Quantitative Research, International Human Rights, Human Resource Management; 5 ECTS; Graded

Take-home assignment; graded on 7-pt. scale; 6-8 pages

Sixth Semester

Regional Studies; 5 ECTS

*Take-home essay; graded on 7-pt. scale; maximum 10 pages**

Bachelor Project; 15 ECTS

*Project paper plus oral examination; may pertain to any area of international studies; 20-30 pages per student when working in groups; 20-40 pages if working individually, graded on 7-pt. scale**

Two of four electives: Media Analysis, International Political Economy, The European Union, Corporate Social Responsibility; 5 ECTS each

or

Research Topics Study; 10 ECTS

5 ECTS electives all have maximum 8-page take-home exams, graded on 7-pt. scale

Research Topic Study is a maximum 12-page assignment, graded on 7-pt. scale

Note: Research Topic Study is intended for students with interests in pursuing an academic career. It is intended to produce a short article in the style that might be published in an academic journal, and optimally involves participation in a conference, research seminar or particularly close contact with a research group at the university or proximity with a particular faculty member's research. Students must apply for and be approved to participate in Research Topic Study.

3. Project Writing

In terms of the construction of semester projects, students have two options: (a) the problem formulation option and (b) the thesis option. These are described shortly below. **The precise approach to any project should be specifically worked out in consultation with your supervisor.**

Please note, regarding the selection of topics, that topics should be formulated based on the material covered in a semester's project courses. Project topics will be screened by the semester coordinator.

(A) The Problem Formulation Option

"Problem formulation" means taking one's point of departure in a question one intends to answer over the course of one's writing. Good problem formulations do not provide self-evident answers and demand giving the reader a reason to proceed through the work.

There are not set ranges of section titles that must be present in a project written using the problem formulation option. However, as the idea with the problem formulation option is more a project report than an essay, it is typical that sections addressing methodology, theory, analysis, discussion of the meaning of the project, data (if relevant), the interpretation of data and coverage of relevant literature are present. All projects should have an introduction and a conclusion. In projects using the problem formulation option, the problem formulation should be presented at the end of the introduction. The introduction should set up the problem. The conclusion should address the results of the project and their significance.

The problem formulation option is intended to preserve a level of naiveté in inquiry; how can one best explicate an issue that needs to be solved, and convince one's readers of the solution one finds best?

(B) The Thesis Option

Students may also choose to write based on a thesis. A thesis is an *argument* one intends to prove over the course of one's written work. One presents a thesis in the form of an assertion or a statement of argumentative intention – what one intends to prove over the course of the work.

Typically, a project written based on a thesis involves an introduction, a range of middle, or body, sections, and a conclusion. The introduction should set up the area the one intends to investigate. It should include the thesis statement or argument, as well as a description of how the student will prove or demonstrate their argument. One then proceeds to describe, in concise sections, the information, discussions of relevant literature, theories, perspectives and arguments necessary to comprehend the proposed argument. The conclusion summarizes the arguments of the paper, how they were proved, and discusses either why those arguments are important, or how the argument opens further issues for investigation for scholars and students within the field. It is also important in a project based on a thesis to acknowledge possible alternative arguments to those one defends oneself – that while one underlines why one has taken the approach one has.

(C) Project Structure

Projects are a unique way of presenting student work. They can look like everything from extended scholarly essays to scientific reports. Projects are influenced by a wide range of traditions in the humanities and social sciences. It is always expected that projects will include methodological and/or theoretical reflection and analysis of the project's subject – i.e., projects must investigate a well-defined topic. The choice of concepts and analytical methods used to address the subject should be appropriate to the topic. These should at least partly be provided in the theories and methods classes in your projects courses. **It is always expected that at least some theoretical material will be drawn from the semester's theories and methods courses.**

Projects may be structured in multiple ways. The exact structuring of a project is contingent upon that about which you are writing and how you plan to approach your topic. Again, **the precise structure of your project should be worked out in cooperation with your supervisor** – i.e., what specific section headings should be present in the project, how they will be arranged and the logic of that arrangement. The study does not provide a pre-prescribed set of sections to be filled in.

(D) Project Topics

LISE is a liberal program in terms of the subjects its students investigate. Students pick up on everything from issues of human rights, international development, international intercultural relations, language use in society and politics, as well as historical issues of political and cultural importance. There are ways to involve a wide array of your interest in your work at LISE.

Still, **it is expected that your choice of project topic will fall within the framework of the topics, methods, and theories discussed in your project courses each semester.** The project courses form broad conceptual and topical frameworks for your project. You are expected to work within those parameters. If you are unsure if the project topic you are interested in falls within that framework, consult with your semester coordinator. Also, if your project topic does not fit within the project module framework, your coordinator or supervisor may ask you to change it. **NOTE: FIRST SEMESTER STUDENTS WILL BE PROVIDED A LIST OF AREAS WITHIN WHICH THEY MAY WORK.**

It should also be noted that theoretical projects are fully acceptable, as are projects based on the comprehension and critique of scholarly literature. The consideration of theoretical principles, ethics, and the understanding of scholarly fields are important parts of the LISE program.

4. Project Exams

Project exams involve an assessment of the written work for the project as well as the students' oral defense of the project. Projects may be written in groups of up to five students. Oral examinations are 30 minutes per student with all students in the examination room at once. The maximum time for a project exam is two hours, meaning that groups of both four and five have maximum two hours to defend their projects. Students may begin the project with a presentation of the work, or not – students may also begin the exam by simply being questioned by the examiner or censor. **Please consult your supervisor about whether or not to use a presentation** (most prefer you do). Your examiner will be your project supervisor. The censor will be either another scholar in the field from Aalborg University ("internally" censored exams) or another university or institution of higher learning ("externally" censored exams). **The exam period includes time for the grading of the exam. Herein, exams will often end ten to twenty minutes before the "official" end of the exam such that grading can take place, depending on the size of the group.** Students are not allowed to hear the deliberation process concerning grades. Students are graded individually and may receive different grades within the same project exam. There is no determined proportion of weight accorded the written work versus the oral defense. The grade is determined by a holistic assessment of both oral and written dimensions of the project.

It should be noted that, if working in a group, all students are responsible for the entirety of the project. This regardless of whether they identify who was primarily responsible for particular sections of the project or not.

5. Other Assignments

In addition to project exams, students have two other primary varieties of written assignments: portfolios and take-home exams, or essays.

Portfolios are a collection of small assignments conducted over the course of the teaching period and collected in final form upon the completion of the course, or a date shortly thereafter. Assignments are then assessed as a whole. Sometimes teachers or assistants provide comments on the assignments during the course of the semester. Generally, LISE runs portfolios via a combination of smaller assignments.

Take-home examinations are often essay questions posed by a teacher in relation to a course to be written at home, away from the course, as scholarly papers or essays. Generally, they should represent small versions of the thesis option in project writing. Take-home examinations may nonetheless assume other forms than essay questions. Some are also time-limited to 48 hours. If there is doubt about how to deal with to a particular exam form, please ask the instructor administering the exam.

6. Applying For and Getting Supervision

In relation to projects, the program will identify a deadline by which students need to identify their potential topic and apply for supervision. **Failure to meet this deadline results in students forfeiting the right to supervision.** The study also does not provide a set number of supervision sessions for each group. The procedure of the supervision period, numbers of meetings and rules of thumb should be worked out with a group's supervisor.

Small amounts of supervision are also available for other assignments. That usually means a short meeting or correspondence with the examiner or a relevant teaching assistant regarding the assignment in question.

7. Make-Up Exams & First-Year Rule

Make-up exams take place when one fails an exam, does not turn in an exam, or submits a blank exam (a particular procedure employed in Denmark; described at the end of this section). LISE is designed such that students have optimal opportunities to pass exams on their first attempt.

NOTE THAT STUDENTS ARE ALLOWED THREE ATTEMPTS ON EVERY EXAM. IF A STUDENT HAS NOT PASSED AN EXAM AFTER THREE ATTEMPTS, THEY ARE IN DANGER OF NOT BEING ABLE TO GRADUATE. IF STUDENTS FAIL, THEY REGISTER FOR SECOND EXAM ATTEMPTS BY CONTACTING THE STUDY SECRETARY, IDENTIFYING THE EXAM FOR WHICH THEY WISH TO REGISTER, PROVIDING A STUDENT NAME AND SOCIAL SECURITY (CPR) NUMBER. THE STUDY WILL ONLY OFFER RE-EXAMS IN THE SEMESTERS IN WHICH THE CLASS IS NORMALLY OFFERED. STUDENTS WHO TURN IN BLANK ARE AUTOMATICALLY REGISTERED FOR THE SECOND ATTEMPT IN THE SAME SEMESTER.

Regarding make-up exams, LISE has a set of rules of thumb. These are as follows (precise dates, taking into account holidays and scheduling issues, will be determined over the course of each semester).

Project Make-Up (2nd attempt):

Students will be informed by the examiner as part of the grading about what needs to be improved in the project such that it might pass. Students may then have a **short** meeting with their supervisor to discuss the same issue one on one, or via a brief email communication. Revised projects will generally be due **roughly three work weeks** after a fail. **Students revise projects for their second turn-in. They do not write a new project with new supervision.**

If you turn in your project "blank," though you are automatically registered to proceed to the second attempt, you will be treated in the same manner as students who failed the first attempt. We assume you have started the project, defined a topic and used your supervision. **The second attempt after a blank turn in is not the point at which to start the research and writing process.**

Take-Home Exam & Portfolio Make-Up (2nd attempt):

In the event that a student fails a take-home exam or portfolio, they may have one short meeting or correspondence with the grading instructor to identify what needs to be improved in order for the assignment to pass. Due to the grading period, turn in dates for second attempts will generally be six or seven weeks after the first due date. Portfolios that might involve sit-down components may involve scheduling a new sit-down exam period.

Again, except under extraordinary circumstances, or in relation to certain specific exams, students should revise the same work in the case of having to write a make-up exam.

ALL 2nd ATTEMPT, MAKE-UP OR "RESIT" DATES WILL BE ANNOUNCED BY THE SECRETARIAT IN MOODLE.

3rd Attempt Make-Ups:

If a student fails an exam twice – project or otherwise – they will be asked to take the class(es) related to the exam again and take their third attempt during the ordinary exam period with the year behind them. Potential exceptions may be made for BA semester students in the case of a single missing exam. Students should note that the program will not make exceptions to this rule for more than a single exam for graduating students.

In the event of a third attempt on a project, students may compose a new project with *limited* supervision. You will be granted 25% less supervision than on your first attempt (that as attempt 1 supervision involves grading and comments for attempt 2).

Students who fail an exam three times have the right to petition the Board of Studies for a fourth attempt. Students who wish to make such a petition should fill in the study's dispensation form, available in Moodle (see section 8). Students are not guaranteed that the Board of Studies will grant a fourth attempt; it is typical they are only granted in relation to demonstrable illness. If a student has failed an exam three times and is not granted a fourth attempt, the student is again not guaranteed to be able to graduate.

First Year Rule:

Students should note the university rule stating **that if they have not passed all exams in semesters 1 & 2 by the end of their fourth semester, they may be disenrolled.** It is highly important students keep up with and pass their exams. Students must also have at least participated in all first semester exams by the end of the second semester.

Turning in Blank versus Not Turning In:

In the Danish university system, students are allowed to turn in blank exams. **Students who turn in blank are entitled to move directly to their second exam attempt in a given semester. Students who simply do not turn in work must apply for a dispensation to have a second exam attempt in the semester in question.** However, note that turning in blank means an **immediate** use of an exam attempt (reducing the student to two attempts), and one receives the mark of "not graded." Moreover, this is **NOT** considered as having participated in the exam in the case of assignments that must be turned in to participate in the project. **Therein, NOT TURNING IN PREREQUISITE PORTFOLIOS OR PAPERS CAN NOT ONLY COST ATTEMPTS ON THE PORTFOLIO OR PAPER IN QUESTION BUT MAY COST YOU AN ATTEMPT ON THE PROJECT EXAM.** Turning in blank, while legal, can be costly and put you far behind in your studies.

8. Exceptions & Applying for Dispensations

It is understood that students may have exceptional circumstances surrounding the hand-in of work or particular deadlines. If students know they will have difficulty meeting a deadline, they are asked to contact either their program head or semester coordinator immediately.

Extensions on projects and assignments are near-exclusively given on the basis of a documented medical or psychological conditions. Any extensions should be applied for *before* turn-in deadlines or the day of the exam, not after. Generally, the study will not look favorably on requests for extensions or exceptional circumstances if submitted after the fact or on the day of the deadline. Moreover, computer problems are not considered valid excuses. Students are expected to back up their work and have contingency plans in place in case of a computer problem. There are standardized dispensation times for any students with dyslexia.

In applying for an exception, or dispensation, from any of the program's general rules of procedures or deadlines, students must fill in the program's dispensation form, available in Moodle, and attach all relevant documentation.

9. Citation Conventions

LISE asks its students to use one of three internationally recognized citation systems: Modern Language Association (MLA), American Psychological Association (APA) or Chicago Manual of Style footnotes (Chicago Style). All three citation conventions are easy to find on the web. However, students will be assigned Diana Hacker, *A Pocket Manual of Style*, which includes all three styles. They should keep that book with them through the course of their study.

All sources must be cited in any written work – project, take-home exam or portfolio (exceptions might be made for potential sit-down or in-class exams). Anytime one uses a quotation or thought which is not one's own, one must cite its source. Failure to do so is potential grounds for failing an exam or charges of plagiarism. If one is in doubt whether to cite a source, it is best to default on the side of over-citing rather than under-citing. It is recommended that you contact your supervisor or the instructor responsible for your exam question if you are unsure of how a citation should be handled.

The best sources for projects, papers and portfolios are academic books and journals as well as recognized journalistic or institutional sources (e.g., major newspapers, magazines, government or think-tank reports). The quality of sources is important for good papers and projects. If in doubt about the quality of a source, please check with your supervisor or the instructor responsible for formulating your exam question. Wikipedia is not an acceptable source, nor are lecture slides. Quotations from lectures are also not acceptable sources.

10. Working Together and Plagiarism

LISE encourages students to collaborate. We recommend that students write their projects together and benefit from the learning opportunities that group work offers. In many cases, students also collaborate on other types of written work: take-home assignments, portfolios and case exams. Note that apart from the project exam, however, **all written exams are individual**. This does not mean that you cannot discuss such assignments with other students, exchange information, literature, methods, or perhaps have a fellow student read your assignment before you turn in. Doing this may help you to produce better work. However, **you must turn in your own work**. If parts of the text you have written are present in another students' assignment in an identical or recognizably-similar form, that constitutes plagiarism. Again, non-recognition of sources is also grounds for a charge of plagiarism. You must clearly recognize the sources of the information and ideas you use. And again, if you are in doubt as to whether you are doing this properly, please contact your supervisor or the instructor who will grade your assignment. **Note that plagiarism is a serious charge. In its worst instances, it can result in suspension or expulsion from the university.**

11. Behavior and In-Class Social Media Policy

LISE is a serious study addressing serious issues. We of course seek to enjoy each other's company and keep the atmosphere informal. However, we expect responsible, adult behavior on the part of students, and for students' focus to be on their studies during their time in LISE. This means communicating with instructors if there are problems with classes or deadlines, respect for the study's rules and instructors' time, keeping up with communication from the study, and maintaining familiarity with the study's rules of procedure. Classroom, seminar and guest lecture time in LISE are especially important. Therein, students are expected to concentrate on the academic activities in front of them. **If you are on social media, playing games, texting, etc., during class, lecture or workshop time, LISE instructors reserve the right to ask you leave the classroom. You are also asked to turn off your phone before entering the classroom.**

12. Study Abroad

A central feature of LISE is the ability to study abroad. This is for one semester. AAU's international office offers a range of universities to which LISE students may apply. There are additionally private organizations providing exchange opportunities, and the chance to apply to universities directly for study opportunities. The third, fourth and fifth semesters are possible study abroad semesters.

Before leaving, students need to have the courses they intend to take approved by the study abroad coordinator. Assuming the university students will attend is a two-semester university, a full roster of coursework at your host university will be considered as corresponding to a full semester (30 ECTS) at AAU. It is recommended that students have extra courses approved in case not all planned courses at the host university in fact become offered.

Students often need to have a verification of their language skills and basic competencies. There is a standard form for that available through the International Office, and it should be filled out by a competent referee (supervisor or teacher familiar with your work). If students need longer, written recommendations for specific purposes, they are also best served by asking supervisors or teachers familiar with their work.

It is both typical and popular for students to take their study abroad semester at universities in English speaking countries. That is encouraged and supported. **LISE also asks students to explore other global options, however, where they would be challenged to use their English skills as a *lingua franca* among others who would also be using English as a second language.** LISE views the study abroad experience as a chance to contribute to global intercultural understanding and to engage significant ethical issues. We ask that students approach exchange on that basis.

At the same time that study abroad is central to the program, students should note that study abroad is a privilege, not a right. Therein, students who have not passed all first-year classes will not be allowed to study abroad.

13. Recommendations

LISE students often need academic recommendations over the course of their time in the program – for study abroad, applications to master's programs or for grants or stipends.

Recommendations are best written by instructors familiar with a student's work. When a student approaches an instructor for a recommendation, **they should always provide at least a three weeks' notice, their complete name, a copy of their academic transcript to date and the titles of papers or projects they see as particularly reflective of their work.** This will help create a more thorough evaluation of your work, and save the instructor the time of asking for this material.

14. Master's Degrees and Careers

LISE is a BA program primarily intended to prepare students for MA and MSc degrees in fields related to international politics and development and cultural and intercultural studies; more than 80% of LISE graduates continue onto master's degrees in those areas. LISE also prepares students to pursue MA and MSc degrees not only in Denmark, but around the world – 23% of LISE students continue to master's degree in countries outside Denmark. The program's primary objective is to provide a strong interdisciplinary basis such that students have the ability to choose relevant master's programs via which they might specialize their career interests and find the job of their choice. LISE arranges an annual information event on master's education and career perspectives. Students are encouraged to discuss career perspectives and choice of master's program with student counselors, coordinators, their teachers, and supervisors.

At AAU, the four recommended master's programs are Development and International Relations, Culture, Communication and Globalization, European Studies, and Tourism. An MA in International Business Communications is also possible. These are representative of the kinds of programs LISE imagines its students will apply to, whether at AAU, elsewhere in Scandinavia, Europe or across the world.

15. Board of Studies

The board of studies is the democratic decision-making body for the study concerning the approval of teaching schedules, the curriculum and any other issues concerning the daily life of the study. The board of studies is comprised of four members of the academic staff and four students. Student members are elected by other students. We encourage all students to take an interest in the working of the board of studies.

16. Global Graduate

LISE offers the Global Graduate program – a way of documenting your work as a cultural and intercultural actor over the course of your study. Global graduate is based on a point system and results in a certificate you can use as proof of your intercultural engagement as a student. More information may be found at <https://www.en.culture.aau.dk/education/global-graduate/>, or by contacting Kirsten Jæger (kirstenj@hum.aau.dk) or Hanne Tange (tange@hum.aau.dk)

17. Connect Int'l

Connect International is the student organization for LISE students and studies in the related program in Spanish and International Studies. Connect arranges a number of social gatherings and sometimes participates in arrangements surrounding career and master's information over the course of the academic year.

18. Contact Information: Who, Where and about What

This information can be subject to change; any changes will be communicated over the course of the semester. All instructor email addresses and telephone numbers can be located on the university's homepage.

Chair of the Board of Studies

Ben Dorfman, bdorfman@hum.aau.dk

This is the study's political leader, attending to legal issues concerning the governance of the study. This person is primarily concerned with contact between the study and the university governors and faculties, assuring the quality of the study and its operation. This person also has ultimate responsibility for the teaching roster.

Semester Coordinators

Bent Boel (1st semester)

Laura Bang Lindegaard (2nd semester), laura@hum.aau.dk

Bent Boel (3rd semester), boel@hum.aau.dk

Kirsten Jaeger (4th semester), kirstenj@hum.aau.dk

Kirsten Jaeger (5th semester)

Bent Boel (6th semester)

LISE has one coordinator for every semester. Sometimes, an instructor will coordinate a particular course or module. Semester coordinators help fill in the teaching roster, distribute supervisors for students' projects and take contact with the students about academic issues and due dates. The semester coordinator is the students' primary point of contact concerning issues of academic formalities and the procedure of their semester courses and exams.

Study Abroad Coordinator

Laura Bang Lindegaard, laura@hum.aau.dk

The study abroad coordinator handles course approval for students studying abroad as well as basic certification of language and academic skills.

Study Secretary

Inga Ernst Andersen, inga@hum.aau.dk

The study secretary is concerned with a wide range of tasks, from room assignments to making semester schedules to helping with registering grades and issues in Digital Exam as well as general communications around the education. With many practical issues, your study secretary will be your first point of contact.

Formateret: Dansk

Formateret: Dansk

Student Counselor

▲ Hejlja Asadi-Golami, studievejrlise@cgs.aau.dk

Formateret: Dansk

The student counselor is a confidential advisor to the students concerning issues they may not be comfortable bringing to the academic staff, private discussions concerning their course of study, social issues or non-official advice about careers or master's degrees. The student counselor is there for the students' interests.