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Micro Program “Global Awareness”

Course Catalog – Summer Term 2021

- Bucharest -

(Certificate)

Division III – Academic Affairs
Section 4 – Transdisciplinary Course Program and Career Service



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IMPORTANT NOTES

About the Micro Program “Global Awareness” (certificate)

Meeting global challenges, such as issues concerning climate, environment and energy, is a core aspiration of the European Higher Education network CIVIS. As members, the University of Bucharest and the University of Tübingen now offer a joint program “Global Awareness”.

It provides in-depth knowledge of globalization and cross-border processes, as well as opportunities to reflect on global interconnections and interrelationships in everyday life. Covering a broad range of topics and approaches, the courses offered in this program foster the development of inter- and transdisciplinary competencies and problem-solving skills to deal with the social and ecological problems of our time, preventing racism and fostering peace and understanding. In this way, students are equipped to become responsible actors in a globalized world.

The program (certificate) is structured in four parts:

1. Introductory Courses
2. Thematic Courses
3. Student Research Projects
4. Joint Projects with Partner Universities

Registration Period and More Information

For courses starting in June, please register until May 30, 2021. For courses starting in July, please register until June 27, 2021.

Please note, that placements will be assigned on a first come, first served basis.

Also, please pay attention to whether the courses take place in **Eastern European Time (+1h CET)** or in **Central European Time**.

For registration as well as further questions, please reach out to Ms Charoula Fotiadou, charoula.fotiadou@uni-tuebingen.de.

Norms, Values and Action. Issues in Moral and Practical Philosophy

DR. MIRCEA DUMITRU, DR. EMILIAN MIHAILOV, DR. CRISTIAN IFTODE, DR. DORINA PĂTRUNSU, DR. EMANUEL SOCACIU
DR. CONSTANTIN VICĂ | UNIVERSITY OF BUCHAREST

CONTENTS



How do we analyze and assess moral dilemmas? Why should we value moral character? How do political and economic institutions and moral values shape each other? How do they all guide and give rationale for human conduct? This course addresses the above-mentioned questions and covers the following selection of topics in moral philosophy and applied ethics.

Main topics:

Moral Metaphysics. The fact-value distinction in moral philosophy

Moral Reasoning. Coherence, moral disagreement and imagination

Moral Character. Virtue ethics revisited. The Good Life

Applied Ethics. Justifying democracy between the right to vote and the right to veto. The case of civil disobedience

Applied Ethics. How do we deal with each other? The ethics and economics of exchange

Applied Ethics. Digital life - social media, online well-being and democracy

Moral philosophy / seminar - debate

Applied Ethics / seminar – debate

LITERATURE

Selection:

Aristotle (2004). *Nicomachean Ethics*, Book I and II. Translation R. Crisp. Cambridge: Cambridge University Press.

James M. Buchanan, Yong J. Yoon (2002). "Globalization as Framed by the Two Logics of Trade", *The Independent Review*, v.VI, n.3, Winter 2002, https://www.independent.org/pdf/tir/tir_06_3_buchanan.pdf
Natascha Just and Michael Latzer (2017). "Governance by Algorithms: Reality Construction by Algorithmic Selection on the Internet." *Media, Culture & Society* 39(2): 238–58.
<https://doi.org/10.1177/0163443716643157>.

Paul Krugman, "Ricardo's Difficult Idea", <http://web.mit.edu/krugman/www/ricardo.htm>

Hilary Putnam (2004). *The Collapse of the Fact/Value Dichotomy and Other Essays*. Harvard University Press.

John Rawls (1999). *A Theory of Justice*, chap. 6. Harvard University Press.

Russ Shafer-Landau (ed.) (2012). *Ethical Theory*. An Anthology. Wiley-Blackwell.

Peter Singer (2011). *Practical Ethics*. Cambridge University Press.

Cristina Voinea, Constantin Vică, Emilian Mihailov, and Julian Savulescu (2020). "The Internet as Cognitive Enhancement." *Science and Engineering Ethics* 26: 2345–62. <https://doi.org/10.1007/s11948-020-00210-8>.

James Williams (2018). *Stand out of Our Light: Freedom and Resistance in the Attention Economy*. Cambridge University Press. <https://doi.org/10.1017/9781108453004>

Shoshana Zuboff (2015). "Big Other: Surveillance Capitalism and the Prospects of an Information Civilization." *Journal of Information Technology* 30(1): 75–89. <https://doi.org/10.1057/jit.2015.5>.

Interactive lectures, class and group discussions.

TEACHING

METHODS

QUALIFICATION

OBJECTIVE

PREREQUISITES

TARGET GROUP

REQUIREMENTS

CREDIT POINTS

TIME & LOCATION

PARTICIPANTS MAX.

RECOMMENDATION

Students will improve their moral reasoning abilities and exercise them in discussing pressing moral issues for our globalized society.

Good English is required

The course is open to all students.

Attendance, active participation in discussions, a 1500 words essay.

3

Online. July 5 – 9 and 12 (10:00 – 13:00), July 13 – 14 (10:00 – 12:00) **Eastern European Time (+1 CET)**

25

This course is creditable for the third unit "*Academic Feedback*" of the **certifi- cate Civic Engagement** and as *topic course* for the certificate **Global Awareness**

Riparian zones: waste areas or assets for biodiversity and human wellbeing?

PROF. DR. GETA RIȘNOVEANU, LECTOR DR. CRISTINA POPESCU, LECTOR DR. MIHAELA OPRINA PAVELESCU

| UNIVERSITY OF BUCHAREST

CONTENTS



DAAD

Deutscher Akademischer Austauschdienst
German Academic Exchange Service

CIVIS



Riparian habitats (comprising uncultivated, vegetated areas) are transition zones that connect freshwater and terrestrial systems and help regulate ecological functions in both habitats. They are essential habitats for maintaining aquatic and terrestrial biodiversity and provide multiple ecosystem services that include water purification, carbon storage, and recreational opportunities. Despite their importance, which far exceeds their proportion of land cover, riparian zones are subject to multiple human-induced changes which threaten freshwater biodiversity, cross-habitat linkages and ecosystem services provision. In the context of the rapid global environmental change, protecting and enhancing riparian zones is often seen as the first step towards improving water bodies ecological state.

The course has a practice-oriented format demonstrating the social relevance of our research. It is intended to increase students' knowledge on the structure and function of ecological systems, including multiple stressors, complex interactions across scales and contexts. It enhance student's abilities to tackle the multi-functionality of landscapes. The subject is approached from different perspectives. Students are guided to identify and develop their ideas concerning a socially-acknowledged need: the conservation, rehabilitation, and restoration of riparian zones.

We critically approach questions like: What is the meaning of the riparian zones? What are their hydrogeomorphic, vegetational, and food-web attributes? To what extent the attributes vary in space and time? What are the factors that influence their effectiveness in providing ecosystem services? How the extent, spatial arrangement and connectivity of riparian zones affect biodiversity, ecosystem functioning, ecosystem services, and resilience indicators in different social and ecological contexts? What are the solutions for balancing multiple values, uses and needs with the longer-term adaptive capacity and resilience in riparian networks? Could nature-based solutions simultaneously provide environmental, social and economic benefits and help build resilience? What are the legal frameworks and how practical they are to help land managers seeking to implement effective riparian buffers?

An essential part of the course is originated from the collective sense that "learning by doing" is the most effective, fun and durable way to develop into a professional. A set of collective and individual exercises aimed at problem-based learning is used to introduce and raise awareness of the consequences of the managerial decision and even our individual actions on the environment. They allow students to be autonomous in building and using theoretical knowledge.

Online-Course: theoretical input, literature review, creative work phases, individual research tasks; class discussions in small groups and in the plenary, short essays, individual or in group presentations.

Acquiring basic knowledge and getting awareness on the role of the riparian systems for landscape ecological integrity, ecosystem services provision and biological conservation may enhance society responsibility for maintaining resilience in human-impacted landscapes.

Will be announced at the introductory lecture

None

The course is open to students with background in the field of Earth, Environmental and Life Sciences

Online. June 17 and 24, July 1 (12:00 – 17:00 each) **Eastern European Time (+1 CET)**

10

This course is creditable for the third unit "Academic Feedback" of the **certificate Civic Engagement** and as *topic course* for the **certificate Global Awareness**.

TEACHING-METHODS

QUALIFICATION OBJECTIVE

LITERATURE

PREREQUISITES

TARGET GROUP

REQUIREMENTS

CREDIT POINTS

TIME & LOCATION

PARTICIPANTS MAX.

RECOMMENDATION

Social Change through Marketing and Leadership

PROF. PHD MAGDALENA IORDACHE PLATIS, LECTURER PHD CĂTĂLIN GRĂDINARU | UNIVERSITY OF BUCHAREST

CONTENTS



Societies, economies and leaders face huge challenges in finding sustainable relationship among social, economic and ecological processes and trends. Climate crisis on one hand and economic and social current difficulties represents an alarm signal and requires action. Social leadership as a style of leadership is capable to generate social change through social authority. The current context is one of a changing ecosystem towards the agility need, which means acting differently with the support of the community. It is about connecting communities. Social change can be generated through social marketing approach which uses marketing principles to generate social good. This means a change in behaviors for the individual and community benefits. In other words, behaviors change by increasing awareness on societal challenges and social causes and moreover, by being involved in social marketing campaigns. In addition, social leadership is capable to generate positive impact. Main issues:

What is the Social Change Model of Leadership Development? What is the relationship among individual, group and society values? How can leadership become community involved? What is Social Marketing and why is it different? What is Social Marketing plan and what are the characteristics of the Social Marketing Mix? Which are the main attitudes and behaviour change models?

LITERATURE

Universities without walls. A vision for 2030 - <https://eua.eu/downloads/publications/universities%20without%20walls%20a%20vision%20for%202030.pdf>

Astin, H.S. and Astin, A.W.. A Social Change Model of Leadership Development Guidebook Version III. The National Clearinghouse of Leadership Programs, 1996. Blueprint Leadership Development Program at UC Berkeley, https://www.dickinson.edu/info/20380/student_leadership/3795/social_change_model_of_leadership_development

Philip Kotler, Nancy Lee, Social Marketing. Behavior Change for Social Good, ISBN-13: 978-1544351490, ISBN-10: 1544351496

Paul Porteous (2018) Social Leadership and Collaborative Engagement for Communities under Stress, Journal of Peacebuilding & Development, 13:3, 23-39, DOI: 10.1080/15423166.2018.1494620

Mari Martiskainen, The role of community leadership in the development of grassroots innovations, Environmental Innovation and Societal Transitions, Volume 22, 2017, Pages 78-89, ISSN 2210-4224, <https://doi.org/10.1016/j.eist.2016.05.002>.

(<https://www.sciencedirect.com/science/article/pii/S2210422416300417>)

Interactive teaching, workshop, online tools

TEACHING

METHODS

QUALIFICATION

OBJECTIVE

- To understand the social leadership models
- To understand the social marketing concept and mix
- To explore best practices on social behavior
- To identify social marketing campaigns to involve students in
- To analyze attitude and behaviour change models

PREREQUISITES

English

TARGET GROUP

Open to all.

REQUIREMENTS

Attendance, active participation in discussions, a ppt presentation (20-25 slides), 1 marketing plan

CREDIT POINTS

3

TIME & LOCATION

Online Zoom platform, online tools. June 1 – 4 (10:00 – 14:00 each) **Eastern European Time (+1 CET)**

PARTICIPANTS MAX.

25

REGISTRATION

Online

RECOMMENDATION

This course is creditable for the third unit “*Academic Feedback*” of the **certificate Civic Engagement** and as *topic course* for the **certificate Global Awareness**.

Physicists as civic scientists

DR. ALEXANDRU NICOLIN, DR. VIRGIL BĂRAN, DR. ROXANA ZUS | UNIVERSITY OF BUCHAREST

CONTENTS



Starting from the portrait of civic-minded activist and scientist of Benjamin Franklin and surveying the history of science up to the emergence of CERN, which in the aftermath of the Second World War can be seen as the first European institution, we present physics from its uninterrupted civic dimension. The course explores the interplay between physics and international diplomacy, focusing on a series of prominent physicists who were instrumental in using scientific cooperation to build bridges and effective community engagement in contexts where official connections sparse. The implicit focus of the course is on the continued nuclear non-proliferation efforts during the Cold War, but we also explore the establishment of international scientific collaboration such as CERN, ITER and the International Space Station, as well as the current efforts on the side of climate change, energy efficiency, pollution of oceans, food and water insecurity, diminishing biodiversity, etc. The course ends with a presentation of the so-called new diplomacy from the perspective of science diplomacy, physics in particular, the underlying philosophy being that physicists are the ideally position to ensure community engagement while at the same time steering clear of political dynamics.

LITERATURE

The course consists of micro-biographies of prominent physicists from all across the globe, with special emphasis though on Europe, as well as analyses and dossier of specific events which illustrate the role of physicists in the international arena.

R.P. Barston, *Modern diplomacy*, Routledge, 2019

Neal Lane, Benjamin Franklin, *Civic scientist*, *Physics Today* 56, 41 (2003)

L.S. Davis and R.G. Patman, *Science diplomacy. New day or false dawn?*, World Scientific, 2015

Pierre-Bruno Ruffini, *Science and diplomacy. A new dimension of international relations*, Springer, 2017

Dumitru Mihalache et al., *The founders of modern physics in Romania as seen from the archive of Revue Roumaine de Physique*, *Romanian Journal of Physics* 63, 113 (2018)

Monika Szkartat, *Science diplomacy of Poland*, *Humanities & Social Sciences Communications* 7, 59 (2020)

TEACHING

The course consists of online lectures and individual work on preassigned research tasks.

METHODS

QUALIFICATION

The central objective of the course is to acquaint students with a series of historic events and prominent physicists and thereby to understand the role physicists played in the international arena.

OBJECTIVE

PREREQUISITES

None

TARGET GROUP

All students interested in social inclusion of vulnerable groups.

REQUIREMENTS

Good English, research tasks

CREDIT POINTS

3

TIME & LOCATION

Online. June 14, 16, 18, 21, 23 and 25 (09:00 – 12:00 each) **Central European Time**

PARTICIPANTS

24

MAX.

RECOMMENDATION

This course is creditable for the third unit „*Academic Feedback*” of the **certificate Civic Engagement** and as *topic course* for the **certificate Global Awareness**.

Eco-friendly Technologies for Energy Conversion and Storage

ASSOC. PROF. SORINA IFTIMIE, LECTURER ADRIANA BALAN | UNIVERSITY OF BUCHAREST

CONTENTS



This course aims to present the basic principles ruling some eco-friendly devices used for energy conversion and storage and wastewater treatment. Photovoltaic structures based on classical silicon but also based on innovative materials and architectures are discussed, e.g. conductive polymers, fullerene derivatives, graphene, nanotubes.

Special attention will be paid to microbial fuel cells used for wastewater treatment and photo-electrochemical devices for CO₂ conversion because the 21 century is facing an acute issue, i.e. the lack of drinking water.

Another topic that will be covered by these classes is related to energy storage, so we will present the working principle of the most known devices such as batteries and capacitors. To improve the quality of life, it's mandatory to balance the two halves of the energy issue – conversion and storage. On Earth, there a lot of places that can be exploited as solar cell power plants but the conveyance infrastructure is far away from optimal.

A very interesting experimental section related to proton exchange membrane fuel cells (PEMFC), membrane electrode assembly (MEA) fabrication and protocol, together with the computational of specific parameters of photovoltaic structures is proposed.

LITERATURE

Handbook of Photovoltaic Science and Engineering, Antonio Luque and Steven Hegedus, John Wiley & Sons Ltd, The Atrium, Southern Gate, Chichester, West Sussex PO19 8SQ, England

The Social Costs of Solar Energy. A study of photovoltaic energy systems, Thomas L. Neff, Pergamon Press Inc. 1981, ISBN: 0-08-026315-1

Handbook of Batteries, David Linden and Thomas B. Reddy, McGraw-Hill Publishing House, ISBN 0-07-135978-8

New Perspectives on Fuel Cell Technology: A Brief Review, Sazali N et al., Membranes (Basel). 2020;10(5):99, doi:10.3390/membranes10050099

Photoelectrochemical Conversion of Carbon Dioxide (CO₂) into Fuels and Value-Added Products (Review), Vignesh Kumaravel et al., ACS Energy Letters 2020 5 (2), 486-519, DOI: 10.1021/acsenerylett.9b02585

Review of the principal mechanisms, prospects, and challenges of bioelectrochemical systems, Tertsegha J.-P. Ivase et al., Environ Prog Sustainable Energy. 2020 39:e13298, <https://doi.org/10.1002/ep.13298>

TEACHING

METHODS

Individual presentations, class discussions, computation and analysis of experimental data.

QUALIFICATION

OBJECTIVE

- To understand the basic principles of physical and chemical processes involved in the energy conversion
- To understand the working principle of photovoltaic structures
- To understand the working principle of batteries and capacitors
- To understand the working principle of microbial fuel cells and photo-electrochemical devices for CO₂ conversion
- To compute and analyze specific experimental data

PREREQUISITES

Fluent in English

TARGET GROUP

All students.

REQUIREMENTS

Active participation, individual presentation, discussion

CREDIT POINTS

3

TIME & LOCATION

Online. July 5, 6, 9, 13 and 14 (10:00 – 14:00 each), **Eastern European Time (+1 CET)**

PARTICIPANTS MAX.

12

RECOMMENDATION

This course is creditable as *topic course* for the **certificate Global Awareness**.

Chemistry Solutions for Global Challenges

DR. DELIA-LAURA POPESCU | UNIVERSITY OF BUCHAREST

CONTENTS



“Chemistry Solutions for Global Challenges” microprogram is an opportunity to engage in internal and external discussions about the issues that are covered by the UN Sustainable Development Goals (SDGs) - including environmental, social, and economic issues - which are all interconnected. Chemistry is playing an ever-increasing role in finding the most appropriate solutions to specific global challenges, therefore is a great need to raise public awareness of the challenges and opportunities associated with them.

The syllabus for this course is as follows:

Course overview. Introduction to the global challenges and the importance of chemistry in providing efficient solutions; Greenhouse gases, global warming, and climate change; Air pollution - the most important environmental health risk of our time; Supplying safe drinking water. Wastewater treatment and recovery; Emerging issues in agri-food supply chain. Nutrition - basis of healthy living; The most common endocrine disruptors; COVID-19 pandemic and other diseases – in search for efficient vaccines, medicines, and health products; Affordable, clean and renewable energy; The transport challenge – towards intelligent, eco-friendly transportation; Green Chemistry & Sustainable Development. The twelve Principles of Green Chemistry; Presentations of the research projects in which each teams will address one of the global challenges.

LITERATURE

J.E. Stiglitz, Making Globalization Work, W.W. Norton & Company, New York, 2006.

S.C. Smallman, K. Brown, Introduction to International and Global Studies, 2nd edition, Chapel Hill: University of North Carolina Press, 2015.

Meeting Global Challenges through Better Governance International Cooperation in Science, Technology and Innovation, OECD, 2012.

Effective Chemistry Communication in Informal Environments, The National Academies Press, Washington, DC, 2016.

Chemistry Education Best Practices, Opportunities and Trends, Edited by J. Garcia-Martinez and E. Serrano-Torregrosa, Wiley-VCH Verlag, Weinheim, Germany, 2015.

Other readings may be recommended and posted on the course platform. Readings for this course are very important. Students who are unable to access the textbooks or other readings should contact the instructor as soon as possible.

TEACHING METHODS

Online Course using a variety of methods, with emphasis on creating an interactive learning environment: PowerPoint presentations, Class discussions, Videos, e-learning tools, Analysis of real-world case studies, Group research work & group presentation

QUALIFICATION OBJECTIVE

At the end of this course, the students should be able to:

- identify the demanding global challenges of the 21st century;
- build awareness of a global issue and its different manifestations;
- present examples of efficient solutions to the world's greatest problems;
- introduce the “green chemistry” concept and the principles of green chemistry;
- describe examples of successful green technologies;
- apply theoretical concepts to contemporary real-world case study examples;
- develop solutions focused on enhancing sustainability and reducing the environmental footprint to address one of the global challenges.

PREREQUISITES

Good English is required

TARGET GROUP

Open

REQUIREMENTS

Attendance and active participation in class activities

Analysis of real-world case studies will be incorporated into each topic in order to highlight the significant scientific achievements to date and make learning relevant. Students will be asked to make individual short presentations on the chosen case study.

Students will be asked to develop a research project in which each teams will address one of the global challenges, write a group report, and prepare a group presentation. This type of assignment is designed to encourage and develop creative and community-engaged research, and has the potential to be translatable across the CIVIS regions.

CREDIT POINTS

3

TIME & LOCATION

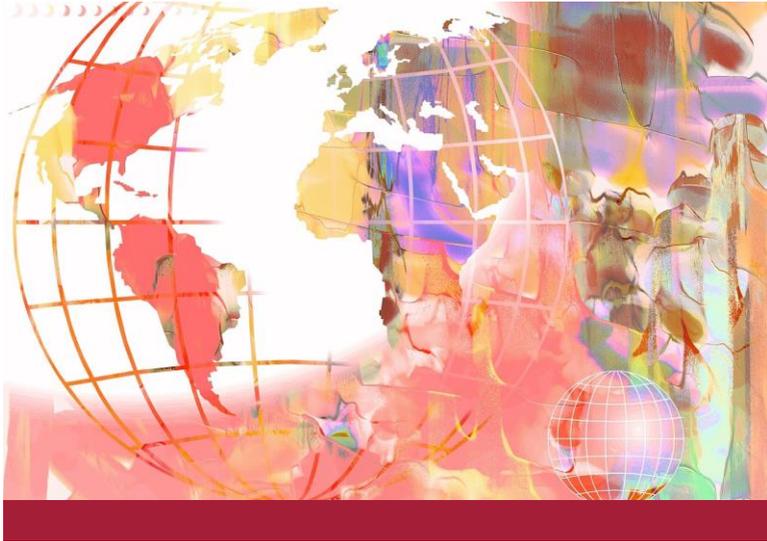
Online. July 19 – 20, 22, 27, 29 and 30 (16:00 – 20:00 each) **Eastern European Time (+1 CET)**

PARTICIPANTS MAX.

20

RECOMMENDATION

This course is creditable as *topic course* for the **certificate Global Awareness**.



Micro Program “Global Awareness”

Course Catalog – Summer Term 2021

- Tübingen –

(Micro Program)

Division III – Academic Affairs
Section 4 – Transdisciplinary Course Program and Career Service



CONTENTS



Forms of engagement of newcomers in Reutlingen

Migration as a global phenomenon refers to the movement of people across the borders of nation states, which brings geographically distant regions into contact with each other and has consequences both for the regions of origin and arrival as well as intermediate stops. In this seminar we will look at the consequences of international migration at Reutlingen, a German municipality.

The focus will be on the contributions of newcomers to shape their new city: their source of information and the ways they identify with Reutlingen, as well as their forms of engagement, with special attention to political participation. We will discuss to what extent newcomers' migration history and the existence of migrant organizations in Reutlingen influence the way newcomers feel motivated to participate actively in shaping Reutlingen. In order to investigate these questions, we will carry out guideline-based group discussions in German and in the native languages of the migrant population of Reutlingen.

This seminar is organized in partnership with the Integration Council Reutlingen. The results of the student research will be presented to the Integration Council amongst others in the final session.

Service Learning, research-based learning, student presentations, discussions

TEACHING-METHODS

QUALIFICATION OBJECTIVE

- Basic knowledge on engagement of newcomers in cities, independently of their migration history or background
- Basic skills on qualitative research, such as developing a research design which considers the different stakeholder perspectives
- Basic skills in discussing research results with actors beyond the university
- A sensitization in the area of migration, integration and participation in city life.

LITERATURE

PREREQUISITES

Will be announced at the course

Students of all semesters and disciplines are welcome. Course language is English, the presentation to the Integration Council will be in German. Knowledge of Turkish, Romanian, Greek, Croatian, Polish, Russian, Arabic, Serbian, Vietnamese, etc. can be an advantage, but is not required.

REQUIREMENTS

Attendance, active participation in discussions and group work, short presentations

CREDIT POINTS

6

TIME

Tuesdays, 4 pm – details online via ALMA

LOCATION

Online – details will be announced online via ALMA

PARTICIPANTS MAX.

30

REGISTRATION

REGISTRATION IS CLOSED

RECOMMENDATION

This course is creditable as *student research project (Global Issues on the Ground)* for the **certificate Global Awareness**.

1DI403 | Common Ground despite Controversy: Creating a Digital Network

CONRAD BORCHERS, SIRIUS NOSKE | UNIVERSITY OF TÜBINGEN & JONAS KIEBLING | GOETHE UNIVERSITY FRANKFURT

CONTENTS



In a two-day seminar, participants will challenge their pre-existing ideas on what effective communication between different opinions means. Our inquiry will be guided by differing perspectives towards the SARS-CoV-2 pandemic. In utilizing the lens of Systems Thinking and communication theories, we identify common practices and obstacles of communication, with special focus on the digital world. The goal of this service-learning workshop is to transfer this theoretical lens to approach new avenues of communication that enable productive discussion between different opinions under a common set of community rules and values. Specifically, we aim at building a new online community in which controversies can be discussed by everyone - potentially building new common ground. Ultimately, we want to offer insight into differing opinions and their discussion can actually foster change in society for greater good.

LITERATURE

To be announced via the project page civis.cborchers.com, for a rough delineation see “Prerequisites”.

TEACHING

Group-discussions, breakout sessions, theoretical input, creative work phases

METHODS

QUALIFICATION

OBJECTIVE

Designing and building a digital community for productive discussion between different opinions; gaining theoretical understanding of systems thinking; achieving connection between theoretical and practical thinking; discussing improvements for the communication between conflicting parties in a digital and non-digital realm

PREREQUISITES

While no prior knowledge is required for successful participation, we encourage participants to inquire and reflect about some of the following terms, either via the internet or literature: “Systems thinking”, “adaptive content”, “filter bubbles”, “symbolic interactionism”, “digital self-determination”, “and constructivism”, “communication accommodation theory”.

TARGET GROUP

All students, especially students interested in analysing existing issues and potentials in society and engaging in new avenues of addressing them.

REQUIREMENTS

Active participation, ungraded assignments, ungraded supplementary work on practical implementation between the main seminar and the follow-up meeting

CREDIT POINTS

1 (without grade)

TIME & LOCATION

Seminar: 24th-25th of July 2021, 09:00-18:00, online

Mandatory follow-up meeting: 31st July, 2021, 15:00-18:00, online

Will also be announced on ALMA.

PARTICIPANTS MAX.

30

REGISTRATION

Online via ALMA

RECOMMENDATION

This course is creditable as *topic course* for the **certificate Global Awareness**.

1IK201 | Defining Sinti and Roma as Migrants

DR. THORSTEN SCHLEE | IAQ, UNIVERSITÄT DUISBURG-ESSEN, DR. GLAUCIA PERES DA SILVA | UNIVERSITÄT TÜBINGEN

CONTENTS



Past and Present Discourses and Practices

The perception of a high movement of people across the globe in the last decades has led to new forms of classification of those who move. In this course, we will discuss the current use of the category migrant to define the Romani people, specifically the Sinti and Roma, in discourses and related practices. This topic gained relevance in the so-called 'migrant crisis' and the rise of right-wing parties with their anti-immigrant racist populism across Europe, which indicate a growing concern about the different forms of mobility to Europe and within the European Union. In this context, the course focuses on the production, reproduction, and transformation of the coordinates of "Sinti/Roma identity" in between legal identification, self-definition, and socioeconomic subordination. We will frame "Sinti and Roma's" social positions in different nation states within the European mobilities that entitles people as European citizens, at the same time as it causes exclusion, located poverty in certain urban areas and the new forms of stigmatization. We will basically discuss literature and other media resources in groups, and students will do some short research assignments.

LITERATURE

A reading list will be available in the beginning of the course, but here are some references:

Matras, Y, Leggio, D. V. (2018) *Open Borders, Unlocked Cultures. Romanian Roma Migrants in Western Europe*. Routledge: New York/London.

Yildiz, Can; Genova, Nicholas de (2018): Un/Free mobility: Roma migrants in the European Union. In: *Social Identities* 24 (4), S. 425–441.

TEACHING

METHODS

QUALIFICATION

OBJECTIVE

Group discussion,

Reflect on the relations between migration, identification, socioeconomic positions, and nationality regarding a historically excluded group to understand racist ideologies and practices.

PREREQUISITES

-

TARGET GROUP

Open

REQUIREMENTS

Literature summaries to prepare the group discussions in class, active participation in class activities, final short essay.

CREDIT POINTS

3

TIME & LOCATION

Mondays, 16h-18h

PARTICIPANTS MAX.

30

REGISTRATION

REGISTRATION IS CLOSED

RECOMMENDATION

This course is creditable as *topic course* for the certificate **Global Awareness**.

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Musicians are commonly associated with the image of virtuosi or pop stars, but rarely seen as workers. Since Cultural Studies brought the entanglements of the arts with social life, political, and economic values and structures to the forefront of academic debate, the interest on musicians as workers has grown. Research in this field contributed to reveal the precarity of musicians’ labour in some contexts that lie outside the reach of welfare states’ social security systems and hinder the organization of unions. Moreover, it became clear that musicians pursue international careers, developing different paths according to gender, and are deeply connected to the global structures of the music industry, concerning global companies, transnational agreements in the area of copyright and intellectual property, the global reach of collecting societies, and transnational fan communities.

In this course, we will approach musicians as workers to understand how globalization processes affect their work and labour conditions. In the first part, we will discuss the difficulties in defining musician as profession in different regions of the world and learn about musicians’ field of work and labour conditions through different studies on the global music industry. In the second part, we will do a research exercise, mapping musicians’ field of work in Tübingen in order to grasp their different labour conditions and how these conditions are related to global and transnational processes.

LITERATURE

A reading list will be available in the beginning of the course, but here are some references:

Cloonan, M. (2014): Musicians as Workers. Putting the UK Musicians’ Union into Context, In: MUSICultures 41 (1), S. 10–29.

De Dios, A. (2016): Packaging Talent: The Migrant Creative Labor Management of Overseas Filipino Musicians, In: Lian, K.F.; Md Rahman, M. and bin Alas, Y. (Hg.): International Migration in Southeast Asia, Bd. 2. Singapore: Springer Singapore (Asia in Transition), S. 181–209.

TEACHING

Research-oriented learning

METHODS

QUALIFICATION

Comprehension of global and transnational processes through the analysis of a delimited object of research; notions of research plan and research design.

OBJECTIVE

None

PREREQUISITES

TARGET GROUP

All students

REQUIREMENTS

Active participation in the discussions; contribution to the elaboration of a common map on musicians’ field of work in Tübingen in the context of the global music industry.

CREDIT POINTS

3

TIME & LOCATION

Wednesdays, 10h-12h

PARTICIPANTS MAX.

30

REGISTRATION

REGISTRATION IS CLOSED

RECOMMENDATION

This course is creditable as a student research project (*Global Issues on the Ground*) for the **certificate Global Awareness**.

CONTENTS



Global mobility affects musicians' professional careers in many ways. Although musicians were rarely sedentary, globalization changed the nature of their mobility by stretching the operating distances in tours and through the use of technology, which allows for a virtual presence worldwide. These factors influence the way musicians develop their careers. According to the kind of music they play and the place where they live, they will experience global mobility differently. It may be intrinsically connected to their desire to realize themselves as musicians or be just a way to make a living abroad. They may face organizational opportunities or constraints brought about by unions, the recording industry and the media more generally, which favor or restrict mobility. And, finally, there are also geopolitical configurations that define the permitted routes to cross the borders of nation states and who is allowed to take them. As a consequence, musicians use different strategies to be globally mobile in their career development.

In this course, we will explore some strategies used by musicians to develop their careers in order to understand how they are impacted by global mobility. In the first part of the course, we will discuss the literature on musicians' global mobility and become acquainted with its main concepts and debates. In the second part, we will interview four or five musicians from different world regions and produce a podcast-serie, in which we reflect on musicians' global mobility.

LITERATURE

A reading list will be available in the beginning of the course, but here are some references:

Gaudette, P. (2013): Jembe Hero: West African Drummers, Global Mobility and Cosmopolitanism as Status. *Journal of Ethnic and Migration Studies*, 39(2), pp. 295–310.

Glick Schiller, N. & Meinhof, U. H. (2011): Singing a New Song?: Transnational Migration, Methodological Nationalism and Cosmopolitan Perspectives, *Music and Arts in Action*, 3(3), pp. 21–39.

Nóvoa, A. (2012). Musicians on the Move: Mobilities and Identities of a Band on the Road, *Mobilities*, 7(3) pp. 349–368.

Research-oriented learning

TEACHING

METHODS

QUALIFICATION

OBJECTIVE

Comprehension of global and transnational processes through the analysis of a delimited object of research; notions of research plan and research design; notions of scientific communication through the production of podcasts.

PREREQUISITES

-

TARGET GROUP

All students

REQUIREMENTS

Active participation in the discussions; conduction of interviews; contribution in the production of podcasts.

CREDIT POINTS

3

TIME & LOCATION

Will be announced on ALMA

PARTICIPANTS MAX.

30

REGISTRATION

REGISTRATION IS CLOSED

RECOMMENDATION

This course is creditable as a *student research project (New Views of the World)* for the **certificate Global Awareness**.

1IK501 | Diversity in Global Christianity and Judaism

LUCAS OGDEN | RHETORICAL COACHING & INTERCULTURAL COMMUNICATIONS TRAINING (USA)

CONTENTS



In light of the global significance of Judeo-Christian traditions, we will consider the diverse groups and movements based on the same foundational sacred texts. We will begin by addressing the key sociological factors that have shaped long and often complicated development of diverse branches and denominations of Judaism and Christianity in relation to each other. Against this historical background, we will then focus on current problems and possibilities concerning ecumenical dialogue today. We will also consider societal and religious-cultural motivations for privileging certain expressions of religion considered acceptable and for marginalizing others branded as deviant. Hereby, the discrepancy between self-identification and methods of labelling by others will be addressed. Particular attention will be given to New Religious Movements such as Pentecostalism. After clarifying the historic-sociological framework for both Christian-Jewish and interdenominational Christian dialogue, we will discuss methodological questions concerning the interpretation of scripture. While delineating exegetical and hermeneutical principles, we will address religious sensitivities as well as historic-critical concerns. We will then proceed to analyze central passages of the Bible. In reading these texts, we will consider their historic and cultural context, current scholarly interpretation, their significance for Judeo-Christian religious communities, and the variety of biblical hermeneutics applied according to the respective community and its needs. Furthermore, by the end of the course participants will have gained an appreciation for the diversity of Christianity and Judaism worldwide, enabling them to approach religion in a differentiated and culturally sensitive manner. Finally, we will consider the core Judeo-Christian values and their impact on societies, as well as the social and personal function played by both dominant and minority expressions of Judaism and Christianity.

LITERATURE

The Holy Bible (English Standard Version).
Christianity in its Global Context 1970-2020: Society, Religion, and Mission (Center for the Study of Global Christianity, 2013).
Pawlikowski, J. (2017): The Uniqueness of Jewish-Christian Dialogue. A Yes and a No. Studies in Jewish-Christian Relations 12/1.
Porter, S. & Stovell, B. (2012): Biblical Hermeneutics: Five Views. Downers Grove.
Barker, E. (2014): The Not-So-New Religious Movements. Changes in 'the Cult Scene' Over the Past 40 Years. Temenos 50/2.
Monahan, S. et al. (2001): Sociology of Religion. A Reader, Prentice Hall.
Hartmann, M & Hartmann H. (1999): Jewish Identity and Denominational Mobility. JSRNC 5/3.
Kirby, D.; Cusack, C. (2014): Sects, Cults, and New Religious Movements. academia.edu

TEACHING

METHODS

Students will complete considerable reading homework, the instructor will give explanations and impulses, and students will engage in discussion, group work and give short presentations.

QUALIFICATION

OBJECTIVE

To analyze hermeneutical approaches to interpreting sacred texts; to learn and apply inter-cultural theories to a variety of religious expressions; to discuss methodology for analyzing societal trends and intercultural exchange

PREREQUISITES

Good knowledge of the English language

TARGET GROUP

All students

REQUIREMENTS

Active participation, preparation, short presentations

CREDIT POINTS

3

TIME & LOCATION

Will be announced on ALMA

PARTICIPANTS MAX.

12

REGISTRATION

REGISTRATION IS CLOSED

RECOMMENDATION

This course is creditable as *topic course* for the **certificate Global Awareness**.

1WI401 | Transnational Labor Governance and the Digital Transformation

PATRICK WITZAK M.A. SOCIOLOGY | UNIVERSITY OF DUISBURG-ESSEN

CONTENTS



The social phenomenon of globalization connects the living spaces of people and opens up, among other things, the chance to renegotiate or establish new economic, social, political and cultural conditions. This also includes the regulation of labor that contains new risks due to the emergence of new transnational spaces as well as it reveals diverse opportunities. For citizens, the Western welfare state is a geographical space for the granting of social rights. However, these national social spaces are eroding and new, partly supranational alliances, cross-border regions, transnational value chains and digital spaces are forming in which traditional national social rights are partly being undermined or renegotiated. Within this field of conflict between migration, labor, digitization, and regulation, it is of particular interest to what extent actors build, negotiate, and reinforce diverse rules. Cross-border labor is thus not only shaped by country-specific migration and labor market regimes. Supra- and international actors such as the ILO, the European Union, international trade union federations, NGOs and corporations are also playing an increasingly important role in regulating access to specific regions, countries and labor markets by negotiating minimum standards for decent work, in tackling forced labor, human trafficking and regulating digital forms of work.

LITERATURE

Basic texts from textbooks and anthologies as well as exemplary selected empirical studies will be announced later in a syllabus. You can download this literature via your university VPN access.

TEACHING METHODS

- Presentations
- Reading Reports
- Online search
- Debates

Oral presentations and written materials are in English, but occasional use of German language is possible and recommended when it deserves clarity.

QUALIFICATION OBJECTIVE

In this seminar, you will learn about different forms of transnational labor as well as related regulatory issues and actors by means of empirical studies and basic theories. In addition, we will critically discuss central theories and concepts with regard to the insights that they can bring to the study of transnational labor and its regulation. On this basis, you will learn to formulate your own arguments to express your knowledge, first in writing and then verbally. None.

PREREQUISITES

All students.

TARGET GROUP

REQUIREMENTS

1. Do all assigned mandatory readings
2. Fill in a reading report (one page) for two sessions
3. Give a presentation
4. Active participation in the online seminar

CREDIT POINTS

3

TIME & LOCATION

Will be announced on ALMA

PARTICIPANTS MAX.

30

REGISTRATION

Online via ALMA

RECOMMENDATION

This course is creditable as *topic course* for the **certificate Global Awareness**.

1WI403 | Challenges of Microfinance in International Development Cooperation

DR. NINA ALFF | CONSULTANT & TRAINERIN INTERNATIONALE ZUSAMMENARBEIT

CONTENTS



History of microcredit and microfinance: from Raiffeisen to Grameen Bank/Bangladesh; models in the microfinance sector; strengths and weaknesses of microfinance programmes/criticism of microcredit/prerequisites for successful microfinance programmes; what impacts can be achieved through microcredits? Microfinance and empowerment of women; current developments in the microfinance sector: Microfinance 4.0 - digital innovations are changing the financial system; COVID 19 and its impact on the MF sector; Opportunities to enter the multifaceted field of "international cooperation".

Course structure:

Part 1 (first three days): Microcredit as an instrument to reduce poverty or a new way to maximise profits?

Part 2 (last day): International Cooperation - from microfinance to project management

LITERATURE

Further literature will be sent to the participants. A selection of literature please find below:

Sen, A. (1999): Development as freedom. Oxford University Press, Oxford.

Bateman, M. (2010): Why doesn't microfinance work? The fragile illusion of local neoliberalism. Zed, London.

Collins, D. et al. (2009): Portfolios of the Poor: How the World's Poor Live on \$2 a Day. Princeton University Press, Princeton.

Dichter, T. and Harper, M. (2008): What's Wrong with Microfinance?. Practical Action Publishing, Warwickshire, UK.

Modurch, J. & Armendáriz, B. (2010): The Economics of Microfinance. The MIT Press, Cambridge, Massachusetts/London

Inputs; group assignment; presentations; discussion; video clips

TEACHING

METHODS

QUALIFICATION

OBJECTIVE

Participants know the background of the microfinance debate, reflect on the prerequisites for successful models of microfinance programmes and take a critical look at the strengths and weaknesses of the microfinance industry.

PREREQUISITES

None.

TARGET GROUP

All students.

REQUIREMENTS

Active participation, Group Assignment & Presentation of the Results

CREDIT POINTS

3

TIME & LOCATION

Will be announced on ALMA

PARTICIPANTS MAX.

15

REGISTRATION

Online via ALMA

RECOMMENDATION

This course is creditable as *topic course* for the **certificate Global Awareness**.

1SOT20 | Quel monde pour demain?

MARIE-ANGE DO CAO | FRANZÖSISCH-LEKTORIN FACHSPRACHENZENTRUM

CONTENTS



Egalité, accès à une éducation de qualité pour tous, accès à l'eau...Ces thèmes vous intéressent ? L'objectif de ce module est d'échanger sur les grandes questions environnementales, sociales, éthiques et économiques. A travers des extraits de films, de documentaires, de chansons, nous travaillerons les compétences orales et écrites.

Le cours est organisé de manière à favoriser la participation et les interactions entre étudiants. La participation active de chacun est indispensable.

LITERATURE

Unterrichtsmaterial wird von der Lehrkraft gestellt.

TEACHING METHODS

Kommunikativer Unterricht, Einsatz aller vier Fertigkeiten.

QUALIFIKATION OBJECTIVES

Einführung in fachspezifisches und themenspezifisches Französisch.

PREREQUISITES

Einstufungstest (ab 85 Punkte) oder Schein UNIcert III oder Zertifikat Unicert II.

TARGET GROUP

offen

REQUIREMENTS

Mitarbeit, mündliche Leistung, schriftliche Leistung und Klausur.

CREDIT POINTS

4

TIME & LOCATION

Wird auf ALMA bekanntgegeben.

PARTICIPANTS MAX.

20

REGISTRATION

Online über FSZ

RECOMMENDATION

Dieser Kurs ist für das **Zertifikat Global** als *thematischer Kurs* anrechenbar.

NOTE

Pour répondre à vos questions, je suis à votre disposition– personnellement - ou à l'adresse électronique suivante marie-ange.do-cao@uni-tuebingen.de.

1SOT21 | Round Table

RACHEL THOMA | ENGLISCH-LEKTOR FREMDSPRACHENZENTRUM, UNIVERSITÄT TÜBINGEN

CONTENTS



In 2015, the United Nations set 17 sustainable development Goals (SDGs), to be met by 2030, covering areas such as poverty, hunger and food security, good health, education, justice and gender equality, alongside various environmental issues, including energy, economic growth, climate change, biodiversity, and sustainable consumption and production.

In this course, we will learn about these and related topics of global importance, listen to video and audio podcasts, read articles and visit relevant websites. To improve our active language skills, we will work on appropriate vocabulary and structures, and then present and discuss these topics both orally and in writing.

Please click here to see the UN's SDGs: <https://sustainabledevelopment.un.org/topics/sustainabledevelopmentgoals>

The course will be offered in cooperation with Career Service and the International Center for Ethics in the Sciences and Humanities; the "Leistungsnachweis" will therefore be accepted within the framework of Studium Oecologicum (certificate Studium Oecologicum).

LITERATURE

Unterrichtsmaterial wird von der Lehrkraft gestellt

TEACHING

Kommunikativer Unterricht, Einsatz aller vier Sprachfertigkeiten.

METHODS

QUALIFICATION

Fachspezifisches und themenspezifisches Englisch.

OBJECTIVE

PREREQUISITES

Voraussetzungen: Einstufungstest (75 - 84 Punkte) oder Schein UNIcert® II

TARGET GROUP

open

REQUIREMENTS

Mitarbeit, mündliche Leistung und Klausur

CREDIT POINTS

3

TIME & LOCATION

Will be announced on FSZ homepage

PARTICIPANTS

20

MAX.

REGISTRATION

Online via FSZ

RECOMMENDATION

This course is creditable as *topic course* for the **certificate Global Awareness**.

1SOT22 | Global Issues

ELEANOR GROßMANN | ENGLISCH-LEKTORIN FREMDSPRACHENZENTRUM, UNIVERSITÄT TÜBINGEN

CONTENTS



In this course we will look at, present and discuss a number of themes relating to sustainability and development, particularly those referenced in the UN's sustainable development goals (SDG's).

Other topics of discussion will reflect events and issues of global importance which gain prominence or particular relevance during the semester.

There will be ample opportunity to practice the four language skills: reading, writing, listening and speaking, and to experience a variety of English-language media sources.

LITERATURE

Unterrichtsmaterial wird von der Lehrkraft gestellt

TEACHING

Kommunikativer Unterricht, Einsatz aller vier Sprachfertigkeiten.

METHODS

QUALIFICATION

Fachspezifisches und themenspezifisches Englisch.

OBJECTIVE

PREREQUISITES

Mitarbeit, mündliche Leistung, schriftliche Leistung und Klausur

TARGET GROUP

open

REQUIREMENTS

Einstufungstest (ab 85 Punkte) oder Schein UNICert® III oder Zertifikat UNICert® II

CREDIT POINTS

4

TIME & LOCATION

Will be announced on FSZ homepage

PARTICIPANTS MAX.

20

REGISTRATION

Online via FSZ

RECOMMENDATION

This course is creditable as *topic course* for the **certificate Global Awareness**.

Course Dates in Tübingen

Course ID	Course Dates (all CET)	Online / In person
1PGE298	April 27 – July 27, 2021: 16.00 – 18.00 (Tuesdays)	Online
1DI403	July 24, 2021: 09.00 – 18.00 July 25, 2021: 09.00 – 18.00 July 31, 2021: 15.00 – 18.00	Online
1IK201	April 26 – July 26, 2021: 16.00 – 18.00 (Mondays)	Online
1IK301	April 28 – July 28, 2021: 10.00 – 12.00 (Wednesdays)	Online
1IK302	April 28 – July 28, 2021: 16.00 – 18.00 (Wednesdays)	Online
1IK501	April 17, 2021: 09.00 – 12.00 April 24, 2021: 09.00 – 12.00 May 8, 2021: 09.00 – 12.00 May 15, 2021: 09.00 – 12.00 June 5, 2021: 09.00 – 12.00 June 12, 2021: 09.00 – 12.00 June 19, 2021: 09.00 – 12.00	Online
1WI401	June 25, 2021: 14.00 – 16.00 July 23, 2021: 14.00 – 18.00 July 24, 2021: 08.00 – 16.00 July 25, 2021: 08.00 – 16.00	Online
1WI403	July 26 – 29, 2021: 09:00 – 16:00	Online
1SOT20	External Offer. For more information, please contact the lecturer	
1SOT21	External Offer. For more information, please contact the lecturer	
1SOT22	External Offer. For more information, please contact the lecturer	