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Micro-Program “Global Awareness”

Course Catalog – Winter Term 21/22

Bucharest – Madrid - Tübingen

As of September 2021



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ABOUT THE PROGRAM

About the CIVIS Micro-Program “Global Awareness”

Meeting global challenges - such as issues concerning energy, the climate and the environment - is a core aspiration of the European Higher Education network CIVIS. As members, the University of Bucharest, the Autonomous University of Madrid and the University of Tübingen now offer a joint program on 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 trans disciplinary competencies and problem-solving skills to deal with the social, cultural, economic, legal, political 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 Micro-Program is structured in four parts:

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

REGISTRATION AND CREDITING

Registration periods

First registration period: September 06 – September 20, 2021

Second registration period: September 06 – October 07, 2021

Third registration period: September 06 – October 20, 2021

Registration via: <https://forms.gle/Sbcj4okSiXTe6M4X7>

More information for our students (Bucharest, Madrid and Tübingen)

For all courses please register by entering your **student e-mail address** in this application form: Link will soon be announced.

If there are any questions or doubts please contact Kanan Guliyev
kanan.guliyev@tracs.uni-tuebingen.de

Please use your institutional E-Mail Address!
Include in your E-Mail following information:

1. Title of the Course(s) you want to register (max. 3 Courses) and why you are interested in attending the course.
2. Full Name and date of birth and phone number
3. Your study programme and home university

You can choose and register for courses of the Micro-Program on this platform: Link will soon be announced.

For the registration on the platform please use your **student email address**. Please note that registrations with other private email addresses will not be considered.

Upon completion of the program, students receive an official certificate of attendance in the Micro-Program and 15 ECTS Credit Points.

COURSES OVERVIEW

Registration: <https://forms.gle/Sbcj4okSiXTe6M4X7>

Location	Course Title	ECTS	Starting Date	Registration Deadline	Part
Bucharest	Riparian zones: waste areas or assets for biodiversity and human wellbeing?	3	Nov. 4, 2021	07.10.2021	Stud. Res. / Global issues
	University-based projects for local sustainable development: Implementing the UNESCO Geoparks Program in Romania	3	Oct.,27, 2021	07.10.2021	Thematic course
	Social Change based on Leadership Initiatives and Marketing Strategies	3	Oct. 27, 2021	07.10.2021	Thematic Course
	Chemistry Solutions for Global Challenges	3	Oct. 11, 2021	07.10.2021	Thematic Course
	Eco-Friendly Technologies for Energy Conversion and Storage	3	Nov. 2, 2021	20.10.2021	Thematic Course
	Physicists as civic scientists	3	Oct. 18, 2021	07.10.2021	Thematic Course
	Measuring Democracy: Tools to Assess and Prevent Democratic Backsliding	3	Nov. 5, 2021	07.10.2021	Thematic course
Madrid	Seminar on Private Law II: Foundations of Comparative Law	6	See below	07.09.2021	Thematic course
	International and European Taxation	6	See below	20.09.2021	Thematic course
	Human Rights: Contemporary Issues	6	Jan. 31, 2021	20.10.2021	Thematic course
	Sociology of Globalization	6	Jan,26. 2022	20.10.2021	Thematic course
	Summer School on Latin America		3.-9. July	Preview	
Tübingen	Media Literacy	3	Oct. 12, 2021	20.09.2021	Thematic course
	Caribbean Perspectives on the (Pre-) Colonial and Postcolonial	3	Oct. 12, 2021	20.09.2021	Thematic course
	Social Justice: Overcoming racial discrimination in the world today	3	Oct. 12, 2021	20.09.2021	Thematic Course
	Clash of Civilizations? Discovering our (European) Identity	3	Oct. 13, 2021	20.09.2021	Thematic Course
	Joe Biden and Kamala Harris: An evaluation of their first year in office	3	Oct. 13, 2021	20.09.2021	Thematic Course
	Society and Technology	3	Oct. 15, 2021	20.09.2021	Thematic Course
	Social Inequality in Comparative Perspective	3	Oct. 15, 2021	20.09.2021	Thematic Course
	Religions in Dialogue: Christianity and Islam	3	Oct. 16, 2021	20.09.2021	Thematic Course

	Political Islam in the Middle East	3	Oct. 19, 2021	20.09.2021	Thematic Course
	Multiculturalism within skilled migrants	6	Oct. 23, 2021	20.09.2021	Thematic Course
	European capitalisms from crisis to crisis	3	Oct. 24, 2021	20.09.2021	Thematic Course
	Porajmos, transnational Roma networks, and the University of Tübingen	3	Oct. 26, 2021	07.10.2021	Stud. Res. / Global issues
	Globalization	3	Oct. 29, 2021	20.09.2021	Thematic Course
	Global power of the BRICS countries: China and new global cooperation networks	3	Nov. 03, 2021	07.10.2021	Stud. Res. /New views
	China's Belt and Road Initiative and the global order	3	Nov. 05, 2021	07.10.2021	Thematic Course
	Contested Globalisation – The Political Struggle for a supply chain law	3	Nov. 12, 2021	07.10.2021	Thematic Course
	Labor Market Dualism in the International Context	3	Nov. 18, 2021	20.10.2021	Thematic Course
	Global Land Grabs	3	Nov. 19, 2021	20.10.2021	Thematic Course
	Challenges of Microfinance in International Development Cooperation	3	Dec. 03, 2021	20.10.2021	Thematic Course
	Germany and Migration – Past, Present, Future	3	Jan. 11, 2022	20.10.2021	Thematic Course
	Discourses of Climate Change	3	Jan. 14, 2022	20.10.2021	Thematic Course
	European Green Deal	3	Feb. 18, 2022	20.10.2021	Thematic Course
	Hybrid Yoruba Tragedy: The Case of Death and the King's Horseman by Wole Soyinka	3	Oct. 20, 2021	07.10.2021	Thematic Course
	Music and Society in West Africa	3	Oct. 21, 2021	07.10.2021	Thematic Course
	Environmental Ethics and Sustainability	3	Oct. 22, 2021	07.10.2021	Thematic Course
	Multinational Business	6	Oct. 22, 2021	07.10.2021	Thematic Course

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

DR. GETA RIȘNOVEANU, DR. CRISTINA POPESCU, DR. MIHAELA PAVELESCU | UNIVERSITY OF BUCHAREST

CONTENTS

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 enhances 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.

TEACHING LANGUAGE	English
LITERATURE	Will be announced during the introductory lecture
TEACHING METHODS	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.
QUALIFICATION OBJECTIVE	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.
PREREQUISITES	None
TARGET GROUP	Students with background in the field of Earth, Environmental and Life Sciences.
REQUIREMENTS	English B1
CREDIT POINTS	3
TIME & LOCATION	Online: 4, 18 November, 9 December 2021 - 12:00 -17:00 Eastern European Time (+1h CET)
PARTICIPANTS MAX.	10
RECOMMENDATION	This course is creditable for the first unit "Service-Learning" of the certificate Civic Engagement .
REGISTRATION DEADLINE	Link

UNIVERSITY-BASED PROJECTS FOR LOCAL SUSTAINABLE DEVELOPMENT: IMPLEMENTING THE UNESCO GEOPARKS PROGRAM IN ROMANIA

DR. ALEXANDRU ANDRĂȘANU | UNIVERSITY OF BUCHAREST | DIRECTOR OF HATEG COUNTRY UNESCO GGP

CONTENTS

Since ancient times people used local resources for socio-economic development and to create decorative and/or functional artefacts which express their sense of place and unique identity. Present socio-economic relationships, landscapes, tangible, and intangible heritage of local communities are the results of this continuous process. The Geopark is a new program aiming to identify the intrinsic links between people and Earth and to manage geological, natural, and cultural heritage with a holistic concept of protection, education, and sustainable development on the benefit of local communities. The Geopark concept is quite new but the significant results all over the world convinced UNESCO to sustain it and to adopt, in 2015, the UNESCO Global Geoparks Program. The Global Geoparks Network comprises now 169 territories from 44 countries. The continuous development of the concept rises several questions: could universities play a role in the process of geoparks development and management? Is the geopark territory an open lab of research, training, and civic engagement? How can we identify the connexions between geodiversity, biodiversity, and local identity? The course is trying to answer these questions and to present the experience the team gained in building and managing the Hateg Country UNESCO Global Geopark and other geoparks projects in Romania. At the end of the seminar, we will debate the question: could the geopark be a model for Sustainable Development Agenda 2030?

TEACHING LANGUAGE	English
LITERATURE	<p>Martini et al. (2021). <i>UNESCO Global Geoparks in the "World after": a multiple-goals roadmap proposal for future discussion. Episodes-0001</i>. http://www.episodes.org/jour-nal/view.html?uid=2220&vmd=Full&fbclid=IwAR0dh2ZN6tveDZLIYB7izExpqIDZM_OOjKVatU51iik1nPdV5gV3W9wszpng</p> <p>UNESCO. (2015). <i>UNESCO Global Geoparks Operational Guidelines</i>. http://www.unesco.org/new/fileadmin/MULTIMEDIA/HQ/SC/pdf/IGGP_UGG_Statutes_Guidelines_EN.pdf</p> <p>UNESCO. (2019). <i>UNESCO Global Geoparks</i>. http://www.unesco.org/new/en/natural-sciences/environment/earth-sciences/unesco-global-geoparks/frequently-asked-questions/what-is-a-unesco-global-geopark/</p> <p>Martini, G., & Zouros, N. (2008). Geoparks, a vision of the future. <i>Geosciences</i>, v7-8, pp. 182–189</p> <p>Andrășanu, A. (2010). Buzau Land Geopark. Steps in building a new geopark in Romania. <i>Proceedings XIX Congress of the Carpathian-Balkan Assciation, Special Volume 100</i>, pp 503 – 513</p>
TEACHING METHODS	The online seminar will use a variety of teaching formats and methods including presentations, Break-Out Group work, class discussion, class debate.
QUALIFICATION OBJECTIVE	<p>Participants will</p> <ul style="list-style-type: none"> • Build awareness of the geopark issue and its role in sustainable development approach • Become familiar with important concepts of geoconservation • Apply theoretical concepts of geopark to real territories in different countries • Identify the relationship between geodiversity and local identity. • Practice their debating skills.
PREREQUISITES	Good English proficiency
TARGET GROUP	The course is open to all students. Individual presentations
REQUIREMENTS	-
CREDIT POINTS	3
TIME & LOCATION	Online: 23, 24, 25, 26 November 2021 – 13:00-18:00 Eastern European Time (+1h CET)
PARTICIPANTS MAX.	30
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 .
REGISTRATION DEADLINE	Link

Social Change based on Leadership Initiatives and Marketing Strategies

DR. MAGDALENA IORDACHE PLATIS | 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 changing ecosystem towards the agility need, which means acting differently with the support of the community. Connecting communities is more important than ever. 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: Social Change Model of Leadership Development; the relationship among individual, group and society values; Social Marketing understanding; Social Marketing Plan and the strategic model; marketing strategies examples.

TEACHING LANGUAGE

English

LITERATURE

- EUA. (2021). *Universities without walls. A vision for 2030*. <https://eua.eu/downloads/publications/universities%20without%20walls%20%20a%20vision%20for%202030.pdf>
- Astin, H.S. and Astin, A.W. (1996). *A Social Change Model of Leadership Development Guidebook Version III*. The National Clearinghouse of Leadership Programs. Blueprint Leadership Development Program at UC Berkeley. https://www.dickinson.edu/info/20380/student_leadership/3795/social_change_model_of_leadership_development
- Kotler, P., & Lee, N. (2015). *Social Marketing. Behavior Change for Social Good*. ISBN-13: 978-1544351490, ISBN-10: 1544351496
- Porteous, P. (2018). Social Leadership and Collaborative Engagement for Communities under Stress. *Journal of Peacebuilding & Development*, 13(3), 23-39. <https://doi.org/10.1080/15423166.2018.1494620>
- Martiskainen, M. (2017). The role of community leadership in the development of grassroots innovations. *Environmental Innovation and Societal Transitions*, 22, 78-89. <https://doi.org/10.1016/j.eist.2016.05.002>

TEACHING METHODS

Interactive teaching, workshop, online tools
-look above-

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 understand the marketing strategic model of social change

PREREQUISITES

Good English proficiency

TARGET GROUP

The course is open to all students.

REQUIREMENTS

Attendance, active participation in class, an individual Powerpoint presentation deliverable (20-25 slides), 1 group deliverable

CREDIT POINTS

3

TIME & LOCATION

Online: 27, 28, 29 October 2021 – 10:00-15:00 **Eastern European Time (+1h CET)**

REGISTRATION DEADLINE

[Link](#)

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; Individual presentations of case studies.

TEACHING LANGUAGE

English

LITERATURE

1. J.E. Stiglitz, Making Globalization Work, W.W. Norton & Company, New York, 2006.
2. S.C. Smallman, K. Brown, Introduction to International and Global Studies, 2nd edition, Chapel Hill: University of North Carolina Press, 2015.
3. Meeting Global Challenges through Better Governance International Cooperation in Science, Technology and Innovation, OECD, 2012.
4. Effective Chemistry Communication in Informal Environments, The National Academies Press, Washington, DC, 2016.
5. Chemistry Education Best Practices, Opportunities and Trends, Edited by J. Garcia-Martinez and E. Serrano-Torregrosa, Wiley-VCH Verlag, Weinheim, Germany, 2015.

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 proficiency

TARGET GROUP

Open to bachelor and master students from all fields of study. Specific requirements for this course are:

REQUIREMENTS

Attendance and active participation in class activities

- Analysis of real-world case studies will be incorporated into each topic 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 team 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: 11, 13, 15, 18, 20, 22 October 2021 – 16:00-20:00 **Eastern European Time (+1h CET)**

REGISTRATION DEADLINE

[Link](#)

Eco-Friendly Technologies for Energy Conversion and Storage

DR. SORINA IFTIMIE, DR. 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 are 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.

TEACHING LANGUAGE

English

LITERATURE

1. 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
2. The Social Costs of Solar Energy. A study of photovoltaic energy systems, Thomas L. Neff, Pergamon Press Inc. 1981, ISBN: 0-08-026315-1
3. Handbook of Batteries, David Linden and Thomas B. Reddy, McGraw-Hill Publishing House, ISBN 0-07-135978-8
4. New Perspectives on Fuel Cell Technology: A Brief Review, Sazali N et al., Membranes (Basel). 2020;10(5):99, doi:10.3390/membranes10050099
5. 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/acseenergylett.9b02585
6. 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
-look above-

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

Good English proficiency

TARGET GROUP

All students

REQUIREMENTS

-

CREDIT POINTS

3

TIME & LOCATION

Online: 2, 3, 9, 10, 11 November 2021 – 10:00-14:00 **Eastern European Time (+1h CET)**

REGISTRATION DEADLINE

[Link](#)

Physicists as civic scientists

DR. ALEXANDRU NICOLIN, DR. VIRGIL BARAN, 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. The course consists of micro-biographies of prominent physicists from 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.

TEACHING LANGUAGE

English

LITERATURE

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 METHODS

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

-

QUALIFICATION OBJECTIVE

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.

PREREQUISITES

None

TARGET GROUP

Good English proficiency

REQUIREMENTS

-

CREDIT POINTS

3

TIME & LOCATION

Online: 18, 20, 22, 25, 27 October 2021 – 17:00-20:00 **Eastern European Time (+1h CET)**

REGISTRATION DEADLINE

[Link](#)

Measuring Democracy: Tools to Assess and Prevent Democratic Backsliding

DR. RALUCA ALEXANDRESCU, DR. CLAUDIU TUFİŞ | UNIVERSITY OF BUCHAREST

CONTENTS

Why is there so much talk about several types of democracy today? Why has democracy been claimed by popular and liberal regimes over the past 150 years, each having the right to legitimacy? What can we refer to when we observe the de-democratization processes of recent years, in the very heart of Europe? We will start our meetings from these questions, with a quick refresher on the evolution of our understanding of democracy.

From here we will move to discussing how the problem of measuring and assessing democracy has been solved: What type(s) of democracy do we choose for measuring? How do we operationalize and measure such a contested concept? How do we collect the data and construct the measures of democracy?

In the third part of the course, we will discuss existing measures of democracy (e.g., [Varieties of Democracy](#), [Global State of Democracy Indices](#), the [EIU Index of Democracy](#), [Freedom House's Freedom in the World](#)) and how they are used by scholars, practitioners, journalists, activists, or just citizens to assess the state of democracy in their countries and around the world. Do we experience a democratic backsliding? How can we stop it? How can we prevent one from happening? How to deal with the pandemic? Is a new wave of democracy possible?

TEACHING LANGUAGE	English
LITERATURE	Weekly readings will be provided at the beginning of the course for each of our six meetings. Those interested in a more general discussion of the topics addressed in the course might want to consult the following: Diamond, Larry, and Marc F. Plattner (eds.). 2015. <i>Democracy in Decline?</i> Baltimore: Johns Hopkins University Press. International IDEA. 2017. The Global State of Democracy: Exploring Democracy's Resilience . Stockholm: International IDEA. Lührmann, Anna et al. 2020. Democracy Report 2020: Autocratization Surges – Resistance Grows . University of Gothenburg: V-Dem Institute. Munck, Gerardo L. 2009. <i>Measuring Democracy: A Bridge Between Scholarship & Politics</i> . Baltimore: Johns Hopkins University Press. Urbinati, Nadia. 2014. <i>Democracy Disfigured: Opinion, Truth, and the People</i> . Cambridge, MA: Harvard University Press.
TEACHING METHODS	Online class using interactive lectures, group discussions of weekly readings and practical activities.
QUALIFICATION OBJECTIVE	By the end of the course, the students: <ul style="list-style-type: none">• should be able to have a deeper understanding of what democracy is• should be aware of the current debates regarding democracy measurement and assessment• should be able to assess the state of democracy around the world• should be able to identify and use the existing democracy measures as a detection and early warning system with respect to democratic backsliding
PREREQUISITES	Good English proficiency
TARGET GROUP	Open to all interested students
REQUIREMENTS	-
CREDIT POINTS	3
TIME & LOCATION	Online: 5, 12, 19, 26 November 2021 – 11:00-14:00; 3, 10 December 2021 – 11:00-15:00 Eastern European Time (+1h CET)
REGISTRATION DEADLINE	Link

Seminar on Private Law II: Foundations of Comparative Law

Laura Beck Varela | Autonomous University of Madrid

CONTENTS

1. Student duties:

- Compulsory attendance at a minimum of 80% of the seminars, without prejudice to the absences that the teacher of each group deems justified.
- Previous preparation of the seminars, consisting of the search for materials and the oral presentation of papers on different comparative models.
- Carrying out at least 80% of the activities planned in the seminar classes.

2. Activities programme:

See timetable of activities.

3. Materials:

The materials (bibliographic and jurisprudential) indicated to follow the activities of the course will be announced in the first sessions of the Seminar.

C. Tutorials

Tutorial 1: Assessment of the performance up to that moment of the participants in the Seminar. Tutorial 2: Assessment of the performance in the second part of the course. Review of tests carried out in the seminars.

TEACHING LANGUAGE	English
LITERATURE	David, R.; Brierley, J., Major legal systems in the world today: an introduction to the comparative study of law. London: Stevens & Sons, 1985. De Cruz, Peter. Comparative Law in a Changing World, 3rd ed. London and New York: Routledge-Cavendish, 2007. Glenn, P. Legal Traditions of the World, 4th ed, Oxford: OUP, 2010 Mattei, Ugo; Schlesinger, R. B; Gidi, A., Ruskola, T. Comparative Law: Cases, Text, Materials, 7h ed. New York: Foundation Press, 2009. Reimann, M.; Zimmermann, R., The Oxford Handbook of Comparative Law. Oxford, OUP, 2006. Other monographic references will be indicated at the beginning of the sessions.
TEACHING METHODS	In the first few weeks, as indicated in the timetable, the teacher will make a presentation or general explanation of the topics foreseen in the programme. - In the remaining sessions of the Seminar, the work will revolve around the analysis and discussion of the materials under consideration. - Throughout the seminars, students will present papers elaborated during the course. - The students will have to prepare previously the Seminar sessions, with support in the basic and specific bibliography indicated in order to be able to participate actively in the sessions.
QUALIFICATION OBJECTIVE	1. General competences: -G1. To acquire a critical attitude towards reality and ideas, and openness and interest in intellectual work and its outcomes. -G2. To express and adequately transmit in English complex ideas, problems and solutions, orally, to both specialised and non-specialised audiences, and in writing. -G5. To search for, select, analyse and synthesise information in order to formulate judgements that come from a personal reflection on academically relevant topics. -G7. Learning to design, plan and organise one's own work, encouraging initiative and entrepreneurial spirit. -G9. Learning to critically analyse the ethical and political dimension of institutions, problems and legal solutions. 2. Specific competences: -E1. To know the fundamentals of comparative law. -E5. To search, select, analyze and synthesize comparative information. -E7. To demonstrate the capacity to pronounce oneself with a convincing legal argument on a theoretical question of medium complexity relative to the comparative field. -E10. To present orally in public in an orderly and understandable manner legal arguments.
TARGET GROUP	At least second semester
REQUIREMENTS	Participation in the sessions of the Seminar and in the tutorials will be taken into account. -The participation in the continuous evaluation will have a triple modality: participation in the discussion in class, accomplishment of presentations, writing of papers. English B2
CREDIT POINTS	6
TIME & LOCATION	Please contact the lecturer for further information: laura.beck@uam.es
REGISTRATION DEADLINE	Link

International and European Taxation

FELIX DANIEL MARTINEZ LAGUNA | AUTONOMOUS UNIVERSITY OF MADRID

CONTENTS

The aim of this subject is to learn the principles of international taxation, particularly non-residents taxation, double tax treaties as well as the effects of European taxation.

To achieve these objectives, the course will be divided into lectures and seminars or tutorials using support literature, case studies and oral presentations. In order to successfully solve case studies, students will need to use legal texts, tax legislation provisions, judicial and administrative case law, legal-scientific doctrine, etc. Students should be able to deliver the resolution to the case study in a coherent and systematic manner, expressing a legal opinion based on theoretical grounds applied to the actual case.

LESSON 1. Introduction to international taxation.

LESSON 2. Non resident taxation

LESSON 3. Double tax treaties

LESSON 4. European Union Tax Law

TEACHING LANGUAGE

English

LITERATURE

1. Handbooks

LANG, M.: Introduction to the Law of Double Taxation Conventions, IBFD, Amsterdam, last edition.

LANG, M.: Introduction to European Tax Law on Direct Taxation, Linde, last edition.

2. Regulations

Spanish regulations may be found in English in the following web page:

https://www.agenciatributaria.es/AEAT.internet/en_gb/Inicio/La_Agencia_Tributaria/Ca

[mpa-](https://www.agenciatributaria.es/AEAT.internet/en_gb/Inicio/La_Agencia_Tributaria/Ca)

[nas/ Campanas /Fiscalidad de no residentes/ Impuesto sobre la Renta de no re](https://www.agenciatributaria.es/AEAT.internet/en_gb/Inicio/La_Agencia_Tributaria/Ca)

[sidentes / Impuesto sobre la Renta de no residentes .shtml](https://www.agenciatributaria.es/AEAT.internet/en_gb/Inicio/La_Agencia_Tributaria/Ca)

Students should also use the last edition of the OECD Model which can be found at the

OECD web page: <http://www.oecd.org> > Topics > Tax

TEACHING METHODS

Theoretical input in lectures and seminars or tutorials using support literature, case studies and oral presentations

QUALIFICATION OBJECTIVE

General competences: -G1. Acquire a critical attitude before reality and ideas, show open interest for intellectual work and its results.

-G6. Learn to apply theoretical knowledge to personal work in a professional way.

-G7. Learn to design, plan and manage its own work, encouraging initiative and entrepreneurship.

Specific competences: -E3. Get to know the international and European institutions.

-E5. Search, select, analyze and synthesize legal information.

-E6. Comprehend legal provisions according to the general criteria, in particular, under the Constitutional rules, principles and values.

-E7. Provide evidence of delivering opinions using legal arguments in respect to theoretical issue of average complexity in the field of international and European taxation.

-E8. Provide evidence of solving cases on international and European taxation.

-E10. Deliver oral presentations of legal arguments in a coherent and comprehensive manner.

PREREQUISITES

English B2

TARGET GROUP

Open

REQUIREMENTS

Participation in the sessions of the Seminar and in the tutorials will be taken into account.

CREDIT POINTS

6

TIME & LOCATION

Please contact the lecturer for further information: felixdaniel.martinez@uam.es

REGISTRATION DEADLINE

[Link](#)

Human Rights: Contemporary Issues

SILVINA ALVAREZ MEDINA | AUTONOMOUS UNIVERSITY OF MADRID

CONTENTS

Lesson 1: Human Rights: an introduction.
Lesson 2: A brief glance at History.
Lesson 3: The concept of Human Rights.
Lesson 4: Human Rights for whom? Women's Rights.
Lesson 5: Human Rights for whom? Groups Rights.
Lesson 6: Human Rights for whom? Non-Human Animals and Natural Resources.
Lesson 7: Human Rights, Law and Democracy.
Lesson 8: The International Law of Human Rights: ECHR.
Lesson 9: The International Law of Human Rights: ICHR.
Lesson 10: Social Rights.
Lesson 11: Sexual Rights.
Lesson 12: Reproductive Rights.
Lesson 13: Human Rights, Migration and Asylum
Lesson 14: Human Rights and War
Lesson 15: Human Rights, Poverty and Global Justice
More information:

TEACHING LANGUAGE

English

LITERATURE

Rowan Cruft, S., Matthew Liao and Massimo Renzo (eds.) (2015): *Philosophical Foundations of Human Rights*, Oxford University Press.
Beitz, Charles (2009). *The Idea of Human Rights*. Oxford University Press.
Buchanan, Allen (2013). *The Heart of Human Rights*. Oxford University Press.
Griffin, James (2008). *On Human Rights*. Oxford University Press.
Hunt, Lynn (2008). *Inventing Human Rights. A History*. Norton & Company, New York.
Ishay, Micheline R. (2004). *The History of Human Rights*. California University Press.
Nickel, James W. (1987). *Making Sense of Human Rights*. Oxford University Press.
Nussbaum, Martha (2000). *Women and Human Development. The Capabilities Approach*. Cambridge University Press.

TEACHING METHODS

Every week we will cover one of the topics that are mentioned below. We will devote the first two hours to overview the main theoretical aspects of the lesson. On the third hour we will discuss a text on a specific topic and the students may have the chance to make a short oral presentation for the sake of boosting the discussion. Students should have thoroughly reviewed the assigned material for each session and be ready for participation.

QUALIFICATION OBJECTIVE

Achieving a working knowledge of the basic fields and concepts pertaining human rights, from the point of view of ethics, and their use in international politics.
Introduction to the ethical dimension of international relations and in particular to the concept of human rights, its conceptual evolution and its uses in international politics, both by States and by non-governmental organizations specialized in this field.
The main aim of this course is to make students acquainted with the idea of human rights – its historical, conceptual and normative dimensions- and the contemporary legal and political disputes surrounding its enforcement at national and international levels. In the course we will pay special attention to the most updated literature on the topic as well as to some of the most challenging legal cases brought before the Courts.

PREREQUISITES

Proficiency in English writing and oral skills. Willingness to engage with the discussion, to learn and to break their own beliefs' bubbles. **English B2**

TARGET GROUP

open

REQUIREMENTS

- The students should have read and prepared the reading material assigned for each class.
- The students are expected to fulfill an 80% of the proposed activities.
- The students should read and prepare the assigned material before the lecture. We expect their critical and relevant participation and, eventually, some oral presentation of one of the discussed topics.

CREDIT POINTS

6

TIME & LOCATION

Please ask the lecturer for further information: silvina.alvarez@uam.es

REGISTRATION DEADLINE

[Link](#)

Sociology of Globalization

JOSEP LOBERA, FACULTY OF SOCIOLOGY | AUTONOMOUS UNIVERSITY OF MADRID

CONTENTS	Tema 1. ¿Qué es la globalización? El debate teórico sobre la globalización. Contra el eurocentrismo. Tema 2. La globalización y los procesos de cambio social de la modernidad. Bibliografía: Tema 3. La globalización y la desigualdad social. ¿Nuevas clases globales? Migraciones transnacionales Tema 4. La dimensión económica de la globalización. Desarrollo regional y cadenas globales. Tema 5. La dimensión política de la globalización. Gobernanza, territorio y soberanía. Tema 6. La dimensión cultural de la globalización y el consumo More information
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TEACHING LANGUAGE	Spanish some materials disponible in French or English
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LITERATURE	Among others: Noya, J. y Rodríguez, B. (2010). Teorías sociológicas de la globalización. Madrid Tecnos Axford, B. (2013). Theories of Globalization. London: Polity Noya, J. y Rodríguez, B. (2010). Teorías sociológicas de la globalización. Madrid: Tecnos Andrés de Francisco (1998). Sociología y cambio social. Madrid: Ariel Ulrich Beck (1998). La sociedad del riesgo: hacia una nueva modernidad. Paidós Ibérica. Saskia Sassen. (2015). Expulsiones. Madrid: Katz Saskia Sassen. (2008). Una sociología de la globalización. Madrid: Katz Saskia Sassen. (2003). Contra geografías de la globalización, Madrid: Traficante de Sueños. Peter Gowan. 1998. La apuesta por la Globalización. Madrid: Akal Harvey, D. 2003. Nuevo imperialismo. Madrid: Akal Saskia Sassen. (2011). Territorio, autoridad y derechos. Madrid: Katz Saskia Sassen. (2008). Una sociología de la globalización. Madrid: Katz Alonso, L.E. 2005. La era del consumo. Madrid: Siglo XXI Bauman, Z. 2007. Vida de consumo. México: FCE
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TEACHING METHODS	-Theoretical input ist given by the lecturer - Study groups and presentations of the students (practical part) Using of moodle platform
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QUALIFICATION OBJECTIVE	The students get an equipment, which enables them to situate and interpret social sceneries in globalization, they achieve some transdisciplinary and application skills and get also a basic knowledge to make independent graduate and postgraduate studies about the subject. The aim of the course is to describe the different dimensions and proceses of globalization. The students will get to know this with actual theories and the discussions from the sociological point of view. Furthermore the student will be eabled to situate the globalization historically, as well as learning about the basic charateristics of economy, politics and culture in this context. Another important point will be the social enequality and reproduction and possible solutions.
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PREREQUISITES	Spanish B1, English B1
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TARGET GROUP	Second Semester
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REQUIREMENTS	None
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CREDIT POINTS	6
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TIME & LOCATION	Please contact the lecturer for further information: josep.lobera@uam.es
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REGISTRATION DEADLINE	Link
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Summer School on Latin America (PREVIEW FOR SUMMER TERM)

NAME | AUTONOMOUS UNIVERSITY OF MADRID

CONTENTS Are Following

TEACHING LANGUAGE English

LITERATURE

TEACHING METHODS

QUALIFICATION OBJECTIVE

PREREQUISITES

TARGET GROUP

REQUIREMENTS

CREDIT POINTS

TIME & LOCATION 3rd-9th July 2022, UAM

POSSIBLE REGISTRATION DEADLINE [Link](#)

1DI208 | Media Literacy

KLARA TOLIC | B.A. IN ANGLISTICS AND AMERICAN STUDIES

CONTENTS In this course, participants will learn how to systematically analyze and navigate the US media landscape, meaning traditional and digital news, social media, and more. We will both look at microstructures of different media platforms and overarching frameworks to better understand how to approach and evaluate new media outlets and sources. The course will also offer opportunities to discuss intersections of digital media, (pop) culture, news, politics in and beyond the United States.

TEACHING LANGUAGE English

LITERATURE Herman, Edward S.; Gosling, Paula; Chomsky, Noam (2002): Manufacturing Consent. Pantheon Books.

TEACHING METHODS Digital workshop, on-campus meetings if possible.

QUALIFICATION OBJECTIVE Participants learn how to analyze and evaluate different kinds of media and critically reflect upon their own media consumption.

PREREQUISITES Good English skills B1-B2

TARGET GROUP open

REQUIREMENTS Active participation and written assignments

CREDIT POINTS 3 (without grade)

TIME & LOCATION Online, Oct. 12 2021 (10:00 – 12:00, **Central European Time**)

REGISTRATION DEADLINE [Link](#)

11K306 | Caribbean Perspectives on the (Pre-)Colonial and Postcolonial

ARHEA MARSHALL, M.A. | UNIVERSITY OF TÜBINGEN

CONTENTS

The Caribbean is enigmatic space where world history has played out along the well-known picturesque beaches. A geographic space of islands and peninsular coastal regions connected with all continents at various times and separated by linguistic borders, historic ideologies and perspectives on other regions: in the pre-colonial, colonial and postcolonial era. What does it mean when we say we live in a "postcolonial world" yesterday, today and tomorrow? We will investigate this concept by delving into the Caribbean and centuries long connections particularly to the European continent. We will examine theories of globalization, (post-)colonialization and commemoration across a broad spectrum of disciplines: geography, history, politics, society and culture. We will pay close attention to the themes of freedom, nationhood, local/global relations and change have been expressed and reproduced.

Questions concerning the reach and influence of current global events and historical events since the mid-20th century, nation-building and nationalism beyond Europe, identity and belonging in the Global South will be discussed.

TEACHING LANGUAGE

English

LITERATURE

- Allahar, A. and S.N. Jackson. *Ethnicity, Class, and Nationalism: Caribbean and Extra-Caribbean Dimensions*. Lexington Books, 2005.
- BBC Caribbean Voices
- Beushausen, W. et al. *Caribbean Food Cultures: Culinary Practices and Consumption in the Caribbean and Its Diasporas*. transcript Verlag, 2014.
- *Conversations with V.S. Naipaul*. edited by Feroza Jussawalla, UP Mississippi, 1997. *Literary Conversations*.
- Chakrabarty, Dipesh. "The Legacies of Bandung: Decolonization and the Politics of Culture," in *Making a World after Empire*, Christopher Lee ed. Ohio UP. 2010.
- Melas, Natalie. *All the Difference in the World: Postcoloniality and the Ends of Comparison*. Stanford UP. 2007
- Young, Robert J.C. *Empire, Colony, Postcolony*. Wiley Blackwell, 2015.
- Further background literature will be sent to registered participants

TEACHING METHODS

Individual presentations, class discussions, close readings of the texts in English.

QUALIFICATION OBJECTIVE

Global awareness and intercultural dealing and thinking. A heightened awareness of the linguistic diversity, political, historical, and intercultural relationships present in the Caribbean historically and in the present-day.

PREREQUISITES

No background in Caribbean Studies is required. As the course will be taught primarily in English, a good understanding of the English language is expected, though participants can also formulate their own thoughts or arguments in German if necessary. **English B1 at least**

TARGET GROUP

Open

REQUIREMENTS

Regular attendance, active participation, group presentation and final portfolio.

CREDIT POINTS

3

TIME & LOCATION

Online, Oct. 12, 14 (10:00 – 16:00 each), Nov. 16, 18, 23, 2021 (14:00 – 16:00 each) **Central European Time**

REGISTRATION DEADLINE

[Link](#)

CONTENTS

The global protests triggered by the recent killing of George Floyd in the United States have raised serious questions about social justice and the ongoing struggle against racism. In this course, we will analyze efforts to overcome racial discrimination and to realize Martin Luther King Jr.'s "dream" We will begin with an evaluation of global racism and we will discuss the limitations of national and international laws intended to curb discrimination. In this connection, we will also evaluate prevalent definitions and perspectives on "racism" and "social justice" in the context of the contemporary discourse on human rights that has developed since the Second World War. Furthermore, we will deepen our study on social justice by discussing sociological theories to explain the persistence of racial divisions and prejudices based on skin color. Accordingly, we will then apply these methods while analyzing specific historic and current examples of racial discrimination in the United States, Europe, and South Africa. In addition, we will assess discrepancies between legal ideals and social realities in light of sociological models. Against this background, we will discuss the various factors that impact or limit the relative success of public policies and legal efforts targeted against racial discrimination. Finally, based on current examples and events, we will consider the most effective strategies and policies for cooperatively overcoming racism, and for fostering greater interracial harmony and social justice in the world today.

TEACHING LANGUAGE

English

LITERATURE

- Battacharyya (2002), Gargi et al., Race and Power: Global Racism in the Twenty-First Century
- Moore, Alicia L. et al. (2015), Social Justice: Evolution or Revolution / Black History Bulletin 78(1)
- Bonilla-Silva, Eduardo (2006), Racism Without Racists: Colorblind Racism and the Persistence of Inequality in the United States
- European Commission against Racism and Intolerance (2009), ECRl Report on Germany
- Flores, Rene D. (2015), "The Resurgence of Race in Spain: Perceptions of Discrimination Among Im-migrants," Social Forces 94(1), pp. 237-269
- Gibson, James L. (2015), "Apartheid's Long Shadow: How Racial Divides Distort South Africa's Democracy," Foreign Affairs 94(2), pp. 94-98
- Lang, Kevin; Arielle Kahn-Lang Spitzer, "Racial Discrimination: An Economic Perspective," The Journal of Economic Perspective 34(2), pp. 68-89
- Matthew, D. C. (2017), "Racial Injustice, Racial Discrimination, and Racism: How are they Related?" Social Theory and Practice 43(4), pp. 885-914
- Witcher, Sally (2013), Inclusive Equality: A Vision For Social Justice

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 current application of human rights laws; to learn and apply sociological theories to racial inequality and discrimination; to discuss methodology for analyzing societal developments and public policy

PREREQUISITES

Good knowledge of **English B1 at least**

TARGET GROUP

Open to all students

REQUIREMENTS

Active participation, preparation, group work, presentation

CREDIT POINTS

3

TIME & LOCATION

Online, Oct. 12, 16, 30, Nov. 13, 27, Dec. 4 (09:00 – 13:00 each), **Central European Time**

REGISTRATION DEADLINE

[Link](#)

11K404 | Clash of Civilizations? Discovering our (European) Identity

LILIE SANDFORD | THEOLOGIAN

CONTENTS

Samuel P. Huntington's Essay "The Clash of Civilizations?" and later his monography with a similar title not only triggered a global political discussion about migration and integration, but also caused a major exchange of opinions on identity.

Huntington defines the human identity almost exclusively through their cultural heritage, the civilization they seem to belong to. Therefore, people of different cultural backgrounds can impossibly live together in peace and harmony but cause and face instead permanent conflicts as they differ more than they have in common.

Amartya Sen published his book "Identity and Violence: The Illusion of Destiny" as response to Huntington's dark prophecy of clash, hatred and war amongst different civilizations and begs to differ: Sen emphasizes the human ability to have and, depending on the occasion, choose between several identities. For Sen, upon reflection and will, living as an intercultural community is not only possible but also benefitting everybody.

In nowadays global, European and national situation, the issue of the relationship of culture and identity seems to be even more pressing than in the 90ies and early 2000s, when Huntington and Sen published each of their arguments.

In our course we will read both authors, discuss any argument mentioned, reflect upon ourselves and think beyond: What really is our own individual identity? What do we base our identity on? How does my individual identity relate to other people? Which role do our origin, our family, our society, our religious faith and customs play? How can we shape and influence our identity as an individual, as a community, society or even as the European Union?

Huntington and Sen will provide us with a basis of arguments and ideas, but the goal of this course is to not only understand their points, but to reflect on identity personally and as a society. That includes thinking about possible implications for our everyday life and about how we can work against discrimination, hatred and war by emphasizing a reflective identity, including the human ability to choose, influence and change on what we build our identity on.

TEACHING LANGUAGE

English

LITERATURE

- Huntington, Samuel P.: The Clash of Civilizations?, in: Foreign Affairs 72/3, p. 22-49 (1993).
- Sen, Amartya: Identity and Violence: The Illusion of Destiny, New York 2006.

TEACHING METHODS

Discussion, reading

QUALIFICATION OBJECTIVE

Understanding the relationship of identity and culture with all its challenges; understanding the relevance of reflecting on identity for shaping an individual character and a society; reflecting on possible factors shaping individual and societal identity

PREREQUISITES

Please bring openness and respect to different opinions.

TARGET GROUP

Open

REQUIREMENTS

Active participation in all online meetings, reading both Huntington's Essay and Sen's book in English language, writing an essay on identity and culture.

CREDIT POINTS

3

TIME & LOCATION

Online, Oct. 13, 2021 (18:00 – 20:00), Feb. 12 – 13 (09:00 – 17:00 each), **Central European Time**

REGISTRATION DEADLINE

[Link](#)

1PGE207 | Joe Biden and Kamala Harris: An evaluation of their first year in office

LUCAS OGDEN | RHETORICAL COACHING AND INTERNATIONAL COMMUNICATION TRAINING (USA)

CONTENTS

In this course, we will analyze the political rhetorical being employed in the United States in light of the American Constitution, specifically with a focus on the Biden and Harris administration.

We will begin with an analysis of the constitutional framework for the American presidency, referring to the Constitution and the ideals of the founding fathers. Against this background, we will consider the strategies and promises of the Biden-Harris campaign and compare them with the actions taken by the administration in the course of the year 2021 following the inauguration.

Moreover, we will consider current American public discourse in light of the classic rhetorical approaches of Thomas Jefferson, John Adams, and James Madison. Then we will apply communication theories to the tactics employed by Donald Trump and Joe Biden in the campaign. In this regard, we will consider how public figures seek to establish trust with the “public” and will contrast President Biden’s rhetorical strategies with those of President Trump.

Finally, we will analyze the Biden and Harris administration in terms of its foreign policy, especially with regard to transatlantic relations.

TEACHING LANGUAGE

English

LITERATURE

- A. Nehra: “Joe Biden’s Foreign Policy Priorities”, www.researchgate.net
- Politifact: “Evaluating Joe Biden’s First 100 Days in Office”, www.Polticfact.com
- Adams, John; Thomas Jefferson (1777-1826), *Adams-Jefferson Correspondence* (ed. by Lester J. Cappon, 1987)
- Madison, James et al. (1788), *The Federalist Papers*
- Koval, Ekaterina et al. (2019), “Hate rhetoric vs. trust rhetoric in contemporary public discourse,” SHS Web of Conferences 72, 03038
- Warner, Michael (2002), “Publics and counterpublics,” *Quarterly Journal of Speech* 88 /4, p. 413-425

TEACHING METHODS

Students will complete reading homework, the instructor will give explanations and impulses, and students will engage in discussion and group work. All participants will contribute a presentation.

QUALIFICATION OBJECTIVE

- To analyze current application of the US Constitution as a living document
- To learn and apply communication theories to public discourse
- To discuss methodology for analyzing presidential policy and societal trends

PREREQUISITES

Good English skills for discussion and giving a presentation (B1)

TARGET GROUP

open

REQUIREMENTS

Active participation, preparation, group work, presentation

CREDIT POINTS

3

TIME & LOCATION

Online, Oct. 13 (09:00 – 12:00), 22, 29 , Nov. 12, 26, Dec. 3, 2021 (14:00 – 17:00 each), **Central European Time**

REGISTRATION DEADLINE

[Link](#)

CONTENTS

We will investigate the complex interrelations between science, technology and society both diachronically and synchronically. Contemporary issues concerning advances in medicine and biotechnology, the military, virtual reality, surveillance, AI and Robotics and other topics will be of special concern.

Some specific topics of interest: The relationship between ancient man and tool use and its role in human evolution. Great scientific conceptual breakthroughs and their technological applications and influence on society through history. Ethical questions concerning biotechnology. The changing nature of military technology and its influence on questions of war, peace, and societal development. The rise of surveillance technology and its use by the state and economic actors. Communication technologies and their influence on the evolution of our individual and collective consciousness. The investigation of the relationship between technology, geographical exploration and the expansion of markets. Technology and the changing methods of agricultural production and distribution. Technology and its environmental impact both the negative and the positive aspects. The possibilities for human physical and mental enhancement through new technologies and the ethical questions related to them.

TEACHING LANGUAGE

English

LITERATURE

Ethics and Emerging Technologies (Sandler, 2014)
Homo Deus (Harari, 2017)

TEACHING METHODS

Individual presentations, class discussions, close readings of the text

QUALIFICATION OBJECTIVE

A heightened awareness of the economic, political, historical, and cultural relationships between science, technology, and society.

PREREQUISITES

English B1 at least

TARGET GROUP

Open to all students

REQUIREMENTS

Attendance, Active participation, two elaborate presentations, which are to be submitted

CREDIT POINTS

3

TIME & LOCATION

Online, Oct. 15, 2021 (14:00 – 16:00), Jan. 21 (14:00 – 18:00), 22 – 23, 2022 (10:00 – 17:00 each), **Central European Time**

REGISTRATION DEADLINE

[Link](#)

1PGE313 | Social Inequality in Comparative Perspective

ROSA DAIGER VON GLEICHEN | UNIVERSITY OF OXFORD

CONTENTS

In this course, students learn to critically engage with social inequality and its consequences. In the first of four parts of the course, students acquire the mental “tools” to parse, connect, critique and evaluate the causes and consequences of social inequality.

In part two, students are first introduced to two types of social inequality: economic inequality (inequities of wealth and income) and political inequality (inequities in rights and access to political power). They then learn about three conditions of inequality: racial inequality (inequities connected to ethnic background or appearance), gender inequality (inequities connected to sex and gender), and natural resource inequality (inequities connected to power over and access to natural resources). Students study the interconnections of these categories, as well as their history and consequences across the globe.

In the third part of the course, titled “social inequality in the media and popular opinion” students use the knowledge gained so far to evaluate to what extent the media transmit an accurate and full picture of social inequality, and what the political and policy consequences of misleading characterizations may be.

In the last part of the course we will examine how the covid-19 pandemic has affected social inequality around the globe and what we can do to shape the social inequalities we encounter in our own lives and communities.

TEACHING LANGUAGE	English
LITERATURE	Core Text: Warwick-Booth, L. (2019) <i>Social Inequality</i> . 2nd edn. London, UK: SAGE In addition to the core text, there will be 1-2 additional readings per session.
TEACHING METHODS	Student-centered, inquiry-based teaching
QUALIFICATION OBJECTIVE	The course will provide students with an understanding of the multifaceted and interdependent nature of social inequality across international contexts. Furthermore, at the end of the course, students will be able to engage critically with scientific findings and media reports on social inequality. They will be able to formulate reasoned and fact-based responses to questions concerning social inequality.
PREREQUISITES	Proficiency in reading, writing and speaking academic English.
TARGET GROUP	This course is open to all.
REQUIREMENTS	In addition to regular attendance, the course has the following requirements: - Written responses to questions posed by the instructor (between 150 - 250 words in length) to be submitted in advance of each class. - A 2500 word essay. - A ten-minute presentation in groups of up to three students.
CREDIT POINTS	3
TIME & LOCATION	Online, Oct. 15, 22, 29, Nov. 5, 12, 19, 26, Dec. 3, 10, 17, 2021, Jan. 21 (14:00 – 15:30 each), 28, Feb. 04, 2022 (14:45 – 15:30 each), Central European Time
REGISTRATION DEADLINE	Link

11K502 | Religions in Dialogue: Christianity and Islam

LUCAS OGDEN | COMMUNICATION COACH, USA

CONTENTS

In light of the crucial relationship between the world's two largest religions, we will compare the core values of the Christian and Muslim faiths. We will be addressing the key sociological factors that have shaped the long and often complicated history of relations between Christians and Muslims. Against the historical background, we will then focus on current problems and possibilities concerning inter-religious dialogue today. We will also consider the motivating concerns for different approaches to Islam currently propagated in Europe, and compare them with various Muslim perspectives on Christianity. After clarifying the historic-sociological framework of Christian-Muslim 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 and of the Qu'ran. In reading these texts, we will consider their historic and cultural context, current scholarly interpretation, their significance for their respective religious community, and their implications for respectful interaction between people of differing religious identities. In addition to evaluating scriptural passages that specifically address behavior towards other religions, we will pay special attention to the larger viewpoints on humanity, personal and social justice, and concepts such as forgiveness and trust expressed in both the Bible and the Qu'ran. We will compare the respective understanding of such key issues as well as the relationship between the scriptural teachings and cultural values. Finally, we will consider how Christian and Muslim perspectives might mutually enrich each other.

TEACHING LANGUAGE

English

LITERATURE

- See, Gwat Kee (2005), "Muslim-Christian Dialogue: Signs of Hope," *European Judaism: A Journal for the New Europe* 38(1), pp. 48-61
- Singh, David Emmanuel (2010), "Hundred Years of Christian-Muslim Relations," *Transformation* 27(4), pp. 225-238
- The Holy Bible (English Standard Version) / The Qur'an (Yusuf Ali translation)
- Burch-Brown, Joanna; William Baker (2016), "Religion and Reducing Prejudice," *Group Process and Interfaith Relations* 19(6), pp. 784-807
- Ceric, Mustafa (2004), *Beyond Violence: Religious Sources of Social Transformation in Christianity, Judaism, and Islam*
- Collins, J. J. (2005), *The Bible after Babel: Historical Criticism in a Postmodern Age*
- El Sadaawi, Nawal (2010), "A Postmodern Christian-Muslim Feminist," *Journal of Middle East Women's Studies* 6(3), pp. 183-187
- Pink, Joanna (2019), *Muslim Qur'anic Interpretation Today: Media, Genealogies and Interpretative Communities*

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 analyse hermeneutical approaches to interpreting sacred texts; to learn and apply communication theories to interreligious dialogue; to discuss methodology for analysing societal trends and intercultural exchange

PREREQUISITES

Good knowledge of **the English language B1-B2**

TARGET GROUP

All students

REQUIREMENTS

Active participation, preparation, group work, presentations

CREDIT POINTS

3

TIME & LOCATION

Online, Oct. 16, 23, 30, Nov. 13, 27, Dec. 04, 2021 (14:00 – 17:00 each), **Central European Time**

REGISTRATION DEADLINE

[Link](#)

1IK207 | Political Islam in the Middle East: Religion, Sectarianism and Identity

DR. LALEH GOMARI-LUKSCH | IRAN AND INTERNATIONAL RELATIONS EXPERT, DR. LUKSCH TRAINING AND CONSULTING

CONTENTS

The schism between the Sunni and Shi'a Islam goes far beyond religion into the realm of politics in the Middle East. Being a majority Shi'ite country, Iran has been expanding its influence in the region to compete with the majority Sunni state of Saudi Arabia. The power struggle for hegemony between the two countries instrumentalises their own version of Islam to gain allies in the region and justify, at times hostile, policies against each camp, exacerbating the already tense situation in the Middle East as smaller states fall victim to their proxy wars. From Gaza, to Syria and Yemen, the effects of this rivalry is felt making death and destruction inevitable as neither side is willing to back down. For both countries, it is not only a matter of politics but of national identity where the very existence of their respective states is at stake making compromises almost impossible.

- A history of Islam with a particular focus on the Sunni-Shia schism
- Internal politics of modern-day Iran and Saudi Arabia
- The Hezbollah network and their role in Gaza, Syria and Yemen

TEACHING LANGUAGE

English

LITERATURE

- Bunzl, John (2004) Islam, Judaism, and the Political Role of Religions in the Middle East, University Press of Florida
- Cleveland, William; Bunton, Martin (2018) A History of the Modern Middle East, Routledge
- Cole, Juan R.I.; Keddie, Nikki R. (1986) Shi'ism and Social Protest, Yale University Press
- Hashemi, Nader; Postel, Danny (2017) Sectarianization: Mapping the New Politics of the Middle East, Oxford University Press
- Hiro, Dilip (2019) Cold War in the Islamic World: Saudi Arabia, Iran and the Struggle for Supremacy, Oxford University Press
- Gause, F. Gregory (2014) Beyond Sectarianism: The New Middle East Cold War, Brookings Institute
- Louer, Laurence (2008) Transnational Shia Politics, Columbia University Press
- Mazrui, Ali, et al (2014) Resurgent Islam and the Politics of Identity, Cambridge Scholars Publishing.

TEACHING METHODS

Seminar with presentations, group works, and discussions

QUALIFICATION OBJECTIVE

This module is held in English and is open to all students from all courses of study who are interested in learning more about political Islam, particularly that of Iran and Saudi Arabia and how this influences the conflicts in the Middle East

PREREQUISITES

English B1 at least

TARGET GROUP

open

REQUIREMENTS

Presentation, group work, discussion and a 4,000-5,000 word essay

CREDIT POINTS

3

TIME & LOCATION

Online, starting Oct. 19, 2021 (14:00 – 16:00), throughout the semester until Feb. 08, 2022, **Central European Time**

REGISTRATION DEADLINE

[Link](#)

1IK307 | Hybrid Yoruba Tragedy

KARINA LAMAS, M.A. | DOCTORAL CANDIDATE AT NATIONAL AUTONOMOUS UNIVERSITY OF MEXICO (UNAM)

CONTENTS

The Case of Death and the King's Horseman by Wole Soyinka Tragedy was long regarded as a dramatic canonical form traditionally approached from the Western point of view. However, there are proposals as the one by the Nigerian playwright Wole Soyinka, who has reflected on the importance of redefining tragedy in terms of cultural or private experience. His approach gave rise to a hybrid genre called Yoruba tragedy that partially assimilates the European tragic tradition and incorporates the Yoruba myths and rituals. In this course, we will explore the strategies through which Soyinka fuses together the Yoruba myths and rituals with the main European tragic conventions. Students will be introduced to the hybrid strategies of his drama, which are directly nourished by the cultural difference that arises from the dialogues that Soyinka establishes between his colonial Christian education and the Yoruba religion in which rites, the spirits of their forebears, and the mythology of the Yoruba people are living realities. We will reflect on this hybridisation processes through the close reading of Soyinka's tragedy *Death and the King's Horseman*.

TEACHING LANGUAGE	English
LITERATURE	<ul style="list-style-type: none">• Bhabha, Homi. <i>The Location of Culture</i>. Routledge, 1994.• Guignery, Vanessa. Introduction: Hybridity, Why it Still Matters. <i>Hybridity: Forms and Figures in Literature and the Visual Arts</i>, by Guignery, Cambridge Scholars, 2011, pp. 1-8.• Soyinka, Wole. <i>Death and The King's Horseman</i>. W.W. Norton and Company, 2003.• ---. <i>Myth, Literature and the African World</i>. Cambridge UP, 1976.
TEACHING METHODS	This course will be conducted as a seminar. Participants will be asked to read materials beforehand to discuss and reflect about key ideas. Close reading as well as cold readings of the dramatic text will be key to understand the hybrid strategies of the play.
QUALIFICATION OBJECTIVE	Raising awareness about the difference between cultural diversity and cultural difference, exploring the notion of cultural hybridity and its relevance in Wole Soyinka's Yoruba tragedy. Gaining some knowledge about the relevance of the tragic form in the Yoruba worldview.
PREREQUISITES	Good English language skills are necessary, as this seminar will be taught in English. English B1-B2
TARGET GROUP	open
REQUIREMENTS	Active participation, fulfilment of reading tasks, submission of one essay or one presentation.
CREDIT POINTS	3
TIME & LOCATION	Online, starting on Oct. 20, 2021 (17:00 – 18:30), throughout the semester until Feb. 09, 2022, Central European Time
REGISTRATION DEADLINE	Link

11K305 | Music and Society in West Africa

OLADELE AYORINDE | UNIVERSITY OF THE WITSWATERSRAND

CONTENTS

Focusing on the West African region, 'Music and Society in West Africa' examines the nexus between music and social development in Africa. The course has two central and interconnected aims. First, to explore the role of music in African social and political life, and by extension, the African 'culture'. Here, we critically engage the concept of culture and identity not as a fixed or bounded phenomenon but constantly in flux. This changing nature of African culture is characterised by the flexible mobility of people, things, ideas, images and desire—in the precolonial and globalised situations of the 20th and 21st centuries. The second aim is to explore ways in which the West African musical traditions and culture have impacted and been impacted by colonialism and globalisation. In so doing, we examine the movement of West African music and culture to the Americas and how this movement facilitated diasporic West African culture and music. The West African diasporic culture and music shaped/contributed to the emergence and development of musical cultures like samba, jazz, blues, calypsos, raga, salsa, and hip-hop. In return, these idioms shaped the emergence and development of modern West African popular music like Highlife, Juju, Afrobeat, Fuji music, and hip-hop forms like Hiplife and Afrobeats. A crucial concern of this course is the way music reflect the post-colonial social and political struggles, urbanisation of places, and the political economy of everyday life in contemporary West Africa.

TEACHING LANGUAGE

English

LITERATURE

Agawu, K. 2016. 'Music and/in Society'. *The African Imagination in Music*, page 27-64. New York: Oxford University Press.
Cogdell DjeDje, J. 2008. 'West Africa: An Introduction'. Ed. Stone, R. *The Garland Handbook of African Music Second Edition*. New York: Routledge. Page 166-197. A detailed reading list will be made available at the beginning of the semester.

TEACHING METHODS

Weekly 1-hour lecture/discussion and 30 minutes class discussion

QUALIFICATION OBJECTIVE

By the end of the course, students should be able to:

- Identify the cultural and historical context of music-making and social change in West Africa.
- Critically engage the contribution of West Africa to the process of globalisation and global music cultures.
- Engage in public discussions about West African musical life, especially 'culture' as an unbounded phenomenon.
- And, of course, be able to write and make professional/academic presentations on music and social change in West Africa and West African music cultures in Africa and the diaspora.

PREREQUISITES

English B1 at least

TARGET GROUP

Open

REQUIREMENTS

Active weekly participation in class discussions and a final presentation: a written response to any of the three segments of the course or a blog/ podcast/ scripted video/any creative presentation format.

CREDIT POINTS

3

TIME & LOCATION

Online, starting on Oct. 21, 2021 (12:30 – 14:00), throughout the semester until Feb. 10, 2022, **Central European Time**

REGISTRATION DEADLINE

[Link](#)

1NE103 | Environmental Ethics, Sustainability, and Well-being

DR. DAN CORJESCU | FREELANCE LECTURER

CONTENTS Environmental Ethics is a broad topic. In this course we will deal with the issues of global poverty, hunger, health and well-being, education, gender equality, clean water and energy, concepts of fair work, industry and innovation, the reduction of inequality, sustainable living and climate action. We will look at some of the classic works on these subjects ranging from John Stuart Mill to Peter Singer to Elinor Olstrom. A variety of philosophic perspectives including consequentialist, deontological, and virtue theories of ethics will be utilized. The ethics of care and Ecofeminism will also be given special attention. Ultimately, we will try to seek out sustainable answers for how to better live in connection with our natural and human made environments while at the same time attempting to achieve a more consilient harmony within ourselves.

TEACHING LANGUAGE English

LITERATURE Main Text:
• Sandler Ronald (2017): Environmental Ethics. Oxford UP.
Other Books:
• Hurka, Thomas (2010): The Best Things in Life. Oxford UP.
• Singer, Peter (1975/2009): Animal Liberation. Harper Perennial.
• Singer, Peter (2009/2019): The Life You Can Save.
www.thelifeyoucansave.org

Additional texts will be handed out during the first meeting (or before on Discord)

TEACHING METHODS Discussion, reading, presentations

QUALIFICATION OBJECTIVE To gain a better and deeper understanding about our environment, sustainability, and justice.

PREREQUISITES English Knowledge: B2-C1

TARGET GROUP Open

REQUIREMENTS Active Class participation, two elaborate presentations, which are to be submitted

CREDIT POINTS 3

TIME & LOCATION Online, Oct. 22, 2021 (14:00 – 16:00), Jan. 28 (14:00 – 18:00), 29 – 30, 2022 (10:00 – 17:00 each), **Central European Time**

REGISTRATION DEADLINE [Link](#)

CONTENTS This course aims to give non-business students of different disciplines a broad understanding of the challenges involved in conducting business activities across borders. Students will get to know the basic principles international business, cross-national cooperation or corporate governance. We will further investigate issues specific to international marketing and human resource management. Throughout the course, students will furthermore be introduced to the challenges of communicating and negotiating across cultures. This knowledge will be highly valuable for students planning to enter international organizations in the business or non-profit sector or considering to start up their own international new venture.

TEACHING LANGUAGE English

LITERATURE Daniels, J., Radebaugh, L., & Sullivan, D.P. (2019): International Business: Environments and Operations. 16th ed. Pearson.

TEACHING METHODS Group work, discussions

QUALIFICATION OBJECTIVE To fully grasp the challenges of the multinational business environment, the course will be entirely in English, including all assignments students have to do.

PREREQUISITES English B2

TARGET GROUP -

REQUIREMENTS active participation, case study, written exam

CREDIT POINTS 6

TIME & LOCATION Online, Oct. 22 (14:00 – 18:00), 23 (10:00 – 12:00), 29 (14:00 – 18:00), 30 (10:00 – 12:00), Nov. 6, 2021 (10:00 – 12:00), **Central European Time**

REGISTRATION DEADLINE [Link](#)

CONTENTS	<p>This course aims to give students of different disciplines a broad understanding of the advantages of multiculturalism in the context of multinational organizations. Students will gain an overview on the processes which lead to the development of multicultural and multilingual abilities, with a special focus on migrants. Skilled migrants have often been a neglected category of highly qualified personnel with valuable cultural and language skills. These skills in turn could prove to be salient in the cross-cultural and cross-lingual work context of multinational corporations (e.g. with international clients or with foreign subsidiaries). At the end, the issue of discriminatory perceptions of skilled migrants will also be addressed.</p> <p>Throughout this course, students will gain an understanding of the diversity challenges of international business operations and how skilled migrants can become valuable human resources in cross-cultural and cross-lingual business encounters</p>
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TEACHING LANGUAGE	English
LITERATURE	Fitzsimmons, S. R. (2013). Multicultural employees: A framework for understanding how they contribute to organizations. <i>Academy of Management Review</i> , 38(4), 525-549. Fitzsimmons, S. R. (2013). Multicultural employees: A framework for understanding how they contribute to organizations. <i>Academy of Management Review</i> , 38(4), 525-549. Al Ariss, A., Koall, I., Özbilgin, M., & Suutari, V. (2012). Careers of skilled migrants: towards a theoretical and methodological expansion. <i>Journal of Management Development</i> .
TEACHING METHODS	Group work, discussions
QUALIFICATION OBJECTIVE	To grasp the advantages of multiculturalism within skilled migrants in a multinational business environment. The course will be held in English and German.
PREREQUISITES	none
TARGET GROUP	open
REQUIREMENTS	active participation, written essay
CREDIT POINTS	6
TIME & LOCATION	Online, Oct. 23, 30, Nov. 6 (14:00 – 16:00 each), 12, 13, 2021 (10:00 – 12:00 each), Central European Time
REGISTRATION DEADLINE	Link

1WI204 | European Capitalisms from Crisis to Crisis

ARIANNA TASSINARI | MAX PLANCK INSTITUTE FOR THE STUDY OF SOCIETIES (MPIFG)

CONTENTS

The course offers students an opportunity to become familiar with current debates about the transformations of European capitalism in the period between the two defining crises of the last long decade: the Great Financial Crisis and ensuing recession of 2008-2013, and the Coronavirus crisis of 2020-2021. The economic downturn that engulfed the EU after 2008-2009 shook to the core the of many economies, unleashing profound transformation of their economic models and intensifying social inequalities. Since then, new challenges have emerged which call into question the sustainability of European models of growth and welfare – including climate change, technological change, and, most recently, the Covid-19 pandemic. How have these challenges transformed European models of capitalism? What are the most pressing challenges and constraints that will shape the transformations of European capitalisms in a post-Covid world? This course aims to equip students with conceptual tools and knowledge to think critically about these questions.

TEACHING LANGUAGE

English

LITERATURE

Key texts (more readings will be assigned before each session):
Dølvik, J. E., & Martin, A. (Eds.). (2015). *European social models from crisis to crisis: Employment and inequality in the era of monetary integration*. Oxford University Press.
Celi, G., Ginzburg, A., Guarascio, D., & Simonazzi, A. (2018). *Crisis in the European Monetary Union: A Core-Periphery Perspective* (1 edition). Routledge.
Hassel, A., & Palier, B. (Eds.). (2021). *Growth and Welfare in Advanced Capitalist Economies: How Have Growth Regimes Evolved?* Oxford University Press.

TEACHING METHODS

The course includes synchronous and asynchronous elements (18 hours of contact time):

- Ten pre-recorded lectures of 30 minutes each (5 hours in total);
- One introductory session (1 hour) and four synchronous sessions of three hours each (12 hours in total), organised in a workshop-seminar style (for a total of 13 hours of 'in person' time).

Assessment will take the form of an in-class group presentation and a short reflective essay or blogpost.

QUALIFICATION OBJECTIVE

- Be able to understand and apply appropriately core concepts from the fields of political science and sociology for the analysis of contemporary capitalisms;
- Become familiar with key debates about the transformation of European capitalisms since the Great Financial Crisis and develop capacity to critically evaluate competing arguments;
- Develop the ability to analyse critically concrete contemporary developments and issues in European politics and economics;
- Improve oral and written presentation skills and critical thinking skills.

PREREQUISITES

none

TARGET GROUP

open

REQUIREMENTS

Students are expected to do the assigned readings and watch the pre-recorded lectures before each class; and to participate actively and constructively in the in-person sessions; essay/blog post (1500-2000 words).

CREDIT POINTS

3

TIME & LOCATION

Online, Oct. 24 (11:00 – 12:00), Nov. 6, 20, Dec. 4, 18, 2021 (09:45 – 13:15 each), **Central European Time**

REGISTRATION DEADLINE

[Link](#)

CONTENTS

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 enhances 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.

TEACHING LANGUAGE	English
LITERATURE	A reading list will be available in the beginning of the course.
TEACHING METHODS	This course will use the approach of research-based learning, including the analysis of archive materials and interview with relevant actors. Students will work in groups to pursue their own (small) research project within the framework of the seminar. We will read relevant literature, students will prepare the discussions and make presentations.
QUALIFICATION OBJECTIVE	This course will give students the opportunity to realize a short research project which connects local, national, and transnational processes. They will reflect critically about scientific practice and ethics, understanding the social role of science. Moreover, they will learn about transnational minorities and their claims, whose activities cross the borders of national states and articulate the formation of transnational spaces.
PREREQUISITES	The course will be offered in English, but participants should be able to read German. The course will be online, but we plan to visit the Tübingen University Archives, if possible. So students should be able to come to Tübingen. For interested students at the CIVIS universities, we will offer the possibility to access the archive materials online.
TARGET GROUP	Open
REQUIREMENTS	Attendance, active participation in discussions and group work, elaboration of a final report.
CREDIT POINTS	3
TIME & LOCATION	Online, Oct. 26, 2021 (14:00 – 15:30), throughout the semester until Feb. 08, 2022 Central European Time
REGISTRATION DEADLINE	Link

CONTENTS**Ancient Roots, Contemporary Controversy, Uncertain Futures**

What does it mean when we say we live in a "global community"? We will investigate the origins, contemporary nature, and possible futures of this much discussed phenomenon. We will examine theories of globalization across a broad spectrum of disciplines: history, philosophy, politics, society, culture, and economics. We will pay close attention to the crucial question of whether or not and in what ways the process has either helped or hindered the vast majority of people on this planet. Questions concerning the environment, nation and state, capitalism, democracy, and gender will also be discussed.

Some specific topic examples: How the nature of work and consumption has changed. The ways in which we construct individual identity and relate with others. The changing nature of communication and knowledge transfer. The evolution of sexuality and reproduction. The question of the nation state, global governance, and the rise of populist-nationalist parties. Pop culture and its influences. The media as a global behemoth influencing our ways of thinking and questioning. America and its role in shaping the world that we live in.

TEACHING LANGUAGE**English****LITERATURE**

Globalization: A Very Short Introduction (Steger, 2017)
 Globalization: A Basic Text (Ritzer, 2015)
 Global Ethics: An Introduction (Widdows, 2014)

TEACHING METHODS

Individual presentations, class discussions, close readings of the text.

QUALIFICATION OBJECTIVE

A fuller and deeper grasp of the economic, political, technological and cultural trends which have shaped globalization both in the contemporary world and historically.

PREREQUISITES**English at least B1****TARGET GROUP**

All Students

REQUIREMENTS

Attendance, Active participation, two elaborate presentations, which are to be submitted

CREDIT POINTS

3

TIME & LOCATION

Online, Oct. 29, 2021 (14:00 – 16:00), Feb. 4 (14:00 – 187:00), Feb. 5, 6, 2022 (10:00 – 17:00 each) **Central European Time**

REGISTRATION DEADLINE[Link](#)

1WI406 | Global power of the BRICS countries

DR. GLAUCIA PERES DA SILVA | GLOBAL AWARENESS; DR. ANNO DEDERICHS & DIPL. REG. WISS. PHILIP SCHERER | CHINA FORUM

CONTENTS

China and new global cooperation networks

Since the end of the Cold War and the intensification of globalization processes in the end of the 20th century, the world is experiencing a multipolar international order. New global powers are emerging, which foster the establishment of new cooperation networks worldwide that extend beyond the old imperial and colonial routes. In this course, we will focus on the formation of the new structured economic association between Brazil, Russia, India, China, and South Africa – the BRICS countries – and the strategic position of China within this alliance. This group of the five major emerging countries represent about 42% of the population, 23% of GDP, 30% of the territory and 18% of the trade of the world. Beyond the economic association, the cooperation targeted a geopolitical transformation, in which developing countries foster the establishment of cooperation mechanisms aside from the traditional ones. Economically speaking, China is the strongest member of the BRICS group. The transformation processes in the People's Republic of China and the more ambitious foreign policy stance under President Xi Jinping since 2012 have been accompanied by rising expectations regarding China's opportunities for co-determination in international organizations. In addition, relations with the United States have cooled since 2016 and a rivalry with the 'West' has become visible during the pandemic. With alliances, trade agreements, and the development of new international organizations, China is also creating parallel structures to Western-dominated global institutions. Among the BRICS countries, China is the only one with the formulated claim of wanting to be among the world's leading nations. How does this fit in with the different goals of the other BRICS states? Is China accepted to represent developing countries and create a counterweight to the G7?

TEACHING LANGUAGE	English
LITERATURE	A reading list will be available in the beginning of the course.
TEACHING METHODS	Guest lectures (confirmed: Prof. Tao Liu, Zhejiang University; Prof. Maurício Reinert do Nascimento, State University of Maringá), group work, reading, discussion
QUALIFICATION OBJECTIVE	Overview of the current debates on international relations concerning the BRICS countries; analysis of the role of China in the creation of global cooperation networks; contact with current research being carried on BRICS countries; comprehension of power disputes in the global arena.
PREREQUISITES	English at least B1
TARGET GROUP	Open
REQUIREMENTS	Attendance, active participation in discussions and group work, short presentations, final essay
CREDIT POINTS	3
TIME & LOCATION	Online, Nov. 03, 2021 (12:00 – 13:30), throughout the semester until Feb. 09, 2022, Central European Time
REGISTRATION DEADLINE	Link

CONTENTS

A community of shared destiny?

The Belt and Road Initiative is the overarching geopolitical and geo-economic project of the People's Republic of China in the era of Xi Jinping. Since the official announcement in 2013, the BRI expanded both geographically and substantially. The Belt and Road Forum in Beijing in 2019 underlined that approximately 140 countries have endorsed the BRI with an overwhelming majority situated in the Global South. China has not only become a key trade partner, investor and creditor in these countries but has also reinforced its security-policy, as well as its medial and cultural influence. On the contrary, the initiative has received scepticism and critique from Europe and the United States. The seminar perceives the BRI as China's grand strategy defined as the „intentional and (...) planned exploitation of all the ways and means at the state's disposal, not only military and diplomatic but also economic and cultural (...) to achieve its foreign policy goals" (Alden/Mendez 2019). As the character and goals of the BRI often remain nebulous and the initiative can hardly be distinguished from China's foreign policy, the seminar aims at examining the multidimensional effects of the BRI in different world regions. In the first part, we will focus on some basic considerations regarding the official description of the BRI, the concept of grand strategy, actors of China's foreign policy-making apparatus and the historical development of China's foreign policy. The second part will examine China's implementation of the BRI in regions of the Global South before the third part will look at the BRI in Europe and the US. The seminar concludes by summarizing the main findings and the overall repercussions of the BRI on the global order and South-South relations.

TEACHING LANGUAGE

English

LITERATURE

Prepare for class by doing all the required readings and taking notes. The readings are accessible via ILIAS – password: BRI21

TEACHING METHODS

Online sessions
We will have 10 sessions with full length and 3 short sessions that will be prepared by essay questions and peer-reviewed (scope: 1,000 words – tolerance of 10% granted).

QUALIFICATION OBJECTIVE

Understanding the origins of the BRI and its classification within historical development lines of Chinese foreign policy
Identification of central actors of Chinese foreign policy, especially concerning the BRI
Understanding the BRI's operating principle in different world regions and countries taking their civil society reactions into consideration

PREREQUISITES

Willingness to read English speaking literature

TARGET GROUP

Open

REQUIREMENTS

Active participation, presentation

CREDIT POINTS

3 CP

TIME & LOCATION

Online, Nov. 05 (16:15 – 18:45), 06, Dec. 04, 2021, Jan. 08, 2022 (09:00 – 16:30 each), **Central European Time**

REGISTRATION DEADLINE

[Link](#)

1WI405 | Contested Globalisation – The Political Struggle for a supply chain law

JANNIS KOMPSOPOULOS | UNIVERSITY OF TÜBINGEN; JOHANNES LAUTERBACH | INITIATIVE COLIBRI; FABIAN KLINGE | GIZ

CONTENTS

In this seminar, we will deal with specific issues of ongoing globalisation processes, their effects on the world of labour and worker's human rights as well as the political contestation they engender. We will have a closer look at global supply chains in the textile industry and the demands for its political regulation by means of a supply chain law in Germany. We will get to know a series of political actors who world-wide engage via political or social mobilisation in the creation of this law. Subsequently, the seminar's participants will assume the identities of those actors and will gather material to present arguments and concrete demands to promote their causes at the international as well as the national political level. Lastly, we will reflect upon our experiences while playing those actors, thus widening and deepening our understanding of various aspects of globalisation and different perspectives multiple actors take on these aspects.

TEACHING LANGUAGE

English (B1)

LITERATURE

- Turner B. S./Holton, R. J. (2016²) Theories of Globalization: theories and issues, in: *ibid.* (eds.) *The Routledge International Handbook of Globalization Studies*, Milton Park/New York, pp. 3-23;
- Radhakrishnan, S. (2016²) Limiting Theory – Rethinking Approaches to Cultures of Globalization, in: *ibid.*, pp. 24-41;
- Aspers, P./Kohl S. (2016²) Economic Theories of Globalization, in: *ibid.*, pp. 42-62; Jäger, J. et al. (2016) Critical International Political Economy and Method, in: Cafruny A. et al. (eds.) *The Palgrave Handbook of Critical Political Economy*, London, pp- 101-118;
- Suwandi I. (2019) Labor-Value Commodity Chains – Power and Class Relations in the World Economy, in: *ibid.*: *Value Chains*, New York, pp. 42-67;
- Viswaprakash, V/Sentamilselvan, K. (2012) Globalization and Trade in Textile Industry, in: *International Journal of Marketing and Technology*, Vol. 2(5), pp. 201-209;
- Faridul Hasan K. et al. (2016) Role of Textile and Clothing Industries in the Growth and Development of Trade & Business Strategies of Bangladesh in the Global Economy, in: *International Journal of Textile Science* 2016, 5(3), pp. 39-48;
- Adnan S. (2014) Impacts of Globalization and Liberalization on the Political Economy of Structural Transformation in Bangladesh, in: Chakma B (ed.) *South Asia in Transition*, New York, pp. 127-154

TEACHING METHODS

Theoretical inputs, participative elaboration of issues by reading; finding and understanding relevant facts and arguments; discussing and re-enacting according to different actors' identities; expert-group discussions; panel group exchange of positions; political lobbying.

QUALIFICATION OBJECTIVE

Understanding of international relations and their political regulation; knowledge of different political theoretical approaches on globalisation and the global political economy; learning to follow recent global political and economic developments; applying this knowledge in discussions and opinion exchange, acquiring competences in political judgement formulation on current issues.

PREREQUISITES

Interest in the subject and reading of the literature

TARGET GROUP

open

REQUIREMENTS

Active participation, term paper (3.500 words)

CREDIT POINTS

3

TIME & LOCATION

Online, Nov. 12 (13:00 – 16:30), 13 – 14, 2021 (09:00 – 17:00 each), **Central European Time**

REGISTRATION DEADLINE

[Link](#)

1WI205 | Labor Market Dualism in the International Context

KOSTIANTYN OVSIANNIKOV, PH.D. | KOCHI UNIVERSITY OF TECHNOLOGY (JAPAN)

CONTENTS

According to the “dual labor market hypothesis”, employers often benefit from classifying their personnel into “internal” and “external” camps. While the members of the internal labor market enjoy long-term career paths, on-the-job training and accompanying social benefits, external market is mostly composed of non-regular workers who can be fired relatively easy as part of the “optimization efforts” during the economic crises such as the one caused by the COVID-19 pandemic.

The proposed course will concentrate on the *labor dualism* issue from the comparative perspective. It will focus on the underlying causes as well as the socio-economic consequences of this phenomenon. From an empirical point, it will investigate countries that range from those where low labor turnover costs are combined with representative industrial unions (e.g., Sweden), to those where labor market divisions are relatively more rigid and centered on inter-corporate rather than industrial coordination (e.g., Japan).

TEACHING LANGUAGE

English

LITERATURE

- Constant, A., & Massey, D. S. (2005). Labor market segmentation and the earnings of German guestworkers. *Population Research and Policy Review*, 24(5), 489–512.
- Hudson, K. (2007). The new labor market segmentation: Labor market dualism in the new economy. *Social science research*, 36(1), 286-312.
- Kalleberg, A. L. (2003). Flexible firms and labor market segmentation: Effects of workplace restructuring on jobs and workers. *Work and occupations*, 30(2), 154-175.
- Palier, B., & Thelen, K. (2010). Institutionalizing dualism: Complementarities and change in France and Germany. *Politics & Society*, 38(1), 119–148.
- Rueda, D. (2006). Social democracy and active labour-market policies: insiders, outsiders and the politics of employment promotion. *British Journal of Political Science*, 36(3), 385-406.
- Song, J. (2012). Economic distress, labor market reforms, and dualism in Japan and Korea. *Governance*, 25(3), 415–438.
- Thelen, K., & Kume, I. (2006). Coordination as a political problem in coordinated market economies. *Governance*, 19(1), 11-42.
- Witt, M.A. & Jackson, G., (2016). Varieties of Capitalism and institutional comparative advantage: a test and reinterpretation. *Journal of International Business Studies*, 47(7), 778-806.

TEACHING METHODS

Online presentations, video-materials, course-specific website

QUALIFICATION OBJECTIVE

Two major critical theories such as Varieties of Capitalism and Political Economy of Institutions have different views on the 'labor dualism' phenomenon, creating rich opportunities for relevant academic discussions. Thus, the students who complete this course will not only become familiar with case studies but will also learn about perceived differences resulting from the application of different approaches. The comparative context of this course will go beyond mere geographic distinctions, being rooted in the understanding of institutional legacies that shape national responses to market challenges.

PREREQUISITES

A basic understanding of the Political Economy discipline; interest in analysing and comparing major political and economic problems around the world. **English B2**

TARGET GROUP

open

REQUIREMENTS

Active participation in the in-class discussions, final essay

CREDIT POINTS

3

TIME & LOCATION

Online, Nov. 18 – 19, 25 – 26, Dec. 02 – 03, 09 – 10, 16 – 17, 23, 2021, Jan. 13 – 14, 2022 (13:00 – 14:45 each), **Central European Time**

REGISTRATION DEADLINE

[Link](#)

1PGE315 | Global Land Grabs

Laura Gerken | University of Duisburg-Essen

CONTENTS

Land Grabbing is a catchy term that gained attention in the last decade. It describes investments in large areas of land, mainly in the Global South, that promise economic growth and development on the one hand. At the same time, it jeopardized local livelihoods and the environment on the other. This course will explore the dynamics, reasons, and characteristics of global land grabs and discuss their effects. After understanding the patterns of this trend, we will look closer at case studies of different forms of land grabs, such as large-scale plantations, the exploration of natural resources, tourism projects, or urban land grabs. In joint discussions, we will compare the examples' peculiarities and implications and talk about questions such as: Are land grabs a new phenomenon? Do such investments harm or bring benefits (to whom)? Who are involved actors? What are local responses to these investments?

TEACHING LANGUAGE

English

LITERATURE

A full list of readings will be provided in the first session. Some of the basic readings of the course are:
Borras, S.M. & Franco, J. (2012): Global Land Grabbing and Trajectories of Agrarian Change: A Preliminary Analysis. *Journal of Agrarian Change* 12 (1): 34-59.
Kaag, M. & A. Zoomers (2014): The Global Land Grab: Beyond the Hype. London: Zed Books.
Zoomers, A. (2010): Globalisation and the Foreignisation of Space: Seven Processes Driving the Current Global Land Grab. *The Journal of Peasant Studies* 37 (2): 429-447.

TEACHING METHODS

(Student) presentations, discussions

QUALIFICATION OBJECTIVE

Reflecting on global interrelations and their historical trajectories; assessing a phenomenon from various angles; structured comparison of different cases

PREREQUISITES

English B1 at least

TARGET GROUP

Open

REQUIREMENTS

Preparing questions on the readings, active participation, short presentation

CREDIT POINTS

3

TIME & LOCATION

Online, Nov. 19 (13:00 – 14:00), 26, Dec. 10, 17, 2021, Jan. 14, 21, 28, 2022 (13:00 – 16:00 each), **Central European Time**

REGISTRATION DEADLINE

[Link](#)

1WI403 | Challenges of Microfinance in International Development Cooperation

DR. NINA ALFF | CONSULTANT & TRAINER INTERNATIONAL COOPERATION

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

TEACHING LANGUAGE

English

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 Micro-finance. The MIT Press, Cambridge, Massachusetts/London

TEACHING METHODS

Inputs; group assignment; presentations; discussion; video clips

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

English (B1) at least

TARGET GROUP

All students.

REQUIREMENTS

Active participation, Group Assignment & Presentation of the Results

CREDIT POINTS

3

TIME & LOCATION

Online, Dec. 03 (14:00 – 18:00), 04 (09:00 – 16:00), 05, 2021 (10:00 – 16:00), **Central European Time**

REGISTRATION DEADLINE

[Link](#)

CONTENTS

Not least since the so-called 'refugee crisis' of 2015, migration has been a recurring topic in the German political, public, and scholarly discourse. As early as September 2015, Chancellor Angela Merkel declared the 'refugee crisis' to be a 'caesura' ('Zäsur'). And yet, migration has shaped Germany for decades, in fact centuries. What became the country of refuge for many, used to be the country that was fled from by hundreds of thousands of people, especially in the years 1933 to 1945.

In this course, we will look at cultural representations of migration and Germany in movies, literature, music, and fine arts. We will investigate Germany's role as both country of *immigration* and country of *emigration* in a historical comparison that allows us to understand contemporary forms of migration in a wider context, and to shed light on possible future developments under the headline of 'postmigration'.

Historically, the focus lies on the Third Reich (1933-45) as well as on migration to the Federal Republic of Germany (FRG). Additionally, migration within the former German Democratic Republic (GDR) will be addressed. Different historical, national, racial, cultural, and religious contexts will be taken into consideration, to emphasise the plurality and diversity of migration phenomena in and from Germany.

TEACHING LANGUAGE

English

LITERATURE

Adelson, L. A. (2000): 'Touching Tales of Turks, Germans, and Jews: Cultural Alterity, Historical Narrative, and Literary Riddles for the 1990s', *New German Critique* 80.

Arslan, G. et al. (2017): 'Forum: Migration Studies', *German Quarterly* 90.2.

Aydemir, F. & Yaghoobifarah, H. (2019): *Eure Heimat ist unser Albtraum*.

Ayim, M. et al. (1986): *Farbe bekennen: Afro-deutsche Frauen auf den Spuren ihrer Geschichte*.

Feuchtwanger, L. (1933): *Die Geschwister Oppermann*.

Khider, A. (2016): *Ohrfeige*.

Özdamar, E. S. (1998): *Die Brücke vom Goldenen Horn*.

Petrowskaja, K. (2014): *Vielleicht Esther*.

Seghers, A. (1944): *Transit* (1944).

TEACHING METHODS

The course will be taught online.

QUALIFICATION OBJECTIVE

Students are invited to reflect on cultural representations of Germany and migration from a transhistorical and transcultural perspective. Students will have the opportunity to learn and improve their knowledge about the topic. They are prompted to reflect critically on their own positionality and will train their abilities to comprehend complex phenomena. Students will familiarise themselves with central topics in German Studies and will learn to work interdisciplinary. They will improve their English language skills and practise to write concisely and persuasively.

PREREQUISITES

Good knowledge of the **English language at least B1-B2**

TARGET GROUP

All students interested in the topic of Germany and migration and its cultural representation. For those who do not speak German, English translations of all texts discussed will be provided. The course is taught in English.

REQUIREMENTS

Reception of material, active participation and writing an essay of 1,500 words.

CREDIT POINTS

3

TIME & LOCATION

Online, Jan. 11, 18, 25, Feb. 01, 08, 2022 (16:15 – 17:45 each), **Central European Time**

REGISTRATION DEADLINE

[Link](#)

1NE104 | Discourses of Climate Change

DR. AMANDA MACHIN | UNIVERSITY WITTEN/HERDECKE

CONTENTS

Climate change is arguably the defining issue of our age. With various interrelated causes, uncertain but potentially drastic consequences and high stakes, it is the epitome of a 'wicked problem' provoking numerous difficult questions for political institutions and actors: What is the role of scientists and technology in approaching climate change? What are the benefits and limitations market instruments? Can climate change be tackled democratically? The answers to these questions, however, are not straightforward and competing discourses proffer distinct policy responses. Discourses sculpt the boundaries of what can be said and done and they empower and exclude different actors and institutions. In this seminar we explore the various interconnected topics, challenges, theories and concepts clustered around the issue of global climate change, noticing in particular the way that discourses articulate climate change in different ways.

TEACHING LANGUAGE

English

LITERATURE

Recommended reading:

- Maarten Hajer (1997): *The Politics of Environmental Discourse: Ecological Modernization and the Policy Process*. Oxford University Press.
- John Dryzek (2005): *The Politics of the Earth: Environmental Discourses*. Oxford University Press.
- Mike Hulme (2008): "The conquering of climate: discourses of fear and their dissolution" *The Geographical Journal*. 174 (1): 5–16.
- Karin Bäckstrand and Eva Lövbrand (2006): "Planting Trees to Mitigate Climate Change: Contested Discourses of Ecological Modernization, Green Governmentality and Civic Environmentalism". *Global Environmental Politics*. 6 (1) 50-75
- Eileen Crist (2007): "Beyond the Climate Crisis: A Critique of Climate Change Discourse". *Telos* (141): 29–55.
- Schlosberg and Collins (2014): "From environmental to climate justice: climate change and the discourse of environmental justice" *WIREs Climate Change*. 5 (3): 359-74
- Amanda Machin (2019): "Changing the Story? The trajectory of the ecological modernisation discourse in the European Union". *Environmental Politics*. 28 (2): 208-27.

TEACHING METHODS

The online seminar will use a variety of teaching formats and methods including: Presentation, break-out group work and class discussion

QUALIFICATION OBJECTIVE

Students will:

- Develop their research and presentation skills
 - Engage with the relevant literature climate change politics
- Become familiar with the concept of 'discourse' and practice discourse analysis

PREREQUISITES

Good English is required (B1) at least

TARGET GROUP

Open

REQUIREMENTS

Poster presentation

CREDIT POINTS

3

TIME & LOCATION

Online, Jan. 14, 21, 28, 2022 (10:00 – 16:00 each), **Central European Time**

REGISTRATION DEADLINE

[Link](#)

CONTENTS

The European Green Deal as a realistic framework for a sustainable European Union?

When in December 2019 the newly elected President of the European Commission, Ursula von der Leyen, presented the European Green Deal (EGD) as the flagship project of her term of office, she was thereby advancing a comprehensive and thoroughly ambitious program for a fundamental transformation of the European economy: Europe would be the first climate-neutral continent by 2050 and thus a global pioneer in the fight against climate change; the EGD would provide a unique opportunity to combine ecological sustainability, social solidarity and a greater proximity of the EU to its citizens with economic growth and international competitiveness. This places the new Commission in the role of the agenda setter on the issues of climate protection, ecology and sustainability. At the same time, it puts the EU member states under considerable public pressure to follow the ideas of the EGD, the implementation of which deeply interferes with the member states' political and economic competencies. Accordingly, the EGD is controversially discussed in the political public: while supporters emphasize the great ecological, economic and technological opportunities, opponents warn of huge job losses, an undermining of the nation state and state interventionism. In the seminar, we want to use the controversial public debate as an opportunity to engage discursively with the EGD as well as its opportunities and limits. Thereby, we want to take a look at the following questions, among others:

- Are the envisaged measures sufficient to make Europe completely climate neutral by 2050?
- (How) can the ambitious plans be implemented and financed?
- What are the (current) environmental policy competences of the European Union? What resources are available to the Commission and where does it depend on the cooperation of the Member States and social acceptance?
- (How) can ecological sustainability and economic growth be reconciled?

TEACHING LANGUAGE	English
LITERATURE	<ul style="list-style-type: none"> • Chomsky, N. & Pollin, R. (2020), Climate Crisis and the Global Green New Deal. London. • Jordan, A. & Adelle, C. (ed.) (2013): Environmental Policy in the EU. Actors, Institutions and Processes. London. • Munta, M. (2020): The European Green Deal. A Game Changer or Simply a Buzzword? FES Analysis Papers May 2020.
TEACHING METHODS	Text work, videos, group work, online presentation by participants, lecture, plenary discussion
QUALIFICATION OBJECTIVE	Gaining insight into the institutional system of the EU, the structures of the common economic and environmental policies and develop an understanding of the European decisions as well as the interaction of ecology and economy.
PREREQUISITES	English B1-B2
TARGET GROUP	Open
REQUIREMENTS	Preparatory readings, active participation and collaboration, written assignment in the form of an essay or a summary of a presentation.
CREDIT POINTS	3
TIME & LOCATION	Online, Feb. 18 (14:00 – 20:00), 19, 20, 2022 (10:00 – 20:00 each), Central European Time
REGISTRATION DEADLINE	Link