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Certificate “Global Awareness”

Course Catalog – Summer Term 2021

(Micro Program)

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



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IMPORTANT NOTES

About the Certificate “Global Awareness”

The certificate Global Awareness 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 certificate foster the development of inter- and transdisciplinary competencies and problem-solving skills to deal with the social and ecological problems of our time, preventing racism and fostering peace and understanding. In this way, students are equipped to become responsible actors in a globalized world.

The certificate is structured in four parts:

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

If you are interested in more information on the regular [Transdisciplinary Course Program \(PDF\)](#), please visit our website: <https://uni-tuebingen.de/de/2830>

Registration Period and More Information

For the summer term 2021, the registration period will be from February 27 until March 14. After the ensuing placement procedure, free places in courses will again be open for registration from April 19 until May 2.

CIVIS students may register via the central [alma platform](#) of the University of Tübingen.

If CIVIS students have difficulties registering with alma, please reach out to:
Ms Charoula Fotiadou, charoula.fotiadou@uni-tuebingen.de.

CONTENTS



Ziel der Lehrveranstaltung ist es den Teilnehmer:innen ein grundlegendes Verständnis von der Konnektivität zwischen Diskurs und Demokratie zu vermitteln. In diesem Sinne soll verdeutlicht werden, dass Demokratie nicht nur vom Diskurs lebt, sondern gegenwärtige Demokratieverständnisse als Resultat diskursiver Prozesse zu betrachten sind. Ausgehend hiervon besteht die Veranstaltung aus drei thematischen Blöcken. Zunächst findet eine grundlegende Auseinandersetzung mit dem Begriff der liberalen Demokratie statt. Hierbei werden die ideengeschichtliche Entwicklung und das inhaltliche Verständnis des liberalen Demokratiebegriffs reflektiert. Im zweiten thematischen Block wird den Teilnehmer:innen das qualitativ-methodische Instrumentarium der Kritischen Diskursanalyse (KDA) nähergebracht. Dieses dient im späteren Verlauf dazu eine dekonstruktive Perspektive im Hinblick auf Demokratiebegriffe zu entwickeln. In der letzten Sitzung wird die Anwendung der KDA im Demokratiekontext konkretisiert und es werden gemeinsam Hausarbeitsthemen entwickelt. Ziel ist es, dass sich die Teilnehmer:innen in Gruppen mit der Analyse „abweichender“ demokratischer Entwicklungen an Fallbeispielen wie der Türkei, Ungarn, etc. beschäftigen und deren inhaltliche Beschaffenheit diskursanalytisch darlegen.

LITERATURE

Foucault, M. & Seitter, W. (1991): Die Ordnung des Diskurses: Inauguralvorlesung am Collège de France, 2. Dezember 1970, Fischer Taschenbuch Verlag.

Jäger, M. & Jäger, S. (2007): Deutungskämpfe: Theorie und Praxis kritischer Diskursanalyse. Springer-Verlag.

Schmidt, M. G. (2010): Demokratietheorien: Eine Einführung, Springer-Verlag.

Dozentenvortrag, Gruppenarbeiten, Gruppendiskussionen, Literaturlektüre

TEACHING

METHOD

QUALIFICATION

OBJECTIVES

Verständnis der diskursiven Beschaffenheit von Demokratie, praktische Anwendung diskursanalytischer Methoden

PREREQUISITES

Keine

TARGET GROUP

Offen

REQUIREMENTS

Als Abschlussleistung ist ein Forschungsbericht einzureichen, welcher in Gruppenarbeit anzufertigen ist. Der Aufbau und Inhalt des Berichts orientiert sich am klassischen Aufbau einer KDA und wird in der dritten Sitzung genauer thematisiert.

CREDIT POINTS

3

TIME & LOCATION

Wird auf ALMA bekanntgegeben.

PARTICIPANTS

30

MAX.

REGISTRATION

Online über ALMA

RECOMMENDATION

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

CONTENTS



Forms of engagement of newcomers in Reutlingen

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

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

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

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

TEACHING-METHODS

QUALIFICATION OBJECTIVE

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

LITERATURE

Will be announced at the course

PREREQUISITES

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

REQUIREMENTS

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

CREDIT POINTS

6

TIME

Tuesdays, 4 pm – details online via ALMA

LOCATION

Online – details will be announced online via ALMA

PARTICIPANTS MAX.

30

REGISTRATION

Online via ALMA

RECOMMENDATION

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

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

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

CONTENTS



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

LITERATURE

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

TEACHING

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

METHODS

QUALIFICATION

OBJECTIVE

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

PREREQUISITES

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

TARGET GROUP

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

REQUIREMENTS

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

CREDIT POINTS

1 (without grade)

TIME & LOCATION

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

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

Will also be announced on ALMA.

PARTICIPANTS MAX.

30

REGISTRATION

Online via ALMA

RECOMMENDATION

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

1IK201 | Defining Sinti and Roma as Migrants

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

CONTENTS



Past and Present Discourses and Practices

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

LITERATURE

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

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

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

TEACHING

METHODS

QUALIFICATION

OBJECTIVE

Group discussion,

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

PREREQUISITES

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TARGET GROUP

Open

REQUIREMENTS

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

CREDIT POINTS

3

TIME & LOCATION

Mondays, 16h-18h

PARTICIPANTS MAX.

30

REGISTRATION

Online via ALMA

RECOMMENDATION

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

CONTENTS



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

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

LITERATURE

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

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

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

TEACHING

Research-oriented learning

METHODS

QUALIFICATION

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

OBJECTIVE

PREREQUISITES

None

TARGET GROUP

All students

REQUIREMENTS

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

CREDIT POINTS

3

TIME & LOCATION

Wednesdays, 10h-12h

PARTICIPANTS MAX.

30

REGISTRATION

Online via ALMA

RECOMMENDATION

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

CONTENTS



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

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

LITERATURE

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

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

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

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

Research-oriented learning

TEACHING

METHODS

QUALIFICATION

OBJECTIVE

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

PREREQUISITES

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TARGET GROUP

All students

REQUIREMENTS

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

CREDIT POINTS

3

TIME & LOCATION

Will be announced on ALMA

PARTICIPANTS MAX.

30

REGISTRATION

Online via ALMA

RECOMMENDATION

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

1IK501 | Diversity in Global Christianity and Judaism

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

CONTENTS



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

LITERATURE

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

TEACHING METHODS

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

QUALIFICATION OBJECTIVE

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

PREREQUISITES

Good knowledge of the English language

TARGET GROUP

All students

REQUIREMENTS

Active participation, preparation, short presentations

CREDIT POINTS

3

TIME & LOCATION

Will be announced on ALMA

PARTICIPANTS MAX.

12

REGISTRATION

Online via ALMA

RECOMMENDATION

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

1WI401 | Transnational Labor Governance and the Digital Transformation

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

CONTENTS



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

LITERATURE

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

TEACHING

METHODS

- Presentations
- Reading Reports
- Online search
- Debates

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

QUALIFICATION

OBJECTIVE

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

PREREQUISITES

TARGET GROUP

All students.

REQUIREMENTS

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

CREDIT POINTS

3

TIME & LOCATION

Will be announced on ALMA

PARTICIPANTS MAX.

30

REGISTRATION

Online via ALMA

RECOMMENDATION

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

1WI403 | Challenges of Microfinance in International Development Cooperation

DR. NINA ALFF | CONSULTANT & TRAINERIN INTERNATIONALE ZUSAMMENARBEIT

CONTENTS



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

Course structure:

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

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

LITERATURE

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

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

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

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

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

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

Inputs; group assignment; presentations; discussion; video clips

TEACHING

METHODS

QUALIFICATION

OBJECTIVE

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

PREREQUISITES

None.

TARGET GROUP

All students.

REQUIREMENTS

Active participation, Group Assignment & Presentation of the Results

CREDIT POINTS

3

TIME & LOCATION

Will be announced on ALMA

PARTICIPANTS MAX.

15

REGISTRATION

Online via ALMA

RECOMMENDATION

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

CONTENTS



Welche Universität wollen wir? Bildung und Lernen in globaler Verantwortung und sozial-ökologischer Transformation gestalten!

In unserem Seminar wollen wir uns mit der Rolle von Hochschulen und besonders der Lehre in 'glokaler' Verantwortung, Nachhaltiger Entwicklung und sozial-ökologischer Transformation auseinandersetzen. Was verbirgt sich hinter diesen Begriffen? Ausgehend von den Erfahrungen der Teilnehmenden und basierend auf unterschiedlichen Texten und anderen Materialien wollen wir die Komplexität systematisch mit einem forschenden Blick ergründen. Auf dieser Basis werden wir die Verflochtenheiten und Wirkungszusammenhänge von Individuum, Gruppe, Netzwerken und Hochschule als 'lernende' Organisation in den Blick nehmen sowie diskutieren und reflektieren, welche Verantwortung all dem auf lokalen, regionalen bis hin zu globalen Ebenen zukommt. Wir werden uns dabei folgenden Fragen stellen: Was will und kann ich im Rahmen meiner Möglichkeiten tun? Und was wollen und können wir im Rahmen unserer Möglichkeiten tun, um Universität in Welt und Gesellschaft aktiv mitzugestalten?

Dieser Kurs wird von Studierenden für Studierende angeboten und soll eine gemeinschaftliche Auseinandersetzung mit diesen Fragen ermöglichen. Er ist interdisziplinär angelegt und will zum weiteren Denken, dialogischen Austausch, Handeln und Reflektieren anregen. Unseren Kurs wollen wir gemeinsam mit euch Teilnehmenden inhaltlich sowie didaktisch-methodisch gestalten und die Ergebnisse wollen wir auf kreative, transformative Art und Weise festhalten. Wir freuen uns auf ein spannendes, vielfältiges, ereignis- und erkenntnisreiches Wochenende!

Weitere Literatur wird auf ilias bekanntgegeben.

LITERATURE

TEACHING METHODS

In unserem Seminar erwartet euch ein breites Spektrum an unterschiedlichen Methoden, um die Komplexität und Vielfalt der Thematik gemeinsam zu ergründen, z.B. Literaturarbeit, Impulsreferate, Diskussionen, projekt- und teamorientierte Arbeit in Kleingruppen, kreative und ggf. medien- und erlebnispädagogische Zugänge.

QUALIFIKATION OBJECTIVES

- Die TN kennen die entsprechenden wissenschaftstheoretischen Grundlagen der Thematik transformativer Bildung.
- Die TN können die Komplexität der Thematik durch vielfältige (methodische) Zugänge erschließen.
- Die TN setzen sich kritisch mit der Verflochtenheit und Wirkungszusammenhängen zwischen Individuen, Gruppen, Netzwerken und Hochschule als 'lernende' Organisation auseinander und können sich selbst darin verorten.

PREREQUISITES

Interesse an der Thematik und Motivation; keine weiteren Voraussetzungen.

TARGET GROUP

offen; die Veranstaltung richtet sich an Studierende aller Fakultäten.

REQUIREMENTS

Recherche, Erarbeitung eines Impulsreferats zu einem Thema deiner Wahl, mediale und kreative Aufbereitung unserer gemeinsamen Seminarergebnisse

CREDIT POINTS

3

TIME & LOCATION

Wird auf ALMA bekanntgegeben.

PARTICIPANTS MAX.

20

REGISTRATION

Online über ALMA

RECOMMENDATION

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

1SOT20 | Quel monde pour demain?

MARIE-ANGE DO CAO | FRANZÖSISCH-LEKTORIN FACHSPRACHENZENTRUM

CONTENTS



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

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

LITERATURE

Unterrichtsmaterial wird von der Lehrkraft gestellt.

TEACHING METHODS

Kommunikativer Unterricht, Einsatz aller vier Fertigkeiten.

QUALIFIKATION OBJECTIVES

Einführung in fachspezifisches und themenspezifisches Französisch.

PREREQUISITES

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

TARGET GROUP

offen

REQUIREMENTS

Mitarbeit, mündliche Leistung, schriftliche Leistung und Klausur.

CREDIT POINTS

4

TIME & LOCATION

Wird auf ALMA bekanntgegeben.

PARTICIPANTS MAX.

20

REGISTRATION

Online über FSZ

RECOMMENDATION

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

NOTE

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

1SOT21 | Round Table

RACHEL THOMA | ENGLISCH-LEKTOR FREMDSPRACHENZENTRUM, UNIVERSITÄT TÜBINGEN

CONTENTS



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

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

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

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

LITERATURE

Unterrichtsmaterial wird von der Lehrkraft gestellt

TEACHING

Kommunikativer Unterricht, Einsatz aller vier Sprachfertigkeiten.

METHODS

QUALIFICATION

Fachspezifisches und themenspezifisches Englisch.

OBJECTIVE

PREREQUISITES

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

TARGET GROUP

REQUIREMENTS

Mitarbeit, mündliche Leistung und Klausur

CREDIT POINTS

3

TIME & LOCATION

Will be announced on FSZ homepage

PARTICIPANTS

20

MAX.

REGISTRATION

Online via FSZ

RECOMMENDATION

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

CONTENTS



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

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

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

LITERATURE

TEACHING

METHODS

QUALIFICATION

OBJECTIVE

PREREQUISITES

TARGET GROUP

REQUIREMENTS

Unterrichtsmaterial wird von der Lehrkraft gestellt

Kommunikativer Unterricht, Einsatz aller vier Sprachfertigkeiten.

Fachspezifisches und themenspezifisches Englisch.

Mitarbeit, mündliche Leistung, schriftliche Leistung und Klausur
open

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

CREDIT POINTS

4

TIME & LOCATION

Will be announced on FSZ homepage

PARTICIPANTS MAX.

20

REGISTRATION

Online via FSZ

RECOMMENDATION

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

Course Dates

Course ID	Course Dates	Online / In person
1PGE201	May 21, 2021: 10:00 – 17:00 June 26, 2021: 10:00 – 17:00 July 02, 2021: 10:00 – 17:00	Online
1PGE298	April 27 – July 27, 2021: 16.00 – 18.00 (Tuesdays)	Online
1DI403	July 24, 2021: 09.00 – 18.00 July 25, 2021: 09.00 – 18.00 July 31, 2021: 15.00 – 18.00	Online
1IK201	April 26 – July 26, 2021: 16.00 – 18.00 (Mondays)	Online
1IK301	April 28 – July 28, 2021: 10.00 – 12.00 (Wednesdays)	Online
1IK302	April 28 – July 28, 2021: 16.00 – 18.00 (Wednesdays)	Online
1IK501	April 17, 2021: 09.00 – 12.00 April 24, 2021: 09.00 – 12.00 May 8, 2021: 09.00 – 12.00 May 15, 2021: 09.00 – 12.00 June 5, 2021: 09.00 – 12.00 June 12, 2021: 09.00 – 12.00 June 19, 2021: 09.00 – 12.00	Online
1WI401	June 25, 2021: 14.00 – 16.00 July 23, 2021: 14.00 – 18.00 July 24, 2021: 08.00 – 16.00 July 25, 2021: 08.00 – 16.00	Online
1WI403	July 26 – 29, 2021: 09:00 – 16:00	Online
1SOT04	April 23, 2021: 15:30 – 17:30 June 18, 2021: 14:00 – 18:00 June 19, 2021: 10:00 – 17:00 June 20, 2021: 10:00 – 17:00	Online
1SOT20	External Offer. For more information, please contact the lecturer	
1SOT21	External Offer. For more information, please contact the lecturer	
1SOT22	External Offer. For more information, please contact the lecturer	