



## Micro-Programme “Civic Engagement”

Course Catalogue – Winter Term 2023-24

Bucharest – Madrid – Tübingen

As of September 2023

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## ABOUT THE MICRO-PROGRAMME CIVIC ENGAGEMENT

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### The structure

Students participating in the micro-programme on Civic Engagement have to complete all three compulsory units and earn in total 15 ECTS credit points.

#### Unit 1 | Civic Engagement in Europe: A Transdisciplinary Approach

You complete unit one by attending the joint online course “Civic Engagement in Europe: A Transdisciplinary Approach”. It is expected to be offered every summer term by the University of Bucharest, the University of Tübingen, the National and Kapodistrian University of Athens and the Universidad Autónoma de Madrid. It serves as an introduction to the topic civic engagement.

#### Unit 2 | Societal challenges

In Unit 2, students learn to apply their academic knowledge to concrete societal challenges and define sustainable solutions by promoting their creative and actionable ideas and deliver real progress to societies and planet, according to SDGs. With this goal in mind, students can select and attend seminars that follow either the service-learning or the challenge-based approach. To learn more about the different approaches please check our website [here](#).

#### Unit 3 | Record of civic engagement

Within this third unit, you will need to get involved in an individual internship or civic engagement activity of your choosing at a non-profit or a non-governmental organization. The placement of internships is heavily influenced by your personal interests. For example, you could volunteer as a trainer in a local sport club or become an active member of an association that promotes social justice issues or issues related to environmental topics. You can freely allocate your volunteer time to multiple short-term or a single long-term activity.

To complete Unit 3, please note that:

- Only volunteering completed after 1 September 2020 is eligible for credit.
- You are required to have completed a min. of 140 hours of volunteer service.
- We strongly recommend to participate in the [EngagementTransfer-Workshop](#) (1PGE601b) if you have already completed a min. of 60 hours of volunteering.

**For more information about volunteering opportunities, contact:**

- University of Bucharest: Margareta-Gabriela Nisipeanu, [margareta-gabriela.nisipeanu@g.unibuc.ro](mailto:margareta-gabriela.nisipeanu@g.unibuc.ro)
- Universidad Autónoma de Madrid: Nadia Fernández de Pinedo, [nadia.pinedo@uam.es](mailto:nadia.pinedo@uam.es)
- University of Tübingen: Iris-Niki Nikolopoulos, [civic-engagement@tracs.uni-tuebingen.de](mailto:civic-engagement@tracs.uni-tuebingen.de) (see also the University of [Tübingen's page about volunteering](#))

## ECTS credit recognition

After completing all three units, you will receive an official certificate awarding 15 ECTS credit points.

You can decide for yourself where you want to gain expertise within the framework of this micro-programme. You can either concentrate on Unit 2 and thus in the areas of courses offered (Option 1) or you can decide to gain more practical experience and thus focus on Unit 3 (Option 2).

Steps	Option 1	Option 2
Unit 1	3 ECTS credit points	
Unit 2	6 ECTS credit points	3 ECTS credit points
Unit 3	6 ECTS credit points	9 ECTS credit points
Certificate	15 ECTS credit points	

These ECTS credit points will be recognized as part of your study programme at the home university according to local rules:

- For **University of Bucharest students**, the 15 ECTS credit points will be recognized in the special module for CIVIS activities.
- For **Universidad Autónoma de Madrid students**, the 6 ECTS credit points will be recognized as curricular credits and 9 ECTS as extracurricular credits.
- For **University of Tübingen students**, the 15 ECTS credit points will be recognized in the module key qualification.
- For **Students of all other Universities** please contact your home university.

## Further opportunities

According to your learning interests, you may also apply for individual courses included in the micro-programme for additional credits.

## COURSES OVERVIEW – TIMETABLE

You can find the registration link on our website: <https://civis.eu/en/civis-micro-programmes/micro-programme-civic-engagement>

Institution	Course Title	ECTS	Starting Date	Registration Deadline	Unit
Tübingen	<a href="#">1PGE212   Solidarisch in Tübingen? Städtische Initiativen multimedial sichtbar machen!</a>	6	04.11.2023	10.10.2023	2
Tübingen	<a href="#">1NE208   Nachhaltige Textilien in Tübingen – Gestaltung einer Future Fashion Tour</a>	3	09.11.2023	15.10.2023	2
Bucharest	<a href="#">Social Change Based on Leadership Initiatives and Marketing Strategies</a>	3	22.11.2023	20.11.2023	2
Tübingen	<a href="#">1PGE221   Democratic Memories in Global Perspective (CIVIS BIP)</a>	3	04.12.2023	01.10.2023	2
Tübingen	<a href="#">1PGE601b   EngagemenTransfer – Workshop</a>	2	08.12.2023	14.11.2023	3
Bucharest	<a href="#">Physicists as Civic Scientists</a>	3	11.12.2023	08.12.2023	2
Bucharest	<a href="#">Riparian Zones: Waste Areas or Assets for Biodiversity and Human Wellbeing?</a>	3	13.12.2023	11.12.2023	2
Tübingen	<a href="#">1PGE216   Female solidarity in literature and beyond</a>	3	13.12.2023	19.11.2023	2
Bucharest	<a href="#">Inclusive University – an Important Step Towards an Inclusive Society</a>	3	10.01.2024	08.01.2024	2
Bucharest	<a href="#">Eco-Friendly Technologies for Energy Conversion and Storage</a>	3	23.01.2024	20.01.2023	2
Bucharest	<a href="#">Chemistry Solutions for Global Challenges</a>	3	25.01.2024	23.01.2024	2
Tübingen	<a href="#">1PGE220   Global migration on the ground (CIVIS BIP)</a>	3	16.02.2024	31.20.2023	2
Bucharest	<a href="#">Support Services for Homeless People</a>	3	03.03.2024	01.03.2024	2
Bucharest	<a href="#">Smart Health: Digital Transformation of Healthcare Systems</a>	3	29.03.2024	27.03.2024	2
Bucharest	<a href="#">University-Based Projects for Local Sustainable Development in European UNESCO Global Geoparks</a>	3	23.05.2024	21.05.2024	2
Bucharest	<a href="#">Engaging Marginalized Communities</a>	3	24.05.2024	22.05.2024	2

## **COURSE DESCRIPTIONS**

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## RIPARIAN ZONES: WASTE AREAS OR ASSETS FOR BIODIVERSITY AND HUMAN WELLBEING?

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


<b>Content</b> 	<p>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.</p> <p>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.</p> <p>An essential part of the course 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 managerial decisions and even our individual actions on the environment. They allow students to be autonomous in building and using theoretical knowledge.</p>
<b>Teaching Language</b>	English
<b>Literature</b>	Will be announced during the introductory lecture.
<b>Teaching Methods</b>	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.
<b>Qualification Objective</b>	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.
<b>Prerequisites</b>	None
<b>Target Group</b>	The course is open primarily to students with a background in life sciences.
<b>Requirements</b>	Attendance, active participation, fulfilment of tasks, submission of 1 or 2 short essays (1 page each) and/or a short presentation of a case study.
<b>Credit Points</b>	3
<b>Time &amp; Location</b>	15 and 29 March, 17 May 2023, h: 1:00 – 6:00 p.m. Eastern European Time (EET) / Romanian time, online
<b>Participants max.</b>	10

## SMART HEALTH: DIGITAL TRANSFORMATION OF HEALTHCARE SYSTEMS

PROF. PHD. LILIANA DUMITRACHE; PHD. ANA MARIA TALOŞ | UNIVERSITY OF BUCHAREST

<b>Content</b> 	<p>Population Health and wellbeing lay at the heart of the United Nations 2030 Agenda for Sustainable Development. Achieving 'health for all' requires financial resources, technology development transfer, capacity-building, inclusive partnerships, and civic engagement. Health systems have a crucial role through financing, organizing the healthcare workforce, and ensuring better population access to medical assistance and medicine.</p> <p>The actual reactive model of care doesn't meet the population's needs; new models, based on a proactive and preventive approach, empower patients to be active partners in managing their health conditions. Shifting from traditional healthcare to smart healthcare will revolutionize healthcare systems globally, increasing preventive and predictive care components by using digital technologies to connect regulators, patients, healthcare professionals and medical facilities. The 7 P (Personalized, Pervasive, Participatory, Predictive, Preventive, Programmable and Perpetual in healthcare) appeared as a need to follow the main objectives in smart health. The COVID-19 pandemic acted as a catalyst for the digital transformation of health systems and probably will introduce a new era in tackling health problems.</p> <p>Within this three-day online CIVIS course, we will explore current and emerging knowledge on smart health and healthcare and the innovative technology behind a smart healthcare system and include: lectures, exercises/practical applications and group debate, presentations.</p>
<b>Teaching Language</b>	English
<b>Literature</b>	Will be indicated during the first meeting.
<b>Teaching Methods</b>	Online Presentations, Practical Exercises, Group Debate
<b>Qualification Objective</b>	<ul style="list-style-type: none"><li>i) To understand global context and the need to restructure the traditional healthcare delivery system shifting from reactive to proactive and predictive models of care.</li><li>ii) To understand how health systems use digital technologies to transform health care: the innovative technology behind an intelligent healthcare system, new models of healthcare delivery.</li><li>iii) To understand patient engagement in healthcare: patient participation in healthcare decision-making; building the capacity and ability of patients to engage in healthcare.</li></ul>
<b>Prerequisites</b>	English B1 / B2
<b>Target Group</b>	Undergraduates/master students in geography & social sciences, spatial planning.
<b>Requirements</b>	Active participation and attendance, individual assignment (1 ppt presentation).
<b>Credit Points</b>	3
<b>Time &amp; Location</b>	27-29 March 2023 (10:00-15:00), March 2023 – Eastern European Time (EET) / Romanian time, online
<b>Participants max.</b>	15 students



<b>Content</b>  	<p>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.</p> <p>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.</p>
<b>Teaching Language</b>	English
<b>Literature</b>	<ol style="list-style-type: none"> <li>1. Astin, H.S. and Astin, A.W.. A Social Change Model of Leadership Development Guidebook Version III. The National Clearinghouse of Leadership Programs, 1996. Blueprint Leadership Development Program at UC Berkeley</li> <li>2. Philip Kotler, Nancy Lee, Social Marketing. Behavior Change for Social Good, ISBN-13: 978-1544351490, ISBN-10: 1544351496</li> <li>3. Mari Martiskainen, The role of community leadership in the development of grassroots innovations, Environmental Innovation and Societal Transitions, Volume 22, 2017, Pages 78-89, ISSN 2210-4224, <a href="https://doi.org/10.1016/j.eist.2016.05.002">https://doi.org/10.1016/j.eist.2016.05.002</a>. (<a href="https://www.sciencedirect.com/science/article/pii/S2210422416300417">https://www.sciencedirect.com/science/article/pii/S2210422416300417</a>)</li> <li>4. Paul Porteous (2018) Social Leadership and Collaborative Engagement for Communities under Stress, Journal of Peacebuilding &amp; Development, 13:3, 23-39, DOI: 10.1080/15423166.2018.1494620</li> <li>5. Universities without walls. A vision for 2030</li> </ol>
<b>Teaching Methods</b>	Interactive teaching, workshop, online tools
<b>Qualification Objective</b>	<ol style="list-style-type: none"> <li>i) To understand the social leadership models</li> <li>ii) To understand the social marketing concept and mix</li> <li>iii) To explore best practices on social behavior</li> <li>iv) To identify social marketing campaigns to involve students in</li> <li>v) To understand the marketing strategic model of social change</li> </ol>
<b>Prerequisites</b>	Good English is required.
<b>Target Group</b>	The course is open to all students.
<b>Requirements</b>	Attendance, active participation in class, 1 group deliverable and a final individual ppt deliverable (20-25 slides).
<b>Credit Points</b>	3
<b>Time &amp; Location</b>	29 – 31 March 2023 – 10:00 – 15:00 – Eastern European Time (EET) / Romanian time, online.
<b>Participants max.</b>	25 students

## 1PGE212 | SOLIDARISCH IN TÜBINGEN? STÄDTISCHE INITIATIVEN MULTIMEDIAL SICHTBAR MACHEN!

SYLVIA ERBEN | UNIVERSITÄT TÜBINGEN & KATHRIN SCHUMANN | FREIE REDAKTEURIN & DOZENTIN FÜR MEDIENPRODUKTION


<b>Inhalte</b>  EBERHARD KARLS UNIVERSITÄT TÜBINGEN	Sei es in der Corona-Gesellschaft oder in der Auseinandersetzung mit Betroffenen von (rechter) Gewalt – ein Wort fällt im gesellschaftlichen Diskurs mit beachtlicher Häufigkeit: „Solidarität!“ Aber was bedeutet es eigentlich, solidarisch zu sein? Auch in Tübingen gibt es viele Initiativen und Bewegungen, für deren Arbeit Solidarität eine große Rolle spielt. Leider bleiben viele von ihnen innerhalb der Stadtgesellschaft unsichtbar. Mit unserem multimedialen Pageflow-Projekt wollen wir das ändern: Darin erstellen wir miteinander mehrere kleine Web-Reportagen zu Tübinger Initiativen. In ihnen soll sichtbar werden, welche Rolle Solidarität im Arbeiten der Initiativen spielt; wer, wie unterstützt wird und wo die Herausforderungen liegen. Wenn dich also interessiert, wie man z. B. Videos dreht und schneidet sowie passende Texte dazu verfasst und mit dem Pageflow-Tool zu einer Website zusammenbaut, bist du im Seminar richtig. In diesem Semester arbeiten wir mit der Tübinger Initiative Frauen helfen Frauen e. V. zusammen, dem Träger des autonomen Frauenhauses in Tübingen. Wir ergänzen damit die im WiSe 2022/23 produzierten Inhalte zum Asylzentrum. Neben Solidarität mit Menschen mit Fluchterfahrung geht es insbesondere um Solidarität unter/gegenüber Frauen* und Frauenbewegungen.
<b>Unterrichssprache</b>	Deutsch
<b>Literatur</b>	Bargetz, B./Scheele, A./Schneider, S. (2019): Umkämpfte Solidaritäten: Einleitung. <i>Femina Politica – Zeitschrift für feministische Politikwissenschaft</i> , 28 (2), 9-25.
<b>Lehrmethode</b>	Semesterbegleitend gibt es in diesem Service-Learning-Seminar vier Präsenztermine. In Zusammenarbeit mit der Initiative <i>Frauen helfen Frauen e. V.</i> und dem <i>Asylzentrum</i> erarbeiten die Studierenden zwischen den Terminen selbst in Kleingruppen Inhalte, kurze Interviews, Videos und Fotos, mit denen sie anschließend im Onlinetool <i>Pageflow</i> kurze Webreportagen erstellen. Ein <i>Pageflow</i> ist ein Online-tool für multimediales Storytelling (siehe z. B. <a href="https://www.audio-journalismus.de/w">https://www.audio-journalismus.de/w</a> ). Die Teilnehmer:innen erhalten im Vorfeld Zugang zu einem Moodle-E-Learning Kurs zur inhaltlichen und mediengestalterischen Vorbereitung. Das hier erworbene Wissen wird anschließend in den Präsenzterminen praktisch vertieft.
<b>Qualifikationsziele</b>	<b>Verstehen:</b> Die TN beschäftigen sich mit dem Konzept der Solidarität und lernen verschiedene Begriffsverständnisse kennen. <b>Reflexion:</b> Die TN reflektieren ihren eigenen Solidaritätsbegriff. Die Teilnehmer:innen reflektieren die Bedeutung von Solidarität für zivilgesellschaftliches Engagement. <b>Transfer:</b> Die TN erlernen und nutzen medienpraktische Fähigkeiten zum Bau des multimedialen Pageflow. Engagement: Die TN lernen Frauen helfen Frauen e. V. und das Asylzentrum kennen, treten in Austausch mit diesen und erstellen kurze Webreportagen zu ihrer Sichtbarmachung via <i>Pageflow</i> .
<b>Voraus.</b>	Deutsch B2
<b>Zielgruppe</b>	Offen
<b>Leistungsnachweis</b>	Aktive Teilnahme an allen vier Sitzungen, Vorbereitung im E-Learning-Kurs, Partizipation an der Erstellung des <i>Pageflow</i>
<b>ECTS Credit Points</b>	6
<b>Termine &amp; Ort</b>	04. November 2023, 09 :00 – 18 :00 CET ; 09. Dezember 2023, 09 :00 – 16 :30 CET ; 26. Januar 2024, 14 :00 – 18 :00 CET ; 23. Feb 2024, 09 :00 – 13 :30 CET, Präsenz, Tübingen
<b>TN max.</b>	25 Studierende


## 1PGE216 | FEMALE SOLIDARITY IN LITERATURE AND BEYOND

ISABEL-MARIA OSUNA-MONTILLA & CHAROULA FOTIADOU | UNIVERSITY OF TÜBINGEN

SISSY DOUSIOU | FEMINIST NETWORK OF FEMALE AUTHORS

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<b>Content</b> 	This course focuses on female solidarity within and outside the text. More specifically, we will look at how female solidarity is portrayed in Siri Hustvedt's novel <i>The Summer Without Men</i> and its sociocultural relevance. Then, we will discuss the actual gender bias that female authors, including Hustvedt, encounter when their works are reviewed. Finally, we will look for solutions in real-world projects developed by women for women that address this type of gender inequality. For this purpose, we have invited the Feminist Network of Female Authors located in Greece to present their work, faced difficulties and their ideas on how to create, support and enhance female bonding.
<b>Teaching Language</b>	English
<b>Literature</b>	Fragments of the novel <i>The Summer Without Men</i> (2011) by Siri Hustvedt will be used for the practical exercises. Secondary resources, i.e., interviews, articles etc., will showcase the actual experience of Hustvedt and female authors in the work market.
<b>Teaching Methods</b>	Service-Learning: Transfer of theory into practice
<b>Qualification Objective</b>	<ul style="list-style-type: none"><li>• Acquisition of knowledge regarding the topic of women solidarity</li><li>• Application of literary and social science methods</li><li>• Get insight in the work and the challenges being faced from community partners in the field of women solidarity</li><li>• Strengthen competences, like literacy, personal, social, learning to learn and citizenship competences, cultural awareness and expression.</li><li>• Create awareness of the gender bias problem in the literary world</li><li>• Acquaint oneself with tools to acknowledge and address the problem</li></ul>
<b>Prerequisites</b>	Sufficient knowledge of spoken and written English language (B2)
<b>Target Group</b>	Open
<b>Requirements</b>	Active participation, conduct an interview with the community partner, final presentation
<b>Credit Points</b>	3
<b>Time &amp; Location</b>	13 December 2023, 14:00 – 16:00 CET; 15 December, 14:00 – 18:00 CET; 12 & 19 January 2024, 14:00 – 18:00 CET; 26 January 2024, 14:00 – 16:00 CET, online
<b>Participants max.</b>	15


<b>Content</b>  	<p>“Chemistry Solutions for Global Challenges” microprogram is an opportunity to engage in 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, as well as, to promote civic engagement.</p> <p>The syllabus for this course is as follows: 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 the 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 &amp; Sustainable Development. The twelve Principles of Green Chemistry; individual presentations of case studies.</p>
<b>Teaching Language</b>	English
<b>Literature</b>	<ol style="list-style-type: none"> <li>1. Chemistry Education Best Practices, Opportunities and Trends, Edited by J. García-Martínez and E. Serrano-Torregrosa, Wiley-VCH Verlag, Weinheim, Germany, 2015.</li> <li>2. Effective Chemistry Communication in Informal Environments, The National Academies Press, Washington, DC, 2016.</li> <li>3. J.E. Stiglitz, Making Globalization Work, W.W. Norton &amp; Company, New York, 2006.</li> <li>4. Meeting Global Challenges through Better Governance International Cooperation in Science, Technology and Innovation, OECD, 2012.</li> <li>5. S.C. Smallman, K. Brown, Introduction to International and Global Studies, 2<sup>nd</sup> edition, Chapel Hill: University of North Carolina Press, 2015.</li> </ol> <p>*Other readings may be recommended and posted on the course platform. Students who are unable to access the textbooks or other readings should contact the instructor as soon as possible.</p>
<b>Teaching Methods</b>	Online Course using a variety of methods, with emphasis on creating an interactive learning environment: PowerPoint presentations, Class discussions and debates, Videos, e-learning tools, Analysis of real-world case studies, Group research work & group presentation.
<b>Qualification Objective</b>	At the end of this course, the students should be able to: identify the demanding global challenges of the 21 <sup>st</sup> 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.
<b>Prerequisites</b>	Good knowledge of the English language is required.

<b>Target Group</b>	Open to bachelor and master students from all fields of study.
<b>Requirements</b>	Specific requirements for this course are: attendance and active participation in class activities; analysis of real-world case studies will be incorporated into each topic in order to highlight the significant scientific achievements to date and make learning relevant. Students will be asked to make individual short presentations on the chosen case study; students will be asked to develop a research project in which each 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.
<b>Credit Points</b>	3
<b>Time &amp; Location</b>	2, 9, 16, 23, 30 May 2023, 4 -8 p. m.; European Time (EET) / Romanian time, online
<b>Participants max.</b>	15 students (and 3 students minimum)

**1PGE220 | GLOBAL MIGRATION ON THE GROUND (CIVIS BIP)**

DR. GLAUCIA PERES DA SILVA | UNIVERSITÄT TÜBINGEN


<b>Content</b>  EBERHARD KARLS UNIVERSITÄT TÜBINGEN	Migration as a global phenomenon is both connected to mobility and displacement, incorporation and exclusion, carrying both benefits and challenges. This ambivalence has been overshadowed in the last years by negative interpretations, connected mainly to the “refugee crisis” and its consequences. Many efforts have been made in order to improve the way migration is globally governed, involving the cooperation between states, civil society and private sector organizations, since its causes are highly diverse: conflict, extreme violence, severe economic and political instability, environmental and climate change, but also participation in student exchange and expatriate programs as well as demands for qualified labor. Still, much work must be done to find solutions that are good for all. In this course, we will discuss migration from a transdisciplinary and transnational perspective. Students will be challenged to reflect on the way the topic is discussed in academia, the media, and politics. Fostering cooperation within the CIVIS network and with partners of the civil society, the course will make students aware that global issues do not have simple solutions and demand cooperation between different academic specializations and multiple stakeholders. This course is offered in partnership with the Institute of Sociology (UT), the Service-Learning team (TRACS/UT), the Somum Institute Societies in Transition in the Mediterranean (Aix-Marseille University), and the Department of Law and Department of Social Sciences and Economics (Sapienza Università di Roma).
<b>Teaching Language</b>	English
<b>Literature</b>	A reading list will be provided in the beginning of the course.
<b>Teaching Methods</b>	This course will be offered in two blocks. In the first block (online), students will attend lectures and workshops with civil society organizations. In the second block (presence in Tübingen), students will attend lessons and workshops, make a short excursion in the city, and work in university-mixed groups to find an answer to a challenge.
<b>Qualification Objective</b>	By the end of the course, students will have developed (a) differentiated knowledge on migration from the perspective of different disciplines, (b) skills in participating in transdisciplinary debates on migration and their relationship with concrete problems faced by civil society organizations, (c) critical thinking on global migration processes, reflecting on its main challenges and solutions, and (d) skills in working in international teams to solve shared problems.
<b>Prerequisites</b>	English B2
<b>Target Group</b>	Open
<b>Requirements</b>	Attendance, participation in the discussions and activities, elaboration of a final essay in university-mixed groups with an answer to the posed challenge.
<b>ECTS Credit Points</b>	3
<b>Time &amp; Location</b>	16 & 23 February 2024, 12:00 – 16:00 CET; 1 & 8 & 15 March 2023, 12:00 16:00 CET, online 8 – 12 April 2024, 12:00 – 16:00 CET, on-site
<b>Participants max.</b>	30

<b>Content</b>  	<p>The evolution of society has always left a number of people behind. Homeless people are some of these. Science has always brought us as close to understand the needs of homeless people, it has given us tools and working models. However, the number of homeless people has steadily increased, their situation has become increasingly visible and social assistance systems are overburdened. What can be done?</p> <p>Through this course we will explore concrete ways of mapping marginalized communities and methods to plan basic and advanced social interventions. At the same time, this course will provide answers on how to establish a first contact with homeless people, how to provide a minimum of services in the field and how to develop a community center.</p> <p>For the practical sessions, we will work with Carusel Association (<a href="http://www.carusel.org">www.carusel.org</a>).</p>
<b>Teaching Language</b>	English
<b>Literature</b>	<ol style="list-style-type: none"> <li>1. Geissler, L.J., Bormann, C.A., Kwiatkowski, C.F., Braucht, G.N., Reichardt, C.S. (1995). Women, Homelessness, And Substance Abuse: Moving Beyond the Stereotypes. <i>Psychology of Women Quarterly</i>, 19, 1.</li> <li>2. Greene, J.M., Ennett, S.T, Ringwalt, C.L. (1999). Prevalence and Correlates of Survival Sex Among Runaway and Homeless Youth. <i>American Journal of Public Health</i>, 89, 9.</li> <li>3. Lenon, S. (2000). Living on the edge: women, poverty and homelessness in Canada. <i>Canadian Woman Studies</i>, 123-126.</li> <li>4. Watson, J. (2011). Understanding survival sex: young women, homelessness and intimate relationships. <i>Journal of Youth Studies</i>, 14, 6, 639-655.</li> <li>5. Wenzel, S.L., Green, H.D., Tucker, J.S., Golinelli, D., Kennedy, D.P., Ryan, G., Zhou, A. (2009). The Social Context of Homeless Women's Alcohol and Drug Use.</li> <li>6. Wilson, E., Kenny, A., Dickson-Swift, V. (2017). Ethical Challenges in Community-Based Participatory Research: A Scoping Review. <i>Qualitative Health Research</i>, 1-11.</li> </ol>
<b>Teaching Methods</b>	Service-Learning, Presentations & Reports, Online search Discussions
<b>Qualification Objective</b>	<ol style="list-style-type: none"> <li>i) raising awareness of the need for social empowerment and solidarity</li> <li>ii) better understanding of the phenomenon of homelessness</li> <li>iii) developing skills in providing support services for vulnerable people</li> <li>iv) fundraising for social causes</li> </ol>
<b>Prerequisites</b>	Good English.
<b>Target Group</b>	All students.
<b>Requirements</b>	Active participation in all activities.
<b>Credit Points</b>	3
<b>Time &amp; Location</b>	5 meetings of 3 hours each; 5, 12, 19, 26 May and 2 June 2023, time 2-5 p.m. (students' availability will be considered) – Eastern European Time (EET) / Romanian time, online
<b>Participants max.</b>	15 students



**1PGE221 | DEMOCRATIC MEMORIES IN GLOBAL PERSPECTIVE (CIVIS BIP)**

GLAUCIA PERES DA SILVA | UNIVERSITY OF TÜBINGEN


<b>Content</b>  	Democracy as an ideal form of government was interpreted and realized differently across time in various parts of the world. Every attempt to establish democratic institutions in countries or world regions, their relative success, forms of organization and basis of stability, as well as the threats against them, are part of a global democratic history, which connects interpretations of the past with present experiences and future aspirations. In this context, democratic collective memory plays a central role. It shapes history, creates cultures of remembrance and memory sites in museums, memorials and archives, and awakes moral emotions across generations, influencing political and rule making decisions. In this course, the topic of democratic collective memories will be discussed from an international and transdisciplinary perspective, including psychology, law, political science, history, sociology, education, archeology and cultural studies. Fostering cooperation within the CIVIS network, this course aims to make students aware that global democratic issues do not have simple solutions and demand cooperation between different academic specializations and multiple stakeholders. Moreover, the contact with researchers and students from different countries where democratic memories are dealt with differently, will support the development of critical thinking, opening new possibilities for international agreements as well as European and global solutions. This course is offered in partnership with the Division of Medieval Archaeology (UT), Department of General Psychology (Universidad Autónoma de Madrid), Department of History and Archeology (National and Kapodistrian University of Athens), Department of Communication and Social Research (Sapienza Università di Roma), Center for Social and Intercultural Psychology (Université Libre de Bruxelles) and Department of Modern Literature (Cheikh Anta Diop University of Dakar).
<b>Teaching Language</b>	English
<b>Literature</b>	A reading list will be provided in the beginning of the course.
<b>Teaching Methods</b>	This course will be offered in two blocks. In the first block (online), students will attend lectures. In the second block (presence in Tübingen), students will attend lessons and workshops, make a short excursion in the city, and work on a group project in university-mixed groups.
<b>Qualification Objective</b>	(a) Critical knowledge on democratic collective memories from the perspective of different disciplines, (b) skills in participating in transdisciplinary debates on democratic collective memories and their relationship with concrete issues faced by museums, memorials, archives and other memory sites, (c) a variety of methodological skills on collecting and analyzing different kinds of data, (d) critical thinking on democratic collective memories, reflecting on its main challenges and solutions, (e) skills in working in international teams to solve common problems
<b>Prerequisites</b>	English B2
<b>Target Group</b>	Open
<b>Requirements</b>	Attendance, participation in the discussions and activities, elaboration of a final essay in university-mixed groups with an answer to the posed challenge.
<b>Credit Points</b>	3
<b>Time &amp; Location</b>	4 & 12 & 18 December 2023, 14:00 – 16:00 CET; 8 & 15 & 22 & 29 January 2024, 14:00 – 16:00 CET; 5 & 12 & 19 February 2024, 14:00 – 16:00 CET, online 24 – 28 March 2024, 14:00 – 16:00 CET, on-site
<b>Participants max.</b>	25



<p><b>Content</b></p> <p>EBERHARD KARLS UNIVERSITÄT TÜBINGEN</p>	<p>Do you believe you are an active member of the society? Have you already been involved in a sports club, volunteer fire brigade, refugee aid or any other social, cultural or ecological context at home or abroad? Or do you plan to?</p> <p>Then, this workshop is tailored to your needs. Use the opportunity to learn through different teaching and learning methods, reflect on your practical experience and tie it back to the experiential and teaching-learning space of studying at the university. The latter will be achieved by writing a science-based practical report that will combine both theory and practice.</p> <p>This course is creditable for unit 3 – Record of civic engagement of the micro-programme. We strongly recommend to take this course if you have already completed a min. of 60 hours of volunteering.</p>
<p><b>Teaching Language</b></p>	<p>English</p>
<p><b>Literature</b></p>	<p>The following literature will be provided in Ilias for students before the start of the workshop:</p> <p>Adler, R. P., &amp; Goggin, J. (2005). What do we mean by “civic engagement”? <i>Journal of transformative education</i>, 3(3), 236-253.</p>
<p><b>Teaching Methods</b></p>	<p>Service-Learning format; Reflection on one's own experiences, exchange of experience; Transfer of theory and practice</p>
<p><b>Qualification Objective</b></p>	<p>Strengthening civic competence: Students acquire a theoretical approach to the topic of "civic engagement" by reading and discussing selected relevant texts.</p> <p>Strengthening personal, social and learning skills: Students reflect on their own civic engagement or social internship. By designing a science-based reflection report, you will learn how to transfer theory and practice.</p>
<p><b>Prerequisites</b></p>	<p>English B2</p>
<p><b>Target Group</b></p>	<p>Open</p>
<p><b>Requirements</b></p>	<p>Complete asynchronous phase, preparatory text reading, participation in the reflection workshop, preparation of a written science-based practical report (20,000 characters incl. spaces/approx. 10 pages)</p>
<p><b>Credit Points</b></p>	<p>2</p>
<p><b>Time &amp; Location</b></p>	<p>8 December 2023, 14:00 – 18:00 CET, online</p>
<p><b>Participants max.</b></p>	<p>15</p>


## ECO-FRIENDLY TECHNOLOGIES FOR ENERGY CONVERSION AND STORAGE

ASSOCIATE PROF. PHD. SORINA IFTIMIE; LECTURER PHD. ADRIANA BALAN | UNIVERSITY OF BUCHAREST

<b>Content</b> 	<p>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, chlorophyll-a, graphene, and nanotubes.</p> <p>Special attention will be paid to microbial fuel cells used for wastewater treatment and photo-electrochemical devices for CO<sub>2</sub> conversion because the 21 century is facing an acute issue, i.e. the lack of drinking water.</p> <p>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 de-vices 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, many places can be exploited as solar cell power plants, but the conveyance infrastructure is far from optimal.</p> <p>A very interesting experimental section about proton exchange membrane fuel cells (PEMFC), membrane electrode assembly (MEA) fabrication and protocol, and the computational of specific parameters of photo-voltaic structures is proposed.</p>
<b>Teaching Language</b>	English
<b>Literature</b>	<ol style="list-style-type: none"><li>1. Handbook of Photovoltaic Science and Engineering, Antonio Luque and Steven Hegedus, John Wiley &amp; Sons Ltd, The Atrium, Southern Gate, Chichester, West Sussex PO19 8SQ, England</li><li>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</li><li>3. Handbook of Batteries, David Linden and Thomas B. Reddy, McGraw-Hill Publishing House, ISBN 0-07-135978-8</li><li>4. New Perspectives on Fuel Cell Technology: A Brief Review, Sazali N et al., Membranes (Basel). 2020;10(5):99, doi:10.3390/membranes10050099</li><li>5. Photoelectrochemical Conversion of Carbon Dioxide (CO<sub>2</sub>) into Fuels and Value-Added Products (Review), Vignesh Kumaravel et al., ACS Energy Letters 2020 5 (2), 486-519, DOI: 10.1021/acsenenergylett.9b02585</li><li>6. Review of the principal mechanisms, prospects, and challenges of bioelectro-chemical systems, Tertsegha J.-P. Ivase et al., Environ Prog Sustainable Energy. 2020 39:e13298, <a href="https://doi.org/10.1002/ep.13298">https://doi.org/10.1002/ep.13298</a></li></ol>
<b>Teaching Methods</b>	Individual presentations, class discussions, computation, and analysis of experimental data.
<b>Qualification Objective</b>	<ol style="list-style-type: none"><li>i) to understand the basic principles of physical and chemical processes involved in the energy conversion</li><li>ii) to understand the working principle of photovoltaic structures</li><li>iii) to understand the working principle of batteries and capacitors</li><li>iv) to understand the working principle of microbial fuel cells and photo-electrochemical devices for CO<sub>2</sub> conversion</li><li>v) e. to compute and analyze specific experimental data</li></ol>
<b>Prerequisites</b>	Fluent in English.
<b>Target Group</b>	All students.
<b>Requirements</b>	-
<b>Credit Points</b>	3
<b>Time &amp; Location</b>	11, 12, 16, 18, 19 May 2023 – 10:00 – 14:00 Eastern European Time (EET) / Romanian time, online
<b>Participants max.</b>	15 students


## UNIVERSITY-BASED PROJECTS FOR LOCAL SUSTAINABLE DEVELOPMENT IN EUROPEAN UNESCO GLOBAL GEOPARKS

ASSOCIATE PROF. DR. ALEXANDRU ANDRASANU | UNIVERSITY OF BUCHAREST | DIRECTOR HATEG COUNTRY UNESCO GG; PHD STUDENT CRISTINA TOMA | UNIVERSITY OF BUCHAREST

<b>Content</b>  	<p>Since ancient times people have 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 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 now comprises 169 territories from 44 countries among them 81 in 26 European countries. The continuous development of the concept raises 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 connections between geodiversity, biodiversity, and local identity? The course is trying to answer these questions and to present case studies of UNESCO global geoparks from different European countries (ex: Romania, Germany, Spain) including team experience in building and management of UNESCO geoparks in Romania. At the end of the seminar, we will debate the question: could the geopark be a model for resilience and sustainable development agenda 2030?</p>
<b>Teaching Language</b>	English
<b>Literature</b>	<ol style="list-style-type: none"> <li>1. Martini et al. (2021) UNESCO Global Geoparks in the “World after”: a multiple-goals roadmap proposal for future discussion. Episodes-0001. Available <a href="#">here</a></li> <li>2. UNESCO (2019) UNESCO Global Geoparks. Available <a href="#">here</a></li> <li>3. Martini, G., and Zouros, N., 2008, Geoparks, a vision of the future. Geosciences, v 7-8, pp. 182–189.</li> <li>4. Andrașanu, A. (2010) – Buzau Land Geopark. Steps in building a new geopark in Romania. In Proceedings XIX Congress of the Carpathian-Balkan Association, Special Volume 100.</li> </ol>
<b>Teaching Methods</b>	The online seminar will use a variety of teaching formats and methods including presentations, break-out group work, class discussion, class debate, case studies from students' countries.
<b>Qualification Objective</b>	<p>Participants will</p> <ol style="list-style-type: none"> <li>i) Build awareness of the geopark issue and its role in sustainable development approach</li> <li>ii) Become familiar with important concepts of geoconservation</li> <li>iii) Apply theoretical concepts of geopark to real territories in different European countries</li> <li>iv) Identify the relationship between geodiversity and local identity</li> <li>v) Practice their debating skills</li> </ol>
<b>Prerequisites</b>	Good English is required.
<b>Target Group</b>	All students.
<b>Requirements</b>	Individual and team presentations.
<b>Credit Points</b>	3
<b>Time &amp; Location</b>	22 and 29 May; 19 June 2023, h: 1:00 – 6:00 p.m. Eastern European Time (EET) / Romanian time, online
<b>Participants max.</b>	15 students


## ENGAGING MARGINALIZED COMMUNITIES

PROF. PHD. SORIN GEORGE TOMA; PROF. PHD. OTNIEL BUNACIU | UNIVERSITY OF BUCHAREST

<b>Content</b>  	<p>Communities that exist as marginal communities are not only geographically isolated although that often is the case, but they are also excluded from various aspects of life in their localities, such as: social, economic, educational, and/or cultural. Marginalization often occurs because there is an unequal balance of power between various groups in society. Examples of marginalized populations are those excluded because of race, language, physical ability, immigration status and even age.</p> <p>The focus of the course will be to understand the needs and the challenges of marginalized groups and reflect on how civic involvement efforts attempt to improve the situation. Access to such communities for the purpose of research is often difficult and there is always a danger that marginalization will reinforce stereotypes and limit the ability to draw adequate conclusions.</p> <p>We will partner with several organizations connected to the University of Bucharest who are involved in civic engagement: Fundatia Providenta (Project Ruth – <a href="https://project-ruth.org">https://project-ruth.org</a>) and the student association: „Afaceri, Etică și Responsabilitate socială” (<a href="#">Business, Ethics and Social Responsibility</a>).</p>
<b>Teaching Language</b>	English
<b>Literature</b>	<ol style="list-style-type: none"> <li>1. Sánchez-Sosa, J. J. and Lerner-Febres, S., 2002. Academic freedom and social responsibility: the role of university organisations and possible instruments for international monitoring. Higher Education Policy, 15, 2002, pp.385-390</li> <li>2. European Network of Socially Responsible Universities, 2016. Learning Guide of Transversal Contents for Socially Responsible Universities.</li> <li>3. Sibley, David, Geographies of Exclusion. Society and Difference in the West, Routledge, London, 1995.</li> <li>4. Singer, Peter, The Most Good You Can Do. How Effective Altruism is Changing Ideas About Living Ethically, Yale University Press, 2015.</li> <li>5. Fukuyama, Francis, Trust: The Social Virtues and the Creation of Prosperity, Free Press Paperbacks, Simon &amp; Shuster, New York, 1995.</li> <li>6. DeSantis, Gloria, Voices from the margins: Policy advocacy and Marginalized Communities, Canadian Journal of Nonprofit and Social Economy research, vol. 1, no. 1, Fall 2010</li> <li>7. Fukuyama, Francis, Social Capital and Civil Society, The Institute of Public Policy, George Mason University, 1999</li> <li>8. Becker, P. E. &amp; Dhingra P, Religious Involvement and Volunteering: Implications for Civil Society, Sociology of Religion 2001, 62:3 315-335</li> </ol>
<b>Teaching Methods</b>	Service-Learning, Presentations & Reports, Online search. Discussions.
<b>Qualification Objective</b>	<ol style="list-style-type: none"> <li>i) Basic knowledge on civic engagement with marginalized communities</li> <li>ii) Basic skills on qualitative research, such as developing a research design</li> <li>iii) Becoming aware of needs and challenges faced by marginalized communities</li> <li>iv) Basic skills in discussing research results with actors beyond the university</li> </ol>
<b>Prerequisites</b>	Good English is required.
<b>Target Group</b>	All students.
<b>Requirements</b>	Individual and team presentations.
<b>Credit Points</b>	3
<b>Time &amp; Location</b>	23 May, 6, 13 June 2023 - 10:00 - 17:00 (13:00 - 14:00) lunch break; Eastern European Time (EET) / Romanian time, online
<b>Participants max.</b>	15 students


## INCLUSIVE UNIVERSITY – AN IMPORTANT STEP TOWARDS AN INCLUSIVE SOCIETY

ASSOCIATE PROF. PHD. MARILENA BRATU; ASSOCIATE PROF. PHD. CRISTIAN BUICĂ-BELCIU; ASSISTANT PROF. PHD. ALINA CHIRACU | UNIVERSITY OF BUCHAREST

<b>Content</b>  	<p>The social inclusion of people with special needs is a permanent concern world-wide. People with special needs can be active members with a valuable contribution to social life. In order to achieve a genuine inclusion of people with disabilities in society, it is necessary to start from the school and university level an awareness campaign both on the special needs of these people and on the potential they have.</p> <p>In this context, the seminar we propose will include the following modules for study:</p> <ul style="list-style-type: none"> <li>- general information about disability</li> <li>- models for identifying and analyzing the specific needs of people with disabilities</li> <li>- facilitating access to information for all in order to ensure an inclusive education</li> <li>- models for achieving inclusion at the level of the educational institutions</li> <li>- social inclusion and ways to achieve it.</li> </ul>
<b>Teaching Language</b>	English
<b>Literature</b>	<ol style="list-style-type: none"> <li>1. Garner, P. (2009). Special educational needs: The key concepts. London: Routledge.</li> <li>2. Heward, W. L., Alber-Morgan, S. R., &amp; Konrad, M. (2017). Exceptional children: An introduction to special education (11th ed). Boston: Pearson.</li> <li>3. Fichten, C. S., Asuncion, J. V., Barile, M., Fossey, M. E., Robillard, C., Judd, D., ... &amp; Juhel, J. C. (2004). Access to Information and Instructional Technologies in Higher Education I: Disability Service Providers' Perspective. <i>Journal of Postsecondary Education and Disability</i>, 17(2), 114-133.</li> <li>4. Lazar, J., &amp; Stein, M. A. (Eds.). (2017). Disability, human rights, and information technology. University of Pennsylvania Press.</li> </ol> <p>Rawal, N. (2008). Social inclusion and exclusion: A review. <i>Dhaulagiri Journal of Sociology and Anthropology</i>, 2, 161-180.</p>
<b>Teaching Methods</b>	Online seminars in which will be used: open discussions about the targeted topic, group presentations, structured group activities, class debate, individual research and study.
<b>Qualification Objective</b>	<ol style="list-style-type: none"> <li>i) raising awareness of the need for inclusion of people with disabilities.</li> <li>ii) identifying the main barriers faced by people with disabilities in everyday life.</li> <li>iii) identifying the most effective methods of achieving inclusion according to the identified needs at educational institutions level.</li> <li>iv) identifying the most effective methods of achieving inclusion according to the identified needs at society level.</li> </ol>
<b>Prerequisites</b>	Participants should have basic knowledge in the fields of special education, psychology and pedagogy.
<b>Target Group</b>	All students interested in social inclusion of vulnerable groups.
<b>Requirements</b>	active participation in online debates and discussions, part of one group presentation, submission of one essay or case study.
<b>Credit Points</b>	3
<b>Time &amp; Location</b>	<p>Online gsuite platform: Special school for students with intellectual disabilities and hearing impairment</p> <p>25, 26 May; 5, 6, 9 June – 2 - 5 p.m.; Eastern European Time (EET) / Romanian time, online</p>
<b>Participants max.</b>	15 students (and 3 students minimum)

## PHYSICISTS AS CIVIC SCIENTISTS

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

<b>Content</b>  	<p>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.</p> <p>The course consists of micro-biographies of prominent physicists from all across the globe, with special emphasis though on Europe, as well as analyses and dossier of specific events which illustrate the role of physicists in the international arena.</p>
<b>Teaching Language</b>	English
<b>Literature</b>	<ol style="list-style-type: none"> <li>1. R.P. Barston, Modern diplomacy, Routledge, 2019</li> <li>2. Neal Lane, Benjamin Franklin, Civic scientist, Physics Today 56, 41 (2003)</li> <li>3. L.S. Davis and R.G. Patman, Science diplomacy. New day or false dawn?, World Scientific, 2015</li> <li>4. Pierre-Bruno Ruffini, Science and diplomacy. A new dimension of international relations, Springer, 2017</li> <li>5. 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)</li> <li>6. Monika Szkarlat, Science diplomacy of Poland, Humanities &amp; Social Sciences Communications 7, 59 (2020)</li> </ol>
<b>Teaching Methods</b>	The course consists of online lectures and individual work on preassigned research tasks.
<b>Qualification Objective</b>	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.
<b>Prerequisites</b>	Good English.
<b>Target Group</b>	All students.
<b>Requirements</b>	-
<b>Credit Points</b>	3
<b>Time &amp; Location</b>	5, 7, 12, 14, 19 June 2023 – 5 – 8 p.m. EEST time/Romanian time (the schedule can be adjusted in agreement with the students)
<b>Participants max.</b>	15 students




## 1NE208 | NACHHALTIGE TEXTILIEN IN TÜBINGEN – GESTALTUNG EINER FUTURE FASHION TOUR

MISUK CHOI | FUTURE FASHION EXPERT;

THOMAS VON SCHELL, GERHARD WAX, BARBARA SKORUPINSKI | WISSENSCHAFTSLADEN TÜBINGEN;

AMELIE STERNAGEL | FUTURE FASHION

<b>Inhalte</b> 	Bei einer Future Fashion Tour können Teilnehmer:innen an verschiedenen Stationen nachhaltige Konsummöglichkeiten und -alternativen im Bereich Kleidung kennenlernen. Future Fashion Tourguides bieten solche Touren in verschiedenen Städten an. In diesem Seminar möchten wir Stationen für eine Tour durch die Tübinger Innenstadt mit dem Fokus auf Qualitätssiegel entwickeln. Studierende setzen sich dafür zunächst mit dem Nachhaltigkeitsbegriff auseinander. Anschließend vergleichen und bewerten sie in Gruppenarbeit Siegel, schauen, wo sie diese in der Tübinger Innenstadt finden und führen Interviews mit Ladenbesitzer:innen, um das Nachhaltigkeitskonzept des Ladens zu erfassen. Jede Gruppe erarbeitet mit ihren Ergebnissen eine Station für eine Future Fashion Tour (FFT). Die Ergebnisse der Gruppen werden für und mit den Seminarpartnern FAIRstrickt und Future Fashion erarbeitet. Nähere Infos zu FFT finden Sie hier: <a href="https://www.futurefashion.de/angebote/future-fashion-on-tour/">https://www.futurefashion.de/angebote/future-fashion-on-tour/</a>
<b>Unterrichssprache</b>	Deutsch
<b>Literatur</b>	<ul style="list-style-type: none"><li>• Döring, Ralf (2009): Theorie und Praxis starker Nachhaltigkeit, in: Egan-Krieger, T.v., Schultz, J., Thapa, P., Voget, L. (Hrsg.) Die Greifswalder Schule starker Nachhaltigkeit, S. 25-38.</li><li>• Kampffmeyer, N. &amp; Scherf, C.-S. (2020, 20. Mai). Nachhaltigkeitssiegel: Verbrauchertäuschung oder verlässliche Orientierungshilfe? <i>Earth System Knowledge Platform</i> [www.eskp.de], 7. doi:10.2312/eskp.024. Abrufbar unter: <a href="https://www.eskp.de/schadstoffe/nachhaltigkeitssiegel-verbrauchertaeuschung-oder-verlaessliche-orientierungshilfe-9351088/">https://www.eskp.de/schadstoffe/nachhaltigkeitssiegel-verbrauchertaeuschung-oder-verlaessliche-orientierungshilfe-9351088/</a></li></ul>
<b>Lehrmethode</b>	Service-Learning, Projektarbeit in Kleingruppen
<b>Qualifikationsziele</b>	<b>Learning:</b> Fundiertes Wissen über den Begriff und die Leitlinien von Nachhaltigkeit, Anwendung auf den Bereich Kleidung. Erlernen und Anwendung von Methoden der angewandten Ethik, der Bildungsarbeit und qualitativen Interviewmethoden. Das Erlernte unterstützt das Treffen von begründeten Entscheidungen für einen nachhaltigen Textilkonsum. <b>Service:</b> Es entsteht eine Future Fashion Tour in Tübingen, welche im Rahmen der FAIRstrickt-Aktionswochen im April 2024 der breiten Öffentlichkeit angeboten werden soll. Zudem gibt es die Möglichkeit, sich im Rahmen von Future Fashion auch nach dem Seminar zu engagieren, z.B. als Future Fashion Tourguide.
<b>Voraus.</b>	Deutsch B2
<b>Zielgruppe</b>	Offen
<b>Leistungsnachweis</b>	Zwischenberichte (Siegelvergleich und -bewertung und Interviewauswertung) Gruppenpräsentation der entwickelten Station
<b>Credit Points</b>	3
<b>Termine &amp; Ort</b>	9. November 2023, 18:00 – 20:00 CET; 17. November 2023, 14:00 – 18:30 CET; 18. November 2023, 09:00 – 16:00 CET; 20. Januar 2024, 09:00 – 16:00 CET, on-site
<b>TN max.</b>	16