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Micro Program “Civic Engagement”

Course Catalog – Summer Term 2021

- Bucharest -

(Certificate)

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



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IMPORTANT NOTES

About the Micro Program “Civic Engagement” (certificate)

Promoting civic engagement plays an important role at the European Higher Education network CIVIS. As members, the University of Bucharest and the University of Tübingen now offer the joint program “Civic Engagement”. By doing so, we want to encourage our students to actively assume responsibility in society while critically reflecting their volunteering experiences.

Therefore, the program consists of three different units:

1. Attending a Service-Learning course
2. Record of civic engagement
3. Academic feedback

The first unit can be completed by attending a Service-Learning course in the Transdisciplinary Course Program. The courses concerned are regularly marked as such in the course description.

The second unit can be organized in a variety of ways and depends greatly on the individual interest. For example, students can attend one of our Mentoring and buddy programs or volunteer in student initiatives.

The third unit can be chosen freely, as long as the connection to one’s engagement is clear.

Registration Period and More Information

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

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

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

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

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

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

CONTENTS



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

Main topics:

Moral Metaphysics. The fact-value distinction in moral philosophy

Moral Reasoning. Coherence, moral disagreement and imagination

Moral Character. Virtue ethics revisited. The Good Life

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

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

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

Moral philosophy / seminar - debate

Applied Ethics / seminar – debate

LITERATURE

Selection:

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

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

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

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

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

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

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

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

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

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

Interactive lectures, class and group discussions.

TEACHING

METHODS

QUALIFICATION

OBJECTIVE

PREREQUISITES

TARGET GROUP

REQUIREMENTS

CREDIT POINTS

TIME & LOCATION

PARTICIPANTS MAX.

RECOMMENDATION

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

Good English is required

The course is open to all students.

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

3

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

25

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

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

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

| UNIVERSITY OF BUCHAREST

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DAAD
Deutscher Akademischer Austauschdienst
German Academic Exchange Service

CIVIS
A European Civic I

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

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

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

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

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

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

Will be announced at the introductory lecture

None

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

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

10

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

TEACHING-METHODS

QUALIFICATION OBJECTIVE

LITERATURE

PREREQUISITES

TARGET GROUP

REQUIREMENTS

CREDIT POINTS

TIME & LOCATION

PARTICIPANTS MAX.

RECOMMENDATION

University-based projects for local sustainable development: Implementing the UNESCO Geoparks Program in Romania

ASS. PROF. DR. ALEXANDRU ANDRASANU | UNIVERSITY OF BUCHAREST | DIRECTOR HATEG COUNTRY UNESCO GGP | UNIVERSITY OF BUCHAREST

CONTENTS



DAAD

Deutscher Akademischer Austauschdienst
German Academic Exchange Service

CIVIS



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

LITERATURE

Martini et al. (2021) UNESCO Global Geoparks in the “World after”: a multiple-goals roadmap proposal for future discussion. Episodes-0001. Available at: <http://www.episodes.org/journal/view.html?uid=2220&vmd=Full&fbclid=IwAR0dh2ZN6tveDZL-1YB7izExpjDZMOOjKvAtU51jK1nPdV5gV3W9wszjno> [accessed 23rd April, 2021]
UNESCO (2015) UNESCO Global Geoparks Operational Guidelines. http://www.unesco.org/new/fileadmin/MULTIMEDIA/HQ/SC/pdf/IGGP_UGG_Statutes_Guidelines_EN.pdf [accessed 23rd April 2021].
UNESCO (2019) UNESCO Global Geoparks. <http://www.unesco.org/new/en/natural-sciences/environment/earth-sciences/unesco-global-geoparks/frequently-asked-questions/what-is-a-unesco-global-geopark/> [accessed 23rd April, 2021]
Martini, G., and Zouros, N., 2008, Geoparks, a vision of the future. *Geosciences*, v7-8, pp. 182–189.
Andrășanu, 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, pp 503 – 513;

TEACHING METHODS QUALIFICATION OBJECTIVES

The online seminar will use a variety of teaching formats and methods including presentations, Break-Out Group work, class discussion, class debate
Participants will

- Build awareness of the geopark issue and its role in sustainable development approach
- Become familiar with important concepts of geoconservation
- Apply theoretical concepts of geopark to real territories in different countries
- Identify the relationship between geodiversity and local identity.
- Practice their debating skills.

PREREQUISITES TARGET GROUP REQUIREMENTS CREDIT POINTS TIME & LOCATION TN MAX. EMPFEHLUNG

Good English is required
Open to all students
Individual presentation
3
Online. June 8 – 11 (12:00 – 17:00 each) **Eastern European Time (+1h CET)**

30
This course is creditable for the third unit “Academic Feedback” of the **certificate Civic Engagement**.

Social Change through Marketing and Leadership

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

CONTENTS



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

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

LITERATURE

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

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

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

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

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

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

Interactive teaching, workshop, online tools

TEACHING

METHODS

QUALIFICATION

OBJECTIVE

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

PREREQUISITES

English

TARGET GROUP

Open to all.

REQUIREMENTS

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

CREDIT POINTS

3

TIME & LOCATION

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

PARTICIPANTS MAX.

25

REGISTRATION

Online

RECOMMENDATION

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

Engaging marginalized communities

PROF. UNIV. DR. SORIN TOMA; PROF. UNIV. DR. OTNIEL-IOAN BUNACIU | UNIVERSITY OF BUCHAREST

CONTENTS



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.

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.

We will partner with several organizations connected to the University of Bucharest who are involved in civic engagement: Fundatia Providenta (Project Ruth – <https://project-ruth.org>) and the student association: „Afaceri, Etică și Responsabilitate socială” (Business, Ethics and Social Responsibility - <https://unibuc.ro/cercul-studentesc-afaceri-etica-si-responsabilitate-sociala-din-cadrul-faa-donatii-pentru-persoane-aflate-in-dificultate/>).

LITERATURE

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

European Network of Socially Responsible Universities, 2016. Learning Guide of Transversal Contents for Socially Responsible Universities. Available at <http://www.eu-usr.eu/>
Sibley, David, *Geographies of Exclusion. Society and Difference in the West*, Routledge, London, 1995.

Singer, Peter, *The Most Good You Can Do. How Effective Altruism is Changing Ideas About Living Ethically*, Yale University Press, 2015.

Fukuyama, Francis, *Trust: The Social Virtues and the Creation of Prosperity*, Free Press Paperbacks, Simon & Shuster, New York, 1995.

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, <https://core.ac.uk/download/pdf/230653701.pdf>

Fukuyama, Francis, *Social Capital and Civil Society*, *The Institute of Public Policy*, George Mason University, 1999, <https://www.imf.org/external/pubs/ft/seminar/1999/reforms/fukuyama.htm>

Becker, P. E. & Dhingra P, *Religious Involvement and Volunteering: Implications for Civil Society*, *Sociology of Religion* 2001, 62:3 315-335, https://www.researchgate.net/profile/Penny-Edgell/publication/241278165_Religious_Involvement_and_Volunteering_Implications_for_Civil_Society/links/54c126ce0cf2d03405c4ea07/Religious-Involvement-and-Volunteering-Implications-for-Civil-Society.pdf

Service-Learning, Presentations & Reports, Online search

Discussions

TEACHING

METHODS

QUALIFICATION

OBJECTIVE

Basic knowledge on civic engagement with marginalized communities

Basic skills on qualitative research, such as developing a research design

Becoming aware of needs and challenges faced by marginalized communities

Basic skills in discussing research results with actors beyond the university

Good English

PREREQUISITES

TARGET GROUP

Open to all students

CREDIT POINTS

3

TIME & LOCATION

Online. June 16, 23 and 30 (10:00 – 17:00, 1h lunch break included) **Eastern European Time (+1h CET)**

PARTICIPANTS MAX.

30

RECOMMENDATION

This course is creditable for the first unit “Service-Learning” of the certificate **Civic Engagement**.

Inclusive University – an important step towards an inclusive society

ASSOCIATE PROFESSOR PH.D. MARILENA BRATU | UNIVERSITY OF BUCHAREST

CONTENTS



The social inclusion of people with special needs is a permanent concern worldwide. 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.

In this context, the seminar we propose will include the following modules for study:

- General information about disability
- models for identifying and analyzing the specific needs of people with disabilities
- facilitating access to information for all in order to ensure an inclusive higher education
- models for achieving inclusion at the level of the educational institutions
- social inclusion and ways to achieve it

LITERATURE

Garner, P. (2009). Special educational needs: The key concepts. London: Routledge.
Heward, W. L., Alber-Morgan, S. R., & Konrad, M. (2017). Exceptional children: An introduction to special education (11th ed). Boston: Pearson.
Fichten, C. S., Asuncion, J. V., Barile, M., Fossey, M. E., Robillard, C., Judd, D., ... & Juhel, J. C. (2004). Access to Information and Instructional Technologies in Higher Education I: Disability Service Providers' Perspective. *Journal of Postsecondary Education and Disability*, 17(2), 114-133.
Lazar, J., & Stein, M. A. (Eds.). (2017). Disability, human rights, and information technology. University of Pennsylvania Press.
Rawal, N. (2008). Social inclusion and exclusion: A review. *Dhaulagiri Journal of Sociology and Anthropology*, 2, 161-180.

TEACHING METHODS

Online seminars in which will be used: open discussions about the targeted topic, group presentations, structured group activities, class debate, individual research and study

QUALIFICATION OBJECTIVE

- Raising awareness of the need for inclusion of people with disabilities
- Identifying the main barriers faced by people with disabilities in everyday life
- Identifying the most effective methods of achieving inclusion according to the identified needs at university level
- Identifying the most effective methods of achieving inclusion according to the identified needs at society level

PREREQUISITES

Participants should have basic knowledge in the fields of special education, psychology and pedagogy

TARGET GROUP REQUIREMENTS

All students interested in social inclusion of vulnerable groups.

Active participation in online debates and discussions, part of one group presentation, submission of one essay or case study

CREDIT POINTS

3

TIME & LOCATION

Online GSuite platform. July 4 – 8 (10:00 – 14:00) **Eastern European Time (+1h CET)**

PARTICIPANTS MAX.

30

RECOMMENDATION

This course is creditable for the first unit „Service-Learning” of the **certificate Civic Engagement**.

Physicists as civic scientists

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

CONTENTS



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

LITERATURE

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

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

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

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

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

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

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

TEACHING

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

METHODS

QUALIFICATION

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

OBJECTIVE

PREREQUISITES

None

TARGET GROUP

All students interested in social inclusion of vulnerable groups.

REQUIREMENTS

Good English, research tasks

CREDIT POINTS

3

TIME & LOCATION

Online. June 14, 16, 18, 21, 23 and 25 (09:00 – 12:00 each) **Central European Time (+1h CET)**

PARTICIPANTS

24

MAX.

RECOMMENDATION

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

Minorities, Equity and Community Development

ASSOCIATE PROFESSOR GELU DUMINICA, PHD | UNIVERSITY OF BUCHAREST

CONTENTS



Taking into consideration the specific particularities of the vulnerable groups, as well as their marginal position, community building seems to be the single solution likely to lead to the social and economic rehabilitation of the community, especially during this sanitary and economic crisis. The effective inclusion and development of the minorities, with a special focus on Roma minority, within the social system is hindered by structural factors that can be acted upon in a collective rather than in an individual manner.

Therefore, a satisfactory level of welfare for the most vulnerable can only be achieved through rehabilitation programs for collective economic conditions, on the one hand, and through the mobilisation of collective community resources, on the other hand.

Community building refers mainly to the creation / restoration / rehabilitation of community conditions that would enable the community to be reintegrated in the global circuit of a desirable collective welfare. Secondly, community building refers to the establishment of mechanisms for mobilizing community resources which to lead to community problem-solving.

Community building programs aim not only to achieve goods in the community's interest, but also to develop capacities for community action. And the COVID crises prove this need more than ever.

Most of the marginalized communities can be perceived promoting a culture of poverty (a set of norms, values, beliefs and attitudes that perpetuate poverty and degradation in the community). This culture of poverty is defined by passivity, paternalism, apathy, indifference, and individualism. Faced with the problems of daily life, these people experience an acute feeling of being abandoned and a lack of perspective for the future. All these characteristics were used by the nationalistic-extremist parties that became, again, a political reality in Europe. We can contra-balance their discourse only promoting the culture of development, also called the pragmatic culture of cooperation, that is defined by values, norms, beliefs and attitudes that make people cooperate in order to identify and meet local needs. It is the culture of development that makes people get involved and part of togetherness feeling.

During this training we will discuss about the working methods we can implement as future specialists in order to promote the community development as a main tool for rehabilitation of the vulnerable communities, fighting against extremism and discriminatory attitudes.

LITERATURE

Turda, M., *Science and Ethnicity II: Biopolitics and Eugenics in Romania, 1920-1944*, Municipal Museum of Bucharest (2019)

Turda M, Quine MS, *Historicizing Race: a Global History*, Bloomsbury Academic (2018)

Fanon, F, *Black skin, with mask* (1952)

Sue Kenny (Editor), Brian McGrath (Editor), Rhonda Phillips (Editor), *The Routledge Handbook of Community Development: Perspectives from Around the Globe*

TEACHING

The online seminar will use a variety of teaching formats and methods including presentations, Break-Out Group work, class discussion, class debate

METHODS

QUALIFICATION

Build awareness of a global issue and its different manifestations of poverty, exclusion and marginalization, with a special focus on minorities.

OBJECTIVE

- Become familiar with important theories of community development equity, culture of development and diversity.
- Apply theoretical concepts to field related examples.
- Consider the relationship between populism and exclusion.
- Practice their debating and presentation skills.

PREREQUISITES

Good English is required

TARGET GROUP

Open

REQUIREMENTS

Active participation, presentations, discussions

CREDIT POINTS

3

TIME & LOCATION

Online. June 14 – 18 (17:00 – 20:00) **Eastern European Time (+1h CET)**

PARTICIPANTS MAX.

30

RECOMMENDATION

This course is creditable for the first unit „*Service-Learning*” of the **certificate Civic Engagement**.



Source: Fotolia - gustavofraza0

Micro Program “Civic Engagement”

Course Catalog – Summer Term 2021
- Tübingen -

(Certificate)

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



1PGE204 | Global Migration Politics and Realities

POLINA MANOLOVA, PHD | UNIVERSITY OF TÜBINGEN

CONTENTS



The past few decades have witnessed increased diversification of forms and practices of migration and the reconfiguration of the political technologies through which they are regulated. Existing explanations often see migration as a response to global processes of capitalist expansion and neoliberal restructuring. Such approaches tend to side-line its subjective dimensions: they tell us very little about what it means to be a migrant, the ambivalent outcomes for those on the move, and the imaginations, aspirations and deceptions that motivate its pursuit.

This course aims to address this imbalance by departing from the question of how global migration has been lived and embedded within individual and collective experiences across contexts. It seeks to answer the following questions: (1) What are the global forces – socio-economic, political, environmental – that produce and shape contemporary population mobilities? (2) What are the newly-emerging actors, institutions and technologies in the political field of migration governance? (3) What are the effects of different regulation mechanisms on migrants' experiences, and what are the alternative strategies of belonging and participation that they develop as consequence or reaction to them? By drawing on a wide range of case studies across geographical contexts (Eastern Europe, Latin America, Central Asia, and East Asia), the seminar aims at highlighting the global dimension of migration processes and the diversification of migratory experiences.

LITERATURE

Discussions will be anchored within literature stemming from migration studies, anthropology, and sociology of migration.

TEACHING

Seminar: structured group discussions of weekly readings (short documentaries, videos, podcasts); small group work; group presentations.

METHODS

QUALIFICATION

By the end of the seminar students should be able to demonstrate critical awareness of contemporary migratory processes, the politics that regulate them and the experiences of migrants.

OBJECTIVE

PREREQUISITES

none

TARGET GROUP

Open

REQUIREMENTS

Active participation, presentation, essay

CREDIT POINTS

3

TIME & LOCATION

Will be announced on ALMA

PARTICIPANTS MAX.

25

REGISTRATION

REGISTRATION IS CLOSED

RECOMMENDATION

This course is creditable for the third unit "*Academic Feedback*" of the **certificate Civic Engagement**

CONTENTS

Forms of engagement of newcomers in Reutlingen



DAAD
Deutscher Akademischer Austauschdienst
German Academic Exchange Service



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

REGISTRATION IS CLOSED

RECOMMENDATION

This course is creditable for the first unit *“Service-Learning Course”* of the **certificate Civic Engagement** and for the **certificate Global Awareness**.

1PGE601 | EngagemenTransfer (ehem. BFSP)

SONJA LEONHARD | MODERATION WORKSHOP, DR. IRIS-NIKI NIKOLOPOULOS | STUDIUM PROFESSIONALE UNIVERSITÄT TÜBINGEN

INHALTE



Sie engagieren sich bereits, z.B. im Sportverein, in der Flüchtlingshilfe oder in anderen sozialen, kulturellen oder ökologischen Kontexten? Sie wollen ein freiwilliges Praktikum in einer öffentlichen oder privaten sozialen Einrichtung im In- oder Ausland machen?

DAAD



EngagemenTransfer wendet sich an Studierende, die sich neben dem Studium kurz- oder langfristig gesellschaftlich engagieren und Einblicke in andere Realitäten bekommen möchten.

CIVIS



In diesem Angebot aus dem Themenbereich Studentisches Engagement wird die Übernahme sozialer Verantwortung durch Engagement anerkannt und - in Anlehnung an das Konzept »Lernen durch Erfahrung« von J. Dewey - durch das begleitende Reflexionsangebot in den Erfahrungsraum des Studiums an der Universität zurückgebunden.

LITERATUR

Wird auf Ilias vor Beginn der Veranstaltung bekannt gegeben.

LEHRMETHODE

Service Learning-Format, im Workshop liegt der Fokus auf der Reflexion der eigenen Erfahrungen und dem Erfahrungsaustausch sowie dem Theorie-Praxis-Transfer. Die Studierenden reflektieren das eigene gesellschaftliche Engagement/soziale Praktikum. Sie erarbeiten sich durch Lektüre und Diskussion ausgewählter einschlägiger Texte einen theoretischen Zugang zum Thema Zivilgesellschaftliches Engagement und verknüpfen dies mit Ihren eigenen praktischen Lernerfahrungen.

QUALIFIKATIONSZIELE

VORAUSS.

- Eigenständige Organisation eines Praktikums/einer Engagementtätigkeit bei einer öffentlichen oder privaten Einrichtung im sozialen, kulturellen oder ökologischen Bereich im In- oder Ausland.
- Durchführung des Praktikums/Engagements

ZIELGRUPPE

offen

LEISTUNGSNACHWEIS

- Vorbereitende Textlektüre
- Aktive Teilnahme am Reflexionsworkshop
- Anfertigen eines schriftlichen Praktikumsberichts
- Feedback geben und nehmen

CREDIT POINTS

3

TERMINE & ORT

Online

TN MAX.

15

ANMELDUNG

Bei Interesse melden Sie sich bitte mit einer Beschreibung der Praktikumsstelle/des Engagements und Angaben zu Ihrem Studienfach + Semester per E-mail an bfsp@uni-tuebingen.de.

EMPFEHLUNG

Dieser Kurs ist für das **Zertifikat Gesellschaftliches Engagement** im Baustein 3. *Akademische Rückbindung* anrechenbar.

INHALTE

Unterstützung und Begleitung von Kindern und Jugendlichen mit Migrationshintergrund im schulischen und außerschulischen Kontext



CIVIS

Der Aufgabenbereich der teilnehmenden Studierenden umfasst einen schulischen und / oder einen außerschulischen Teil.

Der schulische Teil findet in der Gemeinschaftsschule West während der allgemeinen Unterrichtszeit statt und umfasst folgende Aufgabengebiete:

- Unterstützung der Schüler/innen in den individuellen Lernzeiten während des Unterrichts: sprachliche Klärung der Aufgabenstellungen, Hilfe bei der Aufarbeitung individueller Lerndefizite, Unterstützung bei sprachlichen und inhaltlichen Verständnisproblemen

Der außerschulische Teil soll der Alltagsbewältigung der Schüler/innen dienen. Die Patenpaare treffen sich hier an einem Ort ihrer Wahl und können verschiedene Aktivitäten in Angriff nehmen, Tübingen erkunden oder offene Fragen des Alltags klären. Denkbar wären hier beispielsweise die folgenden Tätigkeiten:

- Freizeitangebote (Eis essen, Boot fahren, Kino, Theater, Spazieren gehen, sportliche Aktivitäten uvm.)

- Lokale Institutionen zeigen (Stadtbibliothek, Bürgerbüro)

- Herausforderungen des Alltags wie Sportvereine vermitteln, Arzttermine vereinbaren uvm.

LITERATUR

LEHRMETHODE

QUALIFIKATIONSZIELE

Von der Teilnahme am Projekt können sowohl die Studierenden als auch die Schüler/innen in hohem Maße profitieren. Die Studierenden können ihre interkulturellen Kompetenzen stärken, Vielfalt und Diversität erleben, Erfahrungen in Lehr- und Lernsituationen sowie der Einzelförderung sammeln und eine wertvolle Hilfestellung zur Integration leisten. Die Schüler/innen erhalten durch die Kooperation mit den Studierenden die Möglichkeit, sich mit Muttersprachlern zu vernetzen und auf diese Weise ihre Sprachkenntnisse zu verbessern sowie ihre neue Heimat und deren Kultur besser kennenzulernen und zu verstehen, was die Voraussetzung für Integration ist. Die Kooperation bietet des Weiteren praktische Hilfe bei der Alltagsbewältigung sowie eine verbesserte Lernsituation durch gezielte Unterstützung während der individuellen Lernzeiten.

VORAUS.

Die Studierenden sollten für ein Jahr verlässlich jede Woche Zeit haben (nicht in den Schulferien).

ZIELGRUPPE

Interessierte Studierende aller Fachrichtungen

LEISTUNGSNACHWEIS

Zertifikate über die Teilnahme der Schulungen und der Durchführung des Integrations-Mentoringprogramms

CREDIT POINTS

3

TERMINE &

Wird auf ALMA bekanntgegeben.

ORT

TN MAX.

ANMELDUNG

Du hast Lust mitzumachen? Schreib uns doch einfach eine Mail an halbus@gmswest.de und stelle dich kurz vor.

EMPFEHLUNG

Dieser Kurs ist für das **Zertifikat Gesellschaftliches Engagement** im Baustein 2. *Nachweis über gesellschaftliches Engagement* anrechenbar.

1DI202 | Democracy and Digitalization: An Introduction to Theories and Debates

DR. CYRIL FEGUÉ | LUXBURY STRATEGIES INC.

CONTENTS



There is a broad consensus over the fact that digital technologies—or simply labeled as *Digitalization*—have profoundly restructured many domains of social life. In this thriving conversation, however, disagreements still prevail within academic circles as to the qualitative effects of digital opportunities on modern-day Democracy. Under the banner of *digital democracy*, increasingly also referred to as *cyber-democracy*, some correlate digitalization with the increase of possibilities for deliberative-participatory Democracy, which is tantamount to greater openness, to strengthening accountability, more legitimacy, and to stronger civic awareness. Others, in contrast, rather skeptical, raise the red flag to alert against alienation of digitalization by interest groups for undemocratic ends. In this line of reasoning, the pervasive rise of Big Data in information flows is highlighted as a potential risk for Human Rights. This course peruses the academic debates over the transformative impact of digitalization on Democracy, first by discussing their theoretical substance, and then by examining a few popular, empirical case studies comparatively.

LITERATURE

Castells, M. (2011). *The rise of the network society*. John Wiley & sons.
Sartori, G. (1987). *The theory of democracy revisited*. Chatham House Pub.
Barber, B. (2003). *Strong democracy: Participatory politics for a new age*. University of California Press.
Moore, M. (2016). *Tech giants and civic power*. Centre for the study of Media, Communication & Power, King's College London.
Pariser, E. (2011). *The filter bubble: What the Internet is hiding from you*. Penguin UK.
Keane, J. (2009). *The life and death of democracy*. Simon and Schuster.
Chester, J. (2007). *Digital destiny: New media and the future of democracy*. New Press.
Bennett, W. L., & Entman, R. M. (Eds.). (2000). *Mediated politics: Communication in the future of democracy*. Cambridge University Press.
Zhao, B. (2017). *Digitalization and democracy in China: the new Hunger Games*. In *Digital Democracy in a Globalized World*. Edward Elgar Publishing.
Cuijpers, C. (2017). *The ambivalence of the impact of digitalization on democracy through the lens of privacy and transparency*. In *Digital democracy in a globalized world*. Edward Elgar Publishing.
Schaal, G. S., Helbig, K., & Fleuß, D. *Measuring Democracy in the Age of Digitalization*. Theoretical Issues, Methodological Concerns, and Exemplary Solutions.
Wästberg, O. (2019). *18 Digitalization has changed the foundation of the democracy*. *Digital Transformation and Public Services*, 318.
Cunha, C., & Voerman, G. (2007). *The digitalization of the West European party systems*. In *Encyclopedia of Digital Government* (pp. 387-401). IGI Global.
Kersting, N. (2019). *Digitalization and political science in Germany*. *Political science and digitalization—global perspectives*.

TEACHING

The course delivery method is a blend of lectures and group discussions in the light of selected organizing interrogations.

METHODS

QUALIFICATION

This course is designed to help the participants:

OBJECTIVE

- Sharpen their understanding of the concept of digitalization from the lens of democratic governance
- Gain an overview of the major academic discussions related to the impact of digitalization on democracy
- Build an opinion that is informed with facts and grounded on theories about digital transformation and the future of democracy, globally and locally.

PREREQUISITES

Participants should have basic knowledge of Politics and Governance.

TARGET GROUP

Open to all.

REQUIREMENTS

To earn a credit participant shall write a 3-page essay on a selected topic

CREDIT POINTS

3

TIME & LOCATION

Will be announced on ALMA

PARTICIPANTS MAX.

20

REGISTRATION

REGISTRATION IS CLOSED

RECOMMENDATION

This course is creditable for the third unit "*Academic Feedback*" of the **certificate Civic Engagement**.

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 for the third unit “*Academic Feedback*” of the certificate Civic Engagement, as well as for the certificates Global Awareness, and Data Literacy.

1IK602 | Digitales Buddy-Programm: Tübingen - Virtual Intercultural Pre-Package (Tü-VIPP)

N.N. | INTERNATIONAL OFFICE, UNIVERSITÄT TÜBINGEN

INHALTE



Von 24. April bis 2. Juli 2021 bietet das International Office für die Austauschstudierenden, die aufgrund der Corona-Pandemie im Sommersemester 2021 nicht nach Tübingen kommen können und ihren Aufenthalt ggf. in das Wintersemester 2021/22 verschieben, ein virtuelles Austauschprogramm an (sog. „Tü-VIPP“). Im Rahmen dieses Programms gibt es auch ein digitales Buddy Programm. Um die internationalen Teilnehmer*Innen während des digitalen Austauschprogrammes zu begleiten, und ihnen einen Einblick in das Tübinger Studienleben zu geben, werden ihnen Tübinger Studierende – Buddies – vermittelt.

Als Buddy haben Sie die Chance:

- Studierende aus aller Welt digital kennenzulernen
- Interkulturelle Kompetenz auszubauen und Ihr Englisch anzuwenden
- An einem digitalen Rahmenprogramm (2-wöchige „Stammtische“) teilzunehmen

Was sind Ihre Aufgaben als Buddy?

- Virtueller Austausch und Kontakt mit internationalen Austauschstudierenden (in einem „Buddy Team“), die aufgrund der Corona-Pandemie nicht nach Tübingen kommen können
- Teilnahme an regelmäßigen Online-Treffen mit der ganzen Buddy Community

LITERATUR

Fred E. Jandt (2017): An Introduction to Intercultural Communication. Identities in a Global Community

LEHRMETHODE

Digitale Treffen in Klein- und Großgruppen

QUALIFIKATIONSZIELE

Auf- und Ausbau von interkultureller Kompetenz, praktische Anwendung von Englisch-Sprachkenntnissen, Aufbau von internationalen Netzwerken, „Internationalisation@home“

VORAUSS.

Gute Englischkenntnisse, Interesse und Offenheit gegenüber anderen Kulturen, Zuverlässigkeit

ZIELGRUPPE

Studierende der Universität Tübingen mit Interesse an interkulturellem Austausch (Bachelor- und Masterstudierende)

LEISTUNGSNACHWEIS

Optional, um Credit Points zu erhalten: Betreuungsprotokoll + optionales Reflexionsportfolio für weiteren Credit Points
Teilnahme auch ohne Leistungsnachweis möglich (dann ohne Credit Points)

CREDIT POINTS

Bis zu 4 (wird nach Höhe der Betreuungsstunden berechnet)

TERMINE &

Wird auf ALMA bekanntgegeben.

ORT

TN MAX.

24

ANMELDUNG

<https://uni-tuebingen.de/de/93203>

EMPFEHLUNG

Dieser Kurs ist für die **Zertifikate Interkulturelles Denken & Handeln** und **Gesellschaftliches Engagement** im Baustein 2. *Nachweis über gesellschaftliches Engagement* anrechenbar

2SI201 | Engagement in Student Initiatives

TRANSDISCIPLINARY COURSE PROGRAM AND CAREER SERVICE | UNIVERSITY OF TÜBINGEN

CONTENTS



To volunteer in student initiatives at the University of Tübingen is comparable with contents and experience gained by professional internships. Therefore, this student engagement is creditable for Bachelor students as part of the key qualification module.

The prerequisite for earning Credit Points within the framework of student Engagement is the registration of the respective initiative with the sub-section Transdisciplinary Course Program and Career Service. For this registration, the sub-section conducts admission dialogs with representatives of the initiative. Another prerequisite encompasses the participation of one to two initiative members in the regular reflection meeting, once every semester. These are organized in cooperation with the World Citizen School.

LITERATURE

-

TEACHING

Exchange in groups, written and oral reflection

METHODS

QUALIFICATION

- Reflection of the work and the challenges faced by volunteering in the student initiative
- Networking and experience exchange with other student initiatives

OBJECTIVE

PREREQUISITES

Admission dialog with the sub-section of Transdisciplinary Course Program and Career Service.

TARGET GROUP

Students, volunteering at student initiatives

REQUIREMENTS

Taking part at the reflection meeting (once per semester)

Handing in a reflection report

CREDIT POINTS

Student initiatives determine the amount of Credit Points individually, depending on the member's engagement, 10 ECTS max.

TIME & LOCATION

Reflection Meeting: Thu, April 29, 2021, 18.15 – 20.00

Venue will be announced by e-mail/ILIAS

PARTICIPANTS

Open

MAX.

REGISTRATION

If you are an interested student initiative, please contact us by e-mail: studentisches-ehrenamt@career-service.uni-tuebingen.de

RECOMMENDATION

This course is creditable for the second unit „Civic Engagement“ of the certificate **Civic Engagement**.

INHALTE



ROCK YOUR LIFE! Tübingen ist ein gemeinnütziger Verein, der eins-zu-eins Mentoring-Beziehungen von Studierenden und Schüler/innen vermittelt und begleitet. Aktuell ist der Verein an der Gemeinschaftsschule West und an der Geschwister-Scholl-Schule in Tübingen tätig, an denen bereits mehr als 100 Mentoring-Tandems erfolgreich am ROCK YOUR LIFE!-Programm teilgenommen haben.

Die Teilnehmenden des ROCK YOUR LIFE!-Mentorings absolvieren eine professionelle Mentoring-Ausbildung und wenden diese in ehrenamtlichen Mentoring-Beziehungen mit Schüler/innen in der Praxis an. Nach dem Win-win-Prinzip unterstützen die Studierenden Schüler/innen auf ihrem Weg zum Schulabschluss sowie darüber hinaus. Die Studierenden entwickeln hierbei wertvolle Sozialkompetenzen für ihr (Berufs-)Leben.

Für den reibungslosen Ablauf des Mentoring-Programms steht das Organisations-Team bereit. Es ist in verschiedene Ressorts unterteilt. Die Studierenden können Kompetenzen in den Bereichen Netzwerk, Fundraising, Presse- und Öffentlichkeitsarbeit, Eventmanagement, Verwaltung/IT oder Mentoring-Betreuung erwerben und dabei einen maßgeblichen Beitrag zum Erfolg des Mentorings leisten.

LITERATUR

Keine

LEHRMETHODE

- frühe Verantwortung
- Unterstützung durch erfahrene Teammitglieder
- ggf. Weiterbildung durch professionelle, vereinsinterne Trainer

QUALIFIKATIONSZIELE

Für die Mentor/innen:

- Lernen, soziale Verantwortung zu übernehmen
- Neue Lebenswelten kennenlernen

Für die Orga-Teammitglieder:

- Verantwortung über Arbeitsabläufe übernehmen
- Beitrag zum Erfolg von ROCK YOUR LIFE! Leisten
- Bewusstsein für gesellschaftliche Themen entwickeln
- Begeisterung für das Thema Mentoring
- Identifikation mit der Vision und Idee von ROCK YOUR LIFE!
- Mitgliedschaft im Verein (15 € Jahresbeitrag)

VORAUSS.

Offen

ZIELGRUPPE LEISTUNGS- NACHWEIS

Aktive Teilnahme an den Sitzungen und den Vereins-Events, Engagement bei Vereins-Events

CREDIT POINTS

Bis zu 3 pro Semester

TERMINE & ORT

Wird vor Seminarbeginn in ALMA bekanntgegeben, sonst Zoom.

TN MAX. ANMELDUNG

-

Kontaktaufnahme über <https://tuebingen.rockyourlife.de/>

EMPFEHLUNG

Dieser Kurs ist für das **Zertifikat Gesellschaftliches Engagement** im Baustein 2. *Nachweis über gesellschaftliches Engagement* anrechenbar.

1WI401 | Transnational Labor Governance and the Digital Transformation

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

CONTENTS



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

LITERATURE

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

TEACHING METHODS

- Presentations
- Reading Reports
- Online search
- Debates

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

QUALIFICATION OBJECTIVE

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

PREREQUISITES

All students.

TARGET GROUP

REQUIREMENTS

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

CREDIT POINTS

3

TIME & LOCATION

Will be announced on ALMA

PARTICIPANTS MAX.

30

REGISTRATION

Online via ALMA

RECOMMENDATION

This course is creditable for the third unit *“Academic Feedback”* of the **certificate Civic Engagement**.

Course Dates in Tübingen

Course ID	Course Dates (all CET)	Online / In person	Unit
1PGE204	April 20 – September 20, 2021: 10.15 – 11.45 (Tuesdays)	Online	3
1PGE298	April 20 – September 30, 2021: 16.00 – 18.00 (Tuesdays)	Online	1
1PGE601	July 10, 2021: 10.00 – 15.00	Online	3
1PGE602	- external schedules. - Please reach out to the conducting organization for more information.	---	2
1DI202	April 27, 2021: 15.00 – 18.00 May 4, 2021: 15.00 – 18.00 May 11, 2021: 15.00 – 18.00 May 18, 2021: 15.00 – 18.00 May 25, 2021: 15.00 – 18.00 June 1, 2021: 15.00 – 18.00	Online	3
1DI403	July 24, 2021: 09.00 – 18.00 July 25, 2021: 09.00 – 18.00 July 31, 2021: 15.00 – 18.00	Online	3
1IK602	- external schedules. - Please reach out to the conducting organization for more information.	---	2
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	3
2SI201	- external schedules. - Please reach out to the conducting organization for more information.	---	2
2SI301	- external schedules. - Please reach out to the conducting organization for more information.	---	2