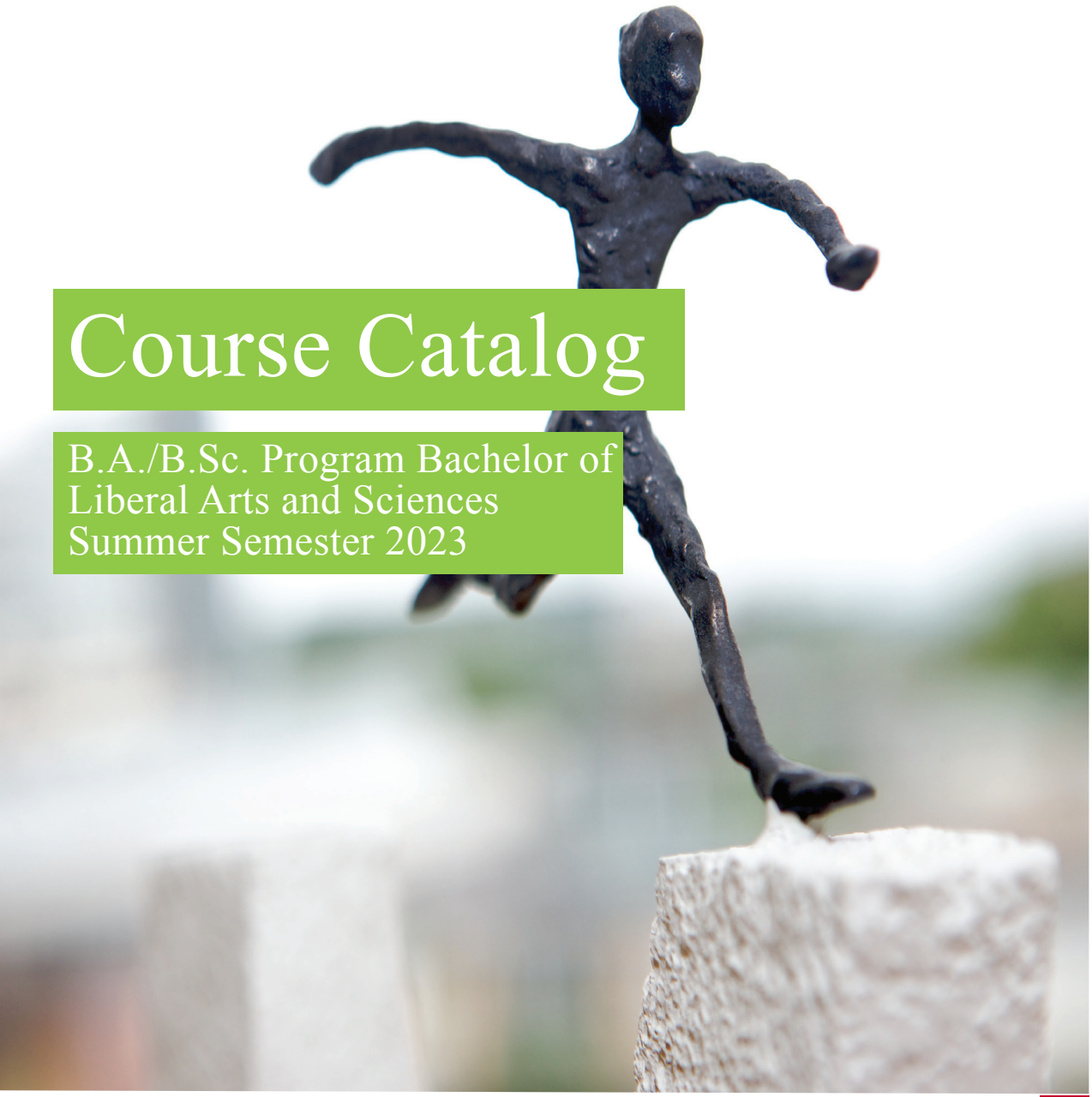
UNIVERSITY COLLEGE FREIBURG



Course Catalog

B.A./B.Sc. Program Bachelor of Liberal Arts and Sciences Summer Semester 2023

Albert-Ludwigs-Universität Freiburg

UNI FREIBURG

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I General Information

Due to the limited places in Liberal Arts and Sciences (LAS) courses, all courses listed in the LAS Course Catalog are open to LAS students and students of the official exchange partners and partner degree programs of UCF only.

1 Teaching Periods and Dates

Teaching Period	Dates
Pre Block	13 March – 24 April
Block III	3 April – 26 May
Block IV	5 June – 21 July
University Semester	17 April – 21 July (semester-long LAS courses run according the university semester)
Resit Period	2 October – 28 October (resit examinations that require students' presence only)

The university is closed on public holidays! Dates for individual courses may slightly vary from these dates (see course descriptions).

2 EPICUR – The European University

Uni Freiburg and UCF are part of **EPICUR, a pilot European University of the future**. As of winter semester 2020/21, EPICUR offers LAS-based seminars and other teaching activities across the alliance:

- EPICUR courses taught by UCF EPICUR staff are organized as regular UCF courses and listed in the LAS Course Catalog. Reserved EPICUR slots not taken by students from EPICUR partners will be assigned to UCF students on the waiting list during the post-registration period 2 and in registration period 3.
- EPICUR courses offered at the EPICUR partners can be taken by UCF students. These courses adhere to the individual partner's academic calendar and course organization.

Due to the international schedule, EPICUR courses and the LAS semester are not in sync. The EPICUR LAS summer 2023 course catalog will be published soon! Registration will open in May.

More information on upcoming courses and on course registration is available in the course catalog and on EPICampus, the EPICUR Virtual Campus Learning Platform. Credit recognition at UCF follows the procedure for courses taken outside the University of Freiburg during LAS.

Please also see the upcoming EPICUR course offerings in the field of Language & Culture.

3 LAS Academic Calendar

Date		Important Dates and Deadlines
March 2023		
Starting 04.03.		**Course Registration** with consecutive registration periods (see Course Registration)
13. – 24.03.		Pre-Block Courses
April 2023		
Mon	03.04.	Block III begins
		Exam registration and withdrawal for courses of Block III begins
		Start: Registration for SLI language courses (individual courses paid by UCF, registration guidelines are on the Info Board)
07.-10.04.		Public Holidays: Easter (no teaching)
Fri	14.04.	**Deadline: Application for courses with graded examinations of other degree programs** at the University of Freiburg (application form and guidelines are available on the Info Board)
Mon	17.04.	University semester begins
May 2023		
Tue	02.05.	**Deadline: Application for admission of Bachelor thesis** (4th year students)
Fri	05.05.	**Deadline: Exam registration** and withdrawal for courses of **Block III**
		Event: Study Abroad Fair, 12-14h, Max-Kade-Auditorium 1
Mon	15.05.	**Deadline: Application credit recognition for study abroad** (application forms and guidelines are available on the Info Board)
Thu	18.05.	Public Holiday: Ascension Day (no teaching)
Fri	26.05	Block III ends
29.05.-02.06.		Pentecost Holidays (no teaching, but examinations of Block III possible)
June 2023		
Mon	05.06.	Block IV begins
		Exam registration and withdrawal for courses of Block IV *and* semester-long courses begins
Thu	08.06.	Public Holiday: Corpus Christi (no teaching)
Fri	23.06.	**Deadline: Exam registration and withdrawal** for courses of Block IV *and* semester-long courses
July 2023		
Mon	10.07.	**Event:** Major Information, 14-16h (tbc)
Fri	21.07.	University semester and Block IV end
Mon	31.07.	**Deadline: Major Declaration**
		Deadline: Application for graduation Summer Semester 2023

Date		Important Dates and Deadlines
August/September/October 2023		
Fri	11.08.	Publication of the LAS Course Catalog WS 2023/24 on the UCF website
Fri	01.09.	**Deadline: Application for admission of Bachelor thesis** (4th year students)
Starting 16.09.		**Course Registration** for courses of the Winter Semester 2023/24 with consecutive registration periods (details tba)
25.09.-06.10.		**October Intensive Courses** (details tba)
09.-13.10.		**LAS Welcome Week**
Mon	16.10	University Semester and Block I begin

II Course Registration

The outlined course registration procedure ensures that Liberal Arts and Sciences students and LAS exchange students can register for a sufficient number of courses to keep up with their studies and that they get priority for compulsory courses they require in order to graduate.

The LAS course registration procedure **applies to all courses offered by UCF that appear in the LAS Course Catalog (unless stated differently in the remarks section of the individual course descriptions).** Information on taking courses of other degree programs and by the Sprachlehrinstitut (SLI) of the University of Freiburg is available on the LAS Info Board on ILIAS.

1 When to Register for Courses?

LAS students register during the three consecutive registration periods as outlined below. Please note that students may have to register for different courses at different times.

LAS exchange students can register for courses during Registration Period II and III.

Students of partner degree programs at the University of Freiburg can register for courses during Registration Period III. Please additionally contact UCF (las.consultation@ucf.uni-freiburg.de) well in advance.

Registration Period I **Sat, 4.3. - Tue, 7.3. (12:00h, noon)**		
Who can register	**For what**	**Comment**
Liberal Arts and Sciences (LAS) students who have formally declared their major by 31st of January	LAS courses to be recognized as **Major courses only** (not as Electives, Core or Language courses!)	LAS students are allowed to register for a **maximum of 5 courses in total** (including language courses paid by UCF, excluding pre-block courses). If students register for more than 5 courses they will be removed from the most popular courses. No exceptions to this rule will be made. LAS Students who have not formally declared their major by 31st of January can only register for courses in Registration Period II.
Places will be assigned after the registration period. Higher year students will get priority on places unless otherwise noted in the course description. **You can check your registration status on Wednesday evening.** Your registration request may have been declined or you may have been moved to a different workgroup. Students whose registration requests have been declined will have the opportunity to register for alternative courses on **Thursday, 9.3.**, 14:00h to 18:00h in HISinOne. **Please, de-register from courses that you do not want to take immediately.**		

Registration Period II **Sat, 11.3. - Tue, 14.3. (12:00h, noon)**		
Who can register	**For what**	**Comment**
LAS students (who have not yet achieved all credits in the respective area) **and LAS exchange students**	All courses listed in the LAS Course Catalog.	LAS and Exchange Students are allowed to register for a **maximum of 5 courses in total** (including language courses paid by UCF, excluding pre-block courses). No exceptions to this rule will be made.
Places will be assigned after the registration period. Higher year students will get priority on places unless otherwise noted in the course description. Whether or not a student has declared their major will not be considered anymore. **You can check your registration status on Wednesday evening.** Your registration request may have been declined or you may have been moved to a different workgroup. Students whose registration requests have been declined will have the opportunity to register for alternative courses on **Thu, 16.3.**, 14:00h to 18:00h in HISinOne. **Please, de-register from courses that you do not want to take immediately.**		

Registration Period III Sat, 18.03. - Wed, 22.03. (12:00h, noon)		
Who can register	**For what**	**Comment**
LAS students, LAS Exchange students, and **Students of partner degree programs at the University Freiburg**	All courses listed in the LAS Course Catalog	Students can register for courses that still have places available. Students are allowed to register for a **maximum of 6 courses in total.**
Places will be assigned throughout the registration period. Regularly check your registration status in HISinOne. Your registration request may have been declined. In some cases, priority on places will be given to students of partner degree programs. **Please, de-register from courses that you do not want to take immediately.**		

2 How to Register for Courses?

Course registration takes place in the campus management system HISinOne. For a description of the registration process, please consult the LAS Info Board on ILIAS.

3 Participant Lists

Course participant lists will be finalized **on Monday, March 27, 2023** and passed on to the instructors. Later admissions to courses by the LAS program coordination will not be possible.

The final decision about participation in a course is always with the course instructor. Students may be excluded from a course at a later stage, e.g. if they do not fulfill the prerequisites or have not reached the required year of studies. It is also up to the instructors whether or not they admit students once the participant lists are finalized.

Courses with will less than five participants may be cancelled.

4 Problems with Course Registration?

If for some reason course registration does not work for you, please **contact the LAS program coordination** (las.consultation@ucf.uni-freiburg.de) **immediately**.
Requests after the deadline specified will not be considered.

Always provide

- your name, matriculation number and major (if declared formally),
- your study and examination regulations (2015, 2020, Exchange student),
- the exact course and module title that you wish to register for,
- and information about your problem. Please provide a screenshot of your problem whenever possible.

III Exam Registration

1 Who Needs to Register for Examination?

All students who wish to get credits for courses need to register for examinations.

2 When to Register for Examination?

Registration Period	Dates	Exam Registration and Withdrawal
1	**15.-23.03.2023**	Pre-Block Intensive courses
2	**03.04.2022 – 05.05.2022**	Block III
3	**05.06.2022 – 23.06.2022**	Block IV AND semester long courses

The registration periods apply to all courses offered by UCF (unless otherwise noted in the course details). Courses of other degree programs have different registration periods.

Please register right at the beginning of the registration period in case any problems arise. **Please remember: You are not allowed to take part in the exam or will not be given a grade for any written work if you have not registered by the deadline specified.**

3 How to Register for Examination?

All LAS students (including first year students) and LAS exchange students (on UCF programs only) register their examinations in the campus management system HISinOne as outline on the LAS Info Board on ILIAS.

3.1 Students of other degree programs and other exchange programs

UCF does not organize exam registration for students of other degree programs and for international exchange students from other departments. Here exam registration is organized at the relevant faculty or by the international office for students on international office exchange programs. Students should contact their faculty or the International Office.

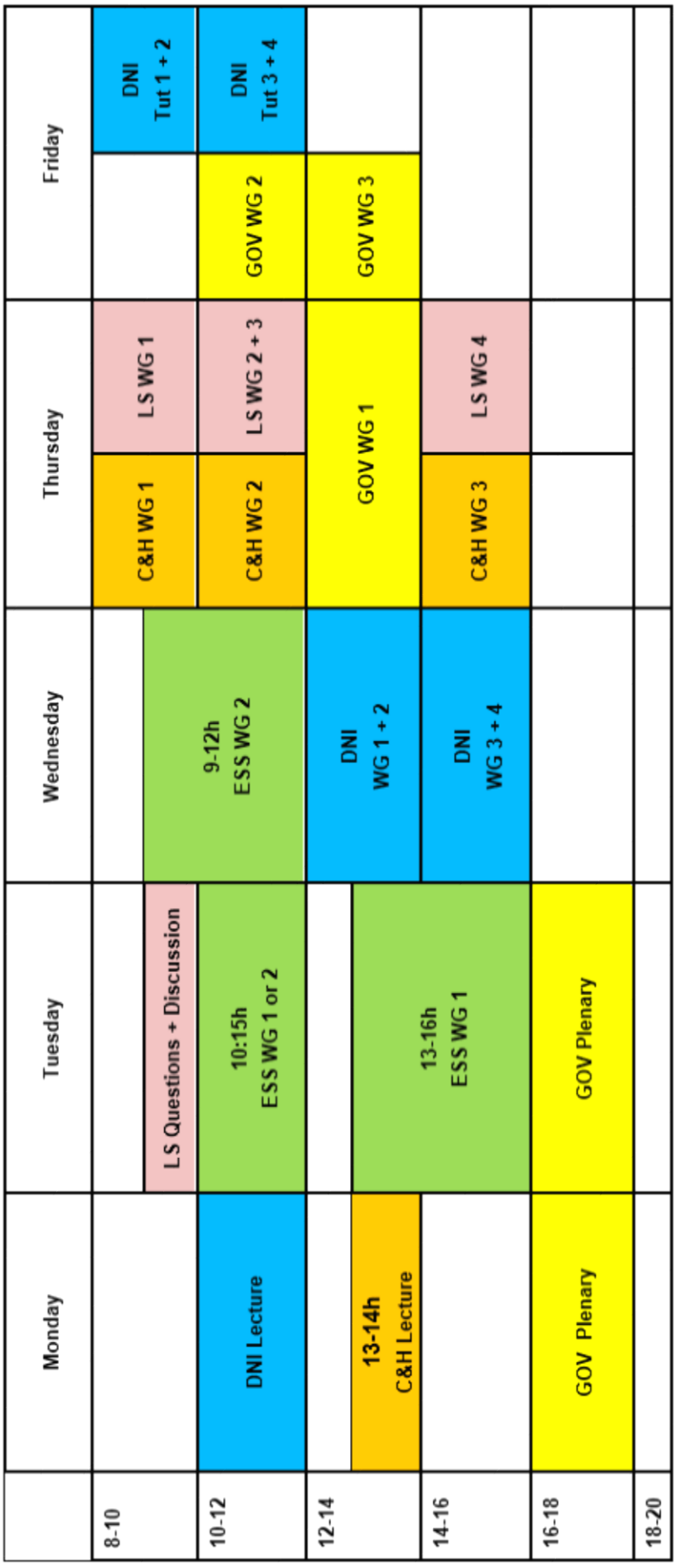
3.2 Has the exam registration been successful?

Pass/fail assessments (Studienleistungen) will appear as REG (Registriert) and graded assessments (Prüfungsleisungen) as ZU (zugelassen) in HSinOne. See *My enrollments and registrations* or your transcript of records.

4 Problems with Exam Registration

See Problems with Course Registration.

Foundational Year Schedule



Be aware of overlap and avoid clashes in your course registration.

2. Course Descriptions

1 Pre-Block Courses

1.1 Study Area: Core

Digital Storytelling			
Core		Pre-Block	
Oliver Wiechmann (oliver.dialogos@gmail.com) and Kasia Kowalska			
Open to Students	Credit Points	Max. Enrollment	Course Number
Year(s) 2-4	2	20	00LE62S-LAS-CO0081
Module(s) StuPo 2015		Module(s) StuPo 2020	
Elective Joker		Advanced Academic Skills	
Prerequisites	none		
Format, Dates, Times and Rooms	Workshop 14.-16.03.2023 Tue, 9:30-17:30h, Ph HS 2 + 4 Wed, 9:30-17:30h, Ph HS 2 + 4 Thu, 9:30-18h, Ph HS 2 + 4		
Course Description	Sharing stories is virtually as old as language. We share stories in order to convey knowledge, morals and history. Storytelling is the art of effectively creating a narrative that really engages an audience. This workshop is based on the Berkley method of Digital Storytelling and aims to teach individuals how to express their personal stories through short films. The emphasis is not on the technical aspect of filmmaking, but on discovering and sharing meaningful personal stories. During the workshop, participants will create a video based on their unique story and narrate and visualize it through images they create. The goal is to provide an opportunity for personal reflection and expression, while building meaningful connections with others through storytelling. The workshop is accessible to everyone, regardless of previous film experience, and provides a platform to discover new ways of expressing oneself through digital means.		
Remarks	Course registration: 24.02.-03.03.2023 in HISinOne. This course is part of the progam for Learning Deficits dur to Covid-19. The full seminar is open for 20 students. Other students can join the general introductions to aspects of storytelling but not the practical parts. Studens of StuPO 2020 have priority.		
Examination	Students create their own story in form of a presentation or film that will be presented at the end of the workshop.		
Recommended Reading	tba		

Research Design			
Core		Pre-Block/Semester	
Ece Ergin, M.A. (ece.ergin@ucf.uni-freiburg.de)			
Open to Students	Credit Points	Max. Enrollment	Course Number
Year(s) 3-4	6	20	00LE62S-LAS-CO0042
Module(s) StuPo 2015		Module(s) StuPo 2020	
Research Design Across Disciplines		Senior Profiles	

Prerequisites	none
Format, Dates, Times and Rooms	Seminar Pre-Block: 16.-17.03.: Thu-Fri, 10-14h , AU 01036a Semester: 20.04. – 25.05.: Thu, 09-12, KG 1021 Conference: 14.07., tba Final sessions: Thu 20. - Fri 21.07., 10-12, KG 1021
Course Description	This course is designed for 4th year students who are currently writing their thesis and those who will in the following semester start doing so. It aims to assist students in their thesis writing process and is open to all majors. The topics we will discuss and practice include time management and relaxation techniques to overcome stress, finding a research topic, methods and theory, planning and structuring a thesis, important research tools, academic writing, conference applications and presentation skills, and further academic options. The course schedule is prepared according to the recommended thesis start date by UCF Examination Office. The course will be an interactive one with short instructor presentations, student discussions, individual and group exercises. The students will present at the Student Conference at the end of the semester. The topic preferably will relate to their thesis. Depending on the ECTS needed, the presentation should also include a term paper. During the semester a 1-2 pages long report on chosen theory and methods are to be submitted.
Remarks	Course registration for **both of the two Research Design courses**: 27.02.-10.03.2023 in HISinOne.
Examination	1-2 pages report due on 14.05.2023; term paper due on 15.08.; Conference Presentation 14.07. (Pass/Fail) required regardless of ECTS needed 2 ECTS: Conference presentation (SL) + report (PL 100%) 4 ECTS – Conference presentation (SL) + term paper (PL 100%) 6 ECTS: Conference Presentation (SL) + report (PL 30%) + term paper (PL 70%)
Recommended Reading	Booth, W., Colomb, G. & Williams, J. (2008). *The Craft of Research*. 3rd edition. Chicago and London: University of Chicago Press (Reading room: EDU/Boo/1).

1.2 Study Area: Culture & History

Worldmaking in Freiburg			
Culture & History		Pre-Block	
Rosa-Lena Lange (worldmaking.freiburg@gmail.com), Nathalie Kornet (worldmaking.freiburg@gmail.com) and Johanna Oesinghaus (worldmaking.freiburg@gmail.com)			
Open to Students	Credit Points	Max. Enrollment	Course Number
Year(s) 2-4	3	20	00LE62S-LAS-CH0068
Module(s) StuPo 2015		Module(s) StuPo 2020	
Elective		Senior Profie: Culture & History, ESS	
Prerequisites	Introduction to Culture & History + Theory of Culture/Theory of History		
Format, Dates, Times and Rooms	Seminar 13.-17.03. Mon-Fri, 10-15h, AU 01065		
Course Description	Worldmaking can be understood as a practice and a philosophical project that explores the way our social worlds are reproduced and aims for alternative imaginaries of existing and becoming in the world. Over the last years, the concept of worldmaking has gained relevance as an analytical tool to make the impact of the social otherwise visible. Originally developed from critical and feminist theory, worldmaking (implicitly) aims to question dominant social structures that excluded the marginalized and challenges them by inhabiting the world in different ways. In this seminar, students will get acquainted with worldmaking both as a theoretical approach and as an analytical tool to understand social projects and movements. Together, we will explore sites of worldmaking in Freiburg. Throughout the theoretical part, the students will learn to distinguish between the different dimensions of worldmaking such as its historical embeddedness and its 'worldliness' as well as its political element. In the subsequent, practical, on-site part, the students will be able to explore these worldmaking characteristics in selected Freiburg based project spaces. Thereby, the following questions will be addressed: Which anticolonial, feminist and anticapitalistic perspectives do we know and what do they tell us about worldmaking? Which sites of worldmaking exist in Freiburg, and what difference does it make to acknowledge their political dimension? Understanding worldmaking as a political practice of the everyday enables us, then, to apprehend our own worldmaking ability, allowing us to inhabit the world in new ways. By the end of the course, students will be able to ▪ Identify social structures that marginalize people in different ways ▪ Question their own positionality in social hierarchies ▪ Approach concepts and sites of worldmaking		
Remarks	Course registration: 27.02.-10.03.2023 in HISinOne.		
Examination	Students are expected to write two short reflective texts of 600-700 words each, the first (about readings) due 12.03.2023 and the second (about a site of worldmaking) due on 24.03.2023.		

2 Courses Offered in Block III

2.1 Study Area: Core

EPIC Mission: Solo Mission			
Core		Block III	
Marlis Gantuz (m.gantuz@gmail.com)			
Open to Students	Credit Points	Max. Enrollment	Course Number
Year(s) 2-4	6	20	00LE62S-LAS-IN0027-E014
Module(s) StuPo 2015		Module(s) StuPo 2020	
Responsibility and Leadership II Elective Joker		Responsibility and Leadership II (Senior Profiles Culture & History, ESS, Life Sciences upon request)	

Prerequisites	none
Format, Dates, Times and Rooms	Online Seminar Tuesday or Thursday 9-12h tbc Any week-to-week synchronous sessions will happen Block III. We anticipate five to eight workshop-like synchronous sessions (dates see above) with asynchronous work in between (individual and group).
Course Description	*Never doubt that a small group of thoughtful, committed individuals can change the world. In fact, it's the only thing that ever has.* - Margaret Mead In this course, participants will concentrate on themselves as autonomous learners, while also engaging and collaborating with peers in conceptualizating realistic ideas for civic engagement. Projects will vary across course participants, who will be in the driver's seat and explore their own interests, be it within their own field or across multiple areas of interest. The Mission? Plan and develop a personal engagement project prototype that connects and contributes to the overall well-being of "local" environments and communities, but which has impact globally (think 'citizen of the world'). What is the local-global connection? How does your project contribute to the common good? This is an opportunity for participants to explore the intersection of topics of interest in an applied manner, to share what motivates them to pursue their ideas, to (co)identify challenges, and to devise realistic solutions to those challenges. This project-based, semi-independent course project will provide participants a chance to spotlight their ideas for civic engagement. Innovative ideas and creativity will be encouraged!
Remarks	This course will be open to UCF and EPICUR students (https://epicur.education), with participants working on some course/project requirements in international/intercultural teams. Students will be asked to provide a brief statement of motivation and topics/fields of interest prior to start of the course.
Examination	Students will be assessed based on a cumulative project culminating in a report and presentation to fellow Solo Mission participants.

2.2 Study Area: Earth and Environmental Sciences / Environmental and Sustainability Sciences

Our Earth 101 - A Crash Course in Geoscience			
EES/ESS		Block III	
Lukas Gegg (lukas.gegg@geologie.uni-freiburg.de)			
Open to Students	Credit Points	Max. Enrollment	Course Number
Year(s) 2-4	6	20	00LE62S-LAS-EE0037
Module(s) StuPo 2015		Module(s) StuPo 2020	
Earth Sciences		Earth System	
Prerequisites	Introduction to EES or ESS		
Format, Dates, Times and Rooms	Seminar Mon, 14-16h, AU 01065 Tue, 14-18h, BT R 201 Thu, 14-16h, AU 01065 Sat, 29.04., tba		
Course Description	How did the Earth form? Which processes shape its appearance? How can our planet harm us on the one hand, and how can we learn and benefit from it on the other? And, finally, how do we treat it sustainably? These are some of the core questions that we will address during this course. Students will acquire a basic understanding of the system Earth, familiarize with its origin, its history and structure. They will get to know its landscapes, rocks, and sediments, and will learn how to read them and understand the underlying processes, from volcanic eruptions to glacier erosion. Following this fundamental overview, we will shift our focus more and more towards such tangible issues as geohazards, geogenic resources, and waste management. This course will start as an interactive lecture with practical exercises. However, we will soon go on excursions, and train our geoscientists' eyes and minds out in the field, before giving the stage to the students for a final, seminar-style block. We encourage you to get your fingers dirty…		
Remarks	EES/ESS students have priority		
Examination	16.05. and 18.06.2023		
Recommended Reading	J. Erickson: *Making of the Earth: Geologic Forces that Shape Our Planet* R. J. Hugget: *Fundamentals of Geomorphology*		

2.3 Study Area: Governance

Backsliding of Democracy? The Rule of Law			
Governance		Block III	
Dr. Stoyan Panov (stoyan.panov@ucf.uni-freiburg.de)			
Open to Students	Credit Points	Max. Enrollment	Course Number
Year(s) 3-4	6	20	00LE62S-LAS-GO0059
Module(s) StuPo 2015		Module(s) StuPo 2020	
Specialization Option GOV I and II Advanced Governance III		Specialization Governance Research in an Area of Governance	

Prerequisites	Introduction to Governance, highly recommended: Comparative Politics, Principles of Law
Format, Dates, Times and Rooms	Seminar Tue, 14-18h, KG 1121 Thu, 14-16h, KG 1134
Course Description	The EU recently experienced challenges to the democratic structures, fundamental values and the rule of law. In some EU Member States we have observed considerable backsliding in the rule of law and democratic standards influenced by oftentimes super-majoritarian, populist-influenced governments. Such backsliding and abuse of power undermine and transform the Rule of Law, turning it into the Rule of the Super-majority and, potentially, the Rule of the Corrupted. These issues go to the core of the concept of the rule of law. This course examines the fundamental concept of the rule of law from different angles. We will discover whether there is one universally valid and applicable concept of the rule of law and reflect upon the core of the rule of law, such as the principles of legality, legal certainty, effective judicial protection by independent and impartial courts, fundamental rights protections and equality before the law. We will explore how the concept developed as a means to restrict governmental power and how it offers protection to individuals and their equality before the law. The course offers a methodological exploration of the rule of law and deals with pertinent aspect such as how rules and norms are safeguarded in the properly functioning national and supranational legal and political orders, how the rule of law is recognized and implemented by various societal actors, and in what manner the rule of law is reflected in the political and socio-legal discourse. Some question that we will deal with throughout the course are: What is the relation between the rule of law and democracy? Is the law recognized as supreme in democracy, and why? Which institutions are engaged in the application and protection of the rule of law? What is the function of judicial independence? Do public authorities have to act in accordance with the law and why? Additionally, we will tackle legal and political issues such as the restrictions on the power of the executive and legislative branches to 'power-grab' by changing the constitutional and legal framework, and what happens when the judiciary branch is weakened or not entirely independent. We will also explore why it is important to have access to laws and justice as members of society, and how we can use safeguards against abuse of power by public authorities. Specific case studies such as the situation in some EU Member States will be analyzed along with the new EU's Rule of Law conditionality mechanism, EU's Recovery and Resilience Facility and the EU's Rule of Law reporting system with focus on justice system, anti-corruption framework, media pluralism, and institutional issues. Finally, the course will look at various challenges to the rule of law such as corruption and conflict of interest, external threats to the rule of law and various human rights-related discriminatory practices.
Examination	Form of assessment: The final grade will be based on analytical or research paper(s) and presentation(s). Final part of the exam will be due in the week of 26-30.06.2023

2.4 Study Area: Life Sciences

Pandemics - Determinants and Management			
Life Sciences		Block III	
Txema Calleja (txemacalleja@gmail.com)			
Open to Students	Credit Points	Max. Enrollment	Course Number
Year(s) 2-4	4 (SL only)	10 UCF students	00LE62S-LAS-LS0033
Module(s) StuPo 2015		Module(s) StuPo 2020	
Electives		Electives	
Prerequisites	recommended: Introduction to Life Sciences		
Format, Dates, Times and Rooms	Online class with self-learning modules Kick-off meeting: 31 March 2023, afternoon Regular meetings: April 21, April 28, May 5, May 12 (afternoons) Final Presentations: May 26, 2023, time tba		
Course Description	As humans have spread across the world, so have infectious diseases. Even in this modern era, outbreaks are nearly constant, but not every outbreak reaches pandemic levels. There are some major pandemics that have afflicted humankind throughout history such as plague, cholera, influenza and coronavirus diseases, thus it is important to know the way they were controlled in the past and how these diseases are managed today. Infectious diseases still represent threats for human health as pathogens can spread rapidly through global trade and travels. Global surveillance programs are thus needed to detect and identify pathogens spillover from animals to humans as well as to control water-borne pathogens and vector-borne diseases. We have selected 4 pandemics that are still relevant: HIV/AIDS, malaria, tuberculosis and dengue fever, but will also discuss other examples such as Covid-19, SARS, Ebola and others. The overall objective of the proposed project is to train students in the prevention, early detection, management and monitoring of major contemporary pandemics. The specific learning objectives of this course are related to the following topics: Students will be able to understand and describe: i) Pandemics in history and in modern times; ii) How to measure the transmission dynamics and expansion of epidemics/pandemics; iii) Pathogens causing epidemics/pandemics and their routes of transmission; iv) Epidemiological indicators to measure the extent and burden of a pandemic; v) Social and cultural determinants driving a pandemic; vi) Response options to different pandemics; vii) Coping strategies in Health Services with the fast surge of cases; viii) Transmission prevention according to the route of transmission.		
Remarks	Joint class with students from the Global Urban Health Master program.		
Examination	Presentation on 26.05.2023 (SL only).		

2.5 Study Area: Multiple

Heritage Interpretation as Transformative Education I			
all majors, Electives		Block III	
Patrick Lehnes (patrick.lehnes@geographie.uni-freiburg.de)			
Open to Students	Credit Points	Max. Enrollment	Course Number
Year(s) 3-4	6	16	00LE62S-LAS-CHEE0006-1
Module(s) StuPo 2015		Module(s) StuPo 2020	
Specialization Option C&H I or II Specialization Option EES I or II		Specialization Option C&H I or II Specialization Option ESS I or II Senior Profile (all majors)	
Prerequisites	none		
Format, Dates, Times and Rooms	Seminar Tue, 8-12h, Ph HS 2 Thu, 8-12h, BT 104 Additional date: Fri, May 19,		
Course Description	Natural and cultural heritage encompasses various things such as protected areas, sites, collections and practices which are deemed worth preservation. Heritage Interpretation aims to enhance the visitor experience, e.g. through guided visits, self-guided trails or exhibitions. Interpreters highlight remarkable phenomena and provide meaningful context which resonates with their audiences. They facilitate insights into the diversity of realities of people who lived in the past or into the living conditions of animals and plants. Heritage interpretation can provoke reflection upon one's own place within nature and society; it can challenge clichés and stereotypes. But uncritical or irresponsible interpretation can also reinforce prejudices and polarisation between socio-cultural groups. How can Heritage Interpretation provide insights and activate values related to sustainability in its ecological, social and economic dimensions? Which role does heritage play for the EU's aspiration of a society that should be 'united in diversity'? And how can professional interpreters contribute to enhance the resilience of our societies against populism, extreme polarisation and anti-democratic authoritarianism? We will study the theoretical background of Heritage Interpretation in relation to the emerging paradigm of transformative science and its potential for Education for Sustainable Development (ESD), social justice and participatory governance. During study visits we will evaluate concrete examples of interpretations at museums and heritage sites. Based on hands-on experience and group exercises, we will develop a methodology for a quick SWOT appraisal of heritage sites regarding transformative interpretation. You will finally apply this methodology to a concrete heritage site and produce a report which discusses options how the site could contribute to transformation.		
Remarks	The follow-up course in Block IV will enable you to devise a concrete project of transformative heritage interpretation (3 ECTS).		
Examination	06.06.2023.		
Recommended Reading	tba		

3 Courses Offered in Block IV

3.1 Study Area: Core

Progress in the Golden Age of Conspiracy and Misinformation			
Core		Block IV	
Dr. Steven Randall (steven.randall@ucf.uni-freiburg.de)			
Open to Students	Credit Points	Max. Enrollment	Course Number
Year(s) 2-4	6	15 UCF + 15 EPICUR	00LE62S-LAS-CO0077
Module(s) StuPo 2015		Module(s) StuPo 2020	
Reponsibility and Leadership II		Reponsibility and Leadership II	
Prerequisites			
Format, Dates, Times and Rooms	Online Seminar Tue, 9-12h Thu, 9-12h		
Course Description	"People deserve the benefit of the doubt, but information? Always hold it up to a cold white light" (AD Aliwat, Limbo). In the face of looming existential and societal challenges (e.g., climate change, income inequality, population growth, resource distribution) that must be addressed in the near term, we are concurrently met with daily "man-made" challenges in making sense of the information we consume about these problems. Misinformation, fake news, and conspiracy theories now significantly impact public discourse and defy notions of "common sense" in ways that threaten democracy and the advancement of a civilized, just, and sustainable society. In this course, we will explore the origins, tactics, and spread of several current examples of misinformation and conspiracy theories. In deconstructing these ideas, we will examine how they impact public discourse, decision-making, as well as how they may alter our collective future. Students will consider how they can engage and lead us into this uncertain future by tackling various forms of misinformation and conspiracy. We will scrutinize what it means to act responsibly individually in the face of misinformation and conspiracy-spreading, and discuss the pursuit of common ground across groups with often conflicting, incongruous beliefs and values.		
Remarks	In some weeks, asynchronous pair and group work will replace individual synchronous class sessions.		
Examination	Team project (includes presentations), Written reports completed within course dates.		
Recommended Reading	tba		

3.2 Study Area: Earth and Environmental Sciences / Environmental and Sustainability Sciences

Ecology and Biodiversity			
EES/ESS		Block IV	
Dr. Joachim Schmerbeck (Joachim.schmerbeck@waldbau.uni-freiburg.de)			
Open to Students	Credit Points	Max. Enrollment	Course Number
Year(s) 2-4	6	20	00LE62S-LAS-EE0022
Module(s) StuPo 2015		Module(s) StuPo 2020	
Ecology		Ecology and Biodiversity	

Prerequisites	Introduction to EES or ESS
Format, Dates, Times and Rooms	Seminar Tue, 8-12, FMF HS 01011 Thu, 8-12, FMF HS 01011 Fri, June 30,
Course Description	This course aims to capacitate you to understand the ecological background of the main environmental topics that you will be confronted with in your future professional environment. In the first part we will create the basis for an understanding of ecological principles. This will cover the main environmental factors and their impact on the development, abundance, and distributions of organisms. As part of the basics in ecology we also have a closer look on the emergence and drivers of biodiversity and in the main pattern of landscape ecology. In the second part of the course, you will work in small groups on relevant environmental topics of today. These projects will allow you to deepen your understanding of the ecological background of today's environmental concerns and will enable you to take part in the ongoing discussions from an ecology science angle. We will work together on information and explanations that I give you. We will discuss key papers and fit them in an ecological framework. You will work in groups on the topics of the second part and present them to all course members at the end of the course.
Remarks	Priority is given to EES and ESS students
Examination	18.7.2023
Recommended Reading	Begon M., Townsend C.R., Harper J.L (2006): *Ecology, from Individuals to Ecosystems*, Blackwell Publishing, Carlton Odum E. and Gary W. Barrett (2004): *Fundamentals of Ecology*, Cengage Learning; 5th edition (July 27, 2004) Monica Turner, R H Gardner (2015): *Landscape Ecology in Theory and Practice: Pattern and Process*. Springer Verlag Thompson, K. (2014): *Where Do Camels Belong*, Greystone Books Pörtner et al. (2021): *IPBES-IPCC co-sponsored workshop report on biodiversity and climate change; IPBES and IPCC*. DOI:10.5281/zenodo.4782538.

People, Landscape, Management: Planning for Ecosystem Services			
EES/ESS, Electives		Block IV	
Dr. Joachim Schmerbeck (Joachim.schmerbeck@waldbau.uni-freiburg.de)			
Open to Students	Credit Points	Max. Enrollment	Course Number
Year(s) 2-4	6	20	00LE62S-LAS-EE0029
Module(s) StuPo 2015		Module(s) StuPo 2020	
Human and the Environment Specialization Option I or II		Human and the Environment I or II Specialization Option I or II	

Prerequisites	Introduction to Earth and Environmental Sciences
Format, Dates, Times and Rooms	Seminar Mon, 14-16h, KG 1231 Tue, 14-18h, FMF 01009 Thu, 14-16h, Ph HS 2
Course Description	For more than two decades we have become increasingly aware of the benefits that we derive from our living environment. We call these benefits ecosystem services. But it still seems that the sustainable utilisation of these services does not materialise in most human-nature systems. At the same time the importance of well-functioning management systems for our living environment is increasing in the face of a rising demand for ecosystem services, decreasing resources and profound changes in climatic conditions ahead of us. In this course we will develop the principal context in which human-nature systems and their planning happen. We will learn how landscapes are dynamic and which factors drive these dynamics. We will focus on the role humans play in landscape dynamics and how this influences the quantity and quality of ecosystem services. We will also understand the factors and methods that are essential for and the limitations of adaptive management systems for the sustainable use of ecosystem services. Based on this we work on cases of landscape management for ecosystem services taken from a recently completed GIZ (Gesellschaft für Internationale Zusammenarbeit) project which was led by Dr. Schmerbeck. We will do our own assessment and planning for cases in the landscape of the Western Himalayas after we become familiar with the natural settings and socioeconomic background of this region. We will primarily work together in student led workshops, while topics will be introduced in Seminars. The group work will be presented in presentations at the end of the course.
Remarks	EES/ESS students have priority
Examination	40% written Assignment, 60% oral presentation, 31.05.2022
Recommended Reading	Costanza R. et. Al (1997): The value of the world´s ecosystem services and natural capital. In: Nature. 387, Mai 1997, S. 253-260 MA 2005: Millennium Ecosystem Assessment, Ecosystems and Human Well-being: Biodiversity Synthesis. World Resources Institute, Washington, DC Naudiyal, N. and Schmerbeck J. (2018). Linking forest successional dynamics to community dependence on provisioning ecosystem services from the Central Himalayan forests of Uttarakhand. Environmental Management 62 (5): 915–928 TEEB: http://teebweb.org/ ValuES: http://aboutvalues.net/about_values/ Wunder S.: Payments for environmental services: Some nuts and bolts, CIFOR Occasional Paper No. 42

3.3 Study Area: Governance

Governance: Oral Exam			
Governance		Block IV	
Dr. Mila Mikalay (mikalay@ucf.uni-freiburg.de) and Dr. Stoyan Panov (stoyan.panov@ucf.uni-freiburg.de)			
Open to Students	Credit Points	Max. Enrollment	Course Number
Year(s) 4	4	10	00LE62S-LAS-GO0086
Module(s) StuPo 2015		Module(s) StuPo 2020	
---		Senior Profile Governance	

Prerequisites	STUPO prerequisites for Senior modules apply
Format, Dates, Times and Rooms	This is a graded assignment only format. The oral examination is a 1-hour commitment and will be scheduled for July (tba).
Course Description	This examination is offered as part of the Senior Profile to Governance students. It offers 4 ECTS for an oral examination on Governance-related topics, which students learn about in foundational Governance modules, such as the Introduction, Political Theory, Comparative Politics and International Relations. The examination is based on a list of topics, which are announced at the beginning of each semester, and consists of a 30 minutes preparation time followed by a 30 minutes oral examination, in presence or online. Topics cover central concepts, questions and debates across Governance disciplines. General examples of topics: ▪ balance of power as a mechanism of avoiding oppression domestically and internationally, ▪ legitimacy of authotrity and processes of legitimation (diferent types of rules, civil society and activism, civil disobedience and uprisings), ▪ influence of institutional setups on political processes (strong judicial brach as an agenda-setter, majoritarian election systems as a factor of social divisions). Preparing to the examination thus allows students to review and integrate their learning within the Major and nhance ability to apply skills and knowledge to complex problems and current cases.The detailed procedure of the examination, list of topics, preparation suggestions and grading rubrics will be announced on the Governance Wiki at the beginning of the semester. The information for the WS exam (online) can serve as a representative example. Students are assessed on how well they are able to demonstrate the following abilities (Senior Profile learning goals): ▪ identify, describe, illustrate, compare and assess the ways to integrate knowledge about social, political and economic reality across disciplines and contexts; ▪ choose, adapt and assess the use of disciplinary and interdisciplinary vocabulary, and ways of presenting and communicating knowledge about social, political and economic reality.
Remarks	This is a PL only offering. There are no meetings associated with it, apart from the examination itself.
Examination	Resit Date TBA
Recommended Reading	See the exam brochure on the Governance Wiki for revision suggestions (all readings come from standard Governance courses).

3.4 Study Area: Multiple

Heritage Interpretation as Transformative Education II			
all majors, Electives		Block IV	
Patrick Lehnes (patrick.lehnes@geographie.uni-freiburg.de)			
Open to Students	Credit Points	Max. Enrollment	Course Number
Year(s) 3-4	3	16	00LE62S-LAS-CHEE0006-2
Module(s) StuPo 2015		Module(s) StuPo 2020	
Electives		Senior profile (all majors), Elective	
Prerequisites	Heritage Interpretation as transformative Education I or similar (please get then in contact with the lecturer).		
Format, Dates, Times and Rooms	Seminar, Tue 8-12, Ph 2 Additional date (optional): Fri, June 9		
Course Description	During this follow-up course you will devise a heritage interpretation project for concrete places of interest. Transformative interpretation involves the art of (co-)creating heritage narratives which provoke people to reflect upon issues which (should) matter to them. The content of interpretive story lines refers to phenomena which people can experience first-hand as well as selected historical and / or ecological facts and pertinent context knowledge; it should include multiple perspectives and challenge stereotypical preconceptions and over-simplifications which hinder transformation. At a first glance, this creative but complex task might seem overwhelming. But interpretive planning always starts from exploring sites and initial ideas. We will test a hermeneutical methodology which allows interpretive ideas to grow and mature as it guides research and analysis of potential specific content in relation to potential target audiences. This process requires moments of critical reflection which may lead to clarifications and corrections of the initial idea. This hermeneutical interplay of research, conceptualisation and scrutiny helps to conceive a structured conceptual plan for transformative heritage interpretation. You will create an outline of a conceptual plan for interpreting concrete heritage, either in a small group or individually with a tandem partner for peer feedback. This plan should also propose how you would involve stakeholders and community members as contributors or co-creators in subsequent steps of planning and implementation. You will explain your interim conceptual plan during a poster session with the aim to convince potential project funders. The implementation of a heritage interpretation requires to communicate your interpretive story to your target audiences vis-a-vis of the heritage. This can be done through in-person interpretation, such as guiding a group, or through interpretive media, such as panels, smartphone apps or exhibitions. During the course, you will draft two interpretive panels intended to implement two stops of an interpretive tour. They should meet quality criteria for texts and visual communication and aim to provoke resonance related to current transformation discourses. You will present your panel sketches again to the committee of potential project funders and explain how the interpretive panels would contribute to the transformative goals of your overall conceptual plan.		
Remarks	Fri, 9.6.: Excursion in Freiburg: Exploring places and themes of interpretive interest.		
Examination	Early 25.7.2023, Late 15.8.2023		
Recommended Reading			

4 Semester Long Courses

4.1 Study Area: Core

Foundational Year: Dealing with Numerical Information			
Core		Semester	
Dr. Sebastian Gehart (sebastian.gehart@ucf.uni-freiburg.de), tba			
Open to Students	Credit Points	Max. Enrollment	Course Number
Year(s) 1 (-2)	6	80	00LE62V/S-LAS-CO0005
Module(s) StuPo 2015		Module(s) StuPo 2020	
Dealing with Numerical Information		Dealing with Numerical Information	

Prerequisites	
Format, Dates, Times and Rooms	Lecture: Mon, 10-12h, AU Max-Kade-Auditorium 1 Workgroups WG 1: Wed, 12-14h, AU 01036a WG 2: Wed, 12-14h, AU 01065 WG 3: Wed, 14-16h, AU 01036a WG 4: Wed, 14-16h, AU 01065
Course Description	The course introduces students to working with numerical data in a scientific and non-scientific context. Students procure basic theoretical and practical knowledge of probability theory, descriptive and inferential statistics, and learn about collecting and visualizing data. Basic theoretical knowledge of probability theory and descriptive and inferential statistics are presented during lectures and practiced in exercise tutorials. The acquired knowledge is then placed in context, discussed and applied in workgroups and software tutorials using the R software for statistical computing and graphics.
Remarks	The lecture and the workgroups are setup as two courses in HISinOne. Please register for the workgroup only.
Examination	17.07.2023

Agility in Leadership			
Core		Semester	
Dr. Johanna Gampe (johanna.gampe@ucf.uni-freiburg.de)			
Open to Students	Credit Points	Max. Enrollment	Course Number
Year(s) 2-4	6	20	00LE62S-LAS-CO0080
Module(s) StuPo 2015		Module(s) StuPo 2020	
Responsibility and Leadership II		Responsibility and Leadership II	
Prerequisites	none		
Format, Dates, Times and Rooms	Seminar Mon, 10-12h, self-study/flipped classroom Wed, 10-12h, FMF 01 011		
Course Description	What characterizes agility? Is it only a management trend or is it a foundation of our future? Which values underlie the functioning of agility? Which digital competences are needed? Agility is known as a method and leadership framework in the context of digitalization, used first of all for project work and teamwork but also for structuring whole organizations. Notable examples for agile methods are scrum (in the context of software development), design thinking (with a focus on customer orientation), OKR/objectives and key results (used by the big tech companies to turn their company visions into concrete operations). Agility shows a long list of extraordinary success stories. Why is that so? Flexibility, human-centeredness and rapidity are agile qualities that allow to act and react in today's world which is often labeled as volatile, uncertain, complex and ambiguous (VUCA). Moreover, it is characterized by processes and tools that foster a specific climate of trust and empowerment. Due to its focus on values and principles, agility is considered a mindset, as for example described in The Agile Manifest from 2001 or expressed by the mindset of agile startups. In a larger view, agility marks a strategic dimension that is incorporated in terms of leadership, management and company culture. The question how you personally would you like to work in the future is fundamental to this topic. Therefore, how can New Work be shaped by the aid of agility? What are your competences needed to perform in an agile environment? And what are the benefits and downsides of agility in project work and leadership?		
Examination	tba		

An Introduction to Science and Technology Studies			
Core		Semester	
Dr. Nicholas Buchanan (nicholas.buchanan@ucf.uni-freiburg.de)			
Open to Students	Credit Points	Max. Enrollment	Course Number
Year(s) 3-4	6	80	00LE62V-LAS-CO0017
Module(s) StuPo 2015		Module(s) StuPo 2020	
Science in Context		Science in Context	

Prerequisites	none
Format, Dates, Times and Rooms	Lecture: Mon, 12-14h, Fahnenbergplatz 3007 (tbc) Workgroups WG 1: Fri, 8-10h, KG 1224 WG 2: Fri, 10-12h, KG 1224
Course Description	Science and technology are defining characteristics of our world. But how is scientific knowledge made, how are technologies developed? What impacts do these have on our lives and the lives of others, and in what ways do human choices shape science and technology? This course explores science and technology not as bodies of knowledge or collections of artifacts, but rather as social practices and processes. In it, we will examine the interrelationships among science, technology, and society in historical and contemporary contexts, with the aim of better understanding the embeddedness of scientific and technical activities within society. Because Science and Technology Studies (STS) is an eclectic and wide-ranging field of inquiry that resists clean theoretical summary, the course will not be organized as a tour of major canonical theories within science and technology studies. Instead, lectures will explore how STS can help provide a deeper understanding of all-too-easily taken-for-granted categories in public discourse, such as “science,” “technology,” “bodies,” “nature,” “experts,” and “disciplines.” Throughout our discussion, we will nonetheless highlight important schools of thought within STS as we draw on sources in the history of science and technology, the sociology of scientific knowledge, and the anthropology of science and technology.
Remarks	Recommended for third year students. Note that Science in Context is only offered in the summer semester, please plan accordingly.
Examination	tba

Conscious Intercultural Communication			
Core		Semester	
Dr. Simone Krais (simone.krais@sli.uni-freiburg.de)			
Open to Students	Credit Points	Max. Enrollment	Course Number
Year(s) 2-4	6	20	00LE62S-LAS-CO0045
Module(s) StuPo 2015		Module(s) StuPo 2020	
Reponsibility and Leadership II		Reponsibility and Leadership II	

Prerequisites	none
Format, Dates, Times and Rooms	Seminar Tue, 9-12h, KG 1236
Course Description	“Every human is like all other humans, some other humans and no other human“ (Clyde Kluckhohn) As humans, there is so much that we have in common and on the other side humans are the most diverse species on this planet. Since we live in a globalized world, we connect with people from different cultural backgrounds every day. This cultural diversity is inspiring and enriching our lives. But cultural diversity can also lead to challenging situations in everyday life or even conflicts on a political scale. Systematic knowledge input combined with practical training helps us a lot to have joyful and rewarding intercultural encounters. To understand intercultural communication, firstly we will examine the human phenomena of culture and communication. What is culture? And how does culture influence our way of thinking, feeling, acting and communicating? And what is communication? We will consider communication as key to other people’s minds and hearts and investigate the human ability for language and especially the relevance of body language. In a second step, we will investigate classical approaches of the discipline of intercultural communication. Cultural dimension theories explain differences in value orientations like individualism to collectivism, high to low power distances or direct to indirect communication styles. These categories crucially influence our behaviour. Additionally, we will investigate cultural differences in verbal, nonverbal and paraverbal communication styles. The last part of our class is raising our awareness for the human need of interconnectedness and the role of emotions in intercultural encounters. We will learn about the function of emotions as social regulators, how culture influences the expression of feelings and how communication disturbances affect our well-being. And we will train effective verbal and nonverbal methods of empathic communication which incorporate this knowledge (NVC, synchrony). All these topics will be approached from interdisciplinary perspectives and besides theoretical knowledge input this class focuses on intense self-reflection and practical training including role plays and case studies. Thus, you will learn a lot about intercultural communication but also about communication in general and first and foremost about yourself.
Examination	tba

Epistemic Injustice			
Core		Semester	
Prof. Dr. Frieder Vogelmann (frieder.vogelmann@ucf.uni-freiburg.de)			
Open to Students	Credit Points	Max. Enrollment	Course Number
Year(s) 2-4	6	20	00LE62S-LAS-CO0072
Module(s) StuPo 2015		Module(s) StuPo 2020	
Research Design Across Disciplines		Senior Profile (Culture & History)	
Prerequisites	For C&H: Introduction to Culture & History + Theory of Culture/Theory of History		
Format, Dates, Times and Rooms	Seminar Tue, 10-12h, AU 01065 Thu, 10-12h, AU 01065		
Course Description	In the most basic sense, “epistemic injustice” means that someone is wronged in her capacity as a knower. Examples abound: attributing less credibility to certain knowers because of their gender, race or class, silencing others’ voices in specific social situations, or hindering whole communities to develop an adequate vocabulary to describe their social suffering are just a few forms that epistemic injustice can take. The seminar has two aims. On the one hand, students will be introduced to the concept of “epistemic injustice” and its discussion by a close reading of Miranda Fricker’s seminal book *Epistemic Injustice: Power & the Ethics of Knowing* (2007). We will also look at the most important criticisms (especially from black and feminist epistemology) and the interdisciplinary development of these debates. For epistemic injustice has become an important concept not just in philosophy but in the social sciences, too. On the other hand, students will develop their own (small) projects in the field of “epistemic injustice” the second half of the seminar. These can be theoretical contributions to the philosophical, sociological or political discussion as well as empirical studies of specific phenomena of possible epistemic injustices, or combinations thereof. The seminar concludes with a one-day conference in which students present and discuss their projects.		
Remarks	**Course registration will start before the pre-block**; remaining spaces will be assigned from course registration period 2 on.		
Examination	Graded Exam: You need to write and present a research proposal for a topic of your choice within the topic of the seminar. The presentation of the research proposals will be on a student-organised conference at the end of the summer term. You can than modify your research proposal (2,000–3,000 words) with respect to the feedback given at the conference. It must be handed in until 31 August 2023. Pass/Fail Exam: Each student must give a short presentation (10min max!) of the core text (or texts if there are more than one) in one session.		
Recommended Reading	Fricker, Miranda (2010 [2007]): *Epistemic Injustice: Power and the Ethics of Knowing*. Oxford: Oxford University Press. You will need to buy this book. Kidd, Ian James, José Medina and Gaile Pohlhaus (eds.) (2017): *The Routledge Handbook of Epistemic Injustice*. London/New York: Routledge.		

Introduction to the Philosophy of Science			
Core		Semester	
Prof. Dr. Frieder Vogelmann (frieder.vogelmann@ucf.uni-freiburg.de)			
Open to Students	Credit Points	Max. Enrollment	Course Number
Year(s) 2-3	6	80	00LE62V-LAS-CO006
Module(s) StuPo 2015		Module(s) StuPo 2020	
Theory of Science		Theory of Science	

Prerequisites	none
Format, Dates, Times and Rooms	Lecture Wed, 12-14h, AU Max-Kade-Auditorium 1 Workgroups WG1: Thu, 16-18h, KG 1134 WG2: Thu, 16-18h, KG 1142 WG3: Thu, 18-20h, KG 1124 WG4: Thu, 18-20h, KG 1140
Course Description	The lecture introduces students to the philosophy of science by looking at the most important problems and debates: What are sciences, and how are they related to philosophy? How do scientific explanations work? Are there laws of nature? What roles do objectivity, rationality and other values play in scientific practices? And does science discover what is real? The lecture is organised around five topics: 1. Sciences, Philosophy and History: What are sciences, how are they related to philosophy and what role does history play? 2. Explanations, Interventions and Experiments: How do scientific explanations work? How do scientific practices represent and intervene in whatever they study? What are experiments and why are they so central? 3. Objects, Values and Laws: What are the components of scientific theories? Are there natural laws? Are “real sciences” value-free? 4. Realism, Anti-Realism and Relativism: Is reality what scientific practices discover? Is there progress towards truth? How should we understand objectivity? 5. Sciences in Society: What role does scientific knowledge play in democratic politics? What role should it play? How are sciences instituted?
Remarks	Recommended for second year students.
Examination	Graded Examination I (30%): Students must give a short (10min) presentation of one core text in the workgroups. Graded Examination II (70%): The final exam will be a written exam on 18 July 2023. The Re-sit date is 20 September 2023. Philosophy students can earn 3 ECTS by attending the lecture and writing a short essay (2-3 pages) at the end of the term (due by 20.07.2022).
Recommended Reading	Okasha, Samir (2016): *Philosophy of Science. A Very Short Introduction*. Oxford: OUP. Bortolotti, Lisa (2008): *An Introduction to the Philosophy of Science*. Cambridge: Polity. Hacking, Ian (1983): *Representing and Intervening. Introductory Topics in the Philosophy of Natural Science*. Cambridge: CUP. Oreskes, Naomi (2021): *Why Trust Science?* Princeton, N.J./Oxford: Princeton UP. Rosenberg, Alexander and Lee McIntyre (2020): *Philosophy of Science. A Contemporary Introduction*. New York/London: Routledge.

4.2 Study Area: Culture and History

Foundational Year: Introduction to Culture and History			
Culture & History		Semester	
Dr. Ryan Plumley (ryan.plumley@ucf.uni-freiburg.de)			
Open to Students	Credit Points	Max. Enrollment	Course Number
Year(s) 1 (-2)	8	80	00LE62S-LAS-CH0001
Module(s) StuPo 2015		Module(s) StuPo 2020	
---		Introduction to Culture and History	

Prerequisites	none
Format, Dates, Times and Rooms	Lecture: Mon, 13-14h, AU Max-Kade-Auditorium 1 Workgroups: WG 1: Thu, 8-10h, AU 01036a WG 2: Thu, 10-12h, AU 01036a WG 3: Thu, 14-16h, AU 01036a
Course Description	"Culture and History" is an interdisciplinary approach to the humanities, the disciplines which produce systematic knowledge about human beings and their artifacts and practices. In this introduction, we will approach the humanities as fundamentally interpretive sciences whose task is to describe, analyze, and interpret human-made things in the world. In the first part, we explore Literature, Art History, and Cultural Studies. Students practice the skills and methods that humanities scholars use to produce argument-based interpretations of typical objects of study: texts, images, and films. In the second part, we explore Anthropology and History. Students build on their analytical and interpretive skills while also adding another level of interpretation: evaluating other scholars' interpretations of cultures and histories. Along the way, we regularly pause to theorize our work, asking questions like "What is art?" or "What is culture?" by reading and discussing a classic theoretical work. By maintaining dialogue between the practice and the theory of the humanities, students practice producing compelling interpretations of culture and history. The course is designed to encourage both individual effort (preparation before class, assignments) and collaborative effort (discussion and teamwork during the lectures and WGs).
Examination	tbd

An Intellectual History of Feminist Thought			
Culture & History		Semester	
Dr. Ryan Plumley (ryan.plumley@ucf.uni-freiburg.de)			
Open to Students	Credit Points	Max. Enrollment	Course Number
Year(s) 2, 3, 4	6	20	00LE62S-LAS-CH0021
Module(s) StuPo 2015		Module(s) StuPo 2020	
Culture and History Since the Early Modern Period Advanced C&H I, II, or III		History: Modern or Contemporary Advanced C&H I, II, or III	
Prerequisites	Introduction to Culture & History		
Format, Dates, Times and Rooms	Mon, 10-12h, AU 01036a Wed, 10-12h, AU 01036a		
Course Description	What makes thought “feminist”? Is feminism one important strand among the powerful discourses of liberation arising out of the Enlightenment? Or can it offer an alternative to the patriarchal and masculinist foundations of those very discourses? When and how did feminism arise as a major form of critical thought in the West? What transformations has it gone through? Is feminism still a vibrant mode of thought, or has it been supplanted by other concerns? How does gender and queer theory emerge out of and continue feminist modes of critique? In this course we will address these questions by tracing the history of feminist thought in the West from the late eighteenth century to the late twentieth century. Beginning with nineteenth-century efforts to articulate a feminist agenda within Anglo-American liberalism and European marxism, we will then turn to twentieth-century efforts to radically rethink the politics of gender in French feminism and more recent theory and reflection. We will alternate between philosphical methods that closely analyze arguments in texts and historical methods that trace continuties and divergences across texts. Along the way, we will encounter a range of modern traditions of thought like liberalism, marxism, and psychoanalysis.		
Examination	20.07.2023		

Drunken Capitalism			
Culture & History		Semester	
William Lyon (wmblyon@me.com)			
Open to Students	Credit Points	Max. Enrollment	Course Number
Year(s) 2, 3, 4	6	20	00LE62S-LAS-CH0067
Module(s) StuPo 2015		Module(s) StuPo 2020	
Culture & History since the Early Modern Period Advanced Culture & History I, II, or III		History: Modern or Contemporary Culture & History I, II, or III	
Prerequisites	Introduction to Culture & History		
Format, Dates, Times and Rooms	Seminar Tue, 14-16h, AU 01065 Thu, 14-16h, HS 01011 (FMF)		
Course Description	In this course will explore how German speaking migrants and entrepreneurs, from what is today Germany, Switzerland, and France, brought brewing knowledge and thirst for central European style beers with them around the world. By the mid-20th century German style lagers were the global alcoholic beverage of choice. Our exploration will follow what was initially labelled a 'lager craze' emanating from the failed democratic revolutions of the German states, including Baden in 1848/1849, to North American westward white settler expansion in places like gold rush California, Kaiserreich colonialism in Namibia and China, to the post-WWII German Jewish brewers of New York City. We are going to practice migration history, food studies, and economics by reading personal stories of migrants, brewers, farmers, and beer drinkers from the mid-19th to the mid-20th centuries. In practice this means we will read secondary sources (articles, book sections) to understand the economic situation of the period under study. We will then use primary sources (documents, photos, commercials, memorabilia and songs) to examine the food and consumer culture of individual beer drinkers, brewers, and German speaking social clubs. By the end you will understand the basics of German migration, entrepreneurial brewers, and the spread of German style beer culture around the world from about 1848 to 1955.		
Readmarx	definitely		
Examination	17.07.2023		

Foundations of Art Theory and Criticism			
Culture & History		Semester	
Gerad Gentry (gerad.gentry@gmail.com)			
Open to Students	Credit Points	Max. Enrollment	Course Number
Year(s) 2, 3, 4	6	20	00LE62S-LAS-CH0069
Module(s) StuPo 2015		Module(s) StuPo 2020	
Art, Literature, Music, or Aesthetics Advanced Culture & History I, II, or III		Culture: Arts Culture & History I, II, or III	
Prerequisites	Introduction to Culture & History		
Format, Dates, Times and Rooms	Seminar Mon, 18-20h, KG 1034 Wed, 18-20h, Wilhelmstr 26 R 00016		
Course Description	The aim of this course is to explore some of the most influential concepts of art, traditions in fine art, and the significances of art for identity, knowledge, ethics, culture, and society. We will be guided by questions like the following: is there such a thing as art? What differentiates artworks from mere artifacts? How does art differ from mere communication, symbols, and reflective presentations? What is beauty? How should we understand the relationship between author/artwork/reader in the experience of art? We will ask what it might mean to view aspects of the human journey as artistic, and whether art may extend beyond questions of beauty and creation of art to include formation of identity, culture, knowledge, and ethical norms. We will trace why some theorists have held that human perception and thought are inherently dependent on artistic capacities of the mind. The course will pursue these themes through a mix of both theory and engagement with artworks drawn from literature, painting, architecture, music, and theatre. We will make a visit to at least one world-class museum such as the Kunstmuseum Basel, and will engage with Freiburg's own history as a medieval artisan town.		
Examination	19.07.2023		

Theory of Culture			
Culture & History		Semester	
Michaela Frey (michaela.frey@unibas.ch)			
Open to Students	Credit Points	Max. Enrollment	Course Number
Year(s) 2, 3, 4	6	20	00LE62S-LAS-CH0011
Module(s) StuPo 2015		Module(s) StuPo 2020	
Culture as a Topic of Academic Inquiry		Theory of Culture	

Prerequisites	Introduction to Culture & History
Format, Dates, Times and Rooms	Seminar Tue, 12-14, KG 1034 Thu, 12-14, Ph HS 4
Course Description	Cultural traditions, practices, and constructions form every aspect of our lives. They create meaning and - in doing so - allow us to make sense of us and the world around us. Culture is so all-embracing that it is it difficult to pin down in a clear-cut definition. Rather than arriving at definite conclusions, this seminar aims to investigate how culture creates meaning and in which processes culture operates. Throughout the semester, we will deal with different theories of culture that will help us to develop an understanding for certain parts of human experience as well as certain kinds of objects: everyday life, custom and habit, identity and difference among human groups, hegemony and resistance, “high” and “low” culture. We will focus on reading seminal texts that introduce major theories in studies on culture, such as power, knowledge, identity, postcolonialism, gender. These theoretical frameworks will function as a context for discussing a variety of case studies of cultural artefacts ranging from photography, art installation, music video, to novel, poetry, and film.
Examination	11.08.2023

4.3 Study Area: Earth and Environmental Sciences / Environmental and Sustainability Sciences

Foundational Year: Introduction to Environmental and Sustainability Sciences			
EES/ESS			
Dr. Sabine Sané (sabine.sane@ucf.uni-freiburg.de) and Maiara Goncalves (maiara.goncalves@ucf.uni-freiburg.de)			
Open to Students	Credit Points	Max. Enrollment	Course Number
Year(s)	8		00LE62VS-LAS-EE0001
Module(s) StuPo 2015		Module(s) StuPo 2020	
---		Introduction to Environmental and Sustainability Sciences	

Prerequisites	none
Format, Dates, Times and Rooms	Workgroups: WG 1/2: Tue, 10-12h, AU 01036a WG 1: Tue, 13-16h, AU 01036a WG2: Wed, 9-12h, AU 01065
Course Description	You are what you wear! Clothes contribute a lot to how we are viewed by others and how we want to present ourselves. There is a big change happening. As consumers, people want to make a conscious decision about what they buy. Did you ever ask yourself if your garments are sustainable? How would you assess a garment's sustainability? Are you willing to pay several times more the price if a garment is considered more sustainable? In this course we will focus on the sustainability of garments by analyzing their life cycle. How were the raw materials and finally the garments produced? How are they distributed? What is the influence of the consumer choice when buying, wearing and wasting their clothes? What effect do all the steps have on e.g. the planet's biodiversity, climate, energy consumption, pollution, social justice? How do consumers contribute to the sustainability of the clothes production? Clothing has increasingly become disposable and a highly globalized industry. We will explore different causes and consequences as well as possible solutions and ideas to address these issues. Equipped with background knowledge, you will start doing a small scale research on one garment yourself. Finally, you will produce a poster about your research (for scientific communication) and a policy advice (for communication of scientist to policy makers) on how to create sustainable garments. Thereby you should refer to life cycle issues that could be overcome with the recommendations.
Examination	14.07.2023 (poster) and 28.07.2023 (policy advice).
Recommended Reading	tba

Science and Practice of Sustainable Gardening			
EES/ESS		Semester (main teaching in Block III)	
Dr. Sabine Sané (sabine.sane@ucf.uni-freiburg.de)			
Open to Students	Credit Points	Max. Enrollment	Course Number
Year(s) 2-4	6	20	00LE62S-LAS-LSEE0005
Module(s) StuPo 2015		Module(s) StuPo 2020	
Methods of Observing Nature,		Methods of Observing Nature,	

Prerequisites	Introduction to EES or ESS
Format, Dates, Times and Rooms	Seminar (only in block III starting April 18) and Field Study (semesterlong) Tue, 9-11:45 h Thu, 9-11:45 h
Course Description	Have you ever wanted to experience what it means to “go sustainable” in the context of food supply? Are you interested in the scientific basis underlying different aspects of gardening? Do you want to grow your own organic fruit, herbs and vegetables? In this course we will view gardening through a scientific lens. Thereto, we will study the taxonomy, morphology, ecology and ecosystems of garden plants. What features do plants in this family share? Why should I grow potatoes in sunny spots and peas next to carrots? Equipped with scientific background and practical advice, we will explore together what it means to create our own sustainable garden. In a group with your peers, you will be provided with a small garden patch in which you are allowed to create and experiment with your own sustainable vegetable garden. Our main target is to achieve a high biodiversity and yield in our sustainable garden. We will investigate how different gardening practices influence the use of water and energy, and they affect the quality of the soil, biodiversity and yield. We want to avoid the use of artificial fertilizers, pesticides and chemicals. Upon successful completion of this course, you will be able to ▪ Describe features and morphology of plants and thereby identify important plant families. ▪ Understand and describe the relationship between the features of plants and their use of water, nutrients and light to evaluate where they will grow best. ▪ Understand and describe different forms of plant propagation. ▪ Describe, understand and evaluate the basics of different garden management technics. ▪ Apply scientific knowledge of plant ecology and the ecosystem of a garden by creating your own sustainable garden plot. ▪ Be able to identify, describe, analyze and evaluate your management technics and their relationship to the corresponding yield of your sustainable garden plot.
Remarks	EES/ESS students have priority. The garden will be about 6 km outside of Freiburg in Gundelfingen/Wildtal. You can get there by bike or public transport. We will meet in the garden on most Tuesdays an Thursdays from April 18 to May 25, 2023 from 9:00-11:45. Please be aware that the **main work will be in Block III**! However maintenance and harvest will be irregular throughout the semester.
Examination	Assessments on 24.04.2023 (30%) 31.07.2023 (70%)
Recommended Reading	Jones, P. (2011). *The Science of Gardening: The Hows and Whys of Successful Gardening*. S.L.: Crowood Press.

The Earth in the Universe			
EES/ESS		Semester	
Dr. Rolf Schlichenmaier (schliche@leibniz-kis.de)			
Open to Students	Credit Points	Max. Enrollment	Course Number
Year(s) 2-4	6	20	00LE62VS-LAS-EE0006
Module(s) StuPo 2015		Module(s) StuPo 2020	
Evolution and Dynamics of the Planetary System		none	
Prerequisites	Introduction to Earth and Environmental Sciences, Maths and Physics recommended		
Format, Dates, Times and Rooms	Seminar Mon, 16-18h, ZfN HS 00006 Wed, 16-18h, BT R101		
Course Description	In this course, students will get an overview on the astrophysical perspectives of life on Earth complemented by an insight into current research and hands-on experience in observational methods. We will review the basic cosmological understanding of our universe (big bang theory) and present the theories and key observations that form the basis for this model. We will also reflect the arguments that reveal that our understanding is limited. In any case, this epanding universe sets the scene for stars to form and evolve. Primordial nucleosynthesis and stellar evolution are crucial to understand how our chemical elements are created. Only recently, in 2017, the observational evidence was acquired that our heavy chemical elements need collisions of neutron stars and/or black holes for their creation. In this repect we will discuss how fusion works in stars. Starting with fusion of hydrogen to helium, stars subsequently create more and more heavy elements. To understand this we will address all different sorts of star states: brown dwarfs, main sequence stars, red giants, white dwarfs, supergiants, supernovae, neutron stars, black holes. Rotating interstellar clouds collapse into an accretion disk, and stars form in its center, while planets form in the outskirts of such rotating disks out of gas and dust that clumps into larger objects -- into planets and asteroids. The solar system is one example of such a remnant of an accretion disk. As it is our system we will deal with it in more detail. The Sun would be a very constant and steady source of energy for life on Earth if it wasn't for the magnetic fields. Magnetic fields have an external influence on life on Earth. We will deal with the generation of magnetic fields in the solar interior and how these magnetic field are transported into the outer solar atmosphere. There, vast amounts of magnetic energies are set free and produce magnetic storms in interplanetary space that make the Earth magnetic field to be shaken. In addition to the lecture contents, practical classes are method-oriented and will deal with: ▪ Experiment to infer the distance between the Earth and the Sun (Astronomical Unit) by studying the characteristics of the solar rotation using public satellite data, and by means of a pinhole camera (‘camera obscura’). ▪ Data analysis of spectroscopic satellite data (SDO/HMI) to study the plasma flow field on the solar surface: granulation & sunspots. ▪ During a one-night excursion to the observatory on the Schauinsland mountain (1240 m above sea level) we will observe the night sky with a focus on planets, the moon, and a number of Messier objects.		
Examination	Term Paper deadline: 21.07.2023 Examination (written exam): 26.07.2023, 16-18h.		

4.4 Study Area: Governance

Foundational Year: Introduction to Governance			
Governance			
Dr. Mila Mikalay (mikalay@ucf.uni-freiburg.de)			
Open to Students	Credit Points	Max. Enrollment	Course Number
Year(s) 1 (-2)	8	80	00LE62VS-LAS-GO0001
Module(s) StuPo 2015		Module(s) StuPo 2020	
---		Introduction to Governance	

Prerequisites	Students intending to take the major Governance or courses from it must take this Introduction in their first year. This course is the prerequisite for all advanced courses in Governance.
Format, Dates, Times and Rooms	Plenary sessions: Mon, 16:15-18h, AU Max-Kade-Auditorium 1 Tue, 16:15-18h, AU Max-Kade-Auditorium 1 Workgroups: WG 1 (led by MM): Thu, 12:10-14h, AU 01036a (exceptionally: the session of 08.06. is reported to 9.06., 12.10-14h) WG2: Fri, 10:10-12h, Ph HS 3 WG3: Fri, 12:10-14h, Ph HS 1
Course Description	This course will acquaint you with central topics in the study of the proceses through which human communities of diferent kinds govern themselves (governance), give you the appropriate vocabulary to discuss them, and prepare you to understand what ways of presentation, explanation and argumentation are accepted by governance scholars' community. In this course, the learning takes place in three formats: plenary sessions on the course readings, work in group on exercises and a small project, and workgroup sessions for discussion. The content of the course is organized around six major topics in the area of governance: ▪ social contract: Why do you live in a state? When should people rebel against it? ▪ collective action: How do people behave in groups and why do big groups often fail to reach their goals? ▪ democracy: How does democracy work and why can we never have it fully? ▪ politics and administration: What is the role of professional state officials in a political system based on elections? ▪ agenda-setting: Why do politicians and public act on some issues and ignore other important topics? Why do you feel more responsile and competent about climate change than about war in Europe? ▪ forecasting: How do you know about the future of society and economics? Can you predict it? Can you change it? You will also learn how to interpret the visuals, work with definitions, understand political humour and make a forecast.
Examination	Course requirements: For pass/fail – attendance of WGs, group project, 1 quiz. For a grade - short written assignments and a final exam. Final exam: 11.07.2023.
Recommended Reading	You can watch Philosophy Tube and read a science fiction novel as inspiration.

Comparative Government			
Governance		Semester	
Ermelinda Kanushi, M.Sc. (ermelinda.kanushi@ucf.uni-freiburg.de)			
Open to Students	Credit Points	Max. Enrollment	Course Number
Year(s) 2-4	6	20	00LE62S-LAS-GO0014
Module(s) StuPo 2015		Module(s) StuPo 2020	
Comparative Politics		Political Science	

Prerequisites	Introduction to Governance
Format, Dates, Times and Rooms	Seminar Mon, 10-12h, AU 01065 Wed, 10-12h, Ph HS 1
Course Description	In this course, we learn about political systems around the world from a comparative political science perspective. The course is organized into four parts. In the first part of the course, we briefly discuss the methods of comparative political science. 1. In the second part of the course we discuss the theoretical and empirical definitions of democracy, and ask questions such as: What is democracy? How can democracy be measured? 2. The third part of the course focuses on authoritarian regimes. In particular, we study differences between the authoritarian countries regarding the ruling elite, cooptation and repression. 3. In the fourth part of the course, we study democratic countries and discuss, for example, the separation of powers, electoral systems, political parties and party systems. 4. The course has a strong emphasis on learning-by-doing, and the students will learn to use comparative datasets, read codebooks and conduct simple comparative studies. Additionally, guest lectures and study visits are planned for this purpose (namely, a guest lecture on "Populism and Foreing Affairs" and a possible visit to the local government of the City of Freiburg). See the upates in the Course Catalogue for the dates of these events, which may take place outside of the normal class times.
Remarks	Priority is given to second-year students.
Examination	06.08.2023
Recommended Reading	Geddes, Barbara (1999): “What do we know about democratization after twenty years?” Annual Review of Political Science 2: 115-44. ; Lijphart, Arend (2012): Patterns of democracy. Yale University Press: New Haven/London. Pp. 9-45 and 239-254.Gerschewski, Johannes. 2018. “Legitimacy in Autocracies: Oxymoron or Essential Feature?” Perspectives on Politics 16(3): 652-665. Schedler, Andreas (2002): “Elections without democracy: The menu of manipulation”. Journal of Democracy 13(2): 36-50. Linz, Juan J. (1990): “The Perils of Presidentialism”. Journal of Democracy 1(1): 51-69.

Democratic Elites: Who Governs in a Democracy?			
Governance		Semester	
Ermelinda Kanushi, M.Sc. (ermelinda.kanushi@ucf.uni-freiburg.de)			
Open to Students	Credit Points	Max. Enrollment	Course Number
Year(s) 2-4	6	20	00LE62S-LAS-GO0091
Module(s) StuPo 2015		Module(s) StuPo 2020	
Advanced Governance I and II		Advanced Governance I and II	

Prerequisites	Introduction to Governance
Format, Dates, Times and Rooms	Seminar Mon, 14-16h, KG 1019 Wed, 12-14h, KG 1224
Course Description	This course is a seminar, based on weekly readings, discussion, group work and individual research. It offers a solid introduction into the issues of elite composition and functioning in democratic societies and provides material and an intellectual space for students' own research projects on the topic. The following questions are central in the seminar: How is a democratic polity governed? How are the governing groups propelled into leadership positions? What characteristics make individuals and groups into governing elite? Who actually governs in a democratic polity? These questions are addressed on the basis of classical texts on elite theory (by Gaetano Mosca, Robert Michels, and Vilfredo Pareto) as well as their current interpretations, applications and extensions, looking into new kinds of ruling elites (technocrats, media, international bureaucracy, and thought leaders). The analytical focus of the course is complemented by a normatively-oriented discussion. Students are invited to consider the practical possibility and normative implications of a society organized without a distinct ruling class, that is, horizontal rather than hierarchical. For this purpose, the novel *The Dispossessed* by Ursula Le Guin provides the basis for discussion. The seminar is organized in three parts. In the first part, students get acquainted with the originals of the classical texts in elite theory (selected excerpts) and their more recent critiques and applications. The second part is a debate based on Ursula Le Guin's novel. The 1974 novel "The Dispossessed" is a science fiction utopia situated in a future world of a double planetary system of Anarres and Urras. Anarres is home to a classless society, based on principles of brotherhood and the denial of private property. Urras is a world with several nations, the major of which is A-Io, a hierarchical hedonistic highly developed polity. The novel, which won several major literary prizes, is a rich and nuanced account of the personal discovery of Urras by an Arrasti. It suspends any definitive decision in the antagonism of the two worlds and covers numerous topics of interest within the framework of the course, such as the principles of government, individualism and collectivism, hierarchical differentiation of society, influence of ideas and language on political behavior and institutions, and many others. Students are invited to present each world as its ambassadors, argue for its founding principles and draft their own utopian proposal. The third part of the course is focused on 'new elites'. It considers in turn technocrats and experts, thought leaders and activists, media, and international corporations and bureaucracies.
Remarks	It is possible to take this course in parallel to Comparative Government / Political Science module.
Examination	Final submission deadline: 07.08.2023.
Recommended Reading	Ursula Le Guin's novel The Dispossessed: An Ambiguous Utopia (1974)

Global Economic Challenges for Public Policy			
Governance		Semester	
Dr. Steffen Minter (steffen.minter@vwl.uni-freiburg.de)			
Open to Students	Credit Points	Max. Enrollment	Course Number
Year(s) 2-4	6	10 LAS	03LE47S-B30GEC102
Module(s) StuPo 2015		Module(s) StuPo 2020	
Economics		Economics (strict priority for senior students)	

Prerequisites	Introduction to Governance
Format, Dates, Times and Rooms	Seminar Wed, 16-18h, Werthmannstr. 4, HS 01016
Course Description	In this course, you will learn to apply fundamental concepts of international economics to current financial and economic policy issues. In individual or team work, you elaborate on a specific topic using the starting literature provided. The aim of the seminar is to research further scientific literature and prepare a seminar paper. A preliminary version of your written work is to be presented and discussed in class. In terms of topics covered in the course, we will deal with the repercussions of government spending programs on international trade policy, China´s impact on the world economy (including inequality within and across countries) and the interrelations between technological progress and openness to trade. Furthermore, the difference between running a multinational corporation vs. a country is investigated and if globalization has really lost its steam. Literature and in-class presentations/discussions are in English. Your paper may be written in English or German.
Remarks	This is a course offered by the Department of Economics. There will be 10 places reserved for LAS students.
Examination	The examination will consist of a seminar paper (deadline: 31.08.2023) and a presentation and discussion of your paper in class.
Recommended Reading	In this course, we will use, among other, the following literature: Krugman, P., Obstfeld, M. and M. Melitz, *International Economics: Theory and Policy*, Pearson, 2022, 12th edition. Van Marrewijk, C., Brakman, S., *The Economics of Developing and Emerging Markets*, Cambridge University Press, 2023. Blanchard, O., *Macroeconomics*, Prentice Hall, 2020, 8th edition. Further recommended literature depends on the specific topic. It includes textbooks and research articles.

International Relations and Institutions			
Governance			
Dr. Mila Mikalay (mila.mikalay@ucf.uni-freiburg.de)			
Open to Students	Credit Points	Max. Enrollment	Course Number
Year(s) 2-4	6/8	20	00LE62S-LAS-GO0034
Module(s) StuPo 2015		Module(s) StuPo 2020	
Global Governance (6 ECTS)		International Relations (6 ECTS)	

Prerequisites	Introduction to Governance
Format, Dates, Times and Rooms	Seminar Mon, 14-16h, AU 01036a Tue, 14-18h, BT R 101
Course Description	This course focuses on different conceptual approaches to the understanding and analysis of international relations (IR) and institutions. We focus on the level of theory and compare powerful "mythology" behind six IR theories: realism, idealism, constructivism, gender perspective, environmentalism, and globalization. The focus is therefore not on the "facts" of the international relations, but on the different ideological foundations of IR theories, seen as worldviews. The course is based on the textbook by Cynthia Weber "International Relations Theory. A Critical Introduction" and uses the method of artistic illustration to grasp the powerful beliefs about man, nature, society, politics, and the relationships between them undergirding IR theories. For each theory considered in the course we will watch a popular movie, which illustrates these fundamental beliefs behind theories. The course will therefore require analytic rigor, but also creativity and intellectual flexibility. The seminar on Tuesday is organized around watching (a selection of) movies and discussion of the main week's theory. The seminar on Monday then hosts debate presentations on advanced readings, which deepens the understanding of the theory. Learning goals: ▪ understand the post-positivist approach to social theory, namely, international relations theory; ▪ understand and learn how to compare major IR theories and classical authors in their interpretation of international politics and institutions; ▪ develop the analytical skills to be able to read, summarize, synthesize and debate academic texts on international relations, global politics and institutions; ▪ connect theory, concepts, working methods and ideas from different Governance courses to achieve a deeper and more varied understanding of the course material, in a personally meaningful way; ▪ move towards a reflective individual position on international issues and the role of international institutions.
Remarks	Second-year students taking this course for the module International Relations will have priority and are srtongly recommended to take this course; no priority for senior students!
Examination	Pass/fail requirements (Studienleistung): attend class, actively participate in the discussion, which is key component of this course. Examination: presentation (incl. a detailed handout), a review in writing of a student presentation; an analytical paper on an IR topic of your choice. Deadline: 10.08.2023.
Recommended Reading	Robert G. Blanton (2013). "Zombies and International Relations: A Simple Guide for Bringing the Undead into Your Classroom", *International Studies Perspectives* 14(1): 1-13, https://doi.org/10.1111/j.1528-3585.2012.00505.x The course is based on the textbook by Cynthia Weber *International Relations Theory: A Critical Introduction*.

Principles of Law			
Governance only		Semester	
Dr. Stoyan Panov (stoyan.panov@ucf.uni-freiburg.de)			
Open to Students	Credit Points	Max. Enrollment	Course Number
Year(s) 2-4	6/8	20	00LE62S-LAS-GO0004
Module(s) StuPo 2015		Module(s) StuPo 2020	
Law (6 ECTS)		Law (8 ECTS)	

Prerequisites	Introduction to Governance
Format, Dates, Times and Rooms	Seminar, Tue, 12-14h, KG 1236 Thu, 12-14h, KG 1134
Course Description	The course introduces fundamental legal approaches and concepts. It looks at the interplay between law, society, governance and politics. It is not focused on narrow examination and analysis of domestic legal systems, but aims to provide an overview of legal principles that are applicable nationally and internationally. The course introduces most prominent theoretical and jurisprudential approaches: Natural Law, Legal Positivism, Feminism and modern Critical Theories. Students will critically reflect on the logic, structure, applicability, and language of law and topics such as rights, obligations, responsibility, and immunities. In the second part of the course, the focus is on the institutions and principles of law such as non-discrimination, the rule of law, equality, reasonable expectations, legal certainty, and legal interpretation techniques common among various legal orders. Finally, we will discover the practical applicability of the legal principles and theory in reality by examining the relationship between law and policy-making in the realms of human rights law, civil law, and criminal law, and by comparing diverse forms of law, systems of law, legality, and legal orders. The course readings include various legal cases dealing with freedom of expression, freedom of political association, the right to life, the prohibition of torture, marriage equality and nondiscrimination, affirmative action, criminal liability, data privacy, among others. Upon successful completion of this course, you will be able to: ▪ paraphrase, summarize, compare and produce academic texts on the topics of the module with appropriate use of legal terminology; ▪ analyse and interpret main principles of law and jurisprudential approaches in legal orders; ▪ improve awareness about contemporary issues, debates, and controversies in legal studies; ▪ become aware of theoretical and practical problems in understanding the law and its main principles and improve interdisciplinary thinking with integrity about their position as a scholar of law.
Remarks	Priority to second-year students!
Examination	Submission of the final part of the examined material or the final exam will take place in the week of 17-21.07.23
Recommended Reading	Introductory reading on jurisprudence: Raymond Wacks, *Understanding Jurisprudence* (4th ed, OUP 2016).

4.5 Study Area: Life Sciences

Foundational Year: Introduction to Life Sciences			
Life Sciences		Semester	
Dr. Simon Büchner (buechner@ucf.uni-freiburg.de)			
Open to Students	Credit Points	Max. Enrollment	Course Number
Year(s) 1 (-2)	8	60	00LE62V/S-LAS-LS0001
Module(s) StuPo 2015		Module(s) StuPo 2020	
---		Introduction to Life Sciences	

Prerequisites	none
Format, Dates, Times and Rooms	Kick-off lecture (in person): April 18, 8:15-9:45h, AU HS 1 Following lectures: recorded, available on ILIAS, to be watched before Tue. each week. Questions and Discussion (optional, in person) Tue, 9:00-10:00h, AU Max-Kade-Auditorium 1 Enrol in one of the following work groups: WG1 (SB): Thu, 8-10h, AU 01065 — WG2 (SB): Thu, 10-12h, BT 106 WG3 (R. Diaconescu): Thu, 10-12h, BT 107 — WG4 R. Diaconescu: Thu, 14-16h, BT 107
Course Description	In this course, students will learn about basic concepts in the Life Sciences. In particular, the course will focus on the systems that are used to describe physiological and psychological process in humans and which allow humans to interact with a complex environment. This includes the structure and functioning of cells, the endocinre system, the immune system, the nervous system, and perception and cognition. Besides the structures and processes that make up these systems, students will learn about selected research methods from the Life Sciences. The course is an introduction to the major and thus covers a broad range of fields. It is designed to provide an overview of topics and problems related to the field of Life Sciences. It emphasizes breadth over depth. In Work Groups, students will research, present and discuss challenges from the fields of Cell Biology, Physiology, Neurobiology and Psychology. We will employ the problem-based learning (PBL) method to encounter different challenges from the Life Sciences. In class, students work on problems or cases from the Life Sciences. In the pre-discussion the group discusses the problem; students share their knowledge they already have with respect to the topic in question and agree on what they still need to find out in order to assess the problem. In the post-discussion during the next meeting students bring together what they have researched and discuss the problem again in the context of the knowledge they have collected. More information on PBL will be provided during the first work group meeting.
Remarks	First lecture meeting on April 18 takes place in-class. All following lectures are delivered as recorded screencasts. "Questions and Discussion" on Tuesdays is an optional in-class meeting for all students. Work Group meetings on Thursday are compulsory.
Examination	Written exam on 18.07.2023, 8-10h
Recommended Reading	Fox (2011) *Human Physiology*, 12th ed., McGraw-Hill, New York (UCF: signature NT/Fox/1) or any other Physiology text book. Kandel, Schwartz, et al. (2012) (5th ed.) *Principles of Neural Sciences*, McGraw-Hill, New York (UCF: NT/Kan/1; UB: LS: Med 609/30; Lehrbuchsammlung II: LB 52/6) Anderson (2010) (7th ed.) *Cognitive Psychology and its Implications*, Worth Publishers, New York (UCF: NT/And/1)

Basic Chemistry and Biochemistry			
Life Sciences		Semester	
Dr. Christoph Howe (C.Howe@gmx.net)			
Open to Students	Credit Points	Max. Enrollment	Course Number
Year(s) 2-4	6	20	00LE62S-LAS-LS0002
Module(s) StuPo 2015		Module(s) StuPo 2020	
Biochemistry		Foundational Chemistry	
Prerequisites			
Format, Dates, Times and Rooms	Lecture and Seminar, Tue, 10-12h, Bismarckallee 22 R 1 Thu, 10-12h, VF R 0000		
Course Description	In this course the students will learn the basics on how to utilise chemicals and chemical methods in a scientific lab environment that are used in a wide spectrum of research questions: How to read the periodic table?; how to come up with a realistic chemical structure (LEWIS structure) and its 3D structure (VSEPR) based on the elemental formular?; what are functional groups and what are the fundaments of organic synthesis?; how to prepare dilution series for experiments?; how to create buffer systems?; how to design a culture medium and calculate the necessary chemical ingredients to individually manufacture it?; on what thermodynamic basis do chemical reactions actually occur?; how to use a spectrophotometer and what is the principle of absorption spectroscopy (IR, UV-Vis, etc.)?; what is the principle of chromatography (HPLC, GC and IC) and what is mass spectrometry (MS)?; what is stereochemistry?; how to protect from the common hazards in a life-science laboratory?; The chemical concepts of this lecture will be trained by solving excercise sheets in group work during class and additional excercise sheets by the individual student outside class room. By the end of the course the students show their course training by handing in an informative report that targets questions from the above described course content in regards to a self-chosen chemical molecule.		
Remarks	This year, this class will be offered in summer semester for the last time. Starting in WS 23/24 it will be offered in winter semester.		
Examination	Final grade: 50% written exam (Jul 20, 2023) + 50% report (due on Aug 3, 2023)		

Human Cognition and Artificial Intelligence			
Life Sciences		Semester	
Dr. Simon Büchner (buechner@ucf.uni-freiburg.de)			
Open to Students	Credit Points	Max. Enrollment	Course Number
Year(s) 2-4	6	20	00LE62S-LAS-LS0034
Module(s) StuPo 2015		Module(s) StuPo 2020	
Advanced Life Sciences I, II or III Specialization Life Sciences I or II		Advanced Life Sciences I, II or III Specialization Life Sciences I or II	
Prerequisites	required: Introduction to Life Sciences		
Format, Dates, Times and Rooms	Seminar Mon, 16-18h, KG 1021 Wed, 16-18h, KG 1021		
Course Description	In this seminar, we will explore concepts of 'cognition' and 'intelligence' in humans and non-human computing systems including computers and robots. We will do this by looking at commonalities and differences between human cognitive processing and so-called 'Artificial Intelligence' (AI) by covering findings from psychology, cognitive neuroscience, computer science, and philosophy as well as cognitive science. After an introduction, we will address different cognitive processes such as perception, memory and learning, reasoning and decision-making, language processing, and planning and problem solving. We will then discuss to what extent it is justified to apply these concepts to processes that computers carry out. For example, we will approach questions like "How does human visual perception compare to image processing in machines?" or "How does human learning compare to machine learning?" In addition, we will consider distinctions between weak and strong AI, symbolic and sub-symbolic approaches as well as embodied and disembodied forms of AI. We may also touch upon knowledge representation, external cognition, spatial cognition, and social cognition. In the last part of the course, we will discuss the role that AI currently plays in different parts of society and we will dare to have a glance at potential future developments. Teaching will be a mix of instructor presentations, student presentations, readings, and in-class exercises.		
Examination	Final grade: 30% presentation during the seminar + 70% persuasive essay due on 13.08.2023.		
Recommended Reading	Anderson (2015): *Cognitive Psychology and Its Implications*. (Reading room: NT/And/1)		

Introduction to Immunology			
Life Sciences		Semester	
JunProf. Priscilla Briquez (priscilla.briquez@uniklinik-freiburg.de)			
Open to Students	Credit Points	Max. Enrollment	Course Number
Year(s) 2-4	6	20	00LE62S-LAS-LS0036
Module(s) StuPo 2015		Module(s) StuPo 2020	
Advanced Life Sciences I, II or III		Advanced Life Sciences I, II or III	
Prerequisites	required: Introduction to Life Sciences		
Format, Dates, Times and Rooms	Seminar Mon, 10-12h, KG 1134 Wed, 10-12h, HH 9 R01020C		
Course Description	In this class, students will start to discover how the human immune system functions in health and disease. We will discuss the different immune components, their development and functions, including the various immune cell types and the immune complement system. We will explore how the immune system can discriminate between the self and the non-self to initiate immune reactions, and will describe some of the key mechanisms involved in the regulation of immune surveillance, activation, suppression and tolerance. We will additionally provide an overview of the innate and adaptive immune responses upon infection by pathogens, in wounding, allergies, cancer, transplantation, auto-immune diseases and immunodeficiencies. These examples aim at illustrating the complexity of immune responses while providing general knowledge in these topics. Importantly, these selected topics will highlight important current health challenges and ongoing research strategies to address them. In addition to ex-cathedra lectures, the students will meet a few researchers in immunology seminars and discuss scientific papers, to sharpen their critical scientific thinking. At the end of the course, the students will present a project (1-3 students/group) proposing a strategy or a technology that modulate the immune system, as a potential therapy to a particular current health challenge of their choice.		
Examination	Project presentation (60%) during the class and formal written exam (40%) on 19.07.2023.		

Neuroscience: From Brain to Behaviour			
Life Sciences		Semester	
Dr. Wilf Gardner (w.gardner@unistra.fr)			
Open to Students	Credit Points	Max. Enrollment	Course Number
Year(s) 2-4	6	20	00LE62S-LAS-LS0037
Module(s) StuPo 2015		Module(s) StuPo 2020	
Advanced Life Sciences I, II or III Specialization Option I or II		Advanced Life Sciences I, II or III Specialization Option I or II	
Prerequisites	recommended: Anatomy and Functions of the Brain		
Format, Dates, Times and Rooms	Seminar Mon, 18-20h, Ph HS 3 Wed, 18-20h, Ph HS 2		
Course Description	The brain is one of the most complex, interesting and poorly understood objects in the universe; and perhaps the only one capable of considering itself. Little more than a kilogram of grey and white matter, the brain contains an estimated 86 billion interconnected neuronal cells and a similar number of non-neuronal cells, along with the fundamentals which make up an individual: their personality and emotions, their perception of the external world, and the planning and execution of their response to it. Although references to the brain date as far back as 1600BC, and rapid advances in technology now allow us to collect a previously unimaginable quantity of data, the task of understanding the nervous system and its functions is far from complete. This course will introduce what we do know: from the cellular and molecular basis of neuronal transmission, via sensory input and motor output, to complex functions of the brain and big questions such as emotion, consciousness, and thought. From the level of individual neurons upwards, students will develop an understanding of how the form and function of the nervous system provides the biological basis of the phenomena which make us human. They will familiarise themselves with how we have arrived at our current understanding of the workings of the brain and what challenges remain for modern neuroscience - and how we might solve them. The course will provide students with a foundation in the fundamentals of modern neuroscience, encompassing elements of biology, psychology and philosophy, equipping them with a strong knowledge base for further study or progression into areas such as science communication. Classes will be in a blended format consisting of online lectures, exercises for guided individual research and in-presence discussions. The syllabus will cover neuroscience research methods, cellular and molecular neuroscience, micro- and macro-anatomy, sensory and motor systems, principles of plasticity and development, and complex brain functions.		
Examination	tba		
Recommended Reading	Purves, Dale (2017) Neuroscience (6th Edition). Fith edition is available at the UB: TX 2020/566		

4.6 Study Area: Multiple

Advanced Maths & Physics			
EES/ESS, Life Sciences		Semester	
Dr. Benoit Louvel (benoit.louvel@ucf.uni-freiburg.de)			
Open to Students	Credit Points	Max. Enrollment	Course Number
Year(s) 2-4	6	15	00LE62S-LAS-LSEE0012
Module(s) StuPo 2015		Module(s) StuPo 2020	
Methods (Life Sciences) Analytical Methods (EES)		Methods I or II (Life Sciences, ESS), counts as quantitative methods	
Prerequisites	required: Maths & Physics		
Format, Dates, Times and Rooms	Seminar Mon, 8-10h, AU 01036a Wed, 8-10h, AU 01036a		
Course Description	This lecture is intended as a continuation of the lecture “Maths&Physics”. Following the same approach, the program will be divided into two main parts: ▪ An introduction to mathematical neuroscience (no prior knowledge of biology will be assumed). This chapter will use some results from Calculus and will discuss different biology topics. We will introduce the voltage dynamics of neurons and present the Hodgkin-Huxley equation and integrate-and-fire models. ▪ An introduction to Number theory, discussing and proving some results used in cryptography. The topics include Modular Arithmetic, Chinese remainder theorem, Fundamental theorem of Arithmetic, quadratic reciprocity		
Examination	tba		

Critical Gender Perspectives: Representation of Masculinities and Femininities			
all majors		Semester	
Dr. Amya Agarwal (amya.agarwal@politik.uni-freiburg.de)			
Open to Students	Credit Points	Max. Enrollment	Course Number
Year(s) 4	6	20	00LE62S-LAS-GO0088
Module(s) StuPo 2015		Module(s) StuPo 2020	
Specialization Option I or II (Governance) Specialization Option Culture & History I or II		Senior Profile (all majors) Specialization Option Culture & History I or II	
Prerequisites	See relevant STUPO for senior modules prerequisites, esp. for Governance. Culture & History: Introduction to C&H + Theory of Culture/Theory of History.		
Format, Dates, Times and Rooms	Seminar Tue, 12-14h, KG 1032 Thu, 12-14h, KG 1032		
Course Description	This course within the senior module allows students from different disciplines to use a gender lens to examine power-relations, combined with their respective disciplinary perspectives. Exploring gender as a category of analysis enables uncovering structures of power, not only in politics but also in our proximate realities. Through a discussion on the construction of gender roles, identities and positions, this course/part of the module will equip the students to identify and question the storytelling of gendered narratives – both around them and in distance. Students will be encouraged to write theses on representations (both visual and textual) of masculinities and femininities. Such writing will enable critically reflecting on the stories told by the media, popular culture, neo-liberal outlets and in their everyday interactions. It is significant to question how gender identities are produced and re-produced and reflect on ways to dismantle the resulting power-laden hierarchies. At the same time, the course will encourage the students to think about the fluidity between the rigid categories of 'masculinities' and 'femininities'. In doing so, they will also learn about the engagement of queer perspectives with the debates within feminism. Combining both critical scholarship on men and masculinities and feminist theories, this course will offer new ways to uncover gendered hierarchies and narratives that reinforce patriarchal values in societal living. The course will include the following formats: 1. A seminar on the choice of research question, project design and management of the project consistently over a period of time. 2. Group exercises and conversations to reflect on the integration of interdisciplinary knowledge with the gender-related questions offered in the supervision. 3. Workshops to discuss the projects with an external guest who will provide feedback. 4. Applying as a panel to an academic conference and disseminating the diverse disciplinary perspectives on gender. In terms of disciplinary knowledge, upon the successful completion of their project, the students will namely be able to: ▪ assess the ways to integrate knowledge about discourses on gender across disciplines and contexts, ▪ assess and use disciplinary and interdisciplinary vocabulary about gendered narratives and storytelling, ▪ evaluate critically the (visual and textual) representations of gender identities, ▪ critically reflect on their own positionalities and the positioning of their respective disciplines with regard to gender studies.		

Course Description	In terms of academic skills and social and personal competences, upon successful completion of their thesis, the students should be able to: ▪ develop self-awareness as producers and communicators of knowledge, ▪ improve the ability to conduct independent and group projects, ▪ build international collaborations and networks through workshop and conference participation.
Remarks	This is a senior course.
Examination	To complete the pass/fail requirements in this course, the students need to attend class, actively participate in the discussion, which is key component of this course. The examination will consist of a presentation of a detailed collage (prepared by the students in the classroom, assisted by a gender practitioner). The examination date for the presentation: Collage: 11.07.23, Presentation: 13.07.23 Resit: 100% of the grade is in the form of a long analytical paper on representations of gender identities. Deadline 20.07.23.
Recommended Reading	Butler, Judith. 2006. *Gender Trouble: Feminism and the Subversion of Identity*. London: Routledge.

Energy Infrastructures			
Governance, EES/ESS		Semester	
Dr. Alke Jenss (alke.jenss@abi.uni-freiburg.de)			
Open to Students	Credit Points	Max. Enrollment	Course Number
Year(s) 3-4	6	20	00LE62S-LAS-GO0089
Module(s) StuPo 2015		Module(s) StuPo 2020	
Specialization Option Governance I or II, Humans and the Environment, Specialization Option EES I or II		Specialization Option Governance, Humans and the Environment I or II, Specialization Option EES I or II	
Prerequisites	See prerequisites for senior modules in the relevant STUPO.		
Format, Dates, Times and Rooms	Seminar Mon 16-18, Ph HS 1 Wed 16-18, Ph HS 1		
Course Description	Solar panels, wind parks and dams that provide hydroelectric power seem to gradually grow as energy platforms, but they haven't replaced oil and gas pipelines for our energy consumption. These are all energy infrastructures that connect into electricity grids. Is this infrastructure transformation just a technical question? Of course not. Politics are essential in creating the imaginaries, acceptance and building energy infrastructures, and different energy infrastructures carry different political implications. Decentralized and aboveground renewable energy platforms such as solar or wind parks make it more complicated to make political decisions without consulting people living close to the energy platforms, much in contrast to the materiality of oil. Electricity grids, in turn, embody the continuum rather than rupture between fossil fuels and renewables. To overcome simple explanations for tensions around infrastructures, we need to gain a better understanding of the meaning and effect of infrastructures for potential democratic governance in the different locales they connect.		

Course Description	The course walks students through global infrastructure, governance and some energy studies literature, to explore political practices in transforming and expanding energy infrastructures in the so-called Global South (from dams to solar panels to wind turbines). By the end of the course, students should possess an in-depth understanding of the political consequences of infrastructure expansion for a global energy transition. While colonial legacies of infrastructure and expertise may inform infrastructural ambitions, power asymmetries between postcolonial states and global infrastructure 'players' are often addressed as intrinsic deficits of the Global South. Much in contrast to "boring things" (Star 1999), infrastructures are, then, materializations of political power relations at the local, national, or global scale.
Remarks	Task for **first session**: Find a photo that represents an aspect of infrastructure in the global south of particular interest to you (can be beyond energy infrastructures – anything from roads to bridges to dams) and read Anand et al. 2018 (see below).
Examination	Ungraded (pass/fail): Prepare one topic / session as a group based on required readings and additional sources and guide a class debate as a group. Critical readings of required texts and participation in class debate. 'Interview' potential guest researchers, invited by the instructor, prepare excursion questions Graded: Commented bibliography based on 8 of the required readings (50%). Research paper (50%), submit by 11.08.2023 (submit draft ideas by 30.06.2023).
Recommended Reading	Veelen, Bregje van, Ludovico Rella, Gerald Taylor Aiken, Emily Judson, Evelina Gambino, Alke Jenss, Ankur Parashar, and Annabel Pinker. 2021. "Intervention: Democratising Infrastructure." Political Geography 87 (May): 102378. https://doi.org/10.1016/j.polgeo.2021.102378. Onis, Catalina de. 2018. "Energy Colonialism Powers the Ongoing Unnatural Disaster in Puerto Rico." Frontiers in Communication 3. https://doi.org/10.3389/fcomm.2018.00002. Riofrancos, Thea. 2022. "The Security–Sustainability Nexus: Lithium Onshoring in the Global North." Global Environmental Politics, December, 1–22. https://doi.org/10.1162/glep_a_00668. Anand, Nikhil, Akhil Gupta, and Hannah Appel. 2018. The Promise of Infrastructure. Durham: Duke University Press. (Introduction is required reading for intro session!)

Energy & Climate Policy			
EES/ESS, Governance		Semester	
Dr. Sibylle Braungardt (s.braungardt@oeko.de) and Dr. Veit Bürger (v.buerger@oeko.de)			
Open to Students	Credit Points	Max. Enrollment	Course Number
Year(s) 2-4	6	20	00LE62S-LAS-EE0014
Module(s) StuPo 2015		Module(s) StuPo 2020	
Specialization Option: EES I or II Human and the Environment Specialiation Option GOV I and II		Specialization Option: ESS I or II Human and the Environment I or II Specialization Option GOV I and II	
Prerequisites	Introduction to Earth and Environmental Sciences / Introduction to Governance		
Format, Dates, Times and Rooms	Mon, 8-10h, 01065 Wed, 8-10, KG 1140		
Course Description	The transition towards an affordable, reliable and sustainable energy system is one of the key challenges the world is facing today. The course focuses on the dynamics of energy transitions and the role of public policy in shaping such processes. The content of the course is inherently interdisciplinary, focusing on the economic, social, technological and environmental challenges related to energy transitions. The students get familiar with the basic concepts and tools of energy analysis, focusing on the needs of energy policy decision-makers. The course covers a diverse set of policy instruments and strategies to support energy transition processes and discusses their effectiveness, efficiency and equitability.		
Remarks	EES/ESS students have priority		
Examination	tba		

Fractured Landscapes of Memory: Transnational and Transcultural Approaches in the Field of Memory Studies			
Governance, Culture & History		Semester	
Dr. Eric Heine (eric.heine@alumni.eui.eu)			
Open to Students	Credit Points	Max. Enrollment	Course Number
Year(s) 3-4	6	20	00LE62S-LAS-GO0087
Module(s) StuPo 2015		Module(s) StuPo 2020	
Advanced Governance III Specialization Option Governance I and II Specialization Option Culture & History I or II		Research in an Area of Governance Specialization Option Governance Specialization Option Culture & History I or II Senior Profile Culture & History	

Prerequisites	Introduction to Governance, see resp. STUPO for prerequisites for senior modules Governance. Culture & History: Introduction to C&H + Theory of Culture/Theory of History
Format, Dates, Times and Rooms	Seminar Tue, 10-12, FMF HS 01 009 Thu, 10-12, FMF HS 01 009
Course Description	Collective memories unite and divide - families, social groups and even nation states. For states and many other political and social actors, collective memories, including publicly shared historical narratives, constitute an important basis for securing their legitimacy and identity. Previously thought to be anchored in particular places and characterized by its locatedness, memory is increasingly conceptualized as something that doesn't stay fixed but circulates, migrates and travels. In recent years, the interdisciplinary field of memory studies has seen a decisive turn towards questions of the transcultural and transnational. It has shifted its attention to movements of memory between and across social groups. This course will highlight central aspects of this new research perspective. Firstly, we will analyse how stories of the past travel and circulate across mnemonic communities. Secondly, we will look at how changing media of memory carry images and narratives of the past across the globe. Finally, we will examine how memory practices are being transformed across time and space. Studying those transformative processes is essential for scholars in the social sciences and humanities as collective memories play a constitutive role in shaping group identities and as drivers of political conflicts. The format of the course is designed to be interactive including in class debates, presentations, workshop elements as well as a local excursion. Upon successful completion of the module, students should be able to: ▪ Identify and compare the main theoretical and methodological approaches used in the field of collective memory studies. ▪ Understand how collective memories shape current political conflicts. ▪ Analyze the interconnection between cultural memory and political identity. ▪ Compare research and cases studies across regions. ▪ Plan, organize and complete an independent research project of limited scale. ▪ Increase the ability to integrate knowledge from different disciplinary and interdisciplinary contexts.
Examination	11.08.2023, in this course the final examination will include a research paper.
Recommended Reading	Astrid Erll (2011) 'Travelling Memory', *Parallax* 17: 4, pp. 4-18 Lucy Bond, Stef Craps and Pieter Vermeulen (eds) (2017) *Memory Unbound. Tracing the Dynamics of Memory Studies*. New York and Oxford: Berghahn Books

Interpretive and Historical Methods in the Social Sciences and Beyond			
Governance, Culture & History		Semester	
Dr. Eric Heine (eric.heine@alumni.eui.eu)			
Open to Students	Credit Points	Max. Enrollment	Course Number
Year(s) 3-4	6	20	00LE62S-LAS-GO0090
Module(s) StuPo 2015		Module(s) StuPo 2020	
Advanced Governance III Specialization Option Culture & History I or II		Research in an Area of Governance Specialization Option Culture & History I or II Senior Profile Governance and Culture & History	

Prerequisites	See relevant STUPO for prerequisites for senior modules.
Format, Dates, Times and Rooms	Seminar Mon, 10-12h, KG 1243 Wed, 10-12h, BT R 201
Course Description	This course makes a systematic case for interpretive approaches in the social sciences. It offers a methodologically pluralist introduction to interpretive and historical methods for social research. Rather than taking any specific stance on what the valued terms ‘interpretation’, 'historical' and 'method' should mean, the course emphasises and examines the cleavages and contentions between methodologically diverse social scientists who all understand themselves to be doing ‘interpretive’ and 'historical' work. Debates in class and group projects will include systematic and critical discussion of the work of important scholars covering a wide range of disciplinary as well as theoretical backgrounds such as hermeneutics, poststructuralist discourse theory, historical ethnography and neo-pragmatism. In many social science disciplines scholars working in an interpretive-qualitative tradition get little guidance for designing their research projects. In this course students will critically examine the concepts, methodological approaches and processes underlying the design of interpretive and historical research projects. If you are interested in doing research that emphasises the centrality of context and meaning and that engages the past, this course will enable you to: ▪ Situate your interest in, and approach to, interpretive and historical methods in relation to classic debates and alternative contemporary research programs. ▪ Articulate and justify key assumptions of your own approach to interpretation. ▪ Undertake interpretive and historical research with greater clarity and confidence as to what you are, and should, be doing. Upon successful completion of the module, students should be able to: ▪ Identify and compare the main theoretical and methodological approaches used in the field of interpretive and historical social sciences. ▪ Apply a theoretical and methodological approach in an individual or group project. ▪ Produce a research paper corresponding to disciplinary standards including the justification and evaluation of the applied theoretical and methodological approach. ▪ Plan, organize and complete an independent research project of limited scale. ▪ Increase the ability to integrate knowledge from different interdisciplinary contexts. ▪ Develop academic integrity and apply ethical guidelines in carrying out research.
Examination	In class presentation and discussion of your research proposal or writing a research paper outline; a research design focusing on a particular method that will provide the basis for your research paper to be submitted by 11.08.2023. Written assignments (up to 6,000 words) - 75% and oral presentation (up to 25 minutes) 25% OR written assignments (up to 10,000 words) 100%.

Recommended Reading	Peregrine Schwartz-Shea and Dvora Yanow (2012) *Interpretive Research Design. Concepts and Processes*. New York: Routledge. Dvora Yanow and Peregrine Schwartz-Shea (ed.) (2015) *Interpretation and Method. Empirical Research Methods and the Interpretive Turn*, New York and London: Routledge

Kaleidoskop: Denkraum für alternative Erkenntnistheorie			
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Prof. Dr. Frieder Vogelmann (frieder.vogelmann@ucf.uni-freiburg.de) and Prof. Dr. Nadja Germann (nadja.germann@philosophie.uni-freiburg.de)			
Open to Students	Credit Points	Max. Enrollment	Course Number
Year(s) 3-4	none	--	06LE32T-08FK
Module(s) StuPo 2015		Module(s) StuPo 2020	
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Prerequisites	none		
Format, Dates, Times and Rooms	Colloquium Tue, 18-20h, Werthmannstraße 4, HS 01 016		
Course Description	Ziel des Kolloquiums ist es, Erkenntnistheorien jenseits der ausgetretenen Pfade der europäischen Philosophie zu erkunden. Das bedeutet nicht, Überlegungen der klassischen ‚westlichen' Erkenntnistheorie in Bausch und Bogen zu verwerfen, sondern sie ins gleichberechtigte Gespräch mit erkenntnistheoretischen Argumenten aus anderen Denktraditionen zu bringen. Dafür muss sich die Philosophie nicht nur für Texte und Autor*innen öffnen, die häufig nicht im Kanon zu finden sind oder nur an den Rändern gelesen werden, sie muss auch den Austausch mit anderen Disziplinen suchen. Das Kolloquium stellt dafür einen Raum zur Verfügung – was darin geschieht, liegt an allen Teilnehmer*innen gemeinsam. Important: Please email Frieder Vogelmann if you want to join the colloquium to get more information about our upcoming meetings!		
Remarks	This is a colloquium in cooperation with the Department of Philosophy.		

Nichts als die Wahrheit: Wahrheitstheorien im 20. und 21. Jahrhundert			
Culture & History		Semester	
Prof. Dr. Frieder Vogelmann (frieder.vogelmann@ucf.uni-freiburg.de)			
Open to Students	Credit Points	Max. Enrollment	Course Number
Year(s) 2-4	6	n.a.	06LE32HS-23195
Module(s) StuPo 2015		Module(s) StuPo 2020	
Philosophy		Philosophy	
Prerequisites			
Format, Dates, Times and Rooms	Seminar Tue, 14-16h, KG I 1139		
Course Description	»›Was ist Wahrheit?‹ sagte Pilatus spöttisch und wollte nicht bleiben, um die Antwort zu hören.« (John L. Austin, »Wahrheit«, 1950) Vermutlich befürchtete Pilatus, dass schon die Frage falsch sein könnte. Denn gibt es überhaupt eine »Natur« der Wahrheit? Oder bezeichnet »Wahrheit« bzw. »… ist wahr« gar nichts, sondern ist nur ein hilfreiches grammatikalisches Konstrukt, um uns Wiederholung zu ersparen (weil wir damit Sätze bilden können wie: »Alles, was die Anarchistin sagt, ist wahr.«)? Gibt es Wahrheit überhaupt in der Einzahl oder müssen wir verschiedene »Naturen« von Wahrheiten annehmen, je nachdem, in welchem Diskurs wir uns bewegen? Alle diese Fragen, und viele mehr, sind in der Diskussion über Wahrheitstheorien im 20. und 21. Jahrhundert eingehend erörtert worden. Dabei sind neben den drei klassischen Theorien, in denen Wahrheit als Korrespondenz von Welt und Aussagen, als Kohärenz zwischen Aussagen oder als praktische Bewährung gefasst wurde, eine Vielzahl von weiteren Theorien getreten. In der analytischen Philosophie spielt insbesondere der Deflationismus eine wichtige Rolle, der verneint, dass es eine »Natur« von Wahrheit gibt; in der kontinentalen Philosophie haben die Wahrheitstheorien von Martin Heidegger und Alain Badiou ebenso für Furore gesorgt wie die »Geschichte der Wahrheit« von Michel Foucault. Das Seminar bietet einen Einstieg in diese Debatte über Wahrheit. Zwar wird der Schwerpunkt anfangs auf den analytischen Wahrheitstheorien liegen, doch werden wir im Seminar immer wieder auch auf die kontinentale Diskussion eingehen.		
Remarks	This is a seminar offered by the Department of Philosophy.		
Examination	Pass/Fail Exam: Each student must give a short presentation (10min max!) of the core text (or texts if there are more than one) in one session. Pass/Fail Exam: Term paper (15-20 pages) due by 1 September 2023.		
Recommended Reading	Lynch, Michael P. (Hrsg.) (2001): *The Nature of Truth. Classic and Contemporary Perspectives*. Cambridge, MA, London: MIT Press, 1–6. Medina, José und David Wood (Hrsg.) (2005): *Truth. Engagements Across Philosophical Traditions*. Malden, MA: Blackwell. Skirbekk, Gunnar (Hrsg.) (1977): *Wahrheitstheorien. Eine Auswahl aus den Diskussionen über Wahrheit im 20. Jahrhundert*. Frankfurt a. M.: Suhrkamp.		

Planetary Cities? Urban Protest and Environmental Justice amidst Climate Emergency			
EES/ESS, Governance		Semester	
Fabricio Rodriguez (fabricio.rodriguez@abi.uni-freiburg.de) and Viviana Garcia Pinzon (viviana.garcia.pinzon@politik.uni-freiburg.de)			
Open to Students	Credit Points	Max. Enrollment	Course Number
Year(s) 2-4	6	20	00LE62S-LAS-EE0038
Module(s) StuPo 2015		Module(s) StuPo 2020	
Specialization Option: Earth and Environmental Sciences I or II, Human and the Environment, Advanced Governance I and II		Specialization Option: Environmental Sciences and Sustainability Sciences I or II Human and the Environment I or II, Advanced Governance I and II	
Prerequisites	Introduction to EES/ESS and Introduction to Governance		
Format, Dates, Times and Rooms	Seminar Tue, 12-14, KG 1227 Thu, 12-14, KG 1239		
Course Description	Cities are a planetary phenomenon. Not only are 70 percent of the global population expected to live in urban areas by 2050. Moreover, as the centers of economic activity, cities interconnect global networks of labor, trade, finance and industrial production. Urban spaces thus have a strong ecological footprint in terms of water consumption, energy use and carbon emissions. While these problems are commonly acknowledged as requiring technical readjustments, the political nature of the urban space as a locus and driver of social change is less well understood. To the contrary, urban protests calling for a socio-ecological transformation on a planetary scale are regularly, and perhaps increasingly, met with state repression and violence. To what extent can urban protests become a planetary force in climate politics? What are the kinds of demands that climate activists and citizens make in different cities? In what ways are these demands articulated in different parts of the world? To what extent are urban protests connected across different cities and how do these differ? In order to address these questions, our seminar takes a research-oriented approach that fosters an interdisciplinary dialogue between urban studies and environmental justice (EJ) scholarship. Both share an interest in understanding the social and spatial distribution of environmental harms, while providing insights into the principles and actions that actors use to advance a climate agenda in (and from) the local scale onto the global. However, it is still unusual to have these two strands of scholarship meet in the classroom. We thus take up this challenge in order to prepare students with the necessary analytical and self-reflecting tools for a better understanding of how urban protests work in different settings and to elucidate on transformative potential of cities as a planetary phenomenon. Taking this analytical framework as the point of departure, the course is open to engage with cases from a diverse set of cultural and geographic contexts, depending on student's own regional expertise and/or interest. As we engage with the contrasting study of concrete cases, we do place an emphasis on exploring the ways in which issues of class, race, gender, sexuality, religion, age, etc. shape the content, tone, intensity, and means of mobilizing (or countering) collective action for socio-ecological change. The seminar will combine three different formats: weekly lectures in presence, reading & writing groups, and a two-day workshop with the instructors.		
Remarks	EES/ESS students have priority		
Examination	15.09.2023; early deadline 05.08.2023		

Qualitative Research from Decolonial and Feminist Perspectives			
all majors		Semester	
Dr. Amya Agarwal (amya.agarwal@politik.uni-freiburg.de)			
Open to Students	Credit Points	Max. Enrollment	Course Number
Year(s) 2-4	6	20	00LE62S-LAS-GO0037
Module(s) StuPo 2015		Module(s) StuPo 2020	
Qualitative and Quantitative Methods		Methods (Governance), Methods (Life Sciences) Methods II (ESS) Culture: Peoples and Practices Culture & History I, II or III	
Prerequisites	Introduction to Governace and/or Introduction to the relevant major		
Format, Dates, Times and Rooms	Seminar Tue, 10-12, KG 1224 Thu, 10-12, KG 1228		
Course Description	Postcolonial (and decolonial) scholarship has enabled shifting the focus away from the pre-dominant Western and ethnocentric trends in the study of international politics. Such a scholarship foregrounds previously overlooked non-western traditions, to highlight power structures of coloniality and racism operating both in politics and in the knowledge production. Similarly, feminist perspectives also uncover gendered, colonial and racist political practices that marginalize women and other disadvantaged groups. Even though there exist multiple debates within both these perspectives, however, together they are extremely significant in bringing our attention to both explicit and implicit forms of coloniality. This course aims to integrate both decolonial and feminist perspectives in teaching and learning of qualitative research methods. In light of the increasing significance of ethnographic and qualitative research in the International Relations (IR) discipline, this course is designed firstly, to gain methodological knowledge and research skill development. In addition, the course also shows how adopting feminist and decolonial perspectives adds value to the existing core-elements of qualitative research. The objective is not to create a feminist/decolonial research tool kit, but to show the benefits of applying such perspectives. Drawing from existing examples of qualitative research in the ‘global south’, the course focuses on the significance of decolonizing research methods. Different qualitative research tools such as ethnography, interviews and focus group discussions; and their practical application form the core of the course. In addition, conversations around ethical dilemmas, emotional challenges and feminist ethics of care are also included. The course also entails discussion on how qualitative research is impacted due to the Covid-19 global pandemic and the alternatives available in such a context. The course involves creative discussions in the form of collage-making, posters, practical exercises and conversations to build specific research skills. Readings include research papers, books, articles and blogs that provide theoretical and practical examples. Throughout the course, the instructor will provide methodological guidance in class and during office hours regarding the application of qualitative research tools, understanding feminist, decolonial and postcolonial perspectives, relevance of ethics, care and emotions in field research and how to conduct qualitative research in Covid-19 times?		
Remarks	Interdisciplinary methods course. Governance students have priority.		

Examination	To complete the pass/fail requirements in this course, the students need to attend class, actively participate in the discussion, which is key component of this course. The examination will consist of a presentation of a detailed poster (prepared by the students). First, an un-graded version on which they will receive feedback (16.06.23), then a graded version with the feedback integrated (04.07.23) Resit: 100% of the grade is in the form of a long analytical paper on application of qualitative research methods. Deadline 20.07.23.
Recommended Reading	Verges, Francoise. (2021). “Taking Sides: Decolonial Feminism” in *A Decolonial Feminism*. Pluto Press. Irgil, Ezgi Anne Kathrin-Kreft, et.al. (2021). “Field Research: A Graduate Student’s Guide.” *International Studies Review*. Vol. 23. Issue 4: 1495-1517.

5 Courses of other Degree programs

5.1 Study Area: Wissenschaft, Technologie, Gesellschaft

Neurodiversity and Disability Studies			
Elective		Semester	
Dr. Nicholas Buchanan (nicholas.buchanan@ucf.uni-freiburg.de) with Anna Tsedik and Caleigh Chambers			
Open to Students	Credit Points	Max. Enrollment	Course Number
Year(s) 2-4	6	12 LAS	00LE62S-WTG-000202
Module(s) StuPo 2015		Module(s) StuPo 2020	
Elective Joker		Elective Joker Senior Profile Culture and History	

Prerequisites	none
Format, Dates, Times and Rooms	Seminar Wed, 10-12h, Ph R3 with synchronous, online option (preregistration required)
Course Description	This course introduces students to the study of neurodivergence and disability as socially, culturally, and politically mediated concepts. In it, we will explore and critically engage with then concept of neurodiversity: the idea that neurodivergence and variations in ability are instantiations of human diversity. Through discussions of major models of disability, including the medical and social models, and the ways disability can be conceptualized among cultures, we will develop an understanding of how differences among people can and are being reframed from deficits to valuable variations, and how categories such as "normal" are highly contingent and malleable. We will also discuss how the medicalization of disability has significant ramifications in terms of agency and power for neurodivergent people and people with disabilities, and the ways that new media technologies are fostering connections, communities, and mobilizations around neurodiversity and disability. The course will take an international and interdisciplinary perspective, while at the same time, students will be encouraged to explore and understand examples from their everyday lives and experiences. The course will combine discussions of readings with guest lectures and inputs, and will integrate discussions of theory, concrete examples of neurodiversity and disability (e.g. autism, ADHD, dyslexia, and dyscalculia among others), and considerations of activism and practice. The instructors are committed to making the course as barrier free as possible, and to providing students with disabilities equal access to the course. To do so, we will strive to incorporate teaching and evaluation methods that respect individual circumstances whenever possible. In particular, students may elect to take the course, in part or in full, via a synchronous online option. If you wish to participate online, please contact the instructor when enrolling (nicholas.buchanan@ucf.uni-freiburg.de).
	Attendance at a student conference on 14.07.23 from 9-15h is required and incorporated into the contact time for the course. The language of instruction is English. However, students may contribute to discussions and fulfill all course requirements in English or German.
Examination	Studienleistung (3 ECTS): Attendance, completion of activities during class time, attendance at the student conference. Prüfungsleistung (3 ECTS): Project poster for the student conference, project presentation, 1500 word project paper.

5.2 Study Area: Culture & History

Einführung in die Game Studies			
Culture & History		Semester	
Prof. Dr. Andreas Rauscher (andreas.rauscher@misc.uni-freiburg.de)			
Open to Students	Credit Points	Max. Enrollment	Course Number
Year(s) 2-4	6	2-3 LAS	05LE54S-307
Module(s) StuPo 2015		Module(s) StuPo 2020	
Sociocultural Anthropology or Area Studies Advanced Culture & History I, II or III		Culture: Peoples and Practices Culture & History I, II or III	
Prerequisites	none		
Format, Dates, Times and Rooms	Seminar Tue, 16-18h, KG 1009		
Course Description	In den vergangenen Jahren etablierte sich die akademische Auseinandersetzung mit der Geschichte, der Ästhetik und den dramaturgischen Besonderheiten der Videospiele als ein fester Bestandteil der internationalen Forschung. Die Disziplin der Game Studies bietet vielfältige Anknüpfungspunkte für medienübergreifende Themen und Theorien. Doch inwiefern lassen sich ästhetische Gestaltungskriterien aus Literatur und Film überhaupt auf Videospiele übertragen? Erfordert die Auseinandersetzung mit ihnen, trotz einiger offensichtlicher Schnittstellen zum Film wie dem Einsatz der virtuellen Kamera, detailverliebter Set Designs und einem elaborierten Soundarrangement, nicht ein eigenes analytisches Vokabular? Welche Modifikationen erfordern etablierte Begriffe wie die Mise-en-scène, wenn sie auf spielspezifische Elemente wie das *gameplay* und die Spielregeln angewandt werden? Das Seminar bietet einen einführenden Überblick über zentrale Fragestellungen, methodische Ansätze und aktuelle Forschungsfelder der Game Studies. Neben grundlegenden ästhetischen, medienhistorischen und dramaturgischen Perspektiven werden unterschiedliche Techniken der Game-Analyse von formalen ludologischen und narratologischen, kulturwissenschaftlichen und medientheoretischen Ansätzen bis hin zum Close Reading vorgestellt.		
Remarks	This is a course of the Institute for the Study of Media Cultures.		
Examination + Readings	See description in HISinOne.		

Musikjournalismus: Theorie – Geschichte – Praxis			
Culture & History		Semester	
Prof. Dr. Dr. Michael Fischer (michael.fischer@zpkm.uni-freiburg.de)			
Open to Students	Credit Points	Max. Enrollment	Course Number
Year(s) 2-4	6	2-3 LAS	05LE54S-313
Module(s) StuPo 2015		Module(s) StuPo 2020	
Specialization Option C&H I or II		Specialization Option C&H I or II Senior Profile C&H	

Prerequisites	none
Format, Dates, Times and Rooms	Seminar Fri, 10-12h, Musikhochschule, room 117
Course Description	Musikjournalismus ist ein Teil des Kulturjournalismus. In unterschiedlichen Darstellungsformen und Medien berichten Journalist:innen alltäglich über musikalische Themen, schreiben Konzertankündigen, verfassen Interviews, Reportagen und Kritiken. Die Form und der gewählte Stil der Beiträge hängen vom jeweiligen Veröffentlichungsort und der Zielgruppe ab: Regionale Medien berichten eher über Konzerte, Bands und Musiker:innen ihres Verbreitungsgebiets, während in Fachmedien und den Feuilletons großer Zeitungen speziellere Diskurse, etwa über neue ästhetische Entwicklungen, möglich sind. Seit den 1960er Jahren ist auch ein eigener Popmusikjournalismus entstanden, der in gleicher Professionalität und Ausdifferenzierung wie bei der klassischen Musik über die vielfältigen Aspekte populärer Musik berichtet, inklusive des Star- und Fantum. In dem Seminar „Musikjournalismus“ sollen genau diese Aspekte – zwischen Theorie und Praxis musikbezogener Berichterstattung – beleuchtet werden. Zudem wird ein Blick in die Vergangenheit geworfen: Wann ist Musikjournalismus entstanden und wie hat er sich entwickelt? Der Schwerpunkt des Seminars bezieht sich auf den Print- und Online-Journalismus.
Remarks	This is a course of the Institute for the Study of Media Cultures.
Examination + Readings	See description in HISinOne.

5.3 Study Area: Earth and Environmental Sciences / Environmental and Sustainability Sciences

Design and Monitoring of Large Infrastructures			
EES /ESS		Semester	
Prof. Dr. Alexander Reiterer Prof. Dr.-Ing. Mark Alexander Stolz			
Open to Students	Credit Points	Max. Enrollment	Course Number
Year(s) 3-4	6	n.a.	11LE68Ü-9020
Module(s) StuPo 2015		Module(s) StuPo 2020	
Specialization Option: EES I or II		Specialization Option: ESS I or II	
Prerequisites	Introduction to EES/ESS		
Format, Dates, Times and Rooms	Seminar Wed, 10-12h, G.-Köhler-Allee 101, SR 01-016/18		
Course Description	The growing world population, the ongoing urbanization, the ever-increasing size, height and complexity of large scale built infrastructure lead to higher risks with respect to natural and manmade threats. Therefore smart designs and monitoring of large infrastructures are required. Within this context the lecture provides insights in the basic requirements for a safe, secure and resilient design of construction and monitoring of those large urban infrastructures. In detail students will learn about ▪ Key concepts and ideas to design and monitor a large urban infrastructure safe, secure and resilient ▪ Design concepts for sensor application and structural health monitoring ▪ Data analysis methods for interoperating and visualizing measurements ▪ Software aided assessment of infrastructures Smart and reinforced building elements, to measure the actual building condition combined with an increased bearing capacity and resistance.		
Remarks	This course is offered in cooperation with the Master of Sustainable Systems Enginneering. Course and exam registration needs to be according to the regulations of the Technical Faculty. Course registration starts March 27, 2023. More information via email to sabine.sane@ucf.uni-freiburg.de. Only advanced students can participate.		
Examination	Written supervised examination at the end of the semester covering both the content of the lecture (50%) and the content of the exercises (50%), duration: 90 min.		

Energy in Buildings			
EES/ESS		Semester	
Prof. Dr. Hans-Martin Henning, Dr. Manuel Lämmle, Beatrice Rodenbücher			
Open to Students	Credit Points	Max. Enrollment	Course Number
Year(s) 2-4	6 (with integrated internship)	n.a.	11LE68V/Ü-4112
Module(s) StuPo 2015		Module(s) StuPo 2020	
Elective Joker		Elective Joker	
Prerequisites	Introduction to EES/ESS, Solar Energy (!)		
Format, Dates, Times and Rooms	Lecture Mon, 14-16h, G.-Köhler-Allee 101, SR 00-010/14 Workgroup Wed, 10-12h, G.-Köhler-Allee 101, SR 00-010/14		
Course Description	The students know the influencing factors on the energy demand of buildings. They know about the requirements and prerequisites for low energy and passive houses. They are familiar with methods for setting up energy balances for buildings and the relevant technical indoor equipment. Students are able to judge under which circumstances zero-energy or plus-energy buildings (with respect to the annual primary energy balance) are attainable. They know the requirements and criteria for indoor comfort in buildings and they are able to estimate the influence of different renovation and retrofit measures on the energy demand and indoor comfort. They know use cases and limits of different heat transfer systems for heating and cooling of indoor environments and are familiar with low exergy concepts for building energy system Selected chapters of building physics regarding energy demand of buildings for heating and cooling ▪ Indoor comfort in buildings ▪ Ventilation demand and ventilation concepts ▪ The passive house concept ▪ Passive use of solar energy in buildings; physics of transparent building components ▪ Passive systems / concepts for cooling of buildings ▪ Exergetic evaluation of building systems ▪ Heat transfer systems to rooms for heating and cooling ▪ Efficient energy conversion chains, „low-ex“ systems		
Remarks	This course is offered in cooperation with the Master of Sustainable Systems Enginneering. Course and exam registration needs to be according to the regulations of the Technical Faculty. Course registration starts March 27, 2023. More information via email to sabine.sane@ucf.uni-freiburg.de. Only advanced students can participate.		
Examination	Written supervised exam, duration: 120 min.		
Recommended Reading	Energy Performance of Buildings - Energy Efficiency and Built Environment in Temperate Climates. Editors: Boemi, Sofia-Natalia, Irulegi, Olatz, Santamouris, Mattheos (Eds.). Springer.		

Photovoltaic Lab			
EES/ESS		Semester	
Prof. Dr. Stefan Glunz, Dr. Wolfram Maximilian Kwapil			
Open to Students	Credit Points	Max. Enrollment	Course Number
Year(s) 3-4	6	max. 2	11LE68P-4108
Module(s) StuPo 2015		Module(s) StuPo 2020	
Specialization Option: EES I or II		Specialization Option: ESS I or II	

Prerequisites	Introduction to EES/ESS, Solar Energy
Format, Dates, Times and Rooms	Seminar Fri, 10-12h, R 01 007 (G.-Köhler-Allee 106)
Course Description	The Photovoltaic Laboratory provides an opportunity for hands-on experience with the PV-related topics introduced in the Solar Energy course. Students will get to know solar cells from a practical view and gain experience in interconnection and operation of solar cells, including evaluation of their performance. Students will understand the electrical properties of solar cells e.g. the IV-curve and related parameters; they will experience the influence of environmental conditions such as temperature, intensity of the incoming light and the angle of incidence. The examination of solar cells as a component part in electrical circuits will enable students to solve typical problems, e.g. how to connect a couple of single cells reasonably to build up a module or how to avoid problems caused by shading. Knowledge about the behaviour and performance on load when used as power source is very important for the application of solar cells. Off-Grid systems will also be investigated as a practical application scenario for photovoltaic. This will bring students in contact with electrical components such as load-regulators, storage etc. These are elementary topics for solid knowledge of solar cells and crucial for ongoing research of a more application-oriented use of solar cells.
Remarks	This course is offered in cooperation with the Master of Sustainable Systems Enginneering. Course and exam registration needs to be according to the regulations of the Technical Faculty. Course registration starts March 27, 2023. More information via email to sabine.sane@ucf.uni-freiburg.de. Only advanced students can participate.
Examination	Written protocols of performed laboratory experiments and an oral presentation of the experimental results within a poster conference. Approx. 10 min. presentation + 5 min. questions = 15 min in total.
Recommended Reading	A. Smets, Solar Energy, UIT Cambridge 2016 M. A. Green, Solar Cells, University of New South Wales 1982

Resilienz und Kollaps ökologisch-ökonomischer Systeme			
EES/ESS		Semester	
Prof. Dr. Baumgärtner (stefan.baumgaertner@ere.uni-freiburg.de)			
Open to Students	Credit Points	Max. Enrollment	Course Number
Year(s) 2-4	6	7 LAS	00LE62S-LAS-EE0014
Module(s) StuPo 2015		Module(s) StuPo 2020	
Specialization Option: EES I or II Human and the Environment		Specialization Option: ESS I or II Human and the Environment I or II	

Prerequisites	Introduction to EES/ESS
Format, Dates, Times and Rooms	Seminar Thu, 20.4. and 27.4., 16-20h Tue, 16.5. and 13.6., 14-16 Uhr Thu, 13.7., 13-19h Fri, 14.7., 8-19h Sat, 15.7., 8-14h Herder-Building, room 211
Course Description	Resilienz bezeichnet die Fähigkeit eines Systems, seine wesentlichen Strukturen und Funktionen auch unter Störungen und Stress aufrecht zu erhalten. Für die nachhaltige Entwicklung ökologisch-ökonomischer Systeme unter Bedingungen großer Unsicherheit und dynamischen Wandels ist die Erhaltung ihrer Resilienz eine Schlüsselvoraussetzung: Wie können wirtschaftlich genutzte Ökosysteme so gemanagt werden, dass die heutige Nutzung ihrer Funktionen und Leistungen nicht die Möglichkeit zukünftiger Nutzung gefährdet? In diesem Seminar wollen wir uns interdisziplinär – gestützt auf grundlegende Beiträge aus Ökologie, Ökonomie und Systemwissenschaften – mit der Frage auseinandersetzen, welche Erklärungskraft das wissenschaftliche Konzept der Resilienz für die Analyse und das Verständnis der Beständigkeit, oder umgekehrt des Kollapses, von Staaten und Gesellschaften hat, die ökologische Ressourcen (un)wirtschaftlich nutzen. Was genau kann man unter Resilienz verstehen? Von welchen determinierenden Faktoren hängt die Resilienz eines ökologisch-ökonomischen Systems ab? Wie kann man ökologisch-ökonomische Systeme auf ihre Resilienz hin analysieren, und welche Indikatoren für Resilienz gibt es? Wie gestaltet und managt man ein System so, dass es resilient ist?
Remarks	Please register via: sabine.sane@ucf.uni-freiburg.de with your matriculation number. EES/ESS students have priority. Einführung in den ersten beiden Wochen mit (Präsenz-)Sitzungen am Donnerstag. Danach individuelles Selbststudium mit tutorieller Unterstützung. Referatsthemen Die Referatsthemen werden in der Einführung in der ersten Woche vorgestellt und in der zweiten Woche vergeben
Recommended Reading	Biggs, R., et al. (2012),Toward principles for enhancing the resilience of ecosystem services, *Annual Review of Environment and Resources* 37: 421-448. Resilience Alliance, Key Concepts, available at http://www.resalliance.org/key-concepts Walker, B. et al. (2004), Resilience, adaptability and transformability ind social-ecological systems, *Ecology and Society* 9 (2): 5 (www.ecologyandsociety.org/vol9/iss2/art5/)

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