universität freiburg

Course Catalog

BA/BSc Program
Liberal Arts and Sciences
Summer Semester 2026

UNIVERSITY
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Contents

I General Information

For detailed information on all topics listed below, please consult the Info Board on ILIAS.

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	23.03. - 17.04.2026
Block I	07.04. - 05.06.2026
Block II	08.06. - 24.07.2026
University Semester	20.04.- 24.07.2026 (semester-long LAS courses run according the university semester)
Re-sit Period	01.-26.10.2026 (re-sit 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 LAS Academic Calendar

Date		Important Dates and Deadlines
March 2026		
Starting 05.03.		**LAS Course Registration** with consecutive registration periods for courses of the upcoming summer semester (see Course Registration)
Mon	30.03.	**Application for SLI Language Courses** begins (individual courses paid by UCF) Guidelines and application forms are available on the LAS Info Board)
23.03. - 02.04.		**Pre-Block** Courses
April 2026		
03. – 06.04.		Public Holidays: Easter (no teaching)
Tue	07.04.	**Block III** begins
07. – 19.04.		**Exam Registration and withdrawal** for courses of Block III in HISinOne
Fri	10.04.	**Deadline: Application for Courses of other Degree Programs** at the University of Freiburg - Confirmation from Major/Core Coordinators
Tue	20.04.	**University semester** begins
20.04. – 04.05.		**Exam Registration** for semester-long courses in HISinOne
Sun	03.05.	**Deadline: Application for Courses of other Degree Programs** at the University (for all graded examinations). Guidelines and forms are available on the LAS Info Board.

Date		Important Dates and Deadlines
04. – 10.05.		**Withdrawal from examination** for semester-long courses in HISinOne
May 2025		
Fri	01.05.	Public Holiday: May / Labour Day
Fri	04.05.	**Deadline: Application for Admission of Bachelor Thesis.** Guidelines and application forms are available on the LAS Info Board.
		Publication of the Bachelor Thesis Timeline 2027
Thu	14.05.	Public Holiday: Ascension Day (no teaching)
Wed	20.05.	**Event:** Study Abroad Fair
25.05 – 29.05.		Pentecost Holidays (no teaching, but examinations of Block III possible)
June 2025		
Thu	04.06.	Public Holiday: Corpus Christi
Fri	05.06.	**Block III** ends
Mon	08.06.	**Block IV** begins
08. – 21.06.		**Exam Registration and withdrawal** for courses of Block IV in HISinOne
Mon	15.06.	**Deadline: Application Credit Recognition for Study Abroad and Previous Studies** Guidelines and application forms are available on the LAS Info Board.
July 2025		
Wed	22.07.	**Event:** Major Information (tbc)
Fri	24.07.	**University semester** and **Block IV** end
Fr	31.07.	**Deadline: Major Declaration**
		Deadline: Application for Graduation SS 2026
August/September/October 2025		
Fri	07.08.	Publication of the LAS Course Catalog WS 2025 on the UCF website
Mi	02.09.	**Deadline: Application for Admission of Bachelor Thesis**
Starting 17.09.		**LAS Course Registration** for courses of the Winter Semester 2026 with consecutive registration periods (details tba)
28.09. – 09.10.		**October Intensive Courses** (details tba)
12.10 – 16.10		**LAS Welcome Week**
Mon	19.10	**University semester** and **Block I** begin

3 EPICUR – The European University

Uni Freiburg and UCF are part of **EPICUR**, a pilot European University of the future. 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 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 II and in registration period III.
- 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. Please check the registration periods on the EPICUR website. 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.

4 Course Registration

The LAS course registration procedure ensures that LAS 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.

This procedure applies to all courses offered by UCF that appear in the LAS Course Catalog (unless stated otherwise in the remarks section of 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.

4.1 When to Register for Courses?

- LAS students register during the three consecutive registration periods as outlined below. Please note that you 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. Additionally, please contact UCF well in advance: las.consultation@ucf.uni-freiburg.de.

Registration Period I: Thu, 05.03. – Mon, 09.03. (12:00h, noon)		
Who can register	**For what**	**Comments**
▪ LAS students who have formally declared their Major by 31 July	LAS courses to be recognized as Major courses only (not as Elective or Core courses!)	LAS students can register for a maximum of 5 courses in total (pre-block or language courses not included). Students who register for more than 5 courses will be removed from the most popular courses.
Places are assigned after the registration period. Students from higher years will get priority unless otherwise noted in the course description. You can check your registration status on Tuesday afternoon. Students whose registration requests were declined or altered can register for alternative courses on **Wednesday, 11.03., 14:00h to 18:00h** in HISinOne. Please de-register from courses that you do not want to take immediately.		

Registration Period II: Thu, 12.03. – Mon, 16.03. (12:00h, noon)		
Who can register	**For what**	**Comments**
▪ LAS students ▪ LAS exchange students	All courses listed in the LAS Course Catalog.	LAS students and LAS exchange students can register for a maximum of 5 courses in total (pre-block or language courses not included).
Places are assigned after the registration period. Students from higher years will get priority unless otherwise noted in the course description. You can check your registration status on Tuesday afternoon. Students whose registration requests were declined or altered can register for alternative courses on **Wednesday, 18.03., 14:00h to 18:00h** in HISinOne. Please de-register from courses that you do not want to take immediately.		

Registration Period III: Thu, 19.03. – Mon, 23.03. (12:00h, noon)		
Who can register	**For what**	**Comments**
▪ All students of the University of 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. In some cases, priority will be given to students of partner degree programs. Please de-register from courses that you do not want to take immediately.		

4.2 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.

4.3 Participant Lists

Course participant lists will be finalized **on Monday, 30 March, 2026** and passed on to the instructors. Later admissions to courses by the LAS program coordination are not possible.

The final decision about participation lies 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.

4.4 Course Cancellation Period

Students can withdraw from courses before the semester start. The cancellation period will be from 06.-10.10. (noon). Students from the waiting list may be assigned to courses during that week.

4.5 Problems with Course Registration?

If course registration in HISinOne does not work, please immediately contact LAS program coordination: las.consultation@ucf.uni-freiburg.de. Requests after the given deadline are not considered.

Always provide

- your name, matriculation number, and Major (if declared formally),
- the exact course and module title that you wish to register for,
- and information about your problem. Please provide a screenshot whenever possible.

5 Exam Registration

5.1 Who Needs to Register for Examination?

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

5.2 When to Register for Examination?

Period	Dates	Exam Registration and Withdrawal
1a	Various dates; tba in class	Registration Pre-Block
1b	07.04. – 19.04.2026	Registration and withdrawal Block III
2	20.04. – 04.05.2026	Registration semester long courses
	04.05. – 10.05.2026	Withdrawal semester long courses
3	08.06. – 21.06.2026	Registration and withdrawal Block IV

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.**

5.3 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 outlined on the LAS Info Board on ILIAS.

5.4 Students of other degree programs and other exchange programs

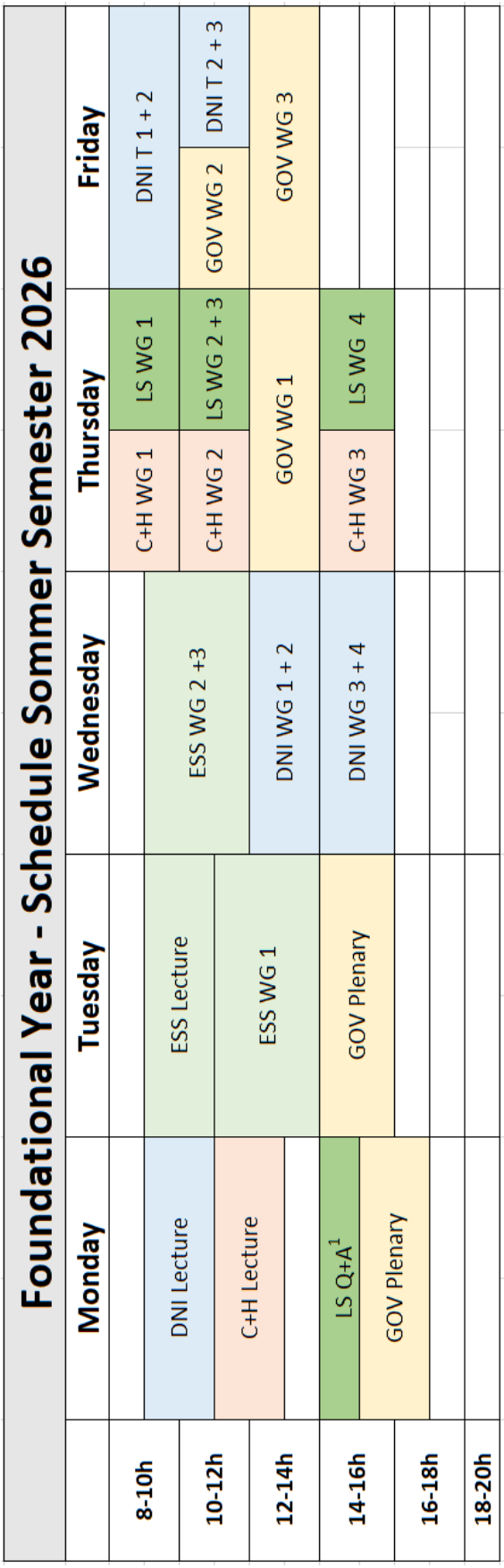
UCF does not organize exam registration for students of other degree programs and for international exchange students from other departments. Rather, this is organized at the relevant faculty or by the International Office for students on international office exchange programs. Students should contact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

5.5 Was the exam registration 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.

5.6 Problems with Exam Registration

See Problems with Course Registration.



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BT Breisacher Tor

Ph Peterhof
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FMF Stefan-Meier-Str. 21

II Course Descriptions

1 Pre-Block Courses

1.1 Study Area: Core

Communication in Practice: Talking, Listening, Interacting			
Core		Pre-Block	
Lena Hummel (hummel@dialog-design.de)			
Open to Students	Credit Points	Max. Enrollment	Course Number
Year(s) 2-4	2 (SL)	20	00LE62S-LAS-CO0099
Module(s) StuPo 2020		Prerequisites	
Advanced Academic Skills		none	
Format, Dates, Times and Rooms	Seminar Mon, 13.04., 9-14h, AU 01.036a Wed, 15.04., 9-14h, AU 01.036a Fri, 17.04., 9-14h, AU 01.036a		
Course Description	This block seminar focuses on core communication competencies in academic and professional contexts. It is structured around three interconnected dimensions: talking, listening, and interacting. Talking introduces fundamental principles of communication. Participants explore communication basics such as Schulz von Thun's four-ears model. They will practice speaking with clarity and presence and challenging their awareness of non-verbal signals and the power of body language. Listening addresses listening as an active and learnable competence. The seminar covers active listening and paraphrasing. Participants experience and practice structured listening methods such as the circle way or fishbowl, emphasizing listening as a key element of constructive dialogue and group processes. Interacting focuses on facilitation of communication – as well in leadership contexts. Participants become familiar with different dialogue formats. They learn how to guide groups through systemic questioning techniques. Scaling methods are introduced and applied to support reflection and participation.		
Remarks	Lena Hummel is a facilitator of participatory processes in areas such as education, regional and urban development. Course registration is open from 26.02.-02.04.		
Examination	SL only		

Resilient by Music			
Core		Pre-Block	
Fiona Combosch (fionac@posteo.de), Dr. Nico Hutter (nicohutter@web.de)			
Open to Students	Credit Points	Max. Enrollment	Course Number
Year(s) 2-4	6	20	00LE62S-LAS-CO0090
Module(s) StuPo 2020		Prerequisites	
Responsibility and Leadership 2		none	
Format, Dates, Times and Rooms	Seminar 23.-25.03., 9-17h, KG 1136 & 1137 26.-31.03., 9-17h, AU Co-Creation Room and AU 01.036a/01.065		
Course Description	Making music can help humans to cope with stress. The block course engages with this amazing capacity of music in two ways: in a theoretical and in a practical course component. The mornings are reserved for a thorough academic examination of topics such as positive effects of music on health, resilience, stress and relaxation, self-efficacy and presence. In the afternoons, students will practice music with an experienced musician and choir leader. The students will sing and improvise together, and, in small groups, engage in song writing and all the steps necessary to bring that song to the stage within a work in progress showing. Creative working as a group is the main focus of this course. And yet, experience in singing or practicing music is not a prerequisite! It rather aims at encouraging and inspiring our inner musician, no matter how little say they had in the past.		
Remarks	Course registration is open from 26.02.-16.03.		
Examination	Audio files, text collections for the presentation “work in progress”; written assignment, due 15.05.2026		

1.2 Study Area: Multiple

AI, Uncertainty and the Future of Organizations			
all Majors		Pre-Block	
Joeran Altenberg (joeran.altenberg@posteo.de)			
Open to Students	Credit Points	Max. Enrollment	Course Number
Year(s) 2-4	6	20	00LE62S-LAS-CHEEGOLS0012
Module(s) StuPo 2020		Prerequisites	
Senior Profiles		Prerequisites for Senior modules apply	
Format, Dates, Times and Rooms	Seminar 08.-10.04., 8-17h, Co-Creation Room 13.-17.04.. 8-17h, AU 01065		
Course Description	Artificial Intelligence is often discussed as a tool that changes tasks, jobs, or efficiency. This course takes a different perspective. It starts from the premise that AI challenges the structural foundations of organizations themselves: how decisions are made, whose expertise counts, and how responsibility is assigned. Building on classic work in organizational theory on transaction costs, bounded rationality, and organizational decision-making (R. Coase; H. A. Simon; J. G. March), the course treats organizations not as neutral containers of work, but as institutional responses to uncertainty. Drawing on organizational theory, research on power and expertise, core concepts from Artificial Intelligence and machine learning, and strategic foresight, the course explores organizations as decision architectures-systems designed to reduce uncertainty by structuring judgment, authority, and expertise. Building on perspectives that understand power as control over decision premises (J. Pfeffer) and expertise as a socially organized and contested resource (A. Abbott), students examine how machine learning, probabilistic decision-making, and AI-driven coordination reshape these architectures across companies, public institutions, professions, and careers. In the final part of the course, students are introduced to strategic foresight as a method for engaging with present uncertainty about the future of organizations in situations where reliable prediction is no longer possible. Drawing on established foresight practices used in policy, strategy, and large organizations, students work with scenarios to structure informed speculation and to test assumptions about decision-making, expertise, and responsibility. Through scenario work and guided reflection, they apply foresight to their own fields of interest, exploring how expertise and individual agency may evolve across different plausible futures and how this can inform meaningful forms of action. The course combines conceptual input, case-based discussion, applied exercises, and individual project work. Designed as an intensive spring school, it invites students to critically rethink organizations and Artificial Intelligence as evolving decision systems and to reflect on their own future roles, expertise, and agency within these changing structures.		
Remarks	This course takes place in the two weeks immediately prior to semester start. Course Registration is open from 26.02.-31.03.		

Examination	In-class presentation (last day of the course) and a written paper to be submitted within 2 weeks after the end of the course.
Recommended Reading	For this intensive course, we recommend you to acquaint yourself with these materials: Coase, R. H. (1937). The Nature of the Firm. Simon, H. A. (1978). Rational Decision Making in Business Organizations. Csaszar, F. A. (2025). Unbounding Rationality: Why AI is a Fundamental Issue IBM Technology YouTube Channel. AI, Machine Learning, Deep Learning and Generative AI Explained. McKinsey (2025). The agentic organization: Contours of the next paradigm for the AI era World Economic Forum (2025). Why strategic foresight ensures your organization is ready for the future.

Beer Brewing: Craft and Taste			
Electives		Pre-Block	
Dr. Simon Büchner, Christoph Howe PhD, Dr. Ryan Plumley, Dr. Sabine Sané			
Open to Students	Credit Points	Max. Enrollment	Course Number
Year(s) 2-4	2	12	00LE62S-LAS-CHEE0001
Module(s) StuPo 2020		Prerequisites	
Elective Joker SL		none	
Format, Dates, Times and Rooms	Seminar and Practical Mon, 30.03., 9-15:30h, Tue, 31.03., 10-19h, UCF Kitchen Wed, 01.04., 14-17h Wed, 08.04., 10-12h, UCF Kitchen		
Course Description	Beer brewing is a craft in which humans interact with other organisms (yeast, hops, and grains) to create an appealing taste. We will focus on the knowledge and practices involved in the production of beer in ways that draw on both explicit and implicit forms of knowledge. In addition, we will also approach the consumption of beer through the physiology and phenomenology of taste. For that purpose, we will engage in craft by making our own beer, practicing the gestures and timing, and learning how natural organisms can be utilized to make beer. And we will practice tasting beer to explore how our bodies and senses interact with the product. Questions we will consider include: What is a craft? What makes craftwork distinct from other kinds of work? How is scientific expertise related to craftsmanship? How do human beings create reciprocal relationships to other organisms and to the wider environment? How does participating in craft production affect your perception (taste) of the product?		
Remarks	In order to receive credit, participants must be present and active for all sessions on 30.03.-01.04. You do not need to drink alcohol in order to participate in the course.		
Examination	The pass/fail assessment includes attendance and active participation and a short reflective essay (max. 1000 words) due 15.04.		

2 Courses Offered in Block III

2.1 Study Area: Core

Editing and Peer Review			
Core		Block III	
Anna Opanasenko, M.A. (opanasenkoanna98@gmail.com)			
Open to Students	Credit Points	Max. Enrollment	Course Number
Year(s) 2-3	2 (SL)	20	00LE62S-LAS-CO0094
Module(s) StuPo 2020		Prerequisites	
Advanced Academic Skills		none	
Format, Dates, Times and Rooms	Seminar Tue, 10-12h, BT 106		
Course Description	Writing is re-writing. Although we spend most of our time on formulating text when writing an assignment, the more important part for the quality of a(ny) paper is the final part, the revision. Editing and re-writing is an intricate cognitive process that involves not only a revision of a text by its author but also by reviewers. In academia, peer review is an integral part of publishing and should therefore be learned and nurtured from the beginning of a writing career. In this course, we will look at the processes that place during the revision of a text with a focus on reviewing other people's writing.		
Remarks	This seminar is ideal for students who already wrote a couple of term papers and/or essays.		
Examination	SL only		

2.2 Study Area: Environmental and Sustainability Sciences

Design and Implementation of Alternative Life-Sustaining Technologies			
ESS		Block III	
Alexander Vergara (alexandervc@web.de)			
Open to Students	Credit Points	Max. Enrollment	Course Number
Year(s) 3-4	6	16	00LE62S-LAS-EE0047
Module(s) StuPo 2020		Prerequisites	
Specialization ESS I or II Senior profile ESS		none	
Format, Dates, Times and Rooms	Seminar and Practical Mon, 14-16h, Ph R3 Fri, 12-16h, practical, Ph R1 or Outdoors		
Course Description	To enjoy decent living standards or even comfortable lives, humans are dependent on the use and extraction of natural resources, such as materials, nutrients and energy. This opens questions such as: how much water, energy, and land does a person need, and how can supply systems be designed? This is a practical course for rethinking these issues in a critical way, seeking solutions that mimic and work with nature in a harmonious way. Taking a small-scale systems approach to sustainability issues, the curriculum combines research, experimentation, and prototyping, such as permaculture food garden production, passive and active solar energy and chemical free water treatment. Upon completion of the course, students will be able to conceive, design, and evaluate resilient supply systems for humans, regenerative, and oriented toward a sustainable future. Through an integrated approach, we will have theoretical and practical classes. We will build small-scale systems with our own hands with the aim of discovering solutions that allow us to responsibly create human habitats with a low environmental impact but a high impact on well-being. Students will work on the analysis, calculation, design, and construction of small-scale technologies aimed at self-sufficiency. The core projects of the course include: ▪ To design and calculate a rocket stove using natural materials, estimating heat generation and heat transfer for space heating. ▪ To design and size a photovoltaic system to meet the energy needs of one person, based on household electricity consumption and key system variables. ▪ To design and calculate an on-site mechanical greywater treatment system for one person, identifying water use, treatment capacity, and required materials. ▪ To design a permaculture-based food garden and calculate the land area and potential food production needed to meet the nutritional requirements of one person. Drawing on knowledge from the fields of resource/water management, soil ecology, and energy systems, the course invites students to rethink the relationship between natural resources, technology and everyday life. It promotes an approach to learning that is action-oriented, autonomous, and geared towards building sustainable futures.		
Remarks	Students will construct their own small-scale technologies. Students may need to contribute 20 Euro each. Please notify Sabine Sané in case you cannot cover the costs. The practical parts will take place either close to the city-center or in Wildtal. Course starts on Friday 10.4.2026 in Ph R1.		
Examination	Pass/fail assessment (SL): General participation and submission of minor assignments. Graded assessment: Written report due 26.06.2026.		

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2.3 Study Area: Governance

Populism			
Governance		Block III	
PD Dr. Seongcheol Kim (seongcheol.kim@ucf.uni-freiburg.de)			
Open to Students	Credit Points	Max. Enrollment	Course Number
Year(s) 2-4	6	20	00LE62S-LAS-GO0106
Module(s) StuPo 2020		Prerequisites	
Research in an Area of Governance		Introduction to Governance, Political Theory, prerequisites for senior modules apply	

Format, Dates, Times and Rooms	Seminar Mon, 12-14h, AU 01.065 Wed, 12-14h, BT HS 207 Thu, 12-14h, BT HS 207
Course Description	This seminar provides a systematic introduction to theories and the empirical study of populism in the social sciences. In the first part of the seminar, various paradigms or "schools" of populism research will be introduced with a view toward their definitions of populism, conceptual underpinnings, and approaches to the empirical study of populism. The main paradigms covered are the discursive, ideational, strategic, and stylistic approaches. Here, special attention will be paid to how the theoretical foundations and definitional elements of each approach are translated or operationalized for analysis. The second part of the seminar will be geared toward prominent issues, debates, or lines of inquiry that have crystallized in the field of populism research, such as the distinction between left-wing and right-wing populism, the relationship between populism and democracy, and the intersections between nationalism and populism. While maintaining a firm interest in theories and concepts, the seminar is strongly geared toward the exploration of real-world cases and applications from different countries and regions. To this end, hands-on exercises and research-oriented group work will constitute an integral part of the course. Students will be encouraged to consider and evaluate the phenomenon of populism from different possible theoretical and methodological angles and in cross-national/regional perspective.
Remarks	The seminar will take place from 15 April to June 4 (19 sessions), with the first two and last three sessions taking place online.The course starts one week before the semester start, online! This is an advanced course and will require serious engagement.
Examination	The final examination will take the form of a term paper with deadlines for different phases of the research process spread out across the semester. The final deadline for term papers is 31.07.2026.
Recommended Reading	Mudde, Cas/Rovira Kaltwasser, Cristóbal (2017): Populism: A Very Short Introduction. Oxford: Oxford University Press. Panizza, Francisco (Ed.) (2005): Populism and the Mirror of Democracy. London: Verso.

2.4 Study Area: Life Sciences

Pandemics 1 – 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	6	5 LAS students	00LE62S-LAS-LS0033
Module(s) StuPo 2020		Prerequisites	
Advanced Life Sciences I, II or III		none	
Format, Dates, Times and Rooms	Collaborative Online International Learning (COIL) Seminar, 10.04.-12.06., Fri, 14-16h Extra date on 30.04. (instead of May 1), meeting during the Pentecost break (May 29), plus self-organized meetings with your presentation group		
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 6 infectious diseases that are still relevant: HIV/AIDS, malaria, tuberculosis, dengue fever, Ebola, and Covid-19, but will also discuss other examples. Learning objectives: students will be able to understand and describe: ▪ Pandemics in history and in modern times ▪ How to measure the transmission dynamics and expansion of epidemics/pandemics ▪ Pathogens causing epidemics/pandemics and their routes of transmission ▪ Epidemiological indicators to measure the extent and burden of a pandemic ▪ Social and cultural determinants driving a pandemic ▪ Response options to different pandemics ▪ Coping strategies in Health Services with the fast surge of cases ▪ Transmission prevention according to the route of transmission.		
Remarks	The course involves a substantial amount of self-study. During the first two weeks of April, students will have to study the basics of communicable diseases and spread dynamics with the provided digital material. After the kick-off meeting, they will have to prepare for the Monday sessions by studying the self-learning modules provided in ILIAS ahead of time. In the Monday sessions students and the mentors actively deepen the material related to the topic of the week, following a flipped-classroom approach. If you are interested in participating in either of the Pandemics classes, please send your request to Jay Pollock (jenelle.pollock@ucf.uni-freiburg.de) **by 23.03.** and include the following: which class you want to register for; name, e-mail, and program you are currently enrolled in; your uniID (xy1234); a short statement of motivation why you want to participate; a short CV.		
Examination	The final assessment consists of two parts: Each student will prepare a presentation together with peers from the partner institutions. The final report of 1,500 words (max) must be submitted by 30.06. Students who complete all course work will receive 6 credits, pass/fail, but can also request a grade.		

Pandemics 2 – Detection, Containment, Control			
Life Sciences		Block III	
Dr. Laith Hussain (laith.hussain@gu.se), Prof. Axel Kroeger (kroegera43@gmail.com)			
Open to Students	Credit Points	Max. Enrollment	Course Number
Year(s) 2-4	6	5 LAS students	00LE62S-LAS-LS0034
Module(s) StuPo 2020		Prerequisites	
Electives		none	

Format, Dates, Times and Rooms	Collaborative Online International Learning (COIL) Seminar April 1 (start of self-study phase), Friday, April 10 (kick-off meeting) and then on Mondays until May 18 (Mondays, 14-16h)
Course Description	The spread dynamics of infectious diseases is influenced by a number of factors, including the transmission path of airborne, vector-borne and waterborne pathogens. All three disease groups tend to appear in epidemic waves overstretching the health services and causing social and economic harm to societies. Forecasting outbreaks and their magnitude as well as forecasting resource requirements when an outbreak has already started will drastically enhance the preparedness for outbreak prevention and a rational resource allocation mitigating its disastrous effects. This class covers surveillance and response methods, epidemiological models and their application in Early Warning and Response Systems (EWARS) The following topics will be covered in this class ▪ Comprehensive surveillance ▪ Outbreak response ▪ Early Warning and Response Systems (EWARS) for outbreaks: Temporal and spatial prediction model Learning objectives: Students... ▪ can identify indicators that point to the development of an epidemic ▪ can analyze epidemiological factors that are relevant for predicting the spread of disease ▪ can explain how both spatial and temporal predictions of disease spread can be made using early warning and response systems (EWARS)
Remarks	The course involves a substantial amount of self-study. During the first two weeks of April, students will have to study the basics of communicable diseases and spread dynamics with the provided digital material. After the kick-off meeting, they will have to prepare for the Monday sessions by studying the self-learning modules provided in ILIAS ahead of time. In the Monday sessions students and the mentors actively deepen the material related to the topic of the week, following a flipped-classroom approach. If you are interested in participating in either of the Pandemics classes, please send your request to Jay Pollock (jenelle.pollock@ucf.uni-freiburg.de) by **23.03.** and include the following: which class you want to register for; name, e-mail, and program you are currently enrolled in; your uniID (xy1234); a short statement of motivation why you want to participate; a short CV.
Examination	The final assessment consists of a presentation. Each student will prepare a presentation together with peers from the partner institutions about a selected topic and present in the session on 18.05. Students who complete all course work will receive 6 credits, pass/fail.

3 Courses Offered in Block IV

3.1 Study Area: Core

Organizational Psychology			
Core		Block IV	
Dr. Luke Brooks-Shessler (lshesler@colby.edu)			
Open to Students	Credit Points	Max. Enrollment	Course Number
Year(s) 2-4	6	20	00LE62S-LAS-CHEE0009
Module(s) StuPo 2020		Prerequisites	
Responsibiity and Leadership II		none	
Format, Dates, Times and Rooms	Seminar Mon, 10-12h, KG 1023 Wed, 10-12h, KG 1036 Workshop tbd		
Course Description	This course gives you an overview of the field of Industrial / Organizational Psycholo-gy, which is psychology applied to the world of work. It explores the assessment of individual differences in cognitive, physical and interpersonal abilities as they relate to measurement of work performance, employee selection, training and development methods, and development of organizational methods for improved motivation, job satisfaction, leadership and organizational effectiveness. The course content is organized around the following six questions: 1. How do I/O psychologists know what they know? 2. How do we hire the right people for the job? 3. How do we know whether people are doing the job well and how do we use that information to improve their performance over time? 4. Once people are hired, how do we train them to do the job well? 5. How do we ensure that our best employees stay? 6. How do we get groups and teams to work well? Learning Objectives ▪ Obtain a basic understanding and knowledge of the conceptual and methodological issues involved in Industrial / Organizational Psychology. ▪ Obtain a basic understanding and knowledge of the specific content areas, such as Motivation, Performance, Selection, Training and others. ▪ Describe the ways in which Psychologists conduct research in Industrial / Organizational Psychology.		
Examination	tba		
Recommended Reading	P. Levy (2020), Industrial/Organizational Psychology: Understanding the Workplace (6th Edition), Worth Publishers.		

Who am I? A Multidisciplinary Expedition of Human Identity			
Core		Block IV	
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-CO0087
Module(s) StuPo 2020		Prerequisites	
Responsibiity and Leadership II		none	
Format, Dates, Times and Rooms	Seminar Tue, 9-12h, BT 101 Thu, 9-12h, BT 101		
Course Description	Who are you as a human being? Who are you as a person? And why do you think, feel, and act the way you do? Questions of human nature and identity are central to us as humans and have long been addressed in the human history and across a wide range of academic disciplines. This seminar invites you to explore humans as biological, social, cultural, and historical beings from multidisciplinary perspectives. The seminar combines theoretical input with guided self-reflection that encourages you to develop a deeper and more nuanced understanding of human identity. In addition, you will work in project groups on self-selected topics related to human identity, allowing for the exploration of individual interests within the seminar's conceptual framework. On the theoretical level, a biological and evolutionary perspective provides the foundation of the seminar. Drawing on Biology, Evolutionary Anthropology, and Primatology, you will engage with the principles of evolution and explore how human characteristics — both physical and psychological — have emerged from long-term adaptive processes to natural and social environments. Special attention is given to the evolution of the human brain, cognition, and emotions, offering insights into how evolutionary processes shape human perception, thought, and behavior. Building on this foundation, the seminar turns to the ultra-social nature of humans, a key factor in the evolutionary success of our species. Through theories from Sociology and Psychology, you will examine social structures, socialization processes, and the dynamics of human interaction. Emotions are discussed as evolutionary and social mechanisms that guide behavior in complex, socially constructed worlds. A further focus lies on the human capacity for culture and cultural diversity. Drawing on Archaeology and Cultural Anthropology, the seminar explores the evolution of culture, its significance for human life, and major theories of culture. You are encouraged to reflect on your own cultural imprints and to recognize the plurality of human perspectives, practices, and ways of organizing the world. Finally, the seminar addresses multiple temporal dimensions of human existence, including natural rhythms, collective historical memory and identity and individual biographical perspectives. These interdisciplinary perspectives are integrated through a critical engagement with academic concepts of identity and the self.		
Examination	SL: active participation, group work and learning diary. PL: academic paper of 3,500 words (due 31.07.).		

KG Kollegiengebäude
AU Alte Universität
HS Hörsaal
BT Breisacher Tor

Ph Peterhof
HH Hermann-Herder-Straße
FMF Stefan-Meier-Str. 21

Why? Argumentation in Theory and Practice			
Core		Block IV	
Prof. Dr. Frieder Vogelmann (frieder.vogelmann@ucf.uni-freiburg)			
Open to Students	Credit Points	Max. Enrollment	Course Number
Year(s) 2-3	2 (SL)	20	00LE62S-LAS-CO0096
Module(s) StuPo 2020		Prerequisites	
Advanced Academic Skills		none	
Format, Dates, Times and Rooms	Seminar Thu, 10-12h, Ph R2 (07.05. Ph R4)		
Course Description	Like children, scholarly work is driven by why-questions—and by giving answers to these questions. More than that: The structure and content of academic texts should answer why-questions: it should give arguments for the concepts used or discarded, the positions defended or attacked, and the interpretations advanced or undermined. The same holds true of essays, term papers and virtually any text students are asked to write at the university. However, it is surprisingly difficult to give good—sound, easy to understand—arguments. It is even harder to come up with a structure for texts that supports the arguments given in it. The class aims to help students with recognizing, reconstructing and crafting arguments, from the miniscule detail in a sentence to the overall structure of a whole text. It offers a mixture of (a lot of) exercises and (some) theoretical discussions. For examples, we will use arguments from in philosophical debate whether humans have free will.		
Examination	No examination; active participation in class and completing the assigned tasks for each week is enough to pass the pass/fail exam.		
Recommended Reading	Harvard Writing Center (n.d.): Strategies for Essay Writing. Lee, Siu-Fan (2017): *Logic. A Complete Introduction*. London: Hodder & Stoughton. Ernest (2009 [2000]): *Meaning and Argument. An Introduction to Logic Through Language*. 2nd ed. Chichester: Wiley-Blackwell. Kane, Robert (ed.) (2002): *The Oxford Handbook of Free Will*. Oxford University Press. Watson, Gary (ed.) (1982): *Free Will*. Oxford: Oxford University Press.		

3.2 Study Area: Environmental and Sustainability Sciences

Geosciences: A Crash Course in Theory and Practice			
ESS		Block IV	
Dr. Felix Martin Hofmann (felix.martin.hofmann@geologie.uni-freiburg.de)			
Open to Students	Credit Points	Max. Enrollment	Course Number
Year(s) 2-4	6	20	00LE62S-LAS-EE0043
Module(s) StuPo 2020		Prerequisites	
Earth System		Introduction to ESS	
Format, Dates, Times and Rooms	Seminar Mon, 14-16, Ph R3 Wed 14-16, KG 1023 Excursions Fr, 12-16 Fri 12-14, Ph R1 (26.06. Ph R2)		
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. Following this fundamental overview, we will shift our focus more and more towards applied aspects, such as geohazards. The course is divided into a series of interactive introductory lectures, practical exercises, and field trips to the near surroundings of Freiburg (e.g., Feldberg, Kaiserstuhl, Schönberg), combined with students' presentations. The latter will allow us to experience and discuss different geoscientific topics hands-on.		
Remarks	Friday afternoons are dedicated to excursions to places around Freiburg accessible with public transport. Please note that travel to the meeting point for excursions and departure by public transport is not included in the course time. The costs for public transport have to be covered by the students.Please contact Sabine Sané sabine.sane@ucf.uni-freiburg.de if you cannot cover the costs.		
Examination	Pass/fail (SL): Submission of handouts after field trips. Graded assignments (PL): Written Exam on 22.7. (60 min, 70%), written assignment by 31.8. (30%).		
Recommended Reading	Grotzinger, J. & Jordan, T., H. (2020): Understanding Earth. 8th ed.		

3.3 Study Area: Multiple

Ecology and Biodiversity			
ESS, Life Sciences		Block IV	
Maiara Gonçalves (maiara.goncalves@ucf.uni-freiburg.de)			
Open to Students	Credit Points	Max. Enrollment	Course Number
Year(s) 2-4	6	20	00LE62S-LAS-LSEE0014
Module(s) StuPo 2020		Prerequisites	
Ecology and Biodiversity		none	

Format, Dates, Times and Rooms	Seminar Tue, 9-12h, BT 101 Thu, 9-12h, BT 101 Excursion on July 3, 8:30 - 14h
Course Description	How do ecological processes shape the diversity of life on Earth, and why does biodiversity matter so much? As environmental change accelerates globally, a solid understanding of both ecological principles and biodiversity patterns is essential for analysing and addressing current environmental challenges. The course combines basic ecological theory with applied, problem-based learning. In the first part, you will understand fundamental ecological concepts, such as environmental drivers, niches, species interactions, community dynamics, and learn how ecological processes generate and maintain biodiversity. Key scientific literature and concepts will be discussed in an interactive format, enabling connections between theory and real-world trends. In the second part of the course, you will work in small groups on a short project addressing a current ecological challenge. You will learn to analyse an applied environmental issue, identify ecological mechanisms, and propose feasible solutions based on the principles covered throughout the classes. Your ideas will be summarised in a presentation to all course members at the end of the course.
Examination	Pass/Fail: Learning Diary, course attendance and active participation. Graded Assignments: Group Presentations (30%) on 21.07 & 23.07 and Written Assignment (70%), due on 24.07. Please note that continuous learning assessment will be done through short quizzes during lectures.
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. Pörtner et al. (2021): IPBES-IPCC co-sponsored workshop report on biodiversity and climate change; IPBES and IPCC. DOI:10.5281/zenodo.4782538. Cardinale, B. J., Duffy, J. E., Gonzalez, A., Hooper, D. U., Perrings, C., Venail, P., ... & Naeem, S. (2012). Biodiversity loss and its impact on humanity. Nature, 486(7401), 59-67.

Quantitative Methods			
Governance, ESS; Life Sciences		Block IV	
Dr. Luke Brooks-Shessler (lshesler@colby.edu)			
Open to Students	Credit Points	Max. Enrollment	Course Number
Year(s) 2-4	6	20	00LE62S-LAS-GOLSEE0006
Module(s) StuPo 2020		Prerequisites	
Methods (Governance, Life Sciences, ESS),		none	

Format, Dates, Times and Rooms	Seminar Tue, 9-12h, BT 107 Thu, 9-12h, BT 107
Course Description	This course introduces statistics as they are applied in the behavioral sciences. It covers measures of central tendency and variability, characteristics of the normal curve, correlation and prediction, and hypothesis testing techniques such as t-tests, chi-square, analysis of variance, regression, and non-parametric methods. Given the instructor's background in psychology, we will use data and statistical examples drawn from psychology; however, the statistical principles covered in this course apply throughout the behavioral sciences. Learning Objectives ▪ Formulate psychological concepts in quantitative forms that can be evaluated. ▪ Apply quantitative analyses to problems typically encountered in psychological research. ▪ Understand the logic of hypothesis testing and statistical significance as used in psychological research. ▪ Question the values underlying the quantitative approaches psychologists use in data analysis. ▪ Learn computerized techniques for analyzing psychological data.
Remarks	Course meetings will include lecture, in-class assignments & activities, and the use of JASP, a free statistical software package. Given that each class meeting lasts 4 hours, each class will have multiple breaks and activities. In order to participate in this course, students must have a computer or access to a computer that they can bring to class and that meets the system requirements for installing JASP. JASP is an essential component to this course because we will use it to conduct statistical analyses. You can review JASP's system requirements and download a copy of JASP here: https://jasp-stats.org/download/
Examination	Three written assignment(s) (70 %) and presentation (30 %). The composition of the PL may very acc. to the major / module.

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), Dr. Jörg Sahlmann (joerg.sahlmann@uniklinik-freiburg.de)			
Open to Students	Credit Points	Max. Enrollment	Course Number
Year(s) 1 (-2)	6	85	00LE62V-LAS-CO0005
Module(s) StuPo 2020		Prerequisites	
Dealing with Numerical Information		none	
Format, Dates, Times and Rooms	Lecture Mon, 9-11h, AU HS1 Workgroups WG1: Wed, 12-14h, AU 01.036a WG2: Wed, 12-14h, AU 01.065 WG3: Wed, 14-16h, AU 01.036a WG4: Wed, 14-16h, AU 01.065 Tutorials WG1: Fri, 8-10h, AU 01.036a WG2: Fri, 8-10h, AU 01.065 WG3: Fri, 10-12h, AU 01.036a WG4: Fri, 10-12h, AU 01.065		
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	Group presentation of a quantitative survey and analysis (30%). Final written exam (70%) on 20.07.2026.		

Introduction to Science and Technology Studies			
Core		Semester	
Dr. Nicholas Buchanan (nicholas.buchanan@ucf.uni-freiburg.de), Sabeth Häublein (sabeth.haeublein@ifp.uni-freiburg.de)			
Open to Students	Credit Points	Max. Enrollment	Course Number
Year(s) 3-4	6	75	00LE62S-LAS-CO0017
Module(s) StuPo 2020		Prerequisites	
Science in Context		none	
Format, Dates, Times and Rooms	Lecture Tue, 12-14h, AU HS1 Workgroups: WG1: Fri, 8-10h, KG 1228 WG2: Fri, 10-12h, KG 1228		
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, both in the present and the past? In what ways do human choices shape both the making and impact of sciences and technologies? To begin answering these and other questions, 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 or demarcation, the course will not be organized as a tour of major canonical theories within the field. Instead, the class will explore how STS can help provide a deeper understanding of all-too-easily taken-for-granted categories in public and academic 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	The lecture and the workgroups are setup as two courses in HISinOne. Please register for the workgroup only.		
Examination	Group research project and group presentation; two reflection papers due 03.08.2026.		

Introduction to the Philosophy of Science			
Core		Semester	
Prof. Dr. Frieder Vogelmann (frieder.vogelmann@ucf.uni-freiburg)			
Open to Students	Credit Points	Max. Enrollment	Course Number
Year(s) 2 (-4)	6	80	00LE62VS-LAS-CO006
Module(s) StuPo 2020		Prerequisites	
Theory of Science		none	
Format, Dates, Times and Rooms	Lecture Tue, 16-18h, AU HS 1 Workgroups WG1: Thu, 16-18h, Albertstr. 23, HS 6 (ZfN) WG2: Thu, 16-18h, Hermann-Herder Str. 9, R 01 020B WG3: Thu, 18-20h, Albertstr. 23, HS 6 (ZfN) WG4: Thu, 18-20h, Hermann-Herder Str. 9, R 01 020B		
Course Description	The lecture introduces students to 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? Does science discover what is real? The lecture is organised around five broad topics: 1. Sciences, Philosophy and History: Why is there a “philosophy of science” and how does it relate to scientific disciplines? Is there a common “scientific method” that all sciences share? What role does the history of science play for philosophy of science? 2. Explanations, Interventions and Experiments: How do sciences explain the phenomena they study? Are scientific practices more about representing or about intervening? What are experiments and why are they so central? 3. Objects, Values and Laws: What are the components of scientific theories and practices? Are there natural laws? Must sciences strive for the ideal of freedom from moral or political values? 4. Realism, Anti-Realism and Relativism: Do scientific practices discover what is real? 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?		
Remarks	The lecture and the workgroups are setup as two courses in HISinOne. Please register for the workgroup only.		
Examination	21 .07.2026; re-sit: 06.10.2026		
Recommended Reading	Bortolotti, Lisa (2008): An Introduction to the Philosophy of Science. Cambridge: Polity. Cartwright, Nancy (2022): A Philosopher Looks at Science. Cambridge: CUP. Okasha, Samir (2016): Philosophy of Science. A Very Short Introduction. 2nd ed. Oxford: OUP. Oreskes, Naomi (2021): Why Trust Science? Princeton, N.J./Oxford: Princeton University Press. Rosenberg, Alexander and Lee McIntyre (2020): Philosophy of Science. A Contemporary Introduction. 4th ed. New York/London: Routledge.		

4.2 Study Area: Culture & History

Introduction to Culture & 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	65	00LE62VS-LAS20-CH0001
Module(s) StuPo 2020		Prerequisites	
Introduction to Culture & History		none	

Format, Dates, Times and Rooms	Plenary Mon 11-13h, AU HS1 Workgroups WG1: Thu, 8-10h, AU 01.036a WG2: Thu, 10-12h, AU 01.036a WG3: Thu, 14-16h, AU 01.036a
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).
Remarks	In this course we will try out working in a **device-free environment**. Limiting those distractions will help us to hone and discipline our use of our eyes, ears, hands, and minds! Students should pack away (or leave at home) laptops, tablets, smartphones, and any other digital media during class (lectures and WGs). The lecture and the workgroups are setup as two courses in HISinOne. Please register for the workgroup only.
Examination	23.07.2026, 10-12h, KG 1199

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HS Hörsaal
BT Breisacher Tor
Ph Peterhof
HH Hermann-Herder-Straße
FMF Stefan-Meier-Str. 21

Blind Spots in the Sciences			
Culture & History		Semester	
Prof. Dr. Veronika Lipphardt (veronika.lipphardt@ucf.uni-freiburg.de)			
Open to Students	Credit Points	Max. Enrollment	Course Number
Year(s) 3-4	2/6/8	20	00LE62S-LAS-CH0085
Module(s) StuPo 2020		Prerequisites	
Specialization Option Culture & History I or II Senior Profile Culture & History Frontiers of Research (2 ECTS SL only)		Science in Context (recommended)	
Format, Dates, Times and Rooms	Seminar Thu, 10-12h, KG 1140 FRIAS Lunch Lecture every second Thu, 12.15-13h, KG 1015		
Course Description	Scientific knowledge production only succeeds with enormous efforts to formalise and explicate. But other aspects also play a role: language ambiguity, associations, intuition, creativity, flashes of inspiration and the suspicion that there is much we do not know - or perhaps can never know. Full of vagueness, located on the semantic, epistemic, physiological or psychological level, these aspects elude complete formalisation and can only be explicated incompletely. Some of these blind spots have already been observed and studied in history, philosophy and sociology of science. But very little work has been done so far on interdisciplinary terms. In the first few sessions of the course, we are gaining an overview over the topic by reading and discussing relevant literature. In a second step, students engage with FRIAS senior fellows and senior researchers from UFR, from all kinds of disciplines, to learn about the specific blind spots in their respective fields. Thirdly, students attend the FRIAS Lunch Lecture where those senior researchers present their observations of blind spots in the sciences and engage in the discussions.		
Remarks	This course includes the attendance of the FRIAS Lunch Lecture on Blind Spots in the Sciences, every other week, Thursdays, 12.15-13h. Some class dates will be cancelled to compensate for this extra attendance requirement.		
Examination	Oral presentation (50% of final grade) and written exam in last class (50% of final grade) for 6 ECTS. Students can also only take part in the lecture series and receive 2 ECTS in the Electives under Frontiers of Research (see ILIAS Info Board). Students who take the course as C&H module and Frontiers of Research additionally can receive a total of 8 ECTS.		

Reading: History, Theory, Practice			
Culture & History		Semester	
Dr. Ryan Plumley (ryan.plumley@ucf.uni-freiburg.de)			
Open to Students	Credit Points	Max. Enrollment	Course Number
Year(s) 2-4		12	00LE62S-LAS-CH0073
Module(s) StuPo 2020		Prerequisites	
Culture: Arts Culture & History I, II, or III		none	
Format, Dates, Times and Rooms	Seminar Tue, 14-16h, AU 01.065 Fri, 14-16h, AU 01.036a		
Course Description	Perhaps no intellectual practice is as widespread and as taken for granted as reading. Reading is the first skill practiced in school and yet advanced scholars are always refining their capacity for academic, disciplinary, and critical reading. “Reading” is also a common metaphor across academic areas. In Biology, DNA sequences are “read” by enzymes and RNA. Computers “read” their storage drives. Scientists “read” instruments just as those instruments “read” the environment. Students in the UK “read” their subject area or discipline. And all academics pride themselves on their ability to “read between the lines” in their area of expertise. But what is reading, really? Is it reproducing sounds from written notations? Is it extracting meaning from media signals? Is it interpreting mysteries or decoding messages? Do we discover new things by reading or can we only ever read what we ourselves bring to the text? In this course, we will explore reading in three ways: 1) by historicizing it, 2) by theorizing it, and 3) by practicing it. We will read about the history of reading, trying to uncover the many ways that people have interacted with texts. We will theorize reading as an ensemble of media objects, practices, and ideas. And we will practice reading in a variety of ways: silently, publicly, in tandem, prophetically, etc. Along the way, students will intensively practice the method of close reading.		
Examination	29.07.2026		

Theory of Culture			
Culture & History		Semester	
Thorsten Leiendecker (thorsten.leiendecker@ucf.uni-freiburg.de)			
Open to Students	Credit Points	Max. Enrollment	Course Number
Year(s) 2 (-3)	6	20	00LE62S-LAS-CH0011
Module(s) StuPo 2020		Prerequisites	
Theory of Culture		Introduction to Culture & History	
Format, Dates, Times and Rooms	Seminar Mon, 10-12h, AU 01.065 Wed, 10-12h, PH R 2, 06.05. Ph R 3		
Course Description	Culture is all around us. It shapes our lives, our everyday interactions and our policies. And still, despite an extensive amount of theory, the concept itself has obstinately resisted final definition -- especially for students of Culture & History. In this course we will explore core texts of cultural theory and develop an understanding of different and sometimes contradicting approaches to the concept. We will cover essential developments and topics (Semiotics, Post-/Structuralism, Marxism and Ideology, Feminism and Gender, Post-/Colonialism and Intersectionality) in four blocks: ▪ Making Meaning, ▪ Culture and Power, ▪ Culture and Identity ▪ Contemporary Culture in Flux Learning about the theoretical debates in these contexts will help you to identify and apply them in other courses and contexts. We will complement extensive readings with practical encounters that you produce, bringing together culture and its theorization.		
Examination	Non-graded assessment: Regular attendance, mandatory readings, and reading responses. Graded assessment: two short essays (each 50% of the final grade), final due date: 31.07.2026.		

Understanding Moral Panics: Cancel Culture, Pornography, and Video Games			
Culture & History		Semester	
Dr. Melanie Altanian (melanie.altanian@ucf.uni-freiburg.de)			
Open to Students	Credit Points	Max. Enrollment	Course Number
Year(s) 2-4	6	20	00LE62S-LAS-CH0084
Module(s) StuPo 2020		Prerequisites	
Philosophy Culture & History I, II, or III		Introduction to Culture & History	

Format, Dates, Times and Rooms	Seminar Tue, 16-18h, Ph R 1 Thu, 16-18h, Ph R 3
Course Description	Are we on the edge of unavoidable societal collapse? And if not, why are we made to feel this way? Since its first theorisation by the British sociologist and criminologist Stanley Cohen, the concept of "moral panics“ has become a common heuristic for identifying and evaluating situations in which mass media, politicians and special interest groups collude in the sensational distortion of societal threats. This occurs usually through the construction of group identities coupled with the singling out of particular deviant behaviours deemed as threatening to the alleged values, interests, or well-being of a community or society. The aim of this seminar is to deepen our understanding of “moral panics” and investigate their relation to fear, rationality, and justified moral concern. By looking at three cases of alleged moral panics – cancel culture, pornography, and video games – we will explore their underlying moral concerns as they have been articulated in philosophical scholarship. In doing so, students will develop a broad, interdisciplinary, and systematic understanding of “moral panics” and learn to constructively and responsibly navigate the complexities of moral life. The seminar will broadly consist of five thematic blocks and disciplinary perspectives: 1. The sociology of “moral panics” 2. The political economy of (digital) mass media 3. Freedom of speech, responsibility, and power in “cancel culture” 4. Feminist critique, liberal defense, and reclamation of pornography 5. The morality of video games.
Examination	Non-graded assessment (pass/fail): Regular attendance, mandatory readings. Graded assessment: 1) Short written assignments during the semester, 2) final essay of 2000 words due 31.07.2026 (each 50% of the final grade).
Recommended Reading	Cohen, Stanley (2002) *Folk Devils and Moral Panics. The Creation of Mods and Rockers*, 3rd edition. London: Routledge (First edition published 1972)

4.3 Study Area: Environmental and Sustainability Sciences

Introduction to Environmental and Sustainability Sciences			
ESS		Semester	
Dr. Hanna Helander (hanna.helander@ucf.uni-freiburg.de)			
Open to Students	Credit Points	Max. Enrollment	Course Number
Year(s) 1-(2)	8	65	00LE62VS-LAS20-EE0001
Module(s) StuPo 2020		Prerequisites	
Introduction to Environmental and Sustainability Sciences		none	
Format, Dates, Times and Rooms	Lecture Tue, 9-11h, AU HS1 Workgroups WG1: Tue, 11-14h, AU 01.036a WG2: Wed, 9-12h, AU 01.036a WG3: Wed, 9-12h, AU 01.065		
Course Description	In this course, we will dive into today's main environmental and sustainability challenges and how to approach these challenges scientifically. We analyze the current state of the Earth's life-support systems, with a focus on human–nature interactions and the integration of social and ecological systems. The course explores key biophysical processes that govern the Earth system, ecosystem functioning and resilience, and the role of human societies as drivers of environmental change. Core topics include planetary boundaries, biodiversity loss, climate governance, and pathways toward sustainable transformations. Throughout the course, you will gain an overview of what environmental and sustainability scientists study, how they think, and how different disciplines work together to understand complex socio-ecological systems and identify leverage points for addressing wicked problems. Lectures introduce the theoretical foundations of the course topics while also fostering critical thinking and in-class reflection through short tasks and discussions. In the working group sessions, you will practice thinking and working like an environmental scientist by engaging with different indicators, formulating and scoping research questions, and applying basic scientific methods. This includes fieldwork to conduct water quality and biodiversity assessments, as well as classroom-based exercises in life-cycle thinking.		
Remarks	The lecture and the workgroups are setup as two courses in HISinOne. Please register for the workgroup only.		
Examination	Pass/Fail (SL): Exercises, Assignments and Quizzes Graded assessments (PL): A portfolio including a poster and a written assignment.		

Pathways to Sustainability: Societies between Culture, Nature, and Technology			
EES		Semester	
Michael Vollstädt (michael.vollstaedt@frias.uni-freiburg.de) together with researchers of the Young Academy for Sustainability Research			
Open to Students	Credit Points	Max. Enrollment	Course Number
Year(s) 2-4	4 (SL only)	20	00LE62S-LAS-EE0050
Module(s) StuPo 2020		Prerequisites	
Elective		none	

Format, Dates, Times and Rooms	Online Seminar Online Q&A sessions Tue, 20-21h The course consists of eight recorded lectures and corresponding online live Q&A sessions. This is an EPICUR course attended by students from all nine EPICUR universities with diverse disciplinary backgrounds.
Course Description	Sustainability is far more than a global challenge; it is a complex web of inter-dependent problems that can only be untangled when knowledge from multiple scientific disciplines converges with the insights and actions of policy-makers, business leaders, civil-society groups, and other stakeholders. This interdisciplinary course invites students from diverse academic backgrounds and European contexts to explore the complex relationships between human societies, natural systems, and emerging technologies. Participants will: • Interdisciplinary analysis – Explore how your own disciplinary background shapes your understanding of sustainability and discover how other fields approach the topic from different perspectives. • Holistic assessment of sustainability dimensions – Examine the social, economic, and political aspects of the new technologies, policy frameworks, and issues of equity and justice. • Systems-thinking for integrated solutions – Combine cultural perspectives, scientific evidence, and technological innovation to model and analyze complex sustainability challenges. Learning Outcomes By the end of the semester, students will be equipped to critically assess sustainability challenges, propose interdisciplinary strategies, and reflect on their learning.
Remarks	Workload**:** Preparing for the Q&A sessions by watching recorded lectures and completing readings, active participation in the Q&A sessions, and a portfolio consisting of reading and reflection assignments. *This course corresponds to "*International Summer School: Transformative Societies - Pathways to a sustainable future*" and can be taken together.*
Examination	Students prepare a written portfolio consisting of short written responses to the tasks from four out of the eight sessions of their choice (article reflections / guiding questions), plus a final written reflection. The portfolio is submitted at the end of the course. No grading is assigned (pass/fail completion only).

Science and Practice of Sustainable Gardening			
ESS		Semester	
Dr. Sabine Sané (sabine.sane@ucf.uni-freiburg.de)			
Open to Students	Credit Points	Max. Enrollment	Course Number
Year(s) 2-4	6	16	00LE62S-LAS-EE0033
Module(s) StuPo 2020		Prerequisites	
Methods of Observing Nature		none	
Format, Dates, Times and Rooms	Seminar and Practical in Block III (in Block IV on flexible times) Tue, 9:30-12:00, in seminar rooms OR 9:15-11:45 in the garden - tbd Thu, 9:30-12:00, in seminar rooms OR 9:15-11:45 in the garden - tbd Excursion on June 19, 12h-17h		
Course Description	Have you ever wanted to experience what it means to “go sustainable” in the context of food production? Are you interested in the scientific foundations underlying different aspects of gardening? Would you like to grow your own organic fruits, herbs, and vegetables? In this course, we will examine gardening through a scientific lens. We will study the taxonomy, morphology, ecology, and ecosystems of garden plants. What features do plants within a family share? Why should potatoes be grown in sunny spots and peas next to carrots? Equipped with scientific knowledge and practical guidance, we will explore what it means to create and maintain a sustainable garden. You will work in groups with your peers on a small garden plot, where you are free to design and experiment with your own sustainable vegetable garden. Our main objective is to achieve high biodiversity and yield. We will investigate how different gardening practices influence water and energy use, soil quality, biodiversity, and productivity. The use of artificial fertilisers, pesticides, and chemicals will be avoided.		
Remarks	This course has a high workload in Block III, since this is the time of the year to prepare a garden! We will meet regularly on Tuesdays and Thursdays 9:15/9:30-11:45/12:00. The garden is about 6 km outside of Freiburg in Gundelfingen/Wildtal (Heuweiler Weg, Wildtal). You can get there by bike or public transport (bus stop: Sonnenwiese, Wildtal). In the beginning of the course (starting 07.04.) you will get tasks (graded! and ungraded) for self-studying that need to be submitted by 13.04.! We will either meet in the classroom or in the garden (depending on the tasks and weather, see syllabus!) and on flexible times for maintenance (e.g. watering, pest prevention). To participate in this course it is required that you are able to meet in person possibly in the garden already from 14.04. onwards. From 26.05. onwards you will have to go to the garden regularly for maintenance and harvest on flexible times. You can coordinate the garden work with other group members! We will coordinate flexibly 2 -3 times when we will meet in Block IV but rather in mornings or evenings due to the summer weather. We will most likely have an excursion on 19.06. in the afternoon. ESS students have priority to participate in this course.		
Examination	13.04.2026 AND 27.07.2026 (early submission) OR 31.08.2026 (late submission)		

4.4 Study Area: Governance

<table>
<tr><th colspan="4">Introduction to Governance</th></tr>
<tr><td colspan="2">Governance</td><td colspan="2">Semester</td></tr>
<tr><td colspan="4">Dr. Mila Mikalay (mila.mikalay@ucf.uni-freiburg.de)</td></tr>
<tr><td>Open to Students</td><td>Credit Points</td><td>Max. Enrollment</td><td>Course Number</td></tr>
<tr><td>Year(s) 1-(2)</td><td>8</td><td>65</td><td>00LE62V-LAS20-GO0001</td></tr>
<tr><td colspan="2">Module(s) StuPo 2020</td><td colspan="2">Prerequisites</td></tr>
<tr><td colspan="2">Introduction to Governance</td><td colspan="2">Readiness to read a lot</td></tr>
<tr><td>Format, Dates, Times and Rooms</td><td colspan="3">Plenary
Mon 15-17h, AU HS1
Tue 14-16h, AU HS1
Workgroups
WG1: Thu, 12-14h, AU 01.036a (s. remarks)
WG2: Fri, 10-12h, Ph R 1
WG3: Fri, 12-14h, AU 01.036a</td></tr>
<tr><td>Course Description</td><td colspan="3">This course will acquaint you with central topics in the study of governance – processes through which human communities of different kinds govern themselves.
It will ask you to read influential and thought-provoking texts by political theorists, economists, comparativists, political analysts to help you build up the appropriate vocabulary to discuss social and political issues, and prepare you to understand what ways of explanation, argumentation and presentation that are used and accepted by governance scholars.
The content of the course is organized around six major topics in governance:
▪ Social contract: Why do you live in a state? When should you rebel against it?
▪ Collective action: How do people behave in groups? Why do big groups often fail to reach their goals?
▪ Democracy: How does democracy work? What are the types of democracy and which type is realized today? Why can we never have a perfect, full democracy?
▪ Politics and administration: What is the role of professional state officials in a political system based on elections?
▪ Agenda-setting: How and why do politicians and public act on some issues while other important topics are neglected? Why do you feel more responsible and competent about climate change than about war in Europe?
▪ Forecasting: How do you know about the future of society and economies? Can you predict it? Can you change it?
In this course, the learning happens in three formats:
▪ Plenary sessions on the course readings (I expect you to do the readings before class),
▪ Workgroup sessions for, well, work in groups on exercises or for discussion,
▪ and a small group project.
You will learn analytical skills, such as interpreting the visuals, working with definitions, or understanding political humor. The work in small groups will ask you to apply skills to the analysis and interpretation of governance topics.</td></tr>
</table>

Remarks	On the following days all WGs (also WG1) take place on Fridays: 30.04., 15.05., 22.05. (including an expert guest), and 05.06. WG attendance is mandatory.
Examination	Short written assignments during the semester. Note that quizzes take place during plenary sessions: 28.04., 19.05., 23.06. Written exam is on 06.07.2026.
Recommended Reading	I recommend watching some science-fiction movies and read sci-fi books before the course's start. Pay attention to the depiction of societies, humans' motivation and interactions, the structure of the economy and of the legal system, the infrastructure (cities, production), media and comunication. Take notes and record your reactions.

Comparative Politics			
Governance only		Semester	
Dr. Elina Sannehag (elina.sannehag@ucf.uni-freiburg.de)			
Open to Students	Credit Points	Max. Enrollment	Course Number
Year(s) 2	6	30	00LE62S-LAS-GO0014
Module(s) StuPo 2020		Prerequisites	
Comparative Politics		Introduction to Governance, Political Theory	
Format, Dates, Times and Rooms	Seminar Mon, 8:30-12h, KG 1139		
Course Description	In this course we compare political institutions and policies around the world. The course is organized into four parts: (1) Methods of comparative political science, with focus on descriptive statistics and structured focused comparison. (2) Theoretical and empirical definitions of democracy. We discuss questions such as: What is democracy? How can democracy be measured? Is there a global backsliding of democracy? (3) Non-democratic regimes. We learn about the different types of governing structures, as well as discuss the role of parliaments and elections in non-democratic countries. Moreover, we discuss co-optation and repression as tools for regime survival. (4) Democratic countries, with emphasis on separation of powers, electoral systems, political parties and party systems. The course meetings are divided into three parts: (i) Additional input about the topics, often in form of interactive lecturing. (ii) Individual work, group work and/or plenary discussions to work with the material. For example, we will often use comparative datasets, read codebooks, perform calculations in R and conduct simple comparative studies. (iii) In-class writing.		
Remarks	There is no Senior priority for this course, second-year students have priority. This course takes place weekly with one long session.		
Examination	The course examination consists of written assignments, up to 8000 words. Final component of the examination is planned to be due on the 31.7.2026.		
Recommended Reading	Geddes, Barbara (1999): “What do we know about democratization after twenty years”. Annual Review of Political Science 2: 115-144. Little, Andrew T. and Anne Meng (2024): “Measuring Democratic Backsliding”. PS: Political Science & Politics 57(2): 149-161. Schedler, Andreas (2002): “Elections without democracy: The menu of manipulation”. Journal of Democracy 13(2): 36-50.		

Comparative Research			
Governance		Semester	
Fran Seitz (f.seitz@mailfence.com)			
Open to Students	Credit Points	Max. Enrollment	Course Number
Year(s) 2-4	6	20	00LE62S-LAS-GO0066
Module(s) StuPo 2020		Prerequisites	
Methods (Governance) Advanced Governance I or II		Introduction to Governance	

Format, Dates, Times and Rooms	Seminar Tue, 14-16h, KG 1231 Thu, 14-16h, Ph R 3
Course Description	This course provides an introduction to comparative-research approaches as a versatile empirical and analytical tool for political science, sociology, history, anthropology, epidemiology, geography and law. As an illustration, we will examine EU data-protection regulations and their implications for data-driven election-campaign strategies such as political micro-targeting in door-to-door canvassing. We will then explore how methodological frameworks address questions about legal contingencies and their effects on political and societal polarization using large international and regional samples. The course gives students the chance to practice formulating research questions, selecting cases, and applying qualitative or medium-scale quantitative methods without relying on advanced statistical modelling or specialised software. Through a series of ten integrated thematic blocks participants will learn to differentiate and apply multi-level scopes and diverse epistemological orientations. Reading-focused sessions alternate with hands-on workshops, including an analytical toolbox, case-definition techniques and a visual-methods workshop, guiding students into developing an individual or group project from the outset. The semester culminates in a collaboratively edited Wiki-article, with students managing access and version control. All disciplines are welcome; no prior methodological competence is required.
Remarks	Extra activities planned (will take place outside of the normal contact hours, tba): ▪ Excursion to Basel Museum der Kulturen: exhibition and workshop Memory. ▪ Methods workshop –visual tools in science communication ▪ Guest talk: Dr. Eleonora Landucci #Bismillah: Ethnography of Morocco's Islam.
Examination	Pass/fail: Active participation + reading + generate, edit and publish a Wiki article (due 31.07.). Graded examination: analytical reading journal for two sessions + one reading discussion in class + group Wiki article (as above) + comparative case study, encountered when working on the wiki-article, narrowing or expanding its analytical scope (2500 words; due on 20.08.). Note that if taking this course for 6 ECTS pass/fail, all graded requirements still need to be complete.
Recommended Reading	Lilian Mathieu (2013), "What Do Social Scientists Do When They Do Comparative Work?" in B. Andreosso O'Callaghan & F. Royall (eds.), Economic and Political Change in Asia and Europe: Social Movement Analyses. Available at the library for economic sciences Frei 10: E8/1404. This reading is available on the Governance Wiki. Stanley Lieberson (1991), "Small N's and Big Conclusions: An Examination of the Reasoning in Comparative Studies Based on a Small Number of Cases", Social Forces 70(2), pp. 307 320.

International Relations			
Governance		Semester	
Dr. Eric Heine (Eric.Heine@alumni.eui.eu), Joeran Altenberg (joeran.altenberg@posteo.de)			
Open to Students	Credit Points	Max. Enrollment	Course Number
Year(s) 2-4	8	20	00LE62S-LAS-GO0043
Module(s) StuPo 2020		Prerequisites	
International Relations		Introduction to Governance	
Format, Dates, Times and Rooms	Seminar (some sessions may start earlier, tba at the semester start) Tue, 10-12h, Ph R 4 Thu, 10-12h, KG 1023 09./10.07., 9-17h, Liefmannhaus, Konferenzraum		
Course Description	International Relations as a disciplinary field has become more global, with diverse and dissenting perspectives emerging in response to mainstream approaches. The course provides a critical introduction to classical and contemporary international relations theories and debates. It covers mainstream (realism, neo-realism, institutionalism, and liberalism) as well as critical and reflective theories (Marxist, constructivist, poststructuralist, postcolonial, and feminist) – focusing on each approach's core assumptions and problem definitions. A combination of methods—including comparison, deconstruction, contextualization, debates, and film analysis—will be employed to enhance your understanding of core disciplinary concepts and myths, as well as to critically examine the ideological underpinnings of International Relations theories. By the end of the course, you will be able to: ▪ interpret and compare classical and contemporary IR theories. ▪ understand the difference between positivist and post-positivist approaches in IR. ▪ critically analyse the ontological and epistemological foundations of various social theories. ▪ critically analyse how technological change shapes the practice of as well as ethical thinking about international relations. ▪ relate international political issues and the role of international institutions to theoretical concepts and different views from academic debates. ▪ further develop presentation and debating skills and make connections with approaches, methods and concepts used in other Governance courses.		
Remarks	No senior priority for this course, second-year students have priority and should take it. It is a 8 ECTS course and has an appropriately high workload and contact hour count. There is a mandatory international organizations' simulation planned for July 8-10, outside of the normal teaching slots. No mandatory Governance courses will be scheduled on those dates, other courses may need to be accommodated/negotiated in accordance with the attendance requirements.		
Examination	Debate presentation (up to 25 minutes) 25%, and three graded written assignments (75%) one of which will be a final paper due by 02.08.		
Recommended Reading	Peter Lawler (2024) Introduction to International Relations Theories. Oxford and New York: Oxford University Press.		

KG Kollegiengebäude
AU Alte Universität
HS Hörsaal
BT Breisacher Tor

Ph Peterhof
HH Hermann-Herder-Straße
FMF Stefan-Meier-Str. 21

International Relations and Institutions			
Governance		Semester	
Dr. Mila Mikalay (mila.mikalay@ucf.uni-freiburg.de)			
Open to Students	Credit Points	Max. Enrollment	Course Number
Year(s) 2-4	8	18	00LE62S-LAS-GO0034
Module(s) StuPo 2020		Prerequisites	
International Relations		Introduction to Governance, Political Theory	
Format, Dates, Times and Rooms	Seminar (we will most often start at 9:00) Tue, 8:30-12h, AU 01.065 Thu, 8:30-12h, KG 1021 09./10.07., 9-17h, Liefmannhaus, Konferenzraum		
Course Description	This course focuses on different conceptual approaches to the understanding and analysis of international relations (IR) and institutions. The focus is not on the “facts” of the international relations, but on the ideological foundations of IR theories, seen as worldviews. We explore and compare powerful “mythologies” behind IR theories, such as realism, idealism, constructivism, neo-marxism, gender perspective and postmodernism. We contextualize and situate each approach, with its key texts, concepts and logic, and apply it to processes, events and institutions in international relations. The course is based on the textbook by Cynthia Weber “International Relations Theory. A Critical Introduction”. We use 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 fiction film, which illustrates these fundamental beliefs behind theories. By the end of the course you will: ▪ Understand the post-positivist approach to social theory, namely, international relations theory; ▪ Understand classical authors in their interpretation of international politics and learn how to compare and apply major IR theories; ▪ Develop the vocabulary and analytical skills to be able to read, summarize, synthesize and debate academic texts on international relations and global politics; ▪ Move towards a reflective individual position on international issues and the role of international institutions and learn how to relate personal views with concepts and arguments from academic debates; ▪ Further develop presentation, argumentation and debating skills as well as the skills necessary for giving feedback on academic contributions; ▪ Further develop learning and working methods conducive to long-term reflective learning (working with sources, taking notes, planning workload). The course will provide space for and encourage you to connect theory, concepts, working methods and ideas across Governance courses to achieve a deeper and more varied understanding of the course material, in a personally meaningful way.		

Remarks	No senior priority for this course, second-year students have priority and should take it. It is a 8 ECTS course and has an appropriately high workload and contact hour count. There is an international organizations' simulation planned for July 8-10, outside of the normal teaching slots. No mandatory Governance courses will be scheduled on those dates, other courses may need to be accommodated/negotiated in accordance with the attendance requirements.
Examination	Examination consists of written assignments and a debate presentation. Final submission deadline: 09.08.2026.
Recommended Reading	Get a (used) copy of Cynthia Weber's handbook for this course. I also recommend folowing international news for about a month prior and taking notes, to formulate a set of personally meaningful questions about international relations for the course's start.

Law, State, Society			
Governance		Semester	
Dr. Stoyan Panov (stoyan.panov@ucf.uni-freiburg.de)			
Open to Students	Credit Points	Max. Enrollment	Course Number
Year(s) 2-4	8	18	00LE62S-LAS-GO0033
Module(s) StuPo 2020		Prerequisites	
Law		Introduction to Governance	

Format, Dates, Times and Rooms	Seminar Mon, 16-18h, AU 01.065 Wed, 16-18h, PH R 3
Course Description	The Law, State, Society course looks at the most fundamental legal concepts related to how society, the state and law interact. The course examines the relationship between law, society, governance and politics domestically, regionally and internationally. In this manner, an overview of legal principles that are applicable across domestic and international legal orders is achieved. The course commences with an examination of foundational legal techniques and theory of law by analyzing legal principles influenced by different theories such as natural law, legal realism, legal positivism, utilitarianism, feminism, cultural relativism, and other. The practical aspect of how law regulates societies and the state are examined in details. Additionally, current topics, relevant for the constitutional framework of states and the methods of legal interpretations, applied by domestic, regional and international judiciaries, are analyzed in terms of their effect on society and individuals. The course also examines the authority of the state to regulate society and individuals and how different societal actors find networks or alliances across borders in order to affect the development of legal doctrines. Exercises in the course will include how law, society and the state function in reality by comparing diverse forms of law and governance, systems of law, law making and legality. Topics such as non-discrimination, equality, the rule of law, equity will be analyzed in light of their influence on how the state and society develop and function. The emphasis is on how law interacts with contemporary public policy issues as a regulatory or value-based mechanism, and the impact of law on decision-making at different levels of governance as well as how societies and state affect the creation and development of the law. 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; ▪ analyze 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	This course cannot be taken in parallel to or after completion of the “Principles of Law” course / Law module.
Examination	Submission of the final part of the examined material or the final exam will take place in the week of 20-24.07.2026

Oral Examination Governance			
Governance only		Semester	
Dr. Mila Mikalay (mikalay@ucf.uni-freiburg.de)			
Open to Students	Credit Points	Max. Enrollment	Course Number
Year(s) 4	4 (PL only)	10	00LE62S-LAS-GO0086
Module(s) StuPo 2020		Prerequisites	
Senior Profile		Prerequisites for senior modules apply	
Format, Dates, Times and Rooms	03.07.2026		
Course Description	This examination is offered as part of the Senior Profile to Governance students. It covers Governance topics, which students learn about in foundational Governance modules, such as the Introduction, Political Theory, Principles of Law, Comparative Politics and International Relations. The examination is based on a list of topics, announced on the Governance Wiki, and consists of a 40-minute preparation time followed by a 30-minute oral examination, in presence or online. Topics cover central concepts, questions and debates across Governance disciplines, such as: ▪ balance of power as a mechanism of avoiding oppression domestically and internationally, ▪ legitimacy of authority and processes of legitimation (different types of rules, civil disobedience and uprisings), ▪ influence of institutional setups on political processes (strong judicial branch as an agenda-setter, majoritarian election systems as a factor of social divisions). Preparing to the examination allows students to review and integrate their learning within the Major and enhance their 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. 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	03.07.2026		
Recommended Reading	See detailed instructions on the Governance Wiki		

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	8	18	00LE62S-LAS-GO0004
Module(s) StuPo 2020		Prerequisites	
Law		Introduction to Governance	
Format, Dates, Times and Rooms	Seminar Mon, 14-16h, AU 01.065 Wed, 14-16h, Ph R 1		
Course Description	The course introduces fundamental legal approaches and concepts and 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, 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; ▪ analyze 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! Senior students do not have priority in this course.		
Examination	Submission of the final part of the examined material or the final exam will take place in the week of 20.-24.07.2026.		
Recommended Reading	Introductory reading on jurisprudence: Raymond Wacks, Understanding Jurisprudence (4th ed, OUP 2016).		

4.5 Study Area: Life Sciences

Introduction to Life Sciences			
Life Sciences		Semester	
Dr. Simon J. Büchner (buechner@ucf.uni-freiburg.de)			
Open to Students	Credit Points	Max. Enrollment	Course Number
Year(s) 1-(2)	8	70	00LE62VS-LAS20-LS0001
Module(s) StuPo 2020		Prerequisites	
Introduction to Life Sciences		none	

Format, Dates, Times and Rooms	Lecture (compulsory) April 20 (kick-off, 13-15h, AU HS1), June 8 (mid-term) July 20 (final exam) Q&A Session (optional) Mon, 14-15h, AU HS1 Workgroups (one compulsory) WG1: Thu, 8-10h, AU 01.065 WG2: Thu, 10-12h, AU 01.065 WG3: Thu, 10-12h, Ph R 3 WG4: Thu, 14-16h, AU 01.065 WG5: Thu, 14-16h, KG 1234
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 discover and discuss challenges from the fields of Cell Biology, Physiology, Neurobiology and Psychology. We will employ the problem-based learning (PBL) approach 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 takes place in-class 13-15h c.t. The following lectures will be delivered as recorded screencasts. "Q&A and Discussion" on Mondays is an optional in-class meeting open to all class participants. Mid term and final exam take place in class (HS 3219) 13-15h c.t. Work Group meetings on Thursday are compulsory and in-class. The lecture and the workgroups are setup as two courses in HISinOne. Please register for the workgroup only.

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HS Hörsaal
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Ph Peterhof
HH Hermann-Herder-Straße
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Examination	08.06., 13-15h, HS 3219 (mid-term exam) 20.07., 13-15h, HS 3219 (final exam)
Recommended Reading	Fox (2011) Human Physiology, 12th ed., McGraw-Hill, New York (UCF: NT/Fox/1) Silverthorn (2016) Human Physiology, 7th edition, global edition, Pearson (UB: FX 2015/574; UCF: NT/Sil/1) Betts, J. G., Young, K. A., Wise, J. A., Johnson, E., Poe, B., Kruse, D. H., ... & DeSaix, P. (2022). Anatomy and Physiology 2e. OpenStax. Houston, Texas.

Cell Biology			
Life Sciences		Semester	
Christoph Howe, PhD (christoph.howe@ucf.uni-freiburg.de)			
Open to Students	Credit Points	Max. Enrollment	Course Number
Year(s) 2-4	6	20+	00LE62S-LAS-LS0004
Module(s) StuPo 2020		Prerequisites	
Cell Biology		Introduction to Life Sciences (required)	
Format, Dates, Times and Rooms	Seminar Tue, 10-12h, KG 1134 Thu, 10-12h, KG 1032 07.07., 9-13h, Co-Creation Room, AU 09.07., 9-13h, Co-Creation Room, AU		
Course Description	This course provides a basic understanding of the structure and the molecular functions of the different components within human cells. Lectures will provide knowledge on the following questions on a molecular level: Of which essential biobricks are our cells made of?; how is DNA transformed into RNA and into proteins?; what are metabolic pathways and what is the role of O2 and CO2 during respiration?; how do neurons transmit signals within our body, and how does this eventually lead to eye vision?; how can we describe enzymes thermodynamically and measure their catalytic reaction velocity? Classes also include a practical introduction to microscopy and theoretically expands on other microscopical methods. Additionally, each student is given the opportunity to actively work on a self-chosen topic and present it in class. As a guideline for the written exam preparation, several exercise questions are entailed to each lecture. Upon completion of this course, students will have gained a basic understanding of molecular mechanisms within eukaryotes to confidently navigate in the field of cellular biology.		
Examination	Midterm exam (60 min) on 02.06. (50% of final grade) and final exam (60 min) on 16.07. (50%) and an ungraded presentation during the class. Resit is scheduled for Sep 24 in the morning.		
Recommended Reading	Bruce Alberts et al. (2015) Molecular Biology of the Cell, 6th edition (or later), Garland Science. Reading room: NT/Alb/1		

Epigenetics and Disease			
Life Sciences		Semester	
Dr. Ipek Akol and colleagues (ipek.akol@anat.uni-freiburg.de)			
Open to Students	Credit Points	Max. Enrollment	Course Number
Year(s) 3-4	6	8	00LE62S-LAS-LS0042
Module(s) StuPo 2020		Prerequisites	
Specialization Option: Life Sciences I or II		Cell Biology and Human Physiology (required); Genetics and Epigenetics (helpful, but not required).	

Format, Dates, Times and Rooms	Seminar and Practical Thu, 9-10:30h Fri, 13-15h
Course Description	This course explores the fundamental principles of epigenetics and their role in disease development. Students will gain a theoretical foundation in epigenetic mechanisms and learn how these processes contribute to various diseases. The course is divided into three components: ▪ Basics: Students will engage with selected review articles and supplementary digital lectures to understand core epigenetic concepts. Class discussions will encourage critical thinking and deeper exploration of the subject. ▪ Clinical Applications: Students will research a specific disease with a known epigenetic basis/component and present their findings in a short seminar. Presentations will focus on key epigenetic mechanisms involved in disease pathology and will be followed by class discussions. ▪ Experimental & Bioinformatics Workshop: A short lab rotation and a bioinformatics workshop will introduce students to experimental techniques used in epigenetics research, providing hands-on experience with data analysis and interpretation. This course combines independent study, interactive learning, and practical applications to provide students with a comprehensive understanding of epigenetics in health and disease.
Remarks	This is a joint class with medical students. The seminar location (probably Albertstr. 23) will be announced by email to the participants shortly before the semester starts.
Examination	Several short (5-10min) presentations throughout the class and a final report. Submission date will be announced in the first session.

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 2020		Prerequisites	
Advanced Life Sciences I, II or III		Introduction to Life Sciences (required)	
Format, Dates, Times and Rooms	Seminar Mon, 16-18h, KG 1231 Wed, 16-18h, KG 1231		
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%) in the last week of the semester.		
Recommended Reading	Murphy, K., & Weaver, C. (2016). Janeway's Immunobiology (9th edition). Garland Science / Taylor & Francis Group, LLC. (reading room: NT/Mur/1)		

Medical Data Analysis with Python and Artificial Intelligence: Applications in Radiation Oncology			
Life Sciences		Semester	
Dr.-Ing. Ilias Sachpazidis (ilias.sachpazidis@uniklinik-freiburg.de)			
Open to Students	Credit Points	Max. Enrollment	Course Number
Year(s) 2-4	6	15	00LE62S-LAS-LS0040
Module(s) StuPo 2020		Prerequisites	
Methods I or II (quantitative)		Dealing with Numerical Information, Basic programming (Python preferred), Understanding of medical imaging and radiotherapy principles (recommended, not mandatory)	
Format, Dates, Times and Rooms	Seminar and Practical Wed, 16-18h, AU 01.036a (26.06. & 01.07., Ph R1) Fri, 10-12h, KG 1034		
Course Description	This course offers a comprehensive introduction to data analysis and software development for medical applications, with a particular focus on Radiation Oncology. Students will gain practical experience using Python to handle, analyze, and visualize clinical and imaging data, as well as theoretical knowledge in statistical and computational methods applied to radiotherapy research. The course bridges medical science and data science — covering topics such as data wrangling, exploratory data analysis, regression modeling, survival analysis, radiomics, and outcome prediction. Students will work hands-on with DICOM RT data, dose-volume histograms (DVH), and clinical datasets to perform meaningful analyses that reflect real-world radiotherapy challenges. In parallel, the course emphasizes software design principles, data ethics, and reproducible research practices, preparing participants to contribute effectively to interdisciplinary research teams in medicine, physics, and informatics. Additionally, the course integrates the use of Large Language Model (LLM)-based assistant programming tools such as ChatGPT and GitHub Copilot to support code production, debugging, and problem-solving. Students will learn how to collaborate effectively with AI-driven coding assistants to accelerate research and enhance productivity in medical software development and data analysis.		
Remarks	Students will need to use their own computer (not a tablet) or make use of the computers in the IT department (Rechenzentrum). Required Software (to be Installed in Advance) ▪ Python 3.x with JupyterLab or PyCharm ▪ Anaconda Distribution ▪ GitKraken (or any other Git client) ▪ GitLab account Python Libraries: numpy, pandas, matplotlib, seaborn, scipy, statsmodels, scikit-learn, lifelines, pydicom, pyradiomics, plotly, dash. Note: Students who take a (core) work group on Friday morning need to join the 8-10h work group in order to avoid overlap with this class		
Examination	Project presentation in the final week of the semester and project report due on 28.08.		

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Recommended Reading	Guttag, J. V.: Introduction to Computation and Programming Using Python Downey, A.: Think Stats: Exploratory Data Analysis in Python James, G., et al.: An Introduction to Statistical Learning Parmar, C.: Radiomics: Bridge Between Medical Imaging & Personalized Medicine

Neuroscience: From Brain to Behaviour			
Life Sciences		Semester	
Dr. Wilf Gardner (w.gardner@tuta.io)			
Open to Students	Credit Points	Max. Enrollment	Course Number
Year(s) 2-4	6	20	00LE62S-LAS-LS0037
Module(s) StuPo 2020		Prerequisites	
Advanced Life Sciences I, II or III, Specialization Option: Life Sciences I or II		required: Introduction to Life Sciences recommended: Anatomy and Functions of the Brain	
Format, Dates, Times and Rooms	Seminar Mon, 14-16h, AU 01.036a Wed, 14-16h, KG 1142		
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 everything that makes up an individual: their sensation and perception of the external world; their thoughts, motivations and emotions which guide the response to that perception; and the planning and execution of that response. Although references to the brain date as far back as 1600BC, and advances in technology now allow us to collect a previously unimaginable quantity of data, we still face an enormous challenge in truly understanding the nervous system and its functions. 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. Students will familiarise themselves with the techniques of modern neuroscience which have brought us to our current level of understanding, and be encouraged to think about the many challenges which remain. The course will provide students with a foundation in the fundamentals of modern neuroscience. While rooted in biology, the course will encompass elements of varied disciplines such as psychology and philosophy, to provide students with a perspective of how neuroscience relates to the wider world. The course aims to equip students with a broad knowledge base and skills for further study, research projects or progression into related areas such as science communication. Classes will be in a blended format consisting of online lectures, exercises for guided individual research and in-presence seminars. The syllabus will cover neuroscience research methods, cellular/molecular neuroscience, anatomy, sensory & motor systems, and complex brain phenomena such as sleep, memory, motivation and emotion.		
Examination	Exercise sheets (30%), presentation during class (30%), essay due 10.08. (40%).		
Recommended Reading	Purves, Dale (2017) Neuroscience (6th Edition). Fifth edition is available at the UB: TX 2020/566		

Sensation and Perception			
Life Sciences		Semester	
Dr. Simon J. Büchner (buechner@ucf.uni-freiburg.de)			
Open to Students	Credit Points	Max. Enrollment	Course Number
Year(s) 2-4	6	20	00LE62S-LAS-LS0015
Module(s) StuPo 2020		Prerequisites	
Advanced Life Sciences I, II or III		required: Introduction to Life Sciences	
Format, Dates, Times and Rooms	Seminar Mon, 16-18h, KG 1234 Wed, 16-18h, KG 1236 Jun 22, 16-18h, AU Co-Creation Room Jul 1, 16-18h, AU Co-Creation Room		
Course Description	Our sensory organs are transition points between the world of our inner experiences and the world we are part of. This dualistic interpretation of an inside and an outside world often goes along with the assumption that sensation is a linear projection of characteristics of an externally existing object to an internally existing state of perception. In contrast, we will approach sensation and perception as a combination of bottom-up and top-down processes which shape sensory information based on contextual knowledge and memory giving rise to an empirically grounded, dynamic percept. We will trace the path from external stimuli through the s ense organs to the interpretation of these stimuli as the world how we perceive it. For this, we will encounter the human senses from cognitive, neurological, psychophysical, but also philosophical points of view comparing different theories from these fields. We will cover visual, auditive, olfactory, gustatory, and tactile perception with an emphasis on the visual and auditive modality. The course will be a combination of lecture parts, reading-based discussions, student presentations, and in-class activities.		
Examination	Presentation (30%) during the class and a final essay (70%) due on 16.08.		
Recommended Reading	Wolfe, Jeremy (2015) Sensation & Perception. Available in the UB: FX 2017/68 and in the reading room: NT/Wol/2		

4.6 Study Area: Multiple

Advanced Mathematics			
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	20	00LE62S-LAS-LSEE0013
Module(s) StuPo 2020		Prerequisites	
Methods I or II (quantitative)		Maths and Physics (required)	
Format, Dates, Times and Rooms	Seminar Mon, 8-10h, AU 01.036a Wed, 8-10h, KG 1019		
Course Description	The first and main part of this course concentrates on modeling in sciences. We will for instance look at models that aim to understand and predict some thermal energy-related phenomena. Thereto, you will explore some basics in thermodynamics with a specific focus on the concept of efficiency. This is especially relevant to understand all forms of energy conversion such as the conversion of solar and biochemical energy into electricity. We will furthermore investigate and deepen scientific modeling with examples from the neurosciences. After the exploration of scientific modeling we will learn essential tools to create models which include approximations of functions, simple differential equations, and principles in electricity and classical mechanics. The second and minor part of this course expands on cryptography, building upon themes introduced in the basic course on Maths and Physics. Additionally, we will study the concept of proof illustrated through examples and paradoxes to deepen our understanding of mathematical reasoning. This course builds upon some groundwork laid in the basic course Maths and Physics.		
Examination	Graded assignments (PL): oral presentation during the class and a report due on 31.07.		

Aging, Resilience, and Longevity			
Life Sciences, Governance		Semester	
Dr. Konstantinos Michailidis (konstantinos.michailidis@uniklinik-freiburg.de)			
Open to Students	Credit Points	Max. Enrollment	Course Number
Year(s) 2-4	6	20	00LE62S-LAS-GOLS0032
Module(s) StuPo 2020		Prerequisites	
Advanced Life Sciences I, II or III, Specialization Option Governance		Introduction to Life Sciences (required)	

Format, Dates, Times and Rooms	Seminar Mon, 18-20h, AU 01.065 Wed, 18-20h, KG 1142 Exam: 22.07.26, 18-20h, Werthmannstr. 4, PC Pool 3
Course Description	Aging, the natural process of becoming older, is from a biomedical and social point of view a topic of significant cultural impact. In some circles it is considered the coming "demographic pandemic" given the major public policy and financial burden it will incur to the unprepared societies in the 21st century. In this seminar, we will review the complexity of human aging processes (including biological and socio-economic aspects) that arises in health and disease at older age. Using terms and methods from gerontology and geriatrics we will attempt to address the relevance of healthy aging, assessing concrete examples of physical and psychological resilience. Lastly, evidence-based studies will be discussed to analyze the underpinnings of human longevity, mainly genetics and lifestyle factors, as well as legislation and public guidelines that regulate health services for the elderly in special- and primary health care settings.
Remarks	
Examination	Presentation of home assignments during the class, a mid-term assignment in the 10th session, and a final digital essay on 22.07. to be written in one of the PC pools.
Recommended Reading	Atul Gawande (2014) Being Mortal: Medicine and What Matters in the End. Metropolitan (reading room: HSS/Gaw/1). Rocío Fernández-Ballesteros et al. (Eds.) (2019) The Cambridge Handbook of Successful Aging. Cambridge University Press. (will be available in the university library)

Biotechnology			
Life Sciences, ESS		Semester	
Christoph Howe, PhD (christoph.howe@ucf.uni-freiburg.de)			
Open to Students	Credit Points	Max. Enrollment	Course Number
Year(s) 3-4	6	20	00LE62S-LAS-LSEE0008
Module(s) StuPo 2020		Prerequisites	
Advanced Life Sciences I, II or III, Specialization Option: Life Sciences I or II, Specialization Option: ESS I or II		"Foundational Chemistry" or "Environmental Chemistry" (one required)	

Format, Dates, Times and Rooms	Seminar Mon, 10-12h, AU 01.036a Wed, 10-12h, KG 1019
Course Description	Within the field of Biotechnology researchers as well as engineers find biological solutions for a wide variety of processes, products or challenges that human mankind faces. The subfields of Biotechnology are often categorized by a specific colour code in which red refers to medical or pharmaceutical products that often are produced by genetically engineered yeast or bacterial cells; green biotechnology utilizes photosynthetic cells such as plants, algae or even cyanobacteria to generate a range of products such as colorants or feedstock; grey biotechnology is dedicated to environmental protection and the restoration of habitats that suffer from chemical disasters or pollution; etc. Many biotechnological successes such as large-scale production of citric acid as a food preservative, insulin for diabetes treatment or the taste flavour glutamate originate from the expanding knowledge in genetic engineering, thorough biological observation and technical innovation. Undoubtedly, our nowadays life is strongly impacted by biotechnological advances whenever we are washing our clothes, buying groceries or go to see a doctor. The course contains a short repetition of microbiological and biochemical knowledge, and deals with specific topics from red (pharmaceutical), yellow (food), green (photosynthetic organisms) and white (industrial, enzyme-based) biotechnology as well as multiple excursions to biotechnological sites in and around Freiburg (planned is seawage plant, brewery and eleva gmbH, biogas facility).
Remarks	The following optional excursions are planned: Ganter Brauerei: Thursday, 30.04., 17-18h Forchheim Sewage plant: tba Reterra GmbH (biogas): Monday, 01.06., 10-12h Eleva GmbH: Wednesday, 17.06., 10-13h
Examination	Oral presentation (30% of final grade) during the class and written report (70% of final grade) on a biotechnological process due on 20.08. Resit is scheduled for Sep 24.
Recommended Reading	Renneberg, Berkling, Loroch & Sussbier (2017) Biotechnology for Beginners (2nd ed.) Electronically available through the UB: https://www.redi-bw.de/start/unifr/EBooks-elsevier/9780128012246

Conflicts over Resources in Global Perspective: Extractivism, Power & Energy Transitions			
Governance, ESS		Semester	
Rafael Vicente Hernández Westpfahl (rafael.hernandez_westpfahl@uni-heidelberg.de)			
Open to Students	Credit Points	Max. Enrollment	Course Number
Year(s) 3-4	6	20	00LE62S-LAS-GOEE0025
Module(s) StuPo 2020		Prerequisites	
Specialization Option Governance Advanced Governance II Human & Environment I or II Specialization ESS I or II		Introduction to Governance plus prerequisites for the senior modules	
Format, Dates, Times and Rooms	Seminar Mon, 12-14h, AU 01.036a Thu, 12-14h, AU 01.065, no class on 18.06.		
Course Description	This course examines the contemporary dynamics of extractivism—understood as a development model based on extracting natural resources for export—and traces its patterns from colonial exploitation to neo-extractivist and green extractivist regimes. A central focus of the course is how environmental and social developments unfold unequally in different global contexts. Latin America is a key region for examining the tensions of development paths based on extractivism. Students will analyze how states, corporations, and communities negotiate extractive frontiers and how these interactions produce socio-environmental conflicts based on asymmetrical power relations. Through conceptual discussions and case-based analyses, students will develop analytical perspectives with which to examine energy transitions within the context of global capitalism and environmental governance. By the end of the course, students will have: ▪ gained insight into and developed a critical and historically informed perspective on social science research on conflicts over resource extraction in Latin America. ▪ deepened their ability to read and discuss scholarly texts and reflect on the perspectives, concepts, and findings proposed therein. Sessions will generally be held twice per week. I will provide mandatory reading material with questions or assignments for each session. This text work, along with brief input from me, will form the basis of the seminar. The first session of the week will be more intensive in terms of text work. The second session will allow time for individual and small group work that builds on the first session and includes student input.		
Remarks	Only third-year students can take this course for Advanced Governance II.		
Examination	Written assignments (up to 6,000 words) – 75% and oral presentation (up to 25 minutes) - 25% , final date 31.07.2026.		
Recommended Reading	Alimonda, H. (2015). Mining in Latin America: coloniality and degradation. In R. Bryant (Ed.), The International Handbook of Political Ecology (149-161). Edward Elgar Publishing. (p. 149-161) Scoones, I., Leach, M., & Newell, P. (Eds.) (2015) The politics of green transformations. London, New York: Routledge. First Chapter (p.1-24) DOI: 10.4324/9781315747378-1		

Creating a Sustainable Organization			
ESS, Governance		Semester	
Dr. Christopher Wills (christopherallenwills@gmail.com)			
Open to Students	Credit Points	Max. Enrollment	Course Number
Year(s)	6	20	00LE62S-LAS-GOEE0018
Module(s) StuPo 2020		Prerequisites	
Human & Environment I and II Specialization Option ESS I and II Specialization Option Governance		none	

Format, Dates, Times and Rooms	Seminar Wed, 10-13h, BT 106
Course Description	Should businesses be concerned with climate change? You probably think, Yes they should! Indeed, many organizations are not only responsible on a large scale for climate change but they will also be affected negatively by a changing climate. Why is the transformation to more sustainable organizations so problematic then? In this course you will learn how to introduce sustainable development goals into institutions of any type, so that they create long term value for stakeholders. The ambition discussed will be based on the United Nations Sustainable Development Goals framework and we also will cover current EU and US legislation. By breaking down organizations into linked components, you will learn how to take action to protect economic, natural and social capital, overcome common barriers to change and to anchor success. The course concludes with each of you producing a blueprint to structure an organization of your choice to meet the demands of the circular economy. Thus, the primary aim of the programme is that you will be able to structure and enact lasting changes in environmental, social and governance policy within any organization. There are growing employment opportunities in this field. After completing the course, you will be able to: 1. Apply the concepts of preserving and improving financial, natural and human & social capital to an organization of your choice 2. Understand, explain and use relevant terminology, techniques and proven sustainability patterns to colleagues, making the case for sustainability 3. Evaluate the United Nations 17 ´Sustainable Development Goals´ designed to address the threats to the three types of capital and identify appropriate goals for organizations 4. Understand the United Nations (UNFCCC), EU and US climate goals and legislation and how to embed and evaluate sustainability in an organization 5. Analyse, link and sustainably improve the constituent elements of organizations to describe how they function, using the concept of ´Business Models´ 6. Evaluate and apply established techniques for overcoming common human and structural barriers to change in organizations 7. Present a final written proposal to make your chosen organization more sustainable
Examination	Pass/fail assessments (SL): Attendance, active engagement during class exercises, completion of homework and readings. Interim Assessment (30%): Discuss the use of economic, natural and social capital of your chosen organization and explain why the organization has obligations to stakeholders (guideline 1,000 words, due 29.05.) Final Proposal for each student (70%, guideline 2,500 words, due 24.07.). Recommended to include some information from the interim assessment.

Energy & Climate Policy			
ESS, Governance		Semester	
Dr. Sibylle Braungardt (s.braungardt@oeko.de), Dr. Veit Bürger (v.buerger@oeko.de)			
Open to Students	Credit Points	Max. Enrollment	Course Number
Year(s) 2-4	6	20	00LE62S-LAS20-EEGO0014
Module(s) StuPo 2020		Prerequisites	
Human & Environment I or II Specialization ESS I or II Specialization Option Governance		Introduction to Earth and Environmental Sciences / Introduction to Governance	
Format, Dates, Times and Rooms	Seminar Mon, 8-10h, AU 01.065 Wed, 8-10h, KG 1032		
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	ESS students have priority.		
Examination	tba		

Environmental Footprint Accounting: Theory, Tools and Methods			
ESS, Governance		Semester	
Dr. Hanna Helander (hanna.helander@ucf.uni-freiburg.de)			
Open to Students	Credit Points	Max. Enrollment	Course Number
Year(s) 2-4	6	20	00LE62S-LAS-GOEE0023
Module(s) StuPo 2020		Prerequisites	
Methods I or II, Specialization ESS I or II Specialization Option Governance		none	
Format, Dates, Times and Rooms	Seminar Tue, 16-18h, KG 3117 Thu, 16-18h, AU 01.036a (07.05. KG 1136)		
Course Description	From carbon labels on products to national climate targets, environmental footprint claims shape decisions in business, policy, and everyday life. But how are these footprints actually calculated—and how reliable are they? This course explores the theory, tools, and real-world applications of environmental footprint accounting from a systems perspective. Students will learn how resource extraction, production, trade, and consumption are interconnected, and how these links translate into emissions and environmental impacts across global supply chains. Focusing on consumption-based accounting approaches, the course examines environmental footprints at both micro (products and services) and macro (sectors, regions, and economies) scales. Students will critically assess footprint results, understand their strengths and limitations, and explore how they inform sustainability strategies, policy design, and corporate decision-making. The course combines conceptual foundations with practical skills. Students will be introduced to two widely used assessment frameworks: Life Cycle Assessment (LCA) for product-level analysis and Multi-Regional Input-Output (MRIO) analysis for economy-wide assessments. Through hands-on exercises, students will practice the LCA and MRIO methodologies using Excel. The exercises culminate in a small footprint project applying the MRIO methodology in the program language R.		
Remarks	No programming experience requiered, although beneficial.		
Examination	Pass/Fail: Active participation and four minor assignments/exercises. Graded Assignments: Presentations of project proposals: 30.06. and 02.07. (30%); final report due 06.08. (70%).		
Recommended Reading	Hoekstra, Arjen Y.; Wiedmann, Thomas O. (2014): Humanity's unsustainable environmental footprint. In Science 344 (6188), pp. 1114–1117. DOI: 10.1126/science.1248365. Liu, Jianguo; Mooney, Harold; Hull, Vanessa; Davis, Steven J.; Gaskell, Joanne; Hertel, Thomas et al. (2015): Sustainability. Systems integration for global sustainability. In Science 347 (6225), p. 1258832. DOI: 10.1126/science.1258832.		

How to Organize a Charity Event			
Culture & History		Semester	
Prof. Dr. Veronika Lipphardt (veronika.lipphardt@ucf.uni-freiburg.de)			
Open to Students	Credit Points	Max. Enrollment	Course Number
Year(s) 2-4	6	20	00LE62S-LAS-CH0083
Module(s) StuPo 2020		Prerequisites	
Senior Profiles Culture & History, ESS		none	
Format, Dates, Times and Rooms	Seminar Mon, 10-12h, Ph R3		
Course Description	In this course, we will work towards a public charity event and learn what it takes from A to Z (or from beginning to end) to organize one. This includes a lot of conceptualization, preparation, promotion, room booking, public relations etc. etc. and how to make use of available resources. We will be supported by a professional event manager.		
Remarks	We will indeed organize a charity event (a cooking contest), however, that event won't be scheduled during the summer semester. The precise date will be agreed upon by participants.		
Examination	Written exam at last course date (50%); milestones deliverables in groups (50%)		

Imperialism, Climate Change, and Resistance: Energy Politics in the Middle East			
Governance, ESS		Semester	
Dr. Benjamin Schütze (benjamin.schuetze@abi.uni-freiburg.de), Charlotte Mueller (charlotte.mueller@abi.uni-freiburg.de), Elia El Khazen (elia.el.khazen@abi.uni-freiburg.de)			
Open to Students	Credit Points	Max. Enrollment	Course Number
Year(s) 3-4	6	20	00LE62S-LAS-GO0105
Module(s) StuPo 2020		Prerequisites	
Specialization Option Governance Advanced Governance II Specialization Option ESS I or I		Introduction to Governance plus prerequisites for senior courses	
Format, Dates, Times and Rooms	Seminar Mon, 10-12h, KG 1142 Wed, 10-12h, KG 1142		
Course Description	This course provides an introduction to contemporary energy politics in the Middle East and North Africa (MENA). Given the MENA region's central role in global fossil fuel markets, its role in efforts at energy transition is crucial to explore, particularly in the context of the need for a socially just response to climate breakdown. The course explores the political forces driving efforts at expanding renewable energies (REs) in the region, while also examining the persistence of fossil fuel reliance despite these efforts. At the end of the course, students will have gained a critical understanding of the role of transregionally connected authoritarian elites, foreign private (investment) companies, and international financial institutions in shaping energy policy and of how different social movements in the region resist imperialism and fossil capitalism. By focusing on energy colonialism and how RE projects are integrated into existing global capitalist structures, the course encourages students to critically assess how such projects may perpetuate rather than challenge the very structures that have contributed to the climate crisis. The course is structured into three thematic blocs. In the first part, we will explore the historical and contemporary political economy of the MENA, beginning with the legacies of colonialism, imperialism, and Orientalism, and how they continue to shape political and economic dynamics today. We will also study how authoritarian power is shaped by both state and non-state actors, including international corporations. We will challenge energy determinist approaches and explore fossil continuities in efforts at energy transition. In the second part of the seminar, we will critically examine how RE projects in the MENA often reproduce global inequalities, reinforce authoritarian practices and serve imperial interests under the guise of sustainability and often at the expense of local communities. We will investigate specific examples, including the financial logics behind RE investments and the relation of efforts at strengthening energy connectivity to violent migration containment. In the final part, we will analyse specific country case studies to explore how resistance to climate change is linked to resisting fossil capitalism, imperialism, and ongoing colonialism. We will examine different forms of climate activism and how they intersect with broader struggles for justice, especially in the context of US imperialism and the occupation of Palestine and Western Sahara. We will discuss possibilities of transnational solidarity and mobilization to resist fossil dependencies and settler colonialism concomitantly and collectively.		
Remarks	This is a senior course, even if taken for Advanced Governance II (only for 3rd years). The course finishes on July 6th. No session on June 24.		

Examination	Each session starts with a student presentation, followed by input by the lecturer and open discussion/ group work. The graded examination includes a final term paper (75%, deadline tbd) and presentations (25%).
Recommended Reading	While the class is open to everyone and no prior knowledge is required, we encourage participants to consult the following sources beforehand to better understand the topic: Hanieh, Adam. (2024, June 6). Oil, Palestine and climate crisis. The Breakdown. Malm, Andreas. (2023). Fighting in a world on fire: The next generation's guide to protecting the climate and saving our future. Verso. Hamouchene, Hamza, & Sandwell, Katie (Eds.). (2023). Dismantling green colonialism: Energy and climate justice in the Arab region. Pluto Press.

Journalism			
all Majors		Semester	
Prof. Dr. Sabine Rollberg (srollberg@t-online.de)			
Open to Students	Credit Points	Max. Enrollment	Course Number
Year(s) 3-4	6	20	00LE62S-LAS-CHEEGOLS0001
Module(s) StuPo 2020		Prerequisites	
Senior Profile		Senior Profile prerequisites in each Major	
Format, Dates, Times and Rooms	Seminar Mon 14-16h, UB Schulungsraum 1, 2.OG Tue 14-16h, UB Schulungsraum 1, 2.OG Film Trainings 27.4. and 28.4. 14-18h, UB MÜR 1, 3.OG 4.5. and 5.5. 14-18h, UB Videostudio, 3.OG 1.6. and 2.6. 14-18h, UB MÜR 1, 3.OG 15.6. and 16.6. 14-18h, UB MÜR 1, 3.OG		
Course Description	Independent investigative journalism has never been more important than today, when the world is more and more complex. Yet the threats against it are widespread. Many groups target “the media” as enemy, the slogan "fake news" has more and more entered the daily language and the erosion of traditional media business models makes it difficult to finance independent journalism. This course pushes back against these trends by introducing a new generation into journalistic thinking, working and writing. Students eager to test this professional world will learn to distinguish between academic and journalistic language, will examine journalistic principles, will explore journalistic genres (political, cultural, science, PR) and will practice production in different media (print, radio, TV, online). We start with basics like writing news and then explore other forms like reportage, portraits, etc. The final project will be a video “magazine” as a group project, with contributions from each student drawn from their research interest in whatever field. This course includes training in camera and editing work in preparation for the final project. Experts from print, radio and television, working as investigative reporters, war journalists or cultural experts will be invited to share their theoretical knowledge and practical experiences. Students will help prepare these visits and evaluate what they learn from journalistic experts.		
Examination	30.09.2026		

Man-made Environmental Changes: Impacts of Anthropogenic Chemicals and Biodiversity			
ESS, Life Sciences		Semester	
Prof. Dr. habil. Dirk Bunke (d.bunke@oeko.de)			
Open to Students	Credit Points	Max. Enrollment	Course Number
Year(s) 2-4	6	20	00LE62S-LAS-LSEE0015
Module(s) StuPo 2020		Prerequisites	
Human and Environment I and II Advanced Life Sciences I, II or III		none	
Format, Dates, Times and Rooms	Seminar Tue, 16-18h, HH9 00.003C Thu, 16-18h, HH9 00.003B		
Course Description	Conventional ways of production and consumption change drastically our environment. Different from our grandparents, we have microplastic in our brain, PFCs in our blood, less children and nearly no patridges in our fields. Our course is about important impact areas, their problems and our options for a better future. We visit virtually some of the most polluted areas of the world. We look for places with beautiful nature in and around Freiburg to experience biodiversity. In the beginning, we will take a closer look at different problem areas. Examples are agricultural use of pesticides, endocrine disrupting chemicals, use of pharmaceuticals and effects of micro-pollutants, micro-plastic and PFAS, uncontrolled dumping of electric waste and chemical cocktails. We learn about adverse effects in these areas on human health and on the environment. In a second step, we see which scientific approaches are used to describe and analyse the problem areas. Based on this, we reflect together on the state of knowledge, discuss these research methods and assess the robustness of the data and conclusions. This makes it easier for us to approach questions such as: how can the precautionary principle be implemented and how much risk is acceptable? What do we see as “irreversible damages” and how does it correspond to the concept of planetary boundaries? In the third step, options to avoid these adverse effects and challenges to implement them are the central topics. Several of the man made environmental changes have severe consequences for biodiversity. As a supplement for our paper work in class room, we go out and take part in on-going projects of citizen science just in the surrounding of the University. As a result of our seminar, we get a better understanding of current challenges of “our” lifestyle– for human health and the life around us. This refers to apples from conventional agriculture, to the laptop of your course leader (which is second hand) and to many other products we select and use every day. If you like, you have many opportunities in the course to deepen your knowledge on everyday chemistry, but this is optional and not a condition for the course.		
Examination	Pass/Fail (SL): General participation and written exam: 21.07.2026. Graded assignments (PL): Presentation (50%) and written report due 14.08.2026 (50%)		

Memory, Violence and Justice: Comparative Perspectives from Europe and Latin America			
Governance, Culture & History		Semester	
Dr. Eric Heine (Eric.Heine@alumni.eui.eu), Prof. Dr. Julieta Mira (julieta_mira@yahoo.com.ar)			
Open to Students	Credit Points	Max. Enrollment	Course Number
Year(s) 3-4	6	20	00LE62S-LAS-CHGO0018
Module(s) StuPo 2020		Prerequisites	
Research in an Area of Governance Specialization Option Culture & History Senior Profile Culture & History		Introduction to Governance plus prerequisites for the senior modules	
Format, Dates, Times and Rooms	Seminar Tue, 14-16h, AU 01.036a Thu, 14-16h, BT 106		
Course Description	Collective memories shape group identities and notions of justice. They also play a constitutive role in the formation of domestic cleavages and the political transformation of contemporary societies across the globe. This co-taught course will introduce you to current debates in the field of collective memory studies from a European and Latin American perspective. The course is divided into two parts. Please note that the second part will be offered online by Prof. Julieta Mira from Buenos Aires, Argentina. The first part will focus on developments, ruptures, and variations of European collective memories. Students will learn about central concepts and approaches in the field of collective memory studies and differentiate between social, political and cultural forms of collective memory. Case studies will include collective memories of (civil) war and colonial violence in selected European countries. Special emphasis will be put on transnational and postcolonial approaches and debates. The second part of the course will focus particularly on the special expression of collective memories in the struggles and activism against serious human rights violations, such as the dictatorships in Latin America in the 1970s and 1980s. Case studies will include the disappearances and tortures that took place during the dictatorship in Argentina (1976-1983) and the social struggle for “Memoria, Verdad y Justicia”, state crimes and massacres in Brazil, and the disappeared students from Ayotzinapa in Mexico (2014). 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. ▪ Develop academic integrity and apply ethical guidelines in carrying out independent research.		
Remarks	The second part of this course is taught online.		

Examination	Oral presentation (up to 25 minutes) 20%, and one research project 80%. Students will submit a research paper (5,000-6,000 words), due by 09.08.2026.
Recommended Reading	Astrid Erll (2011) 'Travelling Memory', Parallax 17: 4, pp. 4-18. Francesca Lessa (2013) Memory and Transitional Justice in Argentina and Uruguay: Against Impunity, Chapter 1: Theoretical Framework. Critical Junctures, Transitional Justice, and Memory Narratives. Palgrave Macmillan, New York.

Nature and Culture in Latin American Cinema: Film Analyses, Environmental History, and Ethnographic Documentary			
Culture & History, ESS		Semester	
Dr. Ana Clara Alves De Oliveira (ana.clara.alves@ucf.uni-freiburg.de)			
Open to Students	Credit Points	Max. Enrollment	Course Number
Year(s) 2-4	6	20	00LE62S-LAS-CHEE0009
Module(s) StuPo 2020		Prerequisites	
Culture: Peoples and Practices Culture & History I, II, or III Human & Environment I or II		none	
Format, Dates, Times and Rooms	Seminar Tue, 10-12h, Ph R3 Thu, 10-12h, KG 1019		
Course Description	This course provides an anthropological overview of film production in Latin America over the past fifty years, examining how ethnographic documentary has emerged as a powerful medium for representing identity, nature, culture, and social experiences. Students will explore the histories of cinema in Brazil, Argentina, and Chile, analyzing how film practices respond to social, environmental and political transformations regarding relationships between culture and nature. Through screenings, readings, and discussions, students will learn the foundations of ethnographic documentary, the relationship between visual culture and anthropology, and the ways film functions as both cultural expression and political intervention. The course emphasizes critical thinking, ethnographic research methods, and visual storytelling. By the end of the course, students will have sufficient knowledge to produce a short ethnographic documentary and complete a final test. In addition, the final session will include a screening of the short films produced by the students.		
Examination	23.07.2026		

The Evolution and Practice of Diplomacy			
Governance, Culture & History, EPICUR		semester	
Dr. Sigurd Rothe (sigurd.rothe@ucf.uni-freiburg.de)			
Open to Students	Credit Points	Max. Enrollment	Course Number
Year(s) 2-4	6 (3 possible)	15	00LE62S-LAS-GO0099
Module(s) StuPo 2020		Prerequisites	
Advanced Governance I, Advanced Governance II, Culture & History I, II or III, History: Modern or Contemporary		Introduction to Governance or Introduction to Culture & History	
Format, Dates, Times and Rooms	Online Seminar Mon and Wed 18:15-20:00		
Course Description	The course examines diplomacy as a historically grounded, politically embedded, and continually evolving professional practice. Rather than treating diplomacy as a static or purely institutional tradition, the course approaches it as a dynamic set of practices) through which authority, legitimacy, and political meaning are constructed and contested. The course traces the evolution of diplomatic institutions, norms, and practices from ancient and medieval forms of emissary diplomacy to modern bilateral and multilateral systems. Particular attention is given to European and Middle Eastern diplomatic traditions, situated within broader global and comparative perspectives. Key moments in the professionalisation and institutionalisation of diplomacy are examined through historical and thematic case studies (e.g. Amarna system, Renaissance Italian diplomacy, the Peace of Westphalia, the Congress of Vienna, and the emergence of the multilateral system of the United Nations. In addition, the course explores contemporary transformations in diplomatic practice, including digital and public diplomacy, crisis diplomacy, the role of non-state and subnational actors, and the tension between multilateral cooperation and unilateral strategies in an era of great-power rivalry, normative fragmentation, and declining trust. Throughout the course, students are encouraged to critically reflect on the enduring questions of diplomacy: who diplomats serve, how they navigate competing loyalties and ethical dilemmas, and whether an enduring “essence of diplomacy” can be identified. By the end of this course, students will be able to: ▪ Critically examine representations of diplomacy and diplomats, including how culture and public narratives influence expectations and perceptions of diplomatic practice. ▪ Explain how diplomacy has developed historically by identifying major transformations in diplomatic institutions, norms, and professional standards. ▪ Analyse the roles and responsibilities of diplomats as professional actors, including their routines, specialised tasks, and ethical obligations/dilemmas. ▪ Assess how domestic, ideological, and international political contexts shape diplomatic behaviour, including the constraints and opportunities. ▪ Evaluate diplomacy as a symbolic and performative practice, focusing on diplomatic language, ritual, representation, reputation management, and face-saving. ▪ Apply historical and analytical insights to contemporary and emerging forms of diplomacy.		
Remarks	This is an online course, offered jointly for EPICUR students, starting at 18:15 and taking place twice per week.		
Examination	Students may take the course for either 3 or 6 ECTS. active participation (preparing and leading discussions, contributing to debates, other collaborative activities); the completion of written assignments. The final assignment is due on 09.08.2026.		

The Spatial Construction of Peace: Resource Conflicts, Resistance and Environmental Justice			
ESS, Governance		Semester	
Dr. Viviana García Pinzón (viviana.garcia.pinzon@politik.uni-freiburg.de)			
Open to Students	Credit Points	Max. Enrollment	Course Number
Year(s) 3-4	6	20	00LE62S-LAS-GOEE0022
Module(s) StuPo 2020		Prerequisites	
Human and the Environment I or II Specialization ESS I or II , Specialization Option Governance		none	
Format, Dates, Times and Rooms	Seminar Mon, 16-18h, KG 1032 Wed, 16-18h, KG 1032 Block seminar 11 July 2026 at Arnold Bergstraesser Institute (ABI)		
Course Description	This course explores the urban-rural dimensions of resistance and protest emerging from resource conflicts, climate injustice, and social inequality. As cities drive the global transition to renewable energy, their reliance on critical minerals like copper, lithium, and cobalt creates spatial and social tensions with rural spaces. These minerals, essential for technologies such as solar panels, electric vehicles, and data infrastructures, are often extracted in rural or conflict-prone regions. This uneven geography of resource extraction and consumption exacerbates socio-economic disparities, linking urban demand and dynamics of protest to global injustices. Focusing on urban protest movements and their role in resisting the systemic inequalities of resource governance, the course examines how cities become central to struggles for environmental and social justice. From anti-mining demonstrations to urban climate marches, students will analyze the ways urban communities mobilize against extractivism, challenge policies, and demand equitable solutions to climate change. The course highlights the interplay between rural resource struggles and urban activism, illustrating how these dynamics shape global resistance networks. Drawing on environmental justice and peace and conflict studies literature as well as case studies, students will critically assess how urban spaces can amplify or mitigate the conflicts tied to renewable energy transitions. The seminar adopts a research-oriented, collaborative approach, encouraging participants to engage with the complexities of building equitable and sustainable futures. By centering urban dynamics, the course seeks to uncover the potential of cities to serve as arenas for transformative resistance and pathways toward climate justice. After completion of the course, students will have gained insight into social science research on spatial dimensions of peace and conflict, concretely resource conflicts, climate change, urban/rural protests, and environmental justice.		
Remarks	This class includes a block seminar (workshop format) at Arnold Bergstraesser Institute (ABI) in Freiburg on 11 July 2026.		
Examination	Pass/fail assessment (SL): Regular attendance, compulsory readings, active participation. 15 min presentation and hand out. Graded assessment (PL): Regular attendance, compulsory readings. 15 min presentation and hand out (25% of grade). Individual term paper (75% of grade) 2,500-3000 words, due 30.09. / 07.08.2026 (early deadline for students graduating in the summer).		

What Is Democracy? Historical and Theoretical Perspectives Through Time			
Culture & History, Governance		Semester	
Dr. Aaron Gebler (aaron.gebler@geschichte.uni-freiburg.de)			
Open to Students	Credit Points	Max. Enrollment	Course Number
Year(s) 2-4	6	20	00LE62S-LAS-CHGO0025
Module(s) StuPo 2020		Prerequisites	
History: Ancient, Medieval, or Early Modern Culture & History I, II, or III Advanced Governance I or II		none	
Format, Dates, Times and Rooms	Seminar Mon, 14-16h, KG 1231 Wed, 14-16h, KG 1231		
Course Description	This seminar examines how “democracy” has been defined, justified, and criticized across time. It combines close historical analysis of concrete political orders (classical Athens, early modern republicanism, modern representative states) with key debates in the history of political thought. The perspective is comparative: alongside canonical European cases, we also consider selected non-European traditions to sharpen concepts and avoid teleology. Students work primarily with primary sources - political theory and constitutional texts - supported by targeted secondary readings. Typical materials include Aristotle, Cicero, the Twelve Articles of the Peasants, and the Great Law of Peace of the Haudenosaunee. Methodologically, the course trains close reading, source criticism, contextualization, and comparison. Students learn to reconstruct arguments from primary texts, relate them to institutional contexts, and evaluate normative claims about equality, participation, representation, and legitimacy.		
Examination	31.07.2026		

Working with Large Language Models			
all majors		Semester	
Suhail Yazijy (yazijys@icloud.com), Katharina Matulla (katharina.matulla@gmail.com)			
Open to Students	Credit Points	Max. Enrollment	Course Number
Year(s) 3-4	6	15	00LE62S-LAS-CHEEGOLS0013
Module(s) StuPo 2020		Prerequisites	
Senior Profile		none	
Format, Dates, Times and Rooms	Seminar Mon, 18-20h, Ph R1 Wed, 18-20h, Ph R1		
Course Description	If traditional programming is like building a perfect clockwork mechanism (deterministic software), working with LLMs is like training a brilliant but sometimes unreliable intern who has perfect access to the internet, a photographic short-term memory, and a vast, hazy recollection of human culture. This course teaches you how to manage that intern, write them specific instructions (Context Engineering), hold them accountable for their work (Evals), and safely delegate increasingly complex tasks (Agents). The course will include foundational teaching on Python programming, specifically focused on the syntax and data structures needed for interacting with LLMs and managing their responses. A laptop is a must but no prior programming knowledge is required. The following topics will be covered ▪ Intro & Setup ▪ LLMs as a New Computing Paradigm ▪ LLM Architecture and Cognitive Profile ▪ Context and Working Memory ▪ Critique and Navigating the Hype Cycle ▪ Context Engineering (Prompting) ▪ Tool Use for Knowledge Retrieval and Analysis ▪ LLM Code Execution ▪ Fundamentals of LLM Evals ▪ Error Analysis: The Core Discipline ▪ Evaluation Design and Synthetic Data ▪ RAG and Debugging Complex Traces ▪ Agents, Autonomy, and Infrastructure Design ▪ Agentic Workflows and Evaluation ▪ Guardrails, Deployment, and Versioning ▪ Final Project Showcase and Review		
Remarks	Students will need to use their own computer (not a tablet) or make use of the computers in the IT department (Rechenzentrum).		
Examination	Presentation during the last two weeks of the class and a project report due on 16.08.		

5 Courses of Other Degree Programs

5.1 Study Area: Wissenschaft – Technologie - Gesellschaft

The Games We Play and Think Through			
Electives		Semester	
Dr. Nicholas Buchanan (nicholas.buchanan@ucf.uni-freiburg.de), with Nikolas Christen, Nor Oppermann, and Rahel Szirtes			
Open to Students	Credit Points	Max. Enrollment	Course Number
Year(s) 2-4	3 (SL only) or 6 (SL/PL)	20	00LE62S-LAS-IN0036
Module(s) StuPo 2020		Prerequisites	
Elective Joker		none	
Format, Dates, Times and Rooms	Seminar Thu, 12-14h, KG 1236		
Course Description	Chess, Catan, Wingspan, Football, Hollow Knight, Dungeons and Dragons, or just casual make-believe: These are a few examples of what a game could be. Games are everywhere, in history and in modern times, in everyday life (for instance, gamification) and in academia (for example, Game Theory). But what are Games really? Who plays them and why? And why are they so pervasive? This course will ask these questions both about the Games that we play and about the Games that we think with. We will take an interdisciplinary approach that bridges empirical explorations, playing Games, with theoretical considerations, talking about and reflecting on Games. Class discussions, activities, and an excursion will form the practical part of the syllabus, with readings and reflections as the theoretical part.		
Remarks	Please bring a game to the first class meeting. There is an excursion planned for June.		
Examination	Pass/Fail: participation in class and the class conference, reflection exercise. Graded: Pass/Fail requirements and personal project with a presentation and a paper due 10.08.2026		

5.2 Study Area: Culture & History

Kaleidoskop. Denkraum für alternative Erkenntnistheorien			
Culture & History		Semester	
Prof. Dr. Frieder Vogelmann (frieder.vogelmann@ucf.uni-freiburg), Prof. Dr. Nadja Germann (nadja.germann@philosophie.uni-freiburg.de)			
Open to Students	Credit Points	Max. Enrollment	Course Number
Year(s) 2-4	3 (SL only)	--	06LE32T-xyz08FK
Module(s) StuPo 2020		Prerequisites	
Senior Profile (Culture & History) Electives		none	
Format, Dates, Times and Rooms	Colloquium Tue, 18-20h, KG 1139		
Course Description	The aim of the colloquium is to explore theories of knowledge beyond the well-trodden paths of European philosophy. This does not mean rejecting classical “Western” epistemological considerations outright, but rather bringing them into dialogue with epistemological arguments from other traditions of thought. To this end, philosophy must not only open itself up to texts and authors that are often not found in the canon or are only read on the margins, but must also seek exchange with other disciplines. The colloquium provides a space for this – what happens in it is up to all participants together.		
Remarks	Language of instruction: a mix of German and English. Those interested who have not yet participated in the colloquium are kindly requested to contact one of the organisers by email before the colloquium begins.		
Examination	15.09.2026		
Recommended Reading	Texts for joint reading and the programme will be provided at least one week in advance via our email list. Please feel free to write to us in advance if you have any special reading requests or would like to present a research project yourself.		

Was ist politische Epistemologie?			
Electives		Semester	
Prof. Dr. Frieder Vogelmann (frieder.vogelmann@ucf.uni-freiburg)			
Open to Students	Credit Points	Max. Enrollment	Course Number
Year(s) 2-4	3 (SL only)	0	06LE32VL-26195
Module(s) StuPo 2020		Prerequisites	
Elective		none	

Format, Dates, Times and Rooms	Lecture Thu, 14-16h, KG 1009
Course Description	Political epistemology is a (relatively) new name for an old philosophical interest: it seeks to understand epistemic phenomena and their concepts—including truth, knowledge and justification—in their social and political contexts. According to this broad understanding, 'political epistemology' faces the challenge of intertwining epistemology with social and political theory. The necessity of this task arises from the insight that knowledge, truth and justification are intrinsically linked to politics and society. Neither side can be explained without the other. To put it succinctly: epistemology without political philosophy is idealistic, political philosophy without epistemology is dogmatic. In the lecture, I will introduce the current field of research in political epistemology by looking at its history and some of its basic concepts before I discuss current political phenomena from the perspective of political epistemology. For the rapid rise of this field of research can itself be explained, at least partly, by political and social factors, not least the debate about untruths in politics (post-truth, ideology, propaganda) or the increasing contempt for scientific findings (climate change denial, vaccine scepticism, strategic ignorance of social science research results).
Remarks	Language of instruction: German
Examination	30.08.2026
Recommended Reading	So far, there is no introduction to political epistemology that covers the whole research field. Neither are there any in-depth overviews in journal articles. A comprehensive list of helpful research literature will be provided in the first session; to get a general sense of the research field, the following texts might be useful: Alcoff, Linda Martín (2024): Horkheimer, Habermas, Foucault as Political Epistemologists. In: *Aristotelian Society Supplementary Volume* 98.1, 67–92. Hannon, Michael und Elise Woodard (2025): *Political Epistemology. An Introduction*. London/New York: Routledge. Rheinberger, Hans-Jörg (2007): *Historische Epistemologie zur Einführung*. Hamburg: Junius. Vogelmann, Frieder (2022): *Die Wirksamkeit des Wissens. Eine politische Epistemologie*. Berlin: Suhrkamp.

5.3 Study Area: Environmental and Sustainability Sciences

Aquatic Ecology (Gewässerökologie)			
ESS		Semester	
Dr. Benjamin Kraemer, Prof. Dr. Kerstin Stahl			
Open to Students	Credit Points	Max. Enrollment	Course Number
Year(s) 2-4	6	10	10LE07V-658-B.4104
Module(s) StuPo 2020		Prerequisites	
ESS: Methods I or II, Specialization I or II		Introduction to Environmental and Sustainability Sciences, Environmental chemistry	
Format, Dates, Times and Rooms	Seminar Tue 9-12h, FMF 01 011 Field work Tue 14-17h		
Course Description	Many of us come to aquatic ecology with a few assumptions: that aquatic ecosystems are contained, clearly separated from the land around them; that they are serene places of ecological balance; that Earth is special because it has water; and that waterbodies—lakes, rivers, wetlands—fit neatly into categories. These beliefs are common. This course is designed to challenge all of them. In truth, aquatic ecosystems are wild, dynamic, and deeply entangled with their surroundings. Far from being isolated, they are shaped by the landscapes around them. Aquatic ecosystems defy easy categorization and zonation. These systems are in constant flux, governed by physics, chemistry, biology, and increasingly, by us. And then there's the life within them. Aquatic systems contain voracious predators and creatures with outlandish survival strategies. You'll meet microscopic sugar factories housed in glass, fish that can generate enough electricity to stop a human heart, invertebrates with carnivorous extendable belly buttons, and others with enough teeth to haunt your nightmares. The biodiversity of aquatic ecosystems isn't just dazzling, it defies expectation and rewrites what we think we know about life on Earth. We'll discover these systems by exploring how physical, chemical, and biological processes interact at the ecosystem level. You'll learn through a mix of mini-lectures, demonstrations, fieldwork, lab experiments, and discussion. But don't expect a list of species to memorize. We focus on understanding processes, asking good questions, and building knowledge from the ground up. Students design and test their own hypotheses through hands-on activities and field-based research. In the second half of the course, we take full-day excursions to aquatic ecosystems in the Black Forest, where you'll further apply what you've learned in real-world settings. To support different learning styles and ways of thinking, you'll have flexible options for a single written course project which is the only graded assignment and the cornerstone of the course.		
Remarks	For the morning sessions in the classroom, you will need a laptop, tablet, or smartphone. Fieldwork generally takes place Tuesday afternoons in nearby water bodies (mainly Flückigersee and Glasbach) reachable with public transport or bike. The second half of the semester includes full-day fieldwork excursions to waterbodies in the Black Forest (Tuesdays, 8:00–18:00) where transport is provided with university vehicles. For the afternoon fieldwork, please bring rain gear (rain jacket and rain pants, in case of inclement weather) and tall waterproof boots—knee-high or just below the knee are sufficient—for wading through streams and wetlands. You will likely get wet and muddy during field activities.		
Examination	Project report due 04.08.2026.		

Design and Monitoring of Large Infrastructures			
ESS		Semester	
Prof. Dr. Alexander Reiterer, Prof. Dr.-Ing. Alexander Stolz			
Open to Students	Credit Points	Max. Enrollment	Course Number
Year(s) 3-4	6	2	11LE68Ü-9020
Module(s) StuPo 2020		Prerequisites	
Specialization Option: ESS I or II		Introduction to ESS	
Format, Dates, Times and Rooms	Seminar Wed, 10-12h, Lecture, G.-Köhler-Allee 101, SR 01-016/18 Wed, 14-16h, Exercise		
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	ESS students have priority.		
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			
ESS		Semester	
Dr.-Ing. Andreas Velte, Beatrice Rodenbücher			
Open to Students	Credit Points	Max. Enrollment	Course Number
Year(s) 2-4	3	2	11LE68V-4115
Module(s) StuPo 2020		Prerequisites	
Elective Joker		Introduction to ESS, Energy Storage and Solar Energy	
Format, Dates, Times and Rooms	Lecture Mon, 10-12h, G.-Köhler-Allee 051, SR 03 026		
Course Description	The course will cover the following topics: ▪ 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 ▪ Exercises are included into the lecture.		
Remarks	ESS students have priority.		
Examination	Written supervised exam (90 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. ISBN 978-3-319-20831-2		

KG Kollegiengebäude
AU Alte Universität
HS Hörsaal
BT Breisacher Tor
Ph Peterhof
HH Hermann-Herder-Straße
FMF Stefan-Meier-Str. 21

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

Format, Dates, Times and Rooms	Lab course Fri, 9-12h, 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. A broad variety of laboratory experiments will address the operating characteristics of solar cells and photovoltaic modules. Different experiments will be performed each week.
Remarks	ESS students have priority.
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. Students need to attend all laboratory sessions (100%) and to conduct the experiments. The exam must be taken at official examination date.
Recommended Reading	A. Smets, Solar Energy, UIT Cambridge 2016 P. Würfel, Physik der Solarzelle, Spektrum - Akademischer Verlag 2000 A. Goetzberger, B. Voß und J. Knobloch, Sonnenenergie: Photovoltaik, Teubner 1997 M.A. Green, Solar Cells, University of New South Wales 1982 K. Mertens, Photovoltaik, Hanser 2011 J. Nelson, The physics of solar cells, Imperial College Press 2008

Resilienz und Kollaps ökologisch-ökonomischer Systeme			
ESS		Semester	
Prof. Dr. Baumgärtner, Nora Felber, M.Sc.			
Open to Students	Credit Points	Max. Enrollment	Course Number
Year(s) 2-4	6	7 LAS	10LE07Ü-B.63106
Module(s) StuPo 2020		Prerequisites	
Specialization Option: EES I or II Human and the Environment I or II		Introduction to ESS	

Format, Dates, Times and Rooms	Seminar and individual self-study Thu, 23.04. 16-19h, R 00 003C (Hermann-Herder-Straße 9) Tue, 19.05. 16-19h, R 00 003C (Hermann-Herder-Straße 9) Tue 16.06. 14-16h, R 00 003C (Hermann-Herder-Straße 9) Thu 16.07. 14h to Sat 18.7 14h, R00 018 (Hermann-Herder-Straße 9)
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? Kenntnisse: Studierende kennen das Konzept der Resilienz und wichtige einschlägige Literaturbeiträge Verständnis: Studierende können das Erklärungspotenzial, die Voraussetzungen und Begrenzungen des Resilienzkonzepts kritisch und auf grundlegendem fachlichen Niveau reflektieren und diskutieren. Anwendung: Studierende können das Resilienzkonzpt anwenden, um Umwelt-, Ressourcen- und Nachhaltigkeitsprobleme in verschiedenen Fallstudien zu erklären und zu lösen. Analyse: Studierende können die wechselseitigen Zusammenhänge zwischen ökonomischen und Umweltvariablen, die zur (Nicht-)Resilienz eines ökologisch-Ökonomischen Systems führen auf grundlegendem fachlichen Niveau analysieren.
Remarks	This course is offered in cooperation with the the Bachelor of Environmental Sciences. Please register via: hanna.helander@ucf.uni-freiburg.de with your matriculation number. ESS students have priority.
Examination / Recommended Reading	See HISinOne

Course Index

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