Module Handbook

MSc Environmental Governance

Faculty of Environment & Natural Resources
Examination Regulation 2026
Updated November 2025

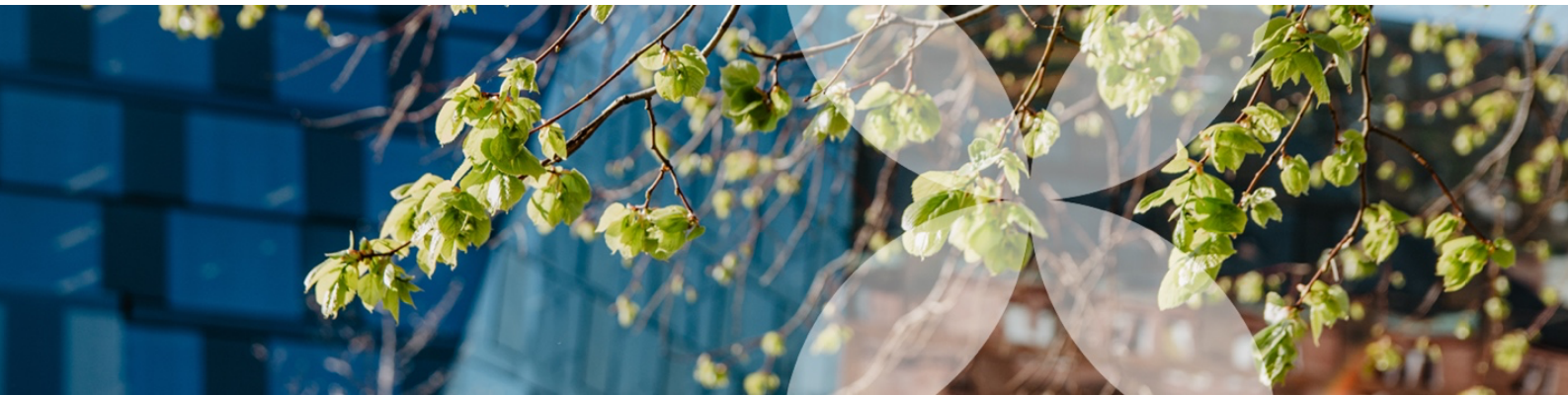
MEG | M. Sc. Environmental Governance

SHAPE. COMPLEX. FUTURES.

Table of Contents

List of abbreviations

Type.....type of course
ECTS..... European Credit Transfer System / ECTS credit points
Rec. sem. ..... recommended semester
EPICUR.....European Partnership for an Innovative Campus Unifying Regions
EUCOR .....The European Campus (trinational alliance of 5 universities)
FS. .....Fachsemester/subject-specific semester
M.Sc. / MSc ..... Master of Science
MEG.....MSc Environmental Governance
NC.....Numerus clausus / restricted admission
R.....required course
ER .....examination regulations
CH or SWS .....contact hours per week
PL .....Prüfungsleistung/Graded Assessment or Examinations
SL.....Studienleistung/Ungraded Study Performance
SST ..... self-study time
DAC.....Development Assistance Committee
ENR.....Faculty of Environment & Natural Resources



1 Programme Overview

1.1 At a glance – Brief overview of the degree programme

Master of Science Environmental Governance

Standard period of study	4 semesters, (2 years)
Form of study	Full-time studies
Number of ECTS credits required	120 ECTS
Faculty	Faculty of Environment & Natural Resources
Institute	Institute for Institute for Environmental Social Sciences and Geography
Website	https://www.meg.uni-freiburg.de/
Language(s)	All course work and assessments are entirely in English. The programme is EMI (English Medium Instruction) certified.
Admission requirements	Restrictive admission by application. Quota; 37 places max. Full admission requirements and selection criteria are stipulated in the selection statutes (English version). Completed bachelor degree in relation to environmental governance, minimum grade required for admission, language CEFR C1, letters of recommendation and motivation.
Programme start	Winter Semester
Date/version	ER 2026; Handbook updated on 30. November 2025

Table 1: Brief overview of the MSc Environmental Governance Programme

1.2 Condensed Programme Profile

Shape. Complex. Futures. This motto captures both the substantive focus and the ambitions that guided the conception and design of the "Environmental Governance" (MEG) programme since 2005. The English-language Master of Science, at the Albert Ludwigs-University Freiburg, fills a strategic gap with its interdisciplinary orientation: it lies between governance programmes that are primarily rooted in political-science, business-administration or law-focused on the one hand, and the natural-science-technical-oriented environmental-management programmes on the other.

In the MEG programme students learn to recognise and analyse problem-laden human-environment relationships and to orchestrate the design of negotiation processes among market, state and civil-society actors in pursuit of sustainable development. This is done from a representative,

universal perspective that spans the local, regional, national and global scales. The programme also nurtures "sustainability designers" – innovators who imagine environmental-governance arrangements that transcend traditional functional, structural and territorial boundaries – as well as "sustainability facilitators" – graduates who grasp the complexities of sustainable development and can translate them into context-sensitive solutions for organisations, enterprises and public administrations.

The learning goals of the MEG programme are thus:

- To empower graduates—based on comprehensive engagement with environmental social sciences—to develop innovative answers to the question of how existing, often uncertain, ecological and technical knowledge about the environment can be translated into effective governance, administration, and business management;

- To enable graduates to implement and evaluate, with sensitivity to context, the societal negotiation and decision-making processes necessary for the realization of sustainable development concepts;

- To provide graduates with essential key qualifications such as presentation, facilitation, project management, and academic writing.

The programme is hosted by the Faculty of Environment and Natural Resources and, in keeping with its interdisciplinary claim, is delivered together with representatives from various other faculties. An important contribution to the success of the cross-disciplinary, trans-national teaching approach also comes from external experts and practitioners of international partner organizations and institutes.

MEG is internationally accredited and has been supported by the DAAD since 2007 as a "programme of special relevance for developing countries." As part of the DAAD's Development-Related Postgraduate Programmes (EPOS), MEG offers highly competitive scholarships to students from the Global South who wish to study in Germany. The EPOS designation requires a rigorous selection process and periodic re-application; after a successful reward in 2016, the programme was again awarded in 2023 with another eight-year funding period. The bulk of the grant is earmarked for scholarships—typically six to seven awards per year—providing essential financial support to scholars from developing nations. This EPOS status and its associated scholarships are the cornerstone of the strong international character of the MEG programme. In 2007 the MEG

programme concept was honoured with the prestigious and highly competitive **State Teaching Award** of the Ministry of Science, Research and the Arts of the state of Baden-Württemberg; Germany.

MEG receives more than 300 complete applications each year. Through a demanding two-stage selection process; approximately **37 students** are admitted yearly. Despite the high international academic standards, the graduation rate is circa **97 %**. Since the programme's inception, over **600 students from more than 98 nations** have successfully completed MEG.

Through a differentiated alumni concept, MEG maintains close contact with its graduates. The strong demand for MEG alumni and the success of the study concept are clearly demonstrated by the placement analyses of graduating cohorts. **MEG alumni** work for international **organisations** such as the United Nations, the World Bank and the IMF; for national and international companies like Puma, Allianz SE, Deloitte and PwC; for NGOs such as WWF; for governments and administrations (e.g. GIZ); and they also found their own enterprises. The MEG program qualifies for a wide range of professional careers. It qualifies for jobs as intermediaries in the field of sustainable development and sustainable resource management with

- International and national organisations and administrations focusing on sustainable development / sustainable use of resources (e.g. World Bank, UNEP, national ministries, NGO)s;
- Companies for which a commitment to the principles of sustainability has become a central strategic competitive advantage. (e.g. industry, utilities, insurance companies and banks);
- Projects aimed at planning and implementing successful future development schemes based on the sustainable utilisation of natural resources (at local, regional or national levels);
- Science and research centres.

At the same time, the program offers further education to leaders (politics, industry, public administration) from transitional or developing countries and members of governmental and non-governmental development organisations, as well as banks and insurance companies.

1.3 Target Group

The explicit target group of the programme therefore includes individuals who currently hold or aspire to hold leadership positions at predominantly strategic decision-making levels in connection with the use or protection of the environment. Graduates of the programme are qualified to assume roles such as "Sustainability Manager," "Environmental Change Agent," "Transformational Leader,"

or “Environmental Advocate,” preparing, implementing, and evaluating management and planning processes related to the environment.

1.4 Aim: Pedagogical Pillars of the MEG Programme

Two key design principles of the MEG programme are self-reflection and the ability for reasoned argumentation. Instead of obtaining detailed instructions on “how the world works”, students are rather confronted with a variety of scientific perspectives and differing degrees of certainty that accompany each. With the provocative confrontation with varying scientific ‘frames’ teaching does not focus on ‘know how’ but rather on ‘know why’, meaning that eventually only students themselves should draw well-informed and reasoned conclusions about the most fruitful and situational specific approach to environmental governance.
This is realized through the consequent design of the MEG-curriculum built on a tripartite structure:

Realizing - The development of a sound knowledge base of the most pressing environmental issues facing the planet and their underlying societal causes;

Understanding - The reflection on human-environment interactions from a wide spectrum of disciplines, approaches, and world-views; a wide spectrum of different analytical frameworks and theories are elucidated ranging from political ecology, environmental ethics, institutional economics, environmental law, and policy analysis to corporate governance

Managing - The provision of methodological knowledge and skills for the context-sensitive design and management of environmental governance processes. Students are offered a variety of opportunities to apply their knowledge and skills in lifelike exercises; special emphasis is thereby laid on the continuous development and improvement of key qualifications necessary to design and manage social negotiation processes between market economy, government and civil society.

1.5 Programme Structure and Study Organisation

The MEG study programme is designed as a two-year (4 semesters), full-time programme. In total, 120 credits are required for the successful completion of the programme.

1.6 Semester System

The University of Freiburg operates on a semester system:

Winter semester (begins 1 October). All modules offered in the MEG winter terms run for the full 15-week period and meet on a regular weekly schedule (lectures and group work).

Summer semester (begins 1 April). Teaching is organised as a series of intensive three-week blocks. Typically, five blocks are scheduled each summer, each block delivering a distinct module in a compact, immersive format

1.7 Modules

The Master of Science in Environmental Governance (MEG) is built around two sets of modules. Students earn 5 ECTS (European Credit Transfer System) credits upon successful completion of each module. The modules are classified as either core or elective.

Category	Number of modules	ECTS per module	Total ECTS	What the modules cover
Core modules	**10** (compulsory)	5 ECTS each	**50 ECTS**	The essential theoretical foundations, methodological tools, and interdisciplinary framing that every admitted MEG student must master.
Elective modules	**6** (chosen from a pool of specialised courses)	5 ECTS each (or an equivalent combination)	**30 ECTS**	Allows students to tailor the programme to personal interests and career goals – e.g., political geography, assessment, sustainability transitions, environmental law, and so on.

Table 2: Core and elective module classification

Core modules – a fixed series of compulsory courses that every admitted MEG student must successfully complete. These modules provide the essential theoretical foundations, methodological tools and the interdisciplinary framing required for the degree. There are a total of 10 core modules (each 5 ECTS for a total of 50 ECTS).

Elective modules – a flexible selection of specialised courses from which students must accumulate six modules equivalent to 30 ECTS. The electives allow each student to take up more personal interests and career perspectives – for example, political geography, assessments, sustainability transition, or environmental law – while still satisfying the overall credit requirements for the Master's.

All modules include a form of assessment (project, group presentation, oral examination, written exam or paper or a combination there of). Key qualifications are also supported through a number of techniques, such as discussions, presentations, working groups and written assignments.
Students who have been formally admitted to the MSc Environmental Governance programme are eligible to enroll in the MEG core modules. Elective modules, while open to a broader pool of graduate-level students across the ENR faculty and other specific faculties, may be taken by MEG students as part of their required six-module elective load, provided they receive the necessary approval from the MEG programme coordinator.

1.8 Special learning features of the degree programme

Excursions both challenge and encourage students in their personal growth. When students take on responsibilities such as leading discussions, giving introductory statements, providing summaries, and leading ad hoc groups, they not only develop subject-specific expertise but also interactive social competencies. Two formats deserve particular mention due to their scope and relevance for professional qualification: an excursion to GIZ and KfW in Eschborn and Frankfurt, and an online workshop with representatives from various UN environmental organizations in Geneva. The goal of these two exchange formats is to get to know and establish contact with the most important national and international organizations in development, environment, and sustainability.

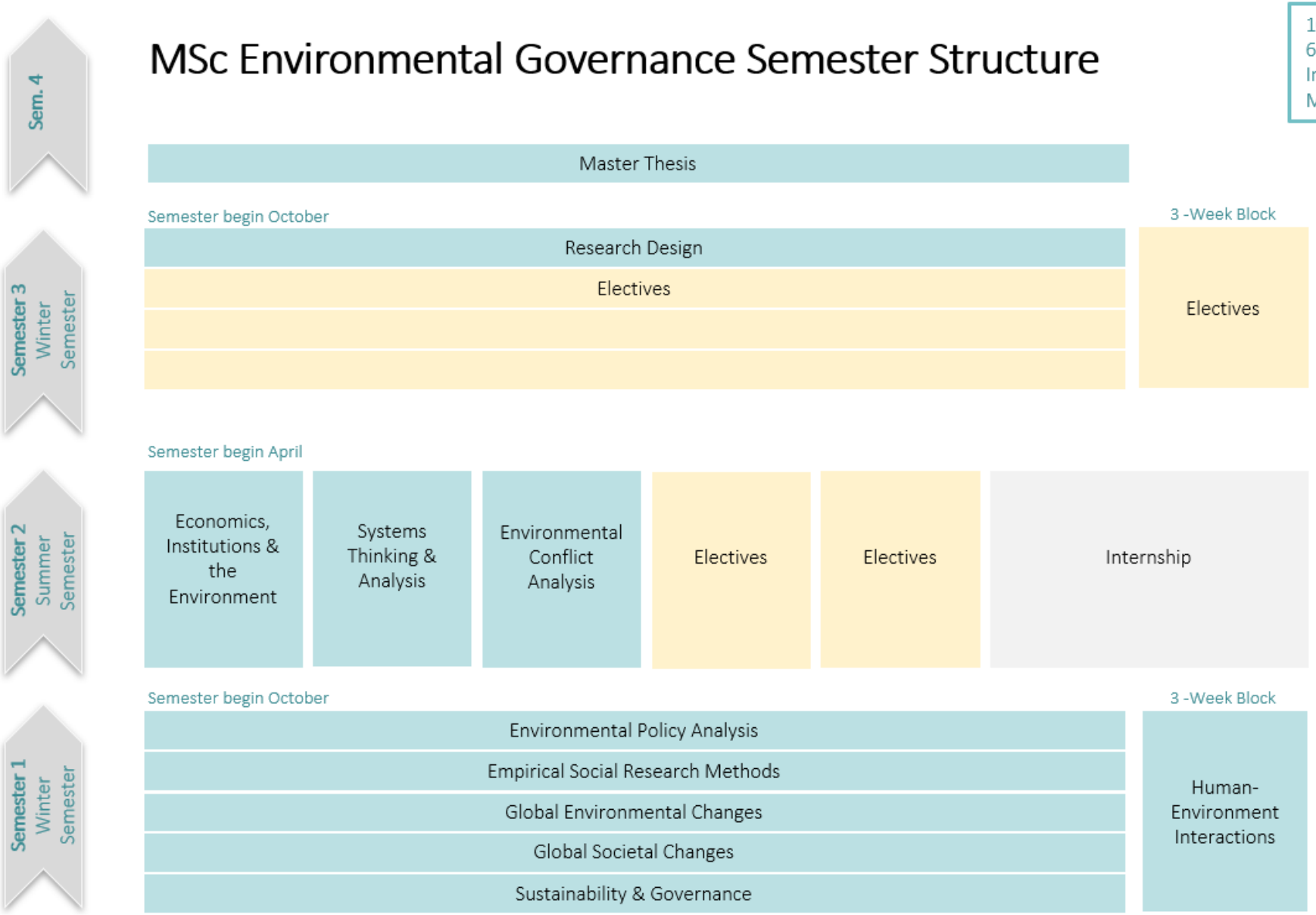
The development of intercultural competencies is strongly supported within MEG. This recognizes that, while the diversity of countries of origin greatly enriches the student body, it can sometimes pose challenges. Therefore, we offer a one-day "Communication across Cultures" training during the orientation days, followed a few months later by the two-day companion seminar "Intercultural Team Skills." While the first training raises awareness about the intercultural aspects of communication, the companion seminar enables students to learn tools and methods for successful collaboration in international teams. In doing so, they acquire or strengthen key skills for their future professional settings.

Notable is also the ability for MEG Students to take EUCOR and EPICUR courses offered by partner universities. Both European programmes expand the base for students to seek out electives of special interest.

Thanks to MEG's membership in the Association of Development-Related Postgraduate Programmes (AGEP), students can expand their interdisciplinary skills according to their interests and needs by participating in open courses from other EPOS programmes or in courses organized by AGEP. For example, courses in GIS, Data Analysis with R, and Risk Management are frequently taken. Another important resource for cross-disciplinary courses is the DAAD Alumni Portal, especially its webinars focused on career orientation or "Re-Integration into Job Markets."

MSc Environmental Governance Semester Structure

10 Core modules	(50 ECTS)
6 Elective modules	(30 ECTS)
Internship	(10 ECTS)
Master thesis	(30 ECTS)



1.9 Internship

An internship (10 ECTS) of a minimum duration of 7 weeks (full time) is mandatory for successful completion of the program. It is usually completed during the lecture-free periods between the second and third semester, but can also be carried out flexibly at another time. The internship should provide students with a first insight into potential employment sectors; in all sectors this is primarily achieved by practical work. Students should experience typical work processes and the human interactions in the organization ('everyday work experiences'). Additionally, students should become familiar with the structures within an organization, as well as the interconnections with external systems. Furthermore, the expert knowledge gained in the course of the studies should be intensified and, to a certain degree, applied during the practical training. More information, guidelines, and necessary documents can be found under this link and additional information on page 15 and short description on page 53 of this hand book.

1.10 Master Thesis

Many people see the writing of an M.Sc.-thesis (30 ECTS) as the coronation of higher academic education. And indeed, the importance of the thesis work is also reflected by the prominent role it takes within the M.Sc.-programme. After completing core and elective subjects in the educational programme, the M.Sc.-thesis offers the challenge to devise and carry out a scientific research project in an almost fully self-responsible and organized manner, but under the guidance of an experienced supervisor. The Master's Thesis is completed in a set time-period of six months and can be started after 60 ECTS have been earned. More information, guidelines, and necessary documents can be found under this link and a short description on page 75 of this hand book.

To provide students with the best possible support during both the academically and emotionally demanding phase of the master's thesis, MEG introduced "Thesis Peer Coaching Groups." Students meet weekly in a set group of students usually in the same stage as they are in their thesis. They are accompanied bi-weekly by a professional coach. Students give support and feedback to one another, share helpful tips and the coach helps the group reflect on challenges, effective time-management and self-care strategies.

1.11 Language

MEG is an EMI (English Medium of Instruction) certified programme. The programme and its core, elective modules, and all assessments are entirely in English. For admission into an elective module from another MSc programme, proof of a C1 language level in the Common European Framework is required. Native speakers are exempt from this obligation.

1.12 Workload

A typical week of modules consists of approximately 25 hours of lectures. It is expected that students spend about the same amount of time on work related to the course (self-study and group work) outside of the normal lecture hours. The yearly workload is 1800 hours.

2 Enrollment in courses

Enrollment serves to determine the participants and gives teaching staff the possibility to plan their courses according to the number of attendees, and, if necessary, to contact participants by e-mail regarding short-notice changes.

- Enrollment (registration) for all modules must be done in advance via the campus system HISinOne. A step-by-step guide answering "How do I enroll in and deregister from events?" is available in the Wiki of the Campus Management System
- Enrollment period – early enrolment for the following semester are required for organisational or content-related reasons. Deadlines usually start immediately after the lecture catalogue is released (early/mid-July for the upcoming winter semester, early/mid-January for the upcoming summer semester).
- Enrollment deadlines are communicated and listed in the lecture catalogue for each course. The MEG lecture catalogues can be accessed through the university-wide HISinOne system: open the node "Faculty of Environment and Natural Resources" and then select the degree programme.

In special cases different deadlines may apply; always check the online lecture catalogue for the exact dates.

3 Assessment & Examination Formats

Modules consist of various elements: teaching events (e.g., lectures, exercises, seminars, etc.), forms of assessment or examination (PL), and some modules also have study performance (SL) elements. The module descriptions detail both the teaching-event elements and the required study- and examination/assessments that serve as proof of competence acquisition.

3.1 Examination/Assessments — Required graded course-work

- Examinations or assessments (PL) act as proof of the essential competencies acquired in the module.

- The examination/assessment type is defined in the programme's examination regulations; the specific format is laid out in the module descriptions.
- Examination grades **are** incorporated into the final degree grade.

Below is a short illustration of possible assessment and examination types and formats in the MEG Programme.

Type of examination	Possible formats
Written examination	open-book exam, take-home exam, e-exam, proctored written exam, short-written exercises
Oral examination	oral exam (assessment interview)
Oral presentation	oral presentation, poster presentation, poster conference, debate may be individual or group
Written assignment	portfolio, seminar paper, written report, excursion report, thesis paper, preparation of a sample solution, written discussion of a problem case, course session protocol, exercises from throughout the semester, written observation report, paper review, poster, excerpt, final thesis, critical reflective essay. May be individual or group.

Table 3: Overview of types of examinations with possible exam formats

3.2 Study performances — Required ungraded course-work

Modules may also require study performances (SL) in addition to an exam or assessment. The ECTS points for the module are awarded only when all required performances, both PL and SL, have been completed. Study performances (SL-Studienleistungen) are graded "passed" or "failed."

Their scope and type are specified in the module descriptions.

Examples: exercise sheets, accompanying learning tasks, session designs, posters, student- led seminar or lecture, presentations, or regular attendance.

3.3 Registration for examination and study performances

For every module a timely registration for the exam and/or study performance is required, irrespective of the assessment/examination or performance type (e.g., written exam, group presentation, written essay, etc.).

Registrations (and, if needed, deregistrations) are done in HISinOne. A step-by-step guide answering "How do I register/deregister for exams and record study performances?" is available in the Campus Management System Wiki.

If a student does not register for the module assessment/examination/study performance, no exam or study performance can be taken for that module. A subsequent registration and completion will only be possible when the module is offered again in a later semester (usually one year later, as most compulsory modules run on an annual cycle).

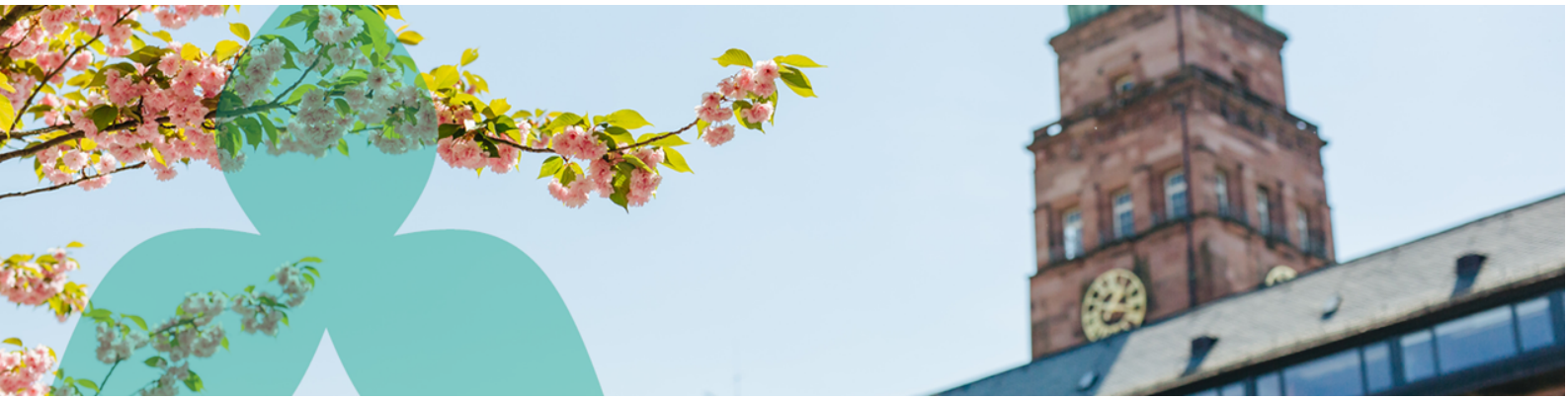
Further information can be obtained from the Examination Office of the Faculty of Environment and Natural Resources.

4 Module overview and study progression

4.1 Module overview & Module Descriptions by Semester

Below is an overview of the MEG degree programme organized by semester. Each core and elective course, the ECTS credits to be earned, semester contact hours (CH) over the semester our of a 150 hour workload, as well as the examination/assessment and if application study performance is indicated. The total ECTS credits for each semester are also specified.

Please note in the following pages are a sample of the electives that are typically found on offer in the MEG Programme but are not a complete portrayal of all elective offers available to the students as the offer is dynamic and updated each semester.



MSc Environmental Governance Typical Course of Study

Semester	Module Title	ECTS	CH	Assessment
1. Semester	Sustainability & Governance	5	60	PL Written Examination & Written Assessment
	Global Environmental Change	5	60	Written Assessment and Presentation
	Global Societal Change	5	60	Written Examination & Written Assessment
	Empirical Social Research Methods	5	60	Written Assessments
	Environmental Policy Analysis	5	60	Written Assessment and Oral Presentation
	Human-Environment Interactions	5	60	Written Examination and Oral Presentation
		∑ =	30	
2. Semester	Economics, Institutions & the Environment	5	60	Written Examination
	Systems Thinking & Analysis	5	60	Written Examination & Written Assessment
	Environmental Conflict Analysis	5	60	Written Examination & Oral Presentation
	Elective	5	60	See module description
	Elective	5	60	See module description
	Internship	10	60	
		∑ =	35	
3. Semester	Research Design	5	60	Written Assessment
	Elective	5	60	See module description
	Elective	5	60	See module description
	Elective	5	60	See module description
	Elective	5	60	See module description
		∑ =	25	
4. Semester	Master Thesis	5	27	PL
	Master Thesis Defense	5	3	SL
		∑ =	30	

Table 4 : MEG Typical Course of Study

Required Core Course | Required Elective | Mandatory Internship & Master Thesis/Defence

Abbreviations in the table:
CH = planned semester contact hours; ECTS = European Credit Transfer System Assessment form: PL or SL and the type

1st Semester

Winter Term

Module number 94115	Module name *Sustainability and Governance*	
Course of study M.Sc. Environmental Governance	**Type of course** Core module	**Semester / Rotation** 1st / Winter Term
Teaching/Learning formats Lecture, excursions, group work	**Prerequisites for attendance** None	**Language** English
Type of assessment (Final Grade Composition) PL Written assignment: Individual poster (20%) PL Examination: Short answer written exercise (80%), 90 minutes		**ECTS-LP** (Workload) 5 (150h, of this 60 contact hrs.)
Module coordinator Prof. Dr. M. Pregernig, e-mail: michael.pregernig@envgov.uni-freiburg.de		**CH/SWS** 4
Additional teachers involved Prof. Dr. H. Schanz, e-mail: heiner.schanz@envgov.uni-freiburg.de		

Syllabus

'Sustainable development' is an ambivalent term: it stands out both for its strong political appeal and its high degree of analytical vagueness. Based on a historical overview of natural resource conservation efforts, students become familiarized with the cultural roots of the concept and major shifts in its meaning. Today, sustainable development is a concept used in many different forms in at least as many different contexts. The module highlights the importance of the concept in local, national and international political processes. It critically assesses the opportunities, as well as the challenges, of operationalizing sustainable development, *inter alia,* by means of criteria, indicators and application of the 'Sustainability Matrix' approach. Different approaches to sustainable development are illustrated using examples of urban development, natural resource conservation, and development cooperation.

Sustainable development requires adequate *governance* processes. Although governance has received increasing attention as a research object from many disciplines, no simple understanding of the term has evolved yet. Students will be introduced to different meanings, modes and theoretical approaches to the concept of governance. Their respective promises and pitfalls in relation to the conservation of natural resources and sustainable development will be elaborated based on case studies from different regions of the world.

The key topics of this module will be imparted by means of interactive lectures ('Socratic teaching'), guided reading exercises, excursions, and the preparation and presentation of cases in groups.

Learning goals and qualifications

In this module students learn to:

- describe the history of natural resource conservation efforts and their link to sustainable development;
- understand the interests and world views that have influenced the discourse on 'Sustainable Development' in the various phases of its diffusion;
- identify challenges of assessing sustainability by means of indicators, and develop the capacity to deal with conflicts that may result from trade-offs and diverging priorities;
- identify and interpret the different meanings, modes and theoretical approaches of the governance

concept;

- understand the changing roles of governments, private sector actors, and civil society in the governance of human-environment interactions;
- apply basic literature and internet research skills;
- demonstrate basic presentation skills.

Core readings

A list of relevant texts will be made available at the start of the course; obligatory readings (and part of the voluntary readings) will be made available online in electronic form.

Agrawal, Arun & Lemos, Maria C. (2007): A Greener Revolution in the Making? Environmental Governance in the 21st Century, Environment: Science and Policy for Sustainable Development, 49/5: 36-45.

Dryzek, J.S. (2005): Environmentally Benign Growth: Sustainable Development. The Politics of the Earth: Environmental Discourses. J. S. Dryzek. Oxford, Oxford University Press: 145-152.

Schmidt, U.E. (2002): Der Wald in Deutschland im 18. und 19. Jahrhundert. Saarbrücken: Conte. (excerpts translated into English)

Module number 94135	Module name *Global Societal Change*	
Course of study M.Sc. Environmental Governance	**Type of course** Core module	**Semester / Rotation** 1st / Winter Term
Teaching/Learning formats Lectures, group work, excursion	**Prerequisites for attendance** None	**Language** English
Type of assessment (Final Grade Composition) SL Group presentation (not graded) PL Written Group work (20%) PL Written exam (80%), 120 minutes		**ECTS-LP (Workload)** 5 (150h, of this 60 contact hrs.)
Module coordinator Prof. Dr. Hartmut Fünfgeld: hartmut.fuenfgeld@geographie.uni-freiburg.de		**CH/SWS** 4
Additional teachers involved Various guest experts		

Syllabus

Increasing attention has been paid to global environmental issues in the last decades. However, a deeper understanding of material and physical phenomena requires looking at emerging global societal trends.

In this module, students are introduced to the theoretical and practical dimensions of global societal change as processes encompassing transformations in social, political and economic structures that shape and interact with environmental changes. Major societal trends explored include globalization, technological changes, geopolitics, economic (de)growth and structural change, demography, including urbanization and migration as well as consumption patterns. Overall, students are invited to reflect on the current global patterns of production and consumption in a context constrained by environmental problems and inter- and intra-generational inequalities. They are required to apply concepts and theories to case studies presented in class.

Learning goals and qualifications:

In this module students learn to:

- Understand key trends of global societal change, their interactions and role as drivers of global environmental change in a system dynamics perspective;
- Compare the effects of global societal changes on different social groups and regions, considering their historic origins and persistent power imbalances;
- Evaluate different theoretical approaches and explanatory frameworks that attempt to give account of global societal change;
- Analyse case studies transferring scientific concepts to applied problems and present findings;
- Exemplify theoretical constructs with real life examples;
- Comprehend applied engagement and work in the area of global societal change.

Core readings:

A list of relevant texts will be made available at the start of the course; obligatory readings (and part of the voluntary readings) will be made available online in electronic form. The following are some of the preliminary readings:

Castells, Manuel (2000): Towards a sociology of the network society. In: Contemporary Sociology, 29, 5, p. 693-699.

Johnston, R.J. et al. (Eds.) (2002): Geographies of global change: Remapping the World. Oxford, Second Edition, Part I and III.

Knox, P.L./ Marston, S. (2004): Places and regions in global context : human geography. 3rd. Ed. Prentice Hall.

Senge, P.M. (2010): The Fifth Discipline: The Art and Practice of the Learning Organization. Cornerstone.

Bojer, M.M., Roehl, H. et al. (2008): Mapping Dialogue: Essential Tools for Social Change. Chagrin Falls, OH: Taos.

A list of relevant texts will be made available at the start of the course; obligatory readings (and part of the voluntary readings) will be made available online in electronic form. The following are some of the preliminary readings:

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Bojer, M.M., Roehl, H. et al. (2008): Mapping Dialogue: Essential Tools for Social Change. Chagrin Falls, OH: Taos.

Module number 94125	Module name *Global Environmental Changes*	
Course of study M.Sc. Environmental Governance	**Type of course** Core module	**Semester / Rotation** 1st / Winter Term
Teaching methods/Learning Formats Lectures, question & discussion sessions with lecturers, exercises and group workshops with short presentations	**Prerequisites for attendance** None, but exercises and group workshop attendance is highly recommended as they are direct practice for exams	**Language** English
Type of assessment (Final Grade Composition) PL Written Assessment & Oral Presentation in Groups: Poster presentations each 50 % of the final grade with the poster and oral content graded in a specified rubric (Printed poster and 20 min presentation)		**ECTS-LP (Workload)** 5 (150h, of this 50 contact hrs.)
Module coordinator Dr. Rene Orth, e-mail: rene.orth@ecoclim.uni-freiburg.de		**SWS** 4
Additional teachers involved Four additional experts		

Syllabus

The course will provide an introduction into the most important global environmental change issues, such as global warming, associated climatic disasters, land use change, water scarcity and quality deterioration, pollution, soil and ecosystem degradation, forest loss, and others. The module aims to familiarize students with the biophysical processes of selected environmental changes and the research approaches employed to detect and investigate them. Students will learn how to gather and judge information about climatic and environmental change research results and the social relevance of the changes in different regions around the world. Focus will lie on critical assessment of scientific information for mitigation and adaptation options. Students will be able to critically review derived statements and concerted international assessments on the future state of the environment and understand the sources of uncertainties from different research methods in climate and environmental sciences.

This competence will be applied in several different exercises that take advantage of the experience from students who have lived in different climate zones and environments around the world. Exemplary questions addressed will include:

1. Which climatic trends and changes are present in a region? Which environmental sectors are affected? How (well) are they studied and what information/evidence do we have? How uncertain/reliable is the available information?

2. What are the dimensions of these problems? How do they affect humans and society? Who is vulnerable and relevant is it in different regions? Are there adaptation options? Which feedbacks, which hurdles may need to be considered?

Against this background, the quality and reliability of scientific information, research ethics, and the role of concerted assessments are discussed.

Learning goals and qualifications

In this module students learn to:

- understand the most pressing global environmental issues;
- understand how these issues are studied and assessed
- the important models and assumptions used to predict future environmental conditions, and the uncertainties associated with them;
- develop the capacity to assess scientific information critically;
- reflect on the role of science in society.

Development of the following qualifications is supported through:

- literature research, reading/assessing
- exercises of environmental data scrutinization and interpretation
- debating scientific results and synthesis documents

Core readings

A list of relevant texts will be made available at the start of the course; obligatory readings (and part of the voluntary readings) will be made available online in electronic form.

Module number 94105	Module name *Empirical Social Research Methods*	
Course of study M.Sc. Environmental Governance	**Type of course** Core module	**Semester / Rotation** 1st / Winter Term
Teaching methods/Learning Formats Lectures, workshop, group work	**Prerequisites for attendance** None	**Language** English
Type of assessment (Final Grade Composition) PL Written Assessment: Research Report ca. 1000 words (50%) PL Group presentations (50%)		**ECTS-LP (Workload)** 5 (150h, of this 60 contact hrs.)
Module coordinator Dr. Cristina Espinosa, e-mail: cristina.espinosa@envgov.uni-freiburg.de		**SWS** 4
Additional teachers involved Dr. Thomas Falk		

Syllabus

Due to their inherent complexity, empirical social research has become decisive for generating data that helps to identify, describe, and explain socio-environmental problems to multiple actors and developing corresponding solutions. This course aims at deepening participants' knowledge of empirical social research practices, as well as at providing them opportunities for a hands-on-application of methods of data collection, analysis and reporting.

The course starts by posing key questions such as: "Why do we need empirical social research?", "How do social scientist go about their craft?" and "What factors influence their social scientific praxis?". After exploring central concepts and strategies of empirical social research, course participants delve into widely used research methods of data collection and analysis. These methods include quantitative surveys and expert interviewing. Students learn how to design, test and implement a survey and develop the skills to analyze the obtained data. Likewise, students acquire key competences for conducting qualitative interviews. They further become familiar with strategies for managing interview materials, such as transcription techniques and memo writing, and learn to analyze these materials systematically.

Because one of the main stages in an empirical social research project is writing, throughout this course, participants sharpen their academic writing. They practice how to formulate a clear analytical edge, how to maintain a stringent line of argumentation, and how to use proper scientific language. Special attention is given to the coherence of scientific texts (i.e. overall structure, logic and content), cohesion (i.e. the links within the text, including signposting, conjunctions and relative pronouns, in written English), register (i.e. the degree of formality), and flow (i.e. writing in a clear academic style that helps the reader to move through the text and grasp the main ideas without undue effort). Students apply these skills in written assignments.

Learning goals and qualifications:

In this module students will learn to:

- appraise central considerations influencing the design and implementation of empirical social research;
- design, conduct and analyze quantitative surveys and qualitative interviews;
- convey findings of social scientific research in written and oral formats
- understand common expectations and conventions of academic writing and apply them to written assignments.

Core readings

Bryman, A. (2015). “The nature of quantitative research”. Social Research Methods. Oxford: Oxford University Press, pp.148-169.

Flick, U. (2022). Interviewing experts and elites. Doing Interview Research. The Essential How to Guide (pp. 199-218). Thousand Oaks; London; New Dehli; Singapore: SAGE.

Swales, J. and C. B. Feak (2012). Academic writing for graduate students: essential tasks and skills. Ann Arbor: University of Michigan Press.

Module number 94255	Module name *Environmental Policy Analysis*	
Course of study M.Sc. Environmental Governance	**Type of course** Core module	**Semester / Rotation** 1st / Winter Term
Teaching methods/Learning Formats Lecture, group work	**Prerequisites for attendance** None	**Language** English
Type of assessment (Final Grade Composition) PL Written Assessments: Literature Seminar individual critical paper analysis (10%) Individual Written Assignment (40%) PL Case study Poster Group Oral Presentation: (%50)		**ECTS-LP (Workload)** 5 (150h, of this 60 contact hrs.)
Module coordinator Dr. Sylvia Kruse, E-mail: sylvia.kruse@ifp.uni-freiburg.de		**SWS** 4
Additional teachers involved Dr. Tanya Beycheva-Merger		

Syllabus

In the first part of the course, we will critically review classical and contemporary theories of political sciences and their application in environmental policy analysis. We will start with an introduction to policy analysis delivering both an overview of different theoretical and analytical approaches to public policy analysis as well as a detailed examination of the policy cycle. Building on this we will work our way through selected theoretical frameworks that range from positivistic and rational approaches to theories that seek to give account for the role of ideas and beliefs. Both in the literature seminars and in real case applications we practice and critically reflect how policy analysis approaches help to understand environmental policy processes and policy change.

The second part of the course focuses on the practical application of the knowledge that you gained in the previous weeks and your critical analytical skills. In a team, you will work on a real-life case study of your choice and operationalize one theoretical approach to analyze it.

You will engage with other teams during the process to exchange ideas and receive feedback. You will present your results with a poster and a short poster pitch presentation at the end of the semester. By applying your theoretical knowledge and your skills in scientific argumentation, you will further train your analytical and critical capacities by writing a short reflective essay on the application of public policy theories in the analysis environmental policy processes building on the cases studied in the course. We finish the course with a wrap-up and evaluation session.

Learning goals and qualifications:

In this course, you will learn how to

- analyse environmental policy and governance arrangements as well as environmental conflicts from a public policy perspective.
- differentiate basic concepts of political science and assess their usefulness for policy analysis and environmental governance;
- evaluate political theories, concepts, perspectives and approaches of public and environmental policy analysis;

– operationalize and apply one theoretical approach to analyse a real-life case study – understand the elements affecting the processes of environmental policymaking in case study research; – critically reflect on environmental policy analysis research.
Core readings A list of relevant texts will be made available at the start of the course.

Module number 94145	Module name *Human-Environment Interactions*	
Course of study MSc Environmental Governance MSc Forest Sciences MSc Environmental Sciences	**Type of course** Core module Elective module Elective module	**Semester / Rotation** 1st / Winter Term 3rd / Winter Term 3rd / Winter Term
Teaching methods/Learning Formats lecture, group work	**Prerequisites for attendance** None	**Language** English
Type of assessment (Final Grade Composition) PL Group work poster and presentation (50%) PL Written exam (50%), 90 minutes		**ECTS-LP (Workload)** 5 (150h, of this 60 contact hrs.)
Module coordinator Prof. Dr. M. Pregernig, e-mail: michael.pregernig@envgov.uni-freiburg.de		**SWS** 4
Additional teachers involved Prof. Dr. M. Shannon		

Syllabus

All people live within an environmental context and all societies have developed ways of managing their interactions with their environment. This course explores the various ways in which societies organize and manage relationships with their environmental context, and their use and appreciation of natural resources. Social institutions can take many forms: rituals, traditions, informal practices, and formalized procedures.

In the first part, this course will focus on key concepts to understand human-environment interactions (incl. property, resources and institutions); in the second part, it will deal with various conceptual frameworks of environmental management. Throughout the course, experienced scholars and PhD students will present and discuss integrated case studies.

Students will have a core set of readings to introduce them to the main institutions for managing human environment interactions. Student teams will choose a real-world case study of problematic human-environment interactions and will analyze this case study based on the concepts introduced and discussed in class. In general, classes will be a mix of lecture and discussion for which students have prepared the readings in advance.

Learning goals and qualifications:

In this module students learn to:

- understand of the ways in which societies organize and manage human-environment relationships;
- recognize the necessity of an interdisciplinary approach to manage human-environment systems;
- develop the capacity to assess institutional arrangements;
- reflect on approaches to manage human-environment interactions;
- improve problem solving skills and time management;
- demonstrate a high level of creativity during group work).

Core readings

A list of relevant texts will be made available at the start of the course; obligatory readings (and part of the voluntary readings) will be made available online in electronic form.

McKean, Margaret A. (2000): Common Property: What Is It, What Is It Good For, and What Makes It Work? In: Gibson, Clark, McKean, Margaret A. & Ostrom, Elinor (eds) People and Forests: Communities, Institutions, and Governance. Cambridge, MA: MIT Press. 27–56.

Holling, C.S. (2001): Understanding the Complexity of Economic, Ecological, and Social Systems. Ecosystems, 4/5, 390-405.

Robbins, Paul (2012): Political Ecology: A Critical Introduction [2nd ed.]. Chichester; Malden, MA: J. Wiley & Sons.

2nd Semester
Summer Term

Module number 94250	Module name *Economics, Institutions, and the Environment*	
Course of study M.Sc. Environmental Governance	**Type of course** Core module	**Semester / Rotation** 2nd / Summer Term
Teaching methods/Learning Formats Lectures, group work, tutorial	**Prerequisites for attendance** None	**Language** English
Type of assessment (Final Grade Composition) Written Exam (90 mins)		**ECTS-LP (Workload)** 5 (150h, incl. 55 attendance)
Module coordinator Prof. Dr. Stefan Baumgärtner, e-mail: stefan.baumgaertner@ere.uni-freiburg.de		
Additional teachers involved		

Syllabus

In this module, students will learn how to view and analyse environmental governance from an economic perspective and employ economic methods. A core idea of economics is that resources that are scarce and have alternative uses should be allocated efficiently with regard to achieving societal objectives, such as the maximization of welfare, social justice, and sustainability. Hence, students will learn and critically discuss a number of principles of economics as applied to problems of environmental governance.

Furthermore, students will learn theoretical concepts and methods of environmental and institutional economics. These concepts and methods will be employed to analyse economy-environment systems.
Topics to be covered include the following: public environmental goods, common-pool-resources, and environmental externalities. A particular focus is on the role of institutions and environmental policies, and how to design them such that they work efficiently in solving environmental problems.

Overall, this module is about the interrelationship between individuals, society, and nature. The guiding questions are: What is the outcome if self-centered individuals act independently and in their own interest (such as when trading on competitive markets)? How can institutions help achieve societal allocations that maximize social welfare (through top-down government by the state, as well as through fostering and mediating bottom-up social interactions)? And who bears responsibility for what, and to what extent, when the objective is sustainable development?

Learning qualifications

- Knowing what constitutes economics as a scientific discipline, and environmental economics in particular
- Understanding how economists explain the emergence of environmental and resource problems
- Understanding and explaining the standard solutions economists recommend in order to address environmental problems
- Being able to apply the economic framework and the economic tool-set to the analysis of environmental and resource problems
- Critically assessing the economic approach to environmental governance, and grasping its potential as well as its limits

Core readings

A list of relevant texts will be made available online in electronic form at the beginning of the course.

Module number 94185	Module name *Systems Thinking & Analysis*	
Course of study MSc Environmental Governance MSc Environmental Science	**Type of course** Core module	**Semester / Rotation** 2nd / Summer Term
Teaching methods/Learning Formats Lecture, group work, workshops	**Prerequisites for attendance** None	**Language** English
Type of assessment (Final Grade Composition) PL Written Exam (90%, 90mins, short answer) PL Written Assessment: (10% Feedback Loop Exercise)		**ECTS-LP (Workload)** 5 (150h, of this 60 contact hrs.)
Module coordinator Prof. Dr. H. Schanz, e-mail: Heiner.Schanz@envgov.uni-freiburg.de		**SWS** 4

Additional teachers involved

JProf. Dr. Ana Stritih, e-mail: ana.stritih@mses.uni-freiburg.de

Dr. David Sipple, e-mail: david.sipple@vwl.uni-freiburg.de

Syllabus

The module provides an introduction to systems thinking and systems analysis / modelling in the context of planning and managing sustainability transitions. Based on a short introduction to complexity science, the conceptual foundations of complex adaptive systems will be highlighted. Subsequently, different aspects such as analysis, modeling and design of social-ecological systems are discussed from a theoretical and applied perspective (conceptual approaches, methodologies and instruments).

The module is divided into preparatory literature study, lectures (mornings), short workshops on modeling approaches and tools (afternoons), and concludes in the third week with a 3-day workshop on causal loop diagramming as a tool for analyzing dynamics in complex systems.

Learning goals and qualifications

In this module students learn to:

- understand the basic properties of complex adaptive system and their challenges for governance;
- comprehend the core strands of planning and transition research for sustainability;
- identify, explore and understand patterns of complexity through contributions from integrative systems sciences;
- address complex/problems in using methods, tools, frameworks and practice patterns from systems thinking practice;
- apply causal loop diagrams as a basis for system dynamics modeling / analysis;
- develop critical thinking, reading, and research skills.

Core readings

A list of relevant texts will be made available at the start of the course; obligatory readings will be made available online in electronic form.

Bala, B. K., Arshad, F. M., & Noh, K. M. (2017). Systems Thinking: System Dynamics. In System Dynamics: Modelling and Simulation (pp. 15-35). Singapore: Springer Singapore. https://doi.org/10.1007/978-981-10-2045-2_2

Barbrook-Johnson, P., & Penn, A. S. (Eds.). (2022). Systems Mapping: How to build and use causal models of systems. Cham: Springer International Publishing. https://doi.org/10.1007/978-3-031-01919-7_1

Mandl, C. E. (2023). Managing Complexity in Social Systems - Leverage Points for Policy and Strategy (2nd ed.). Cham: Springer. https://doi.org/10.1007/978-3-031-30222-0

Markard, J., Raven, R., & Truffer, B. (2012). Sustainability transitions: An emerging field of research and its prospects. Research Policy, 41(6), 955-967. doi:10.1016/j.respol.2012.02.013

Module number 94903	Module name *Environmental Conflict & Analysis*	
Course of study MSc Environmental Governance	**Type of course** Elective module	**Semester / Rotation** 3rd / Winter Term
Teaching methods/Learning Formats Lecture, group work, excursion	**Prerequisites for attendance** None	**Language** English
Type of assessment (Final Grade Composition) PL Written Exam (50%) PL Group presentations of case study (50%)		**ECTS-LP (Workload)** 5 (150h, of this 60 contact hrs.)
Module coordinator Prof. Dr. M. Pregernig, e-mail: michael.pregernig@envgov.uni-freiburg.de		**SWS** 4
Additional teachers involved Guest lecturers		

Syllabus

Conflicting interests and rivaling activities of heterogeneous parties accompany the use and protection of natural resources and landscapes. Conflicts are among the important driving forces in environmental policy. Today, in addition to traditional litigation, a range of alternative methods are used for dispute resolution. These include facilitation, mediation, or conflict assessment, which are expected to allow involved stakeholders to reach a mutually satisfactory agreement on their own terms.

In this module, students are introduced to the conceptualization and assessment of environmental conflicts. The course includes both an overview of relevant *conflict theory*, as well as *practical experiences* in conflict management. Students are assisted in understanding theoretical frameworks explaining environmental conflicts, and in evaluating conflict resolution and conflict management techniques. Several case studies of conflict analysis and management are presented. In a one-day excursion, students will learn about specific conflict resolution techniques as applied in a rural wind-mill construction project.

The module puts special emphasis on *participatory* forms of conflict resolution. Based on theoretical literature, students evaluate the advantages of participation, as well as its limits and dangers. Students discuss the foundations of participation in (different) theories of democracy, and they get familiarized with various methods of participatory conflict resolution. Guest lecturers will present practical case experiences.

In a small research project, student groups will work on real-world conflicts, providing a brief description of the conflict setting, and an analysis of the key stakeholders and their interests. They then design ideal-type conflict management or participation techniques. Students' projects are presented and discussed in class.

Core readings

A list of relevant texts will be made available at the start of the course; obligatory readings (and part of the voluntary readings) will be made available online in electronic form.

Bobbio, Luigi (2019): Designing effective public participation. Policy and Society, 38/1, 41-57

Johnson, M. F., Rodríguez, L. A., & Quijano Hoyos, M. (2021). Intrastate environmental peacebuilding: A review of the literature. World Development.

Lederach, John Paul (2003, updated 2017): Conflict Transformation, In: Burgess, Guy & Burgess, Heidi (eds): Beyond Intractability. Boulder, CO: Conflict Information Consortium.

Moore, Christopher W. (2014): The Mediation Process: Practical Strategies for Resolving Conflict [4th ed.]. San Francisco: Jossey-Bass.

Renn, Ortwin & Schweizer, Pia-Johanna (2020): Inclusive governance for energy policy making: conceptual foundations, applications, and lessons learned. In: Renn, Ortwin, Ulmer, Frank & Deckert, Anna (eds) The Role of Public Participation in Energy Transitions. Cambridge, MA: Academic Press. 39-79.

Module number 94265	Module name *Elective: Ecosystem Management*	
Course of study M.Sc. Environmental Governance M.Sc. Forest Sciences M.Sc. Environmental Sciences	**Type of course** Core module	**Semester / Rotation** 2nd / Summer Term
MSc Geographie des Globalen Wandels	Elective	
Teaching methods/Learning Formats Lectures, excursions, group work, tutorials, independent learning	**Prerequisites for attendance** Students should be vaccinated against ticks and tetanus	**Language** English
Type of assessment (Final Grade Composition) PL Written Report (100%), ca.2000 words		**ECTS-LP (Workload)** 5 (150h, of this 60 contact hrs.)
Module coordinator Prof. Dr. M. Pregernig, michael.pregernig@envgov.uni-freiburg.de		**SWS** 4
Additional teachers involved		

Syllabus

In the 1990s, the concept of Ecosystem Management emerged as a new paradigm for the management of natural resources. It is based on the objectives of sustainable use and conservation of natural resources, as well as fair and equitable sharing of benefits from ecosystem goods and services. Underpinning this approach are explicit objectives for the management of natural resources that can be translated into measurable goals, and subsequent monitoring. Ecosystem management recognizes that ecosystems are complex and interconnected, and function on a range of spatial and temporal scales. While management should be based on sound ecological models and aimed at maintenance of ecosystem integrity, the approach acknowledges that ecosystem knowledge is limited, and paradigms are provisional and likely to change. Consequently, management approaches are viewed as hypotheses, which require testing through systematic research and monitoring, resulting in adaptive management. In this module, students will be introduced to the concepts underpinning the Ecosystem Management approach, enabling them to critically evaluate its strengths and limitations. The module comprises an excursion of approximately one-week duration to a landscape setting, which serves as a case study through which to examine the approach. In the last phase of the module, the students discuss their field experiences, and, based on that, write a report in which they assess the feasibility, potential and limitations of the approach.

Learning goals and qualifications

In this module students learn to:

- understand basic ecological principles;
- identify and analyze the importance of ecosystem functions;
- interpret the main concepts underpinning the Ecosystem Management Approach;
- recognize the necessity to integrate social and natural science knowledge for effective ecosystem management;
- evaluate the strengths and limitations of the Ecosystem Management approach using a case study of a forested landscape in Central Europe;
- produce a framework for Ecosystem Management, recombining concepts and principles learned during the course.

Core Readings:

Bundesamt für Naturschutz 2008. Landscape Planning. The basis of sustainable landscape development. BfN, Bonn. (pages 8-17)

Christensen et al. 1996. The report of the Ecological Society of America Committee on the scientific basis for ecosystem management. Ecological Application 6(3), 665-691.

Cortner, H.J. and Moote, M.A. 1999. The politics of ecosystem management. Washington, DC: Island Press. Chapters 3+4 (pp. 37-72)

Noon, B.R. & J.A. Blakesley (2006): Conservation of the Northern Spotted Owl under the Northwest Forest Plan. Conservation Biology 20 (2): 288-296

Additionally, a list of relevant texts will be made available at the start of the course

Module number 10LE07S-M.95992 10LE08S-M.91804	Module name *Elective: Sustainability Law and Transformation*	
Course of study MSc Renewable Energy Management MSc Environmental Governance MSc Environmental Sciences/SAT	**Type of course** Elective MEG Core module SAT	**Semester / Rotation** 2nd / Summer Term
Teaching methods/Learning Formats lectures, thematic seminar sessions, guided reading and assignments, group work and discussions	**Prerequisites for attendance** For MEGs 3rd Semester and higher	**Language** English
Type of examination (Final Grade Composition) PL Group Presentation (70%) PL Individual essay, 2000 words (30%)		**ECTS-LP (Workload)** 5 (150h, of this 60 contact hrs.)
Module coordinator Dr. Catherin Zengerling, e-mail: cathrin.zengerling@enrlaw.uni-freiburg.de		**SWS** 4
Additional teachers involved		

Syllabus

Students will be familiarised with the fundamentals of law and in particular the role of law in sustainability transformations. They have a basic knowledge of the fundamentals of law in an international context, including law-making, implementation and enforcement. Students understand how the concept of sustainable development is (or is not) translated into legislation from the international to the local level. Students gain a basic knowledge of legal frameworks in areas such as energy and land transitions, circular economy and supply chain regulation. They are able to integrate perspectives of environmental law, human rights, economic/trade and labour law. Students are able to identify links between sustainability assessments and law-making, implementation and enforcement. Students can apply theories of transition and transformation to legal processes in the context of sustainability law. In addition, they are able to identify and analyse opportunities and barriers to sustainability transformations through a lens of critical legal theory.

Learning goals and qualifications

The course introduces into and discusses the role of law in sustainability transformations. The following core content will be covered:

- Introduction to the basics of law, including law-making, implementation and enforcement
- Characteristics of sustainability transformations and frictions with the functions of law
- Law from local to global scales in a context of decolonization
- Reflection of the concept of sustainable development in laws and institutions, including shortcomings
- Introduction of legal frameworks in key areas of sustainability transformations (energy transition, land transition, circular economy, supply chain regulation, etc.)
- Fragmentation and linkages between environmental, human rights, labour, economic and trade law
- The role of sustainability assessments in law-making, implementation and enforcement
- Introduction to theories and concepts of transformation and transition and their application of these theories and concepts to legal processes
- Introduction to critical legal theory and its application to legal processes in the context of sustainability

transformations

Students will have the opportunity to focus their term papers on topics of their own choice in the context of the course.

Core readings

A list of relevant texts will be made available at the start of the course; obligatory readings (and part of the voluntary readings) will be made available online in electronic form. The following are some examples of texts we will be reading in the course:

Kraas, F., Leggewie, C., Lemke, P., Matthies, E., Messner, D., Nakicenovic, N., ... & Butsch, C. (2016). Humanity on the move: Unlocking the transformative power of cities. WBGU-German Advisory Council on Global Change.

Reading material will be provided during the course via the e-learning platform ILIAS.

Module number 10LE07V-M.96001	Module name: *We Do Change. Reshaping Organizations for Global Impact*	
Course of study Msc Renewable Energy Management MSc Environmental Governance MSc Geographie des Globalen Wandels MSc Environmental Sciences	**Type of course** Elective module	**Semester / Rotation** 2nd / Summer Term
Teaching methods/Learning Formats Socratic Lecture, Group Dialogue, Various Individual Reflection Methodologies	**Prerequisites for attendance** None	**Language** English
Type of examination (Final Grade Composition) PL Oral Group Presentation (60%) PL Written individual essay (40%), ca. 2000 words		**ECTS-LP (Workload)** 5 (150h, of this 60 contact hrs.)
Module coordinator Prof. Dr. H. Roehl, e-mail: hr@heikoroehl.de		**SWS** 4
Additional teachers involved Björn Adam, e-mail: mail@bjoernadam.de		

Syllabus

Contemporary society faces unprecedented challenges at the intersection of environmental crisis, political instability, and rapid technological change. Organizations of all types - from corporations to public institutions and civil society actors - find themselves at a critical juncture where traditional approaches to management and leadership appear increasingly inadequate. This decade of transformation and disruptive change demands new perspectives on how organizations can effectively respond to and shape societal change, while simultaneously managing their own internal transformations.

This advanced seminar applies a multifocal lens of various theoretical approaches to understand organizations as complex social systems that follow their own decision-making premises while remaining susceptible to purposeful influence. The organizational capability to collectively learn, adapt to change and drive transformation as an essential survival factor will stand at the center of our seminar.

Through this perspective, we critically examine the concepts of organizational learning, change management and the respective leadership roles, retrieving them from conventional wisdom and myths to understand their actual function and potential for sustainable transformation. Focusing on transformative leadership, the course challenges students to reconsider leadership not as a personal attribute or position, but as a systemic phenomenon that emerges in the collective interaction between individuals, organizations, and their environments. The seminar offers a range of methodologies for the students to experience themselves as leaders in complex deliberation and decision-making processes.

Drawing from systems theory and contemporary transformation models, the course focuses on the application of various transformation methodologies, such as Scenario Planning, Dialogue Methods and a range of group deliberation methods such as The World Café or the Open Space Technology. Conceptual Frameworks such as the Theory U guide us in our understanding of how organizations and groups function as

social systems and how they can be effectively developed collectively in dedicated change processes. Special attention is given to understanding leadership's role in transformation, examining both its mythological aspects and practical applications in driving organizational and societal change. Students will explore how leadership manifests in different organizational contexts and how it can be leveraged to facilitate meaningful transformation.

The course integrates perspectives from organizational theory, social entrepreneurship and environmental governance to demonstrate how organizational transformation can serve as a catalyst for broader societal change. By developing a deeper understanding of leadership as a systemic phenomenon, students will learn how different forms of organizations - from traditional businesses to social enterprises - can develop and maintain agency in addressing contemporary challenges while managing their own transformation processes. This understanding is crucial for any kind of organization to become an effective agent of positive change in an increasingly complex and interconnected world.

About the Instructors

Prof. Dr. Heiko Roehl has been dedicated to Organizational Transformation for over three decades. He studied Psychology, Business Administration, and Sociology in Berlin, Bologna/Italy, and Bielefeld, earning a Diploma/MSc. in Psychology and a PhD in Sociology. Throughout his career, he has contributed to numerous international large-scale transformation programs. Starting in 1995, he served as a project lead at the Future Research Think Tank of Daimler-Benz AG in Berlin and Palo Alto/USA, conducting research and consulting on the future of Organized Value Creation. Between 2001 and 2006, he held the position of Head of Strategy at the Nelson Mandela Foundation in Johannesburg, seconded by the Federal Ministry for Economic Cooperation (BMZ) to South Africa. Subsequently, he assumed leadership of the Corporate Organization and Development Department at the German International Cooperation (GIZ) until 2012. From 2013, he established and directed the Global Leadership Academy of the Federal Ministry for Economic Cooperation. In 2015, he founded Kessel & Kessel GmbH in Berlin, a Consulting Agency focusing on high-level systemic governance development work in various sectors. Heiko Roehl is an Author of numerous publications on Organizational Transformation and Change Management, and he is a member of various advisory boards.

Björn Adam is a Senior Partner at Kessel & Kessel GmbH and social entrepreneur. As founder of "beWirken," one of Germany's leading organizations in educational transformation, he combines his expertise in agile transformation with practical innovation in social systems. With his multi-entrepreneurial background, he bridges organizational development methods with psychological dynamics of people and teams, advising clients from international corporations to start-ups.

Learning goals and qualifications

In this module students learn to:

- Analyze the role of organizations as agents of change in Global Transformation
- Understand and critically assess different approaches to organizational transformation and leadership through a multitude of case examples
- Experience a variety of transformative methodologies for individual, group and organization development
- Apply various transformation models, va. Theory U, to practical organizational challenges

- Review your own experiences in/with organizations to evaluate the role of leadership in organizational and societal transformation processes
- Critically examine the intersection of organizational development, transformational leadership and environmental governance

Core readings

A list of relevant texts will be made available at the start of the course; obligatory readings (and part of the voluntary readings) will be made available online in electronic form.

1. Scharmer, C. O. (2016). Theory U: Leading from the Future as It Emerges. Berrett-Koehler Publishers.
2. Bojer, M.; Roehl, H.; Knuth, M.; Magner, C. (2008). Mapping Dialogue. Essential Tools for Social Change.
3. Evans, L. S., et al. (2015). Understanding leadership in the environmental sciences. Ecology and Society, 20(1).

Additional readings will be made available online in electronic form at the start of the course.

Module number	Module name
10LE07V-M.96002	*Elective: Intersectional-feminist perspectives on socio-ecological crises: Theoretical approaches, empirical examples and political consequences*

Course of study	Type of course	Semester / Rotation
MSc Environmental Governance MSc Environmental Science MSc Globalen Wandels MA Gender Studies	Elective module	2nd / Summer Term
Teaching methods/Learning Formats	**Prerequisites for attendance**	**Language**
Lectures, expert input, guided readings, discussion sessions with group work and short presentations	None	English

Type of examination (Final Grade Composition)	ECTS-LP (Workload)
PL Oral group presentations (30%) PL Individual essay (70%)	5 (150h, of this 60 contact hrs.)
Module coordinator	SWS
Miriam Kienesberger, MA MA, e-mail: miriam.kienesberger@upt.uni-freibug.de	4

Additional teachers involved

Prof. Dr. Tanja Mölders, e-mail: tanja.moelders@upt.uni-freiburg.de

Syllabus

In coining the term intersectionality, Kimberlé Crenshaw (1989) gave a name to the long tradition of Black feminist thought that understands different systems of oppression, such as patriarchy, racism, classism, colonialism, homophobia and ableism, as intertwined. The idea is now increasingly being taken up in critical environmental studies to provide a more nuanced understanding of the interconnectedness of complex, entangled power relations with escalating ecological crises.

In this elective module, we will explore the ambiguous nature of this academic 'trend' and what it means to apply intersectional thinking to socio-ecological research in a profound way. We will trace the theoretical origins of intersectionality, give empirical examples and discuss the political consequences of intersectional approaches. Therefore, we explore current feminist debates revolving around intersectionality and identify key potentials, challenges and pitfalls of working with the concept in the context of environmental issues. Drawing on key academic literature, various media (e.g. podcasts) and exchanges with experts, we will look at selected feminist perspectives on society-nature relations associated with an intersectional approach. We will delve into e.g. queer and vegan ecofeminisms, degrowth and decolonial perspectives from feminist political ecologies, and posthuman feminisms. By mapping out which social categories these approaches focus on and how they conceptualize the interplay between them in relation to ecological issues, we will reconstruct their theoretical potential for critiquing the unsustainable status quo and envisioning socially and ecologically just futures. Engaging with this plurality of perspectives will enable us to better understand why feminist approaches to society-nature relations "will be intersectional, or […] will be bullshit" (Dzodan 2011).

In addition to short introductory lectures, the elective module will provide ample space for methodologically guided discussions of the core readings and critical reflections on theory development and scientific research

as political practices, as well as for examining one's own positionality as a student/researcher. At the end of the module, participants will submit the results of their personal learning process in the form of an individual essay.

Learning goals and qualifications

In this module participants learn to:

- engage with conceptual debates around intersectionality;
- identify and discuss the strengths and blind spots of a range of feminist perspectives on society-nature relations;
- develop an in-depth understanding of the interconnectedness of societal power relations and ecological crises;
- systematically apply conceptual frameworks to critique the unsustainable status quo;
- critically reflect on their personal and theoretical positionality.

Core readings

A list of relevant texts will be made available at the start of the course; obligatory readings (and part of the voluntary readings) will be made available online in electronic form.

Crenshaw, Kimberle (1989): Demarginalizing the Intersection of Race and Sex. A Black Feminist Critique of Antidiscrimination Doctrine, Feminist Theory and Antiracist Politics. In University of Chicago Legal Forum (1), Article 8, pp. 139-167. Available online at https://chicagounbound.uchicago.edu/uclf/vol1989/iss1/8/.

Bilge, Sirma (2013): Intersectionality Undone. In Du Bois Rev. 10 (2), pp. 405–424. DOI: 10.1017/S1742058X13000283.

Hill Collins, Patricia; Bilge, Sirma (2016): Intersectionality. Cambridge: Malden, MA: Polity.

Kaijser, Anna; Kronsell, Annica (2014): Climate change through the lens of intersectionality. In Environmental Politics 23 (3), pp. 417–433. DOI: 10.1080/09644016.2013.835203

Mikulewicz, Michael; Caretta, Martina Angela; Sultana, Farhana; J. W. Crawford, Neil (2023): Intersectionality & Climate Justice: A call for synergy in climate change scholarship. In: Environmental Politics, S. 1–12. DOI: 10.1080/09644016.2023.2172869

Module number 10LE07S-M.95992 10LE08S-M.91804	Module name *Elective: Global Sustainability Transformations in Local Contexts*	
Course of study Msc Renewable Energy Management MSc Environmental Governance MSc Geographie des Globalen Wandels MSc Environmental Sciences	Type of course Elective	Semester / Rotation 2nd / Summer Term
Teaching methods/Learning Formats lectures, thematic seminar sessions, guided reading and assignments, group work and discussions	Prerequisites for attendance None	Language English
Type of examination (Final Grade Composition) PL Group presentation (30%), 15 minutes PL Individual essay (40%), ca. 2000 words PL Group Case Study (30%), ca. 3000 words		ECTS-LP (Workload) 5 (150h, of this 60 contact hrs.)
Module coordinator Dr. Catherin Zengerling, e-mail: cathrin.zengerling@enrlaw.uni-freiburg.de		SWS 4
Additional teachers involved Dr. Benedikt Schmid, e-mail: benedikt.schmid@geographie.uni-freiburg.de		

Syllabus

Cities consume about 75% of global energy and material flows and are home to more than half of the global population – with a rising tendency. They are an increasingly visible actor in emerging polycentric environmental governance, engage in international legal regimes such as the Paris Agreement and transnational municipal networks (TMNs). Infrastructures and lifestyles in local systems are crucial for people's well-being within planetary boundaries. Many processes of sustainability transformations around energy, mobility, food, housing, and consumer goods are rooted in local systems. They offer room for experiments and niches and allow for first steps in diffusion and upscaling. Local governments can be closer to people and more responsive to specific local needs and conditions than higher levels of government. Local economies play a key role in value creation and capture.

In this module, students learn about cities and municipalities as actors in an emerging system of polycentric environmental governance. They gain knowledge on the role of local governments within the Paris Agreement, TMNs as well as national state hierarchies in different legal systems and the respective local scope of action. We explore different modes of governing processes of transformation across different sectors (energy, mobility, food, housing and others) as well as scales (neighbourhood, city, translocal) in international case studies in the global north and south. The key forms of local decision-making (including referendums), formal as well as informal steering instruments including land use plans, urban development contracts and climate action plans are introduced. Students also get insights into the relationship and forms of cooperation between urban and (surrounding) rural areas in the context of the (energy) transition. With regard to local and community economies, students learn about (re)municipalisation, eco-social enterprises and community initiatives. We discuss alternative forms of ownership such as cooperatives and sharing schemes, in particular in the context of alternative economies and degrowth.

The course is taught in an interactive manner. We will kick off our joint work with an explorative zero carbon walk in a Freiburg neighbourhood. Throughout the course, we present and discuss international case studies and students get the chance to deepen their knowledge in their main fields of interest. The course also encompasses an excursion to the new low carbon urban development project Dietenbach and discussions with representatives of the urban planning department.

Learning goals and qualifications

In this module students learn to:

- develop a critical understanding of contemporary processes of urban sustainability transformations with a main focus on the sectors of energy, mobility, housing and food;
- understand the role of cities in emerging polycentric environmental governance, varying local scopes of action and key formal and informal steering instruments of urban governance;
- discuss and reflect upon the role of law and planning in urban sustainability transformations;
- analyse academic publications, legal and policy documents and other planning-related materials;
- apply their knowledge to case studies of contemporary urban transformation processes in their field of interest;
- compare, contrast, and transfer their knowledge to other cases.

Core readings

A list of relevant texts will be made available at the start of the course; obligatory readings (and part of the voluntary readings) will be made available online in electronic form. The following are some examples of texts we will be reading in the course:

Kraas, F., Leggewie, C., Lemke, P., Matthies, E., Messner, D., Nakicenovic, N., ... & Butsch, C. (2016). Humanity on the move: Unlocking the transformative power of cities. WBGU-German Advisory Council on Global Change.

Reading material will be provided during the course via the e-learning platform ILIAS.

Module number	Module name
10LE07V-M.96004	*Elective: At Work with Nature: Analyzing, Regulating, & Transforming Society-Nature Metabolisms under Capitalism*

Course of study	Type of course	Semester / Rotation
MSc Environmental Governance MSc Environmental Science MSc Globalen Wandels MA Gender Studies	Elective module	2nd / Summer Term
Teaching methods/Learning Formats	**Prerequisites for attendance**	**Language**
Lectures, guided reading, discussion, group work, interactive learning, and short presentations	None	English

Type of examination (Final Grade Composition)	ECTS-LP (Workload)
PL Oral group presentations (30%) PL Individual essay (70%)	5 (150h, of this 60 contact hrs.)
Module coordinator	**SWS**
Dr. Anna Saave; e-mail: anna.saave@upt.uni-freiburg.de	4

Additional teachers involved

Prof. Dr. Tanja Mölders, e-mail: tanja.moelders@upt.uni-freiburg.de

Syllabus

The course focuses on five interconnected sites of labor where society and nature are metabolically linked: extraction, production, social reproduction, consumption, and waste handling. These sites span activities at the center and at the margins of capitalism, illuminating the often-invisible relationships between labor, social inequalities, and environmental impacts.

Through an analysis of different sites, students will explore how each form of work and life is differently socially organized, exploited, and embedded in a common gendered, racialized, and otherwise socially stratified societal formation under capitalism.

By combining theoretical foundations, e. g. from critical political economy and social theory, with a case-study approach, students will investigate the material and social practices that sustain and reproduce capitalism. Students will learn how societal and ecological transformations are deeply entangled with capitalist dynamics and how these dynamics manifest in everyday life and work.

The case studies to be investigated by student groups will be accompanied by an introduction to foundational concepts in political economy and complementary perspectives. We will engage with classical Marxian analyses, contemporary political economy approaches (e.g., Moore 2015), and (eco-)feminist and decolonial critiques of labor and nature (e.g., Salleh 2000, Sultana 2022). Additional perspectives from ecological economics and the study of social relations to nature will enrich the discussion (e.g., Fischer- Kowalski and Haberl 1993, Becker and Jahn 2006, Biesecker and Hofmeister 2010). We also explore the conditions under which society-nature-metabolisms might be redirected toward social-ecological transformation.

To support students' research and their academic development, the course includes method-focused trainings on the writing process as well as an open-topic session, and a closing reflection. This integrated approach equips students with both the theoretical tools and practical skills to critically analyze society-nature metabolisms and contribute to current and pressing debates in political economy and transformation research regarding their regulation and transformation.

Learning goals and qualifications

In this module participants learn to:

- understand capitalism as a dependent production system, embedded in broader socio-ecological and non-capitalist contexts.
- be equipped to analyze the interaction between labor and nature across different sectors and geographies, informed about the different functions that extraction, production, reproduction, consumption, and waste handling serve within the capitalist economy.
- explore the gendered, racialized, and class-based organization of labor and its implications for sustainability and social equity.
- apply interdisciplinary approaches, including (eco-)feminism, social reproduction theory, ecological economics, and (post-)development perspectives to real-world case studies.
- have developed critical perspectives on the metabolic relationships between society and nature under capitalism and are able to assess arguments and possibilities regarding their regulation and transformation.

Core readings

A list of relevant texts will be made available at the start of the course; obligatory readings (and part of the voluntary readings) will be made available online in electronic form.

Pineault, Éric (2023). A Social Ecology of Capital: Circulation, Accumulation, and the Metabolic Rift. Montreal: McGill-Queen's University Press.

Sultana, Farhana (2022). The Unbearable Heaviness of Climate Coloniality. Political Geography, 99, 102638.

Salleh, Ariel (2000). The Meta-industrial Class and Why We Need It. Democracy & Nature, 6(1), 27–36.

Biesecker, Adelheid, & Hofmeister, Sabine (2010). Focus: (Re)productivity. Sustainable relations both between society and nature and between the genders. Ecological Economics, 69(8), 1703–1711.

Fischer-Kowalski, Marina, & Haberl, Helmut (1993). Metabolism and Colonization: Modes of Production and the Physical Exchange between Societies and Nature. Innovation: The European Journal of Social Science Research, 6(4), 415–442.

Luxemburg, Rosa (1969). Die Akkumulation des Kapitals (3rd ed.). Frankfurt: Verlag Neue Kritik.

Marx, Karl, & Engels, Friedrich (1968). Die sogenannte ursprüngliche Akkumulation. In MEW 23: Karl Marx - Friedrich Engels - Werke. Berlin: Dietz Verlag.

Module number 6900	Module name *Obligatory Internship*	
Course of study M.Sc. Environmental Governance	**Type of course** Core module	**Semester / Rotation**
Teaching methods Self-procured internship	**Prerequisites for attendance** None	**Language** -
Type of examination (Final Grade Composition) SL Pre-approved internship of a duration of at least 7 weeks, full-time hours (275 hrs).		**ECTS-LP** (Workload) 10 (300h)
Module coordinator Seirra Römmermann, MSc e-mail: meg.coordinator@envgov.uni-freiburg.de		**SWS** -
Additional teachers involved		

Syllabus

The MEG Internship Guidelines provide an orientation in internship-related-matters. Please note that only the exam regulations (§5) of your study programme are a legally binding. It is suggested to have your intended internship pre-approved by the MEG Internship Coordinator, Seirra Römmermann meg.coordinator@envgov.uni-freiburg.de.

Duration

According to the exam regulations of your MSc programme you are required to complete an internship of at least seven weeks. Upon successful completion, you will earn 10 ECTS credits. It is recommended that the internship take place between the 2nd and 3rd semesters.

Working hours

The internship should be on a full-time basis (in total 275 hours). Part-time contracts are possible upon consultation and under the condition that you work at least half-days and a minimum 3 days a week.

Interruptions

The internship should only be interrupted for urgent reasons and with the consent of the Internship Coordinator. Any hours lost through absence must be made up for within the internship period. Similarly, hours/days missed due to illness should be made up for if they exceed 5 working days.

Internship Provider

The internship can take place in Germany or abroad.
Your internship must be in a field relevant to your MSc programme. The institution, organisation or company needs to be directed by a person with a university degree. Exceptions may be possible after consultation. The supervision of your internship lies solely with the responsible person at your Internship Provider.

3rd Semester
Winter Term

Module number 95995	Module name *Research Design in Environmental Governance*	
Course of study M.Sc. Environmental Governance	**Type of course** Elective	**Semester / Rotation** 3rd/ Winter Term
Teaching methods/Learning Formats Lectures, group work, research assignments	**Prerequisites for attendance** None	**Language** English
Type of examination (Final Grade Composition) PL Individual research poster (100%)		**ECTS-LP (Workload)** 5 (150h, of this 60 contact hrs.)
Module coordinator Dr. Niko Schäpke, Email: niko.schaepke@envgov.uni-freiburg.de		**SWS** 4
Additional teachers involved Dr. Leonard Frank, MSc, leonard.frank@envgov.uni-freiburg.de		

Syllabus

The overall goal of this module is to introduce the logic of social scientific inquiry in environmental governance and to offer students an opportunity to practice skills required for designing and conducting research projects, including a Master's thesis project. Accordingly, in Week 1 is focused on the theory and logic of social research. Weeks 2 and 3 focus on developing a research proposal and a research poster. During the first week of the module, students study philosophical foundations of social research, discuss the logic of social inquiry, review types of research design and research methods, and analyze exemplary cases of social research in environmental governance. The first week's class includes intensive reading, interactive lectures and guided seminars. At the end of this module part, students are required to take a written test (non-graded). The goal of the second part of the module is to apply competences acquired during the first week. Students develop their own research project proposals and present them in the form of a research poster.

Importantly, the developed research proposal is not a master's thesis proposal. It can, however be further developed into one following the end of the course. Thus, the course is not designed to guide students in writing a master thesis proposal. Nonetheless, the skills gained in this course will prepare students for writing the actual thesis proposal. We encourage students to elaborate and test their first ideas for a thesis project in this module. It is an opportunity to practice key elements of a thesis proposal, receive feedback on ideas and develop a basis for a 'real' thesis research proposal. Students develop their proposals in close cooperation with course lecturers and receive feedback. If a concrete master thesis topic and related supervisor are already known, students are requested to contact Niko Schäpke prior to enrolling in the course to clarify their participation.

Learning goals and qualifications

In this module students learn to:

- distinguish between different philosophical perspectives underlying qualitative, quantitative and mixed methods methodologies in the social science research;
- identify and understand different social science research designs and research processes;
- assess the applicability of qualitative and quantitative research methods to specific research problems and questions;

- design research projects on the basis of appropriate research questions and hypotheses that contribute to an increase of knowledge in their field of study;
- elaborate research project proposals and research posters based on proposals.

Core readings

A list of relevant texts will be made available at the start of the course; obligatory readings (and part of the voluntary readings) will be made available online in electronic form. Preliminary readings:

Flick, U. (202). *Introducing Research Methodology - A Beginner's Guide to Doing a Research Project*. 3rd edition, SAGE Publications, London.

MEG Guidelines for MSc Theses, available at https://www.meg.uni-freiburg.de/Filelist/Current%20Students/guidelines_master_thesis__2015_neu.pdf)

Moon, K., & Blackman, D. (2014). A Guide to Understanding Social Science Research for Natural Scientists. Conservation Biology, 28(5), 1167-1177.

Module number **94380**	**Module name** *Elective: Decolonizing climate change*	
Course of study M.Sc. Environmental Governance	Type of course Elective module	Semester / Rotation 3rd / Winter Term
Teaching methods/Learning Formats Lectures, group work, speaker series	Prerequisites for attendance None	Language English
Type of examination (Final Grade Composition) PL Written reflection (100%)		ECTS-LP (Workload) 5 (150h, of this 60 contact hrs.)
Module coordinator Robert John, e-mail: robert.john@envgov.uni-freiburg.de		SWS 4

Syllabus

This summer has been one of the hottest and driest years on record – we've seen droughts and subsequent hunger, wildfires and the continued melting of glaciers, successive sea level rise and species loss. Although climate change is gaining wider societal attention, creating political friction and protest, the uneven distribution of its causes and effects is not well reflected and openly discussed. Meanwhile, diverse social groups around the world marginalized for their race, class, gender, and ethnicity have been disproportionately impacted, despite being historically and geographically the least contributors to climate change. Beyond these intersectional discriminations, scholars and activists have increasingly linked climate change to colonial legacies. While colonialism manifests quite differently depending on its context, it is driven by the violent exploitation and dispossession of lands, resources, and peoples – an ongoing process that has been blurred and accelerated under the recent dynamics of capitalist expansion. These colonial structures and systems of power, exclusion and exploitation remain as main barriers to addressing the current climate crisis.

In this elective module, we will reflect on the linkages between colonialism and climate, learning about how climate change partly emerges from and reinforces historically inequitable power relations established and upheld by colonial regimes globally and understand the importance of decolonizing its causes and effects. Towards the end of the module, we will discuss realistic and desirable futures – imagining climate justice and reparations, as motivations for change.

To do so, we will engage with literature of diverse non-western authors, which integrate international, interdisciplinary, and intersectional perspectives to understand the multiple interlocking systems of colonial oppression and social and environmental inequities. Additionally, a speaker series will offer participants the perspectives of decolonial activists, advocates and scholars working on understanding and revealing the complex histories and ongoing entanglements of colonialism and climate change, bringing to life different theories and practices of resistance and change. Throughout the course everyone is encouraged to think critically about their own subjective positions, immersing themselves in a personal learning experience centered on reflecting on the colonialization of our minds, daily lives and political systems. For this purpose, participants are actively encouraged to put themselves in the picture, sharing their own experiences in class discussion and through their written reflection. For that purpose the participants will write a Reflective Learning Diary, which will be submitted as assessment by the end of week three. Everyone is encouraged to reflect on their individual learning experience, recording reactions to class readings, discussions, visiting scholars and activist, connecting their everyday lives with the class content.

Learning goals and qualifications:

In this module students learn to:

- apply decolonial theories and thinking
- draw connections between colonial histories, ongoing colonial practices, and climate change
- engage with non-western knowledge, de-centering Eurocentric canons of thought
- scrutinize alternative forms of knowledge and climate activism
- reflect on their own positionality and subjectification (performing whiteness)

Core readings:

A list of relevant texts will be made available before the start of the course; obligatory readings (and part of the voluntary readings) will be made available online in electronic form. The following are some more extensive readings, which are at the core of the course, but cannot be covered in a three-week module. Feel free to engage with these sources for preparation:

- Mignolo, W.D. & Walsh, C. E. (2018): On Decoloniality: Concepts, Analytics, Praxis. Combined Academic Publ.

→ Introduction to colonialism its origination, transformation, and current presence, as well as to the resistance and re-existence of decolonial ways of living and thinking

- Ghosh, A. (2021): The Nutmeg's Curse: Parables for a Planet in Crisis. University of Chicago Press.

→ Presents an alternative history of the climate crisis, originating from Western colonialism's violent exploitation of human life and the natural environment

- Liboiron, M. (2021): Pollution is Colonialism. Duke University Press.

→ Engaging with the colonial roots of science and knowledge

Module number 95991	Module name *Elective: Environmental Social Movements & NGOs*	
Course of study M.Sc. Environmental Governance	**Type of course** Elective Module	**Semester / Rotation** 3rd/ Winter Term
Teaching methods Blended learning with presence and/or synchronous on-line teaching; flipped classroom components; self-study; group work; tutorials	**Pre-requisites for attendance** Good knowledge of Social Sciences; Proficiency in academic writing	**Language** English
Type of examination (Final Grade Composition) PL Written Assignments* (ca. 2,500 - 4,000 words) 40% PL Case Study Presentations* (ca 20 - 25 minutes) 50% PL Moderation of Discussion* (ca 20-30 minutes) 10% **to be specified as either individual or group contribution depending on number of module participants*		**ECTS-LP (Workload)** 5 (150h, of this 60 contact hrs.)
Module coordinator Dr. Cristina Espinosa Email: cristina.espinosa@envgov.uni-freiburg.de		**SWS** 4
Additional teachers involved		

Syllabus

More and more, civil society groups, organizations, movements and networks are occupying public spaces, raising critical voices with regard to the political, economic and technological trajectories developed by governments, corporate actors and science. They draw attention to pressing environmental problems and demand actions that align with ideals of sustainability and justice. From local to global scales, environmental movements and non-governmental organizations (NGOs) are skilled campaigners and service providers for various organizations, as well as watchdogs and policy consultants. Positive appraisals and hope permeate public perspectives on organized civil society and their role in environmental governance. Yet, while some scholars consider environmental movements and NGOs as an expression of a democratic civil society, others question their representativeness and see them as an outcome of neoliberal globalization. Bridging theories with real-life examples, this module critically examines the implications of the increasing relevance of organized civil society in environmental governance. Covered topics include tactics, strategies, transnational networks and impacts of environmental movements and NGOs, as well as the engagement of civil society actors with states, corporations and science.

Learning goals and qualifications

In this module students learn to:

- Explain the distinctions and overlaps between non-state actors engaged in environmental governance and the common challenges they face;
- Appraise different mechanisms through which environmental social movements and NGOs influence and participate in environmental governance;
- Apply theoretical perspectives to study an empirical case connected to an environmental social movement or NGO
- Synthesize research findings

– Deploy moderation techniques

Core readings

A list of relevant texts will be made available at the start of the course; obligatory readings (and part of the voluntary readings) will be made available online in electronic form. Before the module starts, participants might want to read this publication:

Bäckstrand, K. (2015). Civil Society. Encyclopedia of Global Environmental Governance and Politics. P. H. Pattberg and F. Zelli, Edward Elgar Publishing: 185-192.

Module number 94360	Module name *Elective: Forests and Rural Development*	
Course of study M.Sc. Environmental Governance	**Type of course** Core	**Semester / Rotation** 3rd/ Winter Term
Teaching methods Lecture, group work	**Prerequisites for attendance** None	**Language** English
Type of examination (Final Grade Composition) PL written exam (80%) PL Written Concept Note (20%), ca. 2000 words plus		**ECTS-LP (Workload)** 5 (150h, of this 60 contact hrs.)
Module coordinator Prof. Dr. D. Schmidt-Vogt, e-mail: dietrich.schmidt-vogt@waldbau.uni-freiburg.de		**SWS** 4
Additional teachers involved Dr. Mélanie Feurer and other invited experts		

Syllabus

Forests and trees play an important role in rural landscapes of the Tropics as habitat and as providers of ecosystem services and of usable products. This is especially true for forest-agriculture frontiers which can be highly dynamic in terms of deforestation, forest degradation or forest transition processes. Recognition of the importance of forests in the rural tropics has led to a plethora of policy and development approaches such as community forestry, agroforestry, forest restoration etc. The dynamics affecting the relations of forests with other land uses are driven by many factors - economic, demographic, societal, political and others – and can result in negative impacts such environmental degradation and marginalization of people on the one hand, and of environmental restoration, livelihood diversification on the other. Development approaches to these dynamics and their impacts range from classical nature conservation to unrestrained economic development. Against this backdrop, the module intends to analyze the drivers, mechanisms and impacts of land use dynamics, and to critically reflect on approaches to development in rural forest landscapes of the Tropics. Discussion of scientific articles will provide orientation for students to navigate the complexity of environmental conditions, multi-stakeholder situations, multiple objectives and convoluted dynamics in such landscapes and to reflect upon concepts of development, and the potential and limitations of different approaches and instruments. Exploring options for development in rural forest landscapes will provide students with an opportunity to apply lessons learned in this module.

Learning goals and qualifications

In this module students learn to:

- develop an understanding of the options of forest-based development in the context of rural tropics;
- recognize the complexity and dynamism of socio-ecological systems and identify mechanisms to cope with this complexity;
- apply skills to design research projects and policy recommendations;
- critically reflect on the implications of development paradigms;
- engage in interdisciplinary teamwork to formulate holistic development concepts for a case study in rural tropics .

Core readings

Ahrends, A., Hollingsworth, P.M., Ziegler, A.D., Fox, J.M., Chen, H., Su, Y., Xu, J. 2015. Current trends of rubber plantation expansion may threaten biodiversity and livelihoods. Global Environmental Change 34, 48-58.

Feurer, M., Grillen, D., Thann, M.M. 2018. Community forestry for livelihoods: benefitting from Myanmar´s mangroves. Forests 9 (3)

Feurer, M., Heinimann, A., Schneider, F., Jurt, C., Myint, W., Zaehringer, J.G. 2019. Local perspectives on ecosystem trade-offs in a forest land scape in Myanmar. Land 8 (3)

Geist, H.J., Lambin, E.F. 2002. Proximate causes and underlying drivers of tropical deforestation. Bioscience 52, 143.

Pearce D., F.E. Putz, J.K. Vanclay 2001. Sustainable forestry in the tropics: panacea or folly? Forest Ecology and Management 172, 229-247.

Pokorny B., Scholz I. and De Jong W. 2013. REDD+ for the poor or the poor for REDD+? About the limitations of environmental policies in the Amazon and the potential of achieving environmental goals through pro-poor policies. Ecology and Society 18(2): 3.

Sayer J.A. and B. Campbell. 2001. Research to integrate productivity enhancement, environmental protection, and human development. Conservation Ecology 5(2): 32.

Van Vlieth, N., Mertz, O,…..Ziegler, A. 2012. Trends, drivers and impacts of changes in swidden cultivation in tropical forest-agriculture frontiers: a global assessment. Global Environmental Change 22.

Verma, A., Schmidt-Vogt, D., De Alban, J.D.T, Lim, C.L., Webb, E.L. 2021. Drivers and mechanisms of forest change in the Himalayas. Global Environmental Change 68, 102244

Wunder S. 2001. Poverty Alleviation and Tropical Forests – What scope for synergies. World Development 19 (11), 1817-1833

Module number	Module name	
95990	*Elective: Technology Assessments – Theory and Practice*	
Course of study M.Sc. Environmental Governance	**Type of course** Elective	**Semester / Rotation** 3rd/ Winter Term
Teaching methods/Learning Formats lectures, plenary discussions, group work	**Prerequisites for attendance** None	**Language** English
Type of examination (Final Grade Composition) 1) PL Literature Review (Individual assessment of a self-chosen TA study along guiding questions), max. 2500 words (4 pages) (50%) 2) PL Group Research Report, 15-40 pages (50%) *Participation in discussions & presentations is obligatory; not graded		**ECTS-LP (Workload)** 5 (150h)
Module coordinator Prof. Dr. Philipp Späth, Email: spaeth@envgov.uni-freiburg.de		**SWS** 4

Additional teachers involved

Additional faculty and external experts on various topics will be involved.

Syllabus

As environmental limitations of current economic regimes and lifestyles are increasingly recognized, hope is often directed towards technological innovations (e.g. resource efficiency, 'green' technologies). Assumptions about the 'superiority' of certain technologies are a precondition for any attempt to accelerate the development and diffusion of these technologies by means of science, technology and innovation governance. However, to what extent particular technological innovations can in fact alleviate pressure on natural resources is hard to assess, particularly in the early stages of their development.

We study the promises, methods and practices involved in systematic Technology Assessments (TA) and their role in problematizing the potentials and risks involved in technological change. Starting from an overview of approaches, institutions and methods of TA, we aim to understand the dilemmas of such endeavors and how people tried to overcome them. You will first evaluate a self-chosen TA study that has been published by a recognized TA institution against common criteria. The second and third week of the module are dedicated to the development of your own technology assessment of a specific aspect important to an international hydrogen economy as promoted by the previous German Government: https://www.bmbf.de/bmbf/en/home/_documents/west-africa-can-become-the-cli-energy-powerhouse-of-the-world.html .

You will develop a TA study on a self-chosen aspect of a future hydrogen economy in a team of three to sixteen students. On the way, you will gain insights into how parliamentarian TA is conducted by the German TAB (which has been commissioned with a study on opportunities and risks of hydrogen partnerships and technologies in developing countries, too: https://www.tab-beim-bundestag.de/english/projects_opportunities-and-risks-of-hydrogen-partnerships-and-technologies-in-developing-countries.php).

Learning goals and qualifications

In this module students learn to:

- describe various objectives and institutional forms of technology assessment;
- understand the assumptions and world views that influenced various approaches to TA;
- be fluent with TA terminology and practices;

- identify different challenges and dilemmas of expertise or consensus-oriented methods for TA;
- evaluate and criticize TA studies of various scopes;
- apply research methods (analysis of literature, interview techniques etc.);
- position themselves with regard to different approaches to technology assessment;
- assess the potentials and risks potentially involved in various forms of urban food production.

Core readings

A list of relevant texts will be made available at the start of the course; readings themselves will be made available online via Ilias. Introductory reading (pdf available on request):

Grunwald, A. (2019). "Technology assessment in practice and theory". Oxford, Routledge. pp. 1-12.

Module number 10LE07-M.640009	Module name *Elective: Environmental and Energy Transition Law*	
Course of study MSc Renewable Energy Management M.Sc. Environmental Governance MSc Environmental Sciences MSc Forest Sciences	**Type of course** Elective	**Semester / Rotation** 3rd/ Winter Term
Teaching methods/Learning Formats Socratic lectures, group and individual work, presentations, discussions	**Prerequisites for attendance** None	**Language** English
Type of examination (Final Grade Composition) SL Written assignment (pass/fail) PL Written assignment (30%, 60 min.), PL Written individual report (3000 words) OR group presentation and report (60 min. / group and 750 words / person, 70%)		**ECTS-LP (Workload)** 5 (150h, of this 60 contact hrs.)
Module coordinator Dr. Cathrin Zengerling, e-mail: cathrin.zengerling@enrlaw.uni-freiburg.de Prof. Dr. Errol Meidinger, email: eemeid@buffalo.edu		**SWS** 4
Additional teachers involved Invited experts from the private and public sector		

Syllabus

In this module students gain fundamental knowledge of environmental and energy transition law from multi-level governance and international comparative perspectives. They acquire sector-specific knowledge of environmental law in the fields of climate change, air pollution, water, oceans, biodiversity, nature protection, chemicals and waste/circular economy law. With regard to energy transition law, students become familiar with energy and planning law directed to energy efficiency and the switch from fossil fuel based to renewable energy in the sectors of electricity, heating/cooling and mobility.

Throughout the course, students learn about different legal instruments and their strengths and weaknesses in reaching regulatory goals. Both, public and private law perspectives as well as different legal traditions such as common and civil law approaches are covered. Students also get insights into the role of environmental protection and the energy transition in other international legal regimes such as world trade, investment and human rights law.

The course is taught interactively and active participation of students is encouraged. Students become familiar with various primary legal documents such as (excerpts of) international treaties, European directives, constitutions, national laws, administrative permits, land use plans as well as decisions of the judiciary, and learn how to work with them. Students apply and deepen their knowledge under guidance of the instructors in their specific fields of interest via case studies. Throughout the course, various soft skills such as debating in socratic discussions, scientific writing, interdisciplinary and intercultural teamwork are imparted.

Learning goals and qualifications

In this module students learn to:

- identify the main types and instruments of environmental and energy transition law and their distinctive characteristics;
- understand interactions and conflicts between different types, sources and instruments of environmental and energy transition law;
- assess the inherent strengths and limitations of environmental and energy transition law for environmental and energy governance;
- realize that there are alternative ways of structuring environmental and energy transition responsibilities and powers through law;
- formulate legal and policy arguments relevant to future environmental and energy transition law development;
- critically and intelligently evaluate arguments for legal change;
- understand the relationship between scientific knowledge, social movements, and environmental/ energy transition law;
- apply basic skills of legal research and legal arguments to relevant case studies.

Core readings

Sands, P., & Peel, J. (2018). *Principles of international environmental law*. Cambridge University Press.

Meidinger, Errol (2008), "Property Law for Development Policy and Institutional Theory: Problems of Structure, Choice and Change." In David Mark, Barry Smith, and Isaac Ehrlich, *The Mystery of Capital and the New Philosophy of Social Reality*. Chicago: Open Court Publishing, pp.193-227.

Reading material will be provided during the course via the e-learning platform ILIAS.

Module number 64087	Module name *Elective: Life Cycle Management*	
Course of study MSc Renewable Energy MSc Environmental Governance MSc Forest & Environmental Sciences	**Type of course** Elective Module	**Semester / Rotation** 3rd / Winter Term
Teaching methods/Learning Formats Lectures, exercises, group work	**Prerequisites for attendance** Calculations with Excel, Basic knowledge on vectors, matrices, matrix multiplication and matrix inversion	**Language** English
Type of examination (Final Grade Composition) PL Written exercise(s) (33%), PL Term paper + group work (67%), ca. 4000 words		**ECTS-LP (Workload)** 5 (150h, of this 60 contact hrs.)
Module coordinator Stefan Pauliuk, PhD (stefan.pauliuk@indecol.uni-freiburg.de)		**SWS** 4
Additional teachers involved Prof. Dr. Rainer Grießhammer, MSc Kavya Madhu, Martin Möller, Öko-Institut: M.Moeller@oeko.de, Johan Velez		

Syllabus

The course enables participants to conduct, interpret, document, and present life cycle assessment studies of products or technical installations using state-of-the-art tools and databases.

Content

During the first half of the course, the motivation behind and theory of life cycle assessment, including the modelling of life cycle inventories and life cycle impact assessment, is presented. The participants conduct exercises and study the relevant literature.

During the second half, the participants learn how to conduct and document a life cycle assessment study that meets both ISO and scientific standards. The participants form small groups of 2-3, chose a product or installation, and perform a life cycle management case study. The final report on the case study is due at the end of the module. It will be graded and the result will account for two thirds of the final grade of the course.

During the second half, background lectures and discussions on the potential, limits, applications, and future development of life cycle management will be held.

A written exam (1.5 hours), the result of which accounts for one third of the final grade, will be held at the end of the course.

The module is interactive and encourages strong student participation.

Learning goals and qualifications

- Basic knowledge of quantitative systems analysis of human-environment systems, basics of material

and energy flow analysis;

- Detailed knowledge about the state of the art, the software, and databases of life cycle assessment according to the standards ISO 14040 and 14044;
- Basic knowledge of life cycle impact assessment methods;
- Soft skills: discussion, scientific writing skills, capacity for team work;
- At the end of the course, the successful participant will be able to conduct, interpret, document, and present life cycle assessment studies of products or technical installations using state-of-the-art tools and databases.

Recommended reading

LCA Textbook: http://www.lcatextbook.com/. Much of the basic material of the course will be based on this book.

OpenLCA tutorials (http://www.openlca.org/videos).

Manual of the ReCiPe impact assessment method (http://www.lcia-recipe.net/file-cabinet/ReCiPe_main_report_MAY_2013.pdf).

Important:

This course requires each participant to work on her/his own laptop with the openLCA software (http://www.openlca.org/) and the ecoinvent database installed. openLCA is freeware. A copy of the ecoinvent database will be provided at the beginning of the course.

Degree			
MSc Environmental Science SAT Profile Line			
Availability to other courses MSc Environmental Governance			**Instruction Language** English
Module No. 97025	**Module name** *Elective: Regulation and Assessment of the Systemic Aspects of the Energy Transition*		**Semester/return** 3rd Sem. / annual
Workload/presence 5 ECTS-P (150h/60h)	**Prerequisite module(s)**	**Follow-up module(s)** ---	**No. of participants** Max. 25
Teaching form Socratic lectures, group work, presentations	**Examination form** Written assignment, group work	**Start date** Winter Semester	**Locations**
Module coordinator: Prof. Dr. Dierk Bauknecht			
Additional teaching staff: Guests t.b.a.			

Syllabus

In this module students gain fundamental knowledge of the system implications of renewable energies that result from the main characteristics of electricity generation from renewables, such as their variability, their low marginal costs and the changing geographical distribution. This includes three main steps:

- First, the module explores what the various system implications of renewables are and which options are available and developments take place to adapt the system accordingly.
- Second, it deals with the assessment of these options from various perspectives, especially economic and social perspectives, how this is reflected in stakeholder positions and how such an assessment can be used to inform policy-making.
- Third, the module covers policy and regulatory options to address these system implications. Which regulatory options exist, what are their pros and cons and how are they implemented in different constituencies?

The focus is not on system implications in a narrow engineering sense, but the module takes a broader look at how the power and energy system does transform and needs to transform in order to implement a system based on renewables. This includes the following aspects: Grid infrastructure; flexibility requirements; various forms of centralisation and decentralisation of power systems, sector integration; market design.

The module applies an interdisciplinary approach. It is not based on a any specific methodological approach, but rather explores what instruments are needed and useful for dealing with the above questions. The module also introduces system transformation thinking.

The module will introduce these issues at a general level and with a focus on Germany in a European context as a specific case. Students will then apply the insights to other countries or to specific system options. Active participation of students is expected throughout the course.

Learning goals and qualifications

In this module acquire knowledge on three levels:

- Energy system knowledge: What are key system implications of renewables, options to deal with them and related regulatory approaches? What are the implications of system transformation? This includes technical, economic, social and policy knowledge.
- How can the various options available be assessed and what needs to be taken into account for that purpose in a real-world and policy context? How can assessments made by different stakeholders be judged

Recommended reading

IEA-RETD (2015) Integration of Variable Renewables (RE-integration), [A. Conway; Mott MacDonald] IEA Implementing Agreement for Renewable Energy Technology Deployment (IEA-RETD), Utrecht, Netherlands http://iea-retd.org/archives/publications/re-integration

Bauknecht, D., Heinemann, C., Seebach, D., Vogel, M., 2020. Behind and beyond the meter: what's in it for the system?, in: Sioshansi, F. (Ed.), Behind and beyond the meter: Digitalization, Aggregation, Optimization, Monetization. ELSEVIER ACADEMIC PRESS, [S.l.].

Reading material will be provided during the course via the e-learning platform ILIAS.

Course prerequisites

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Module number 64084	Module name *Elective: Economics of Ecosystem Services and Biodiversity*	
Course of study M.Sc. Environmental Sciences M.Sc. Forest Sciences M.Sc. Environmental Governance	**Type of course** Elective module	**Semester / Rotation** 3rd / Winter Term
Teaching methods/Learning Formats Lectures, discussions, homework, tutorial, group work, student presentations	**Prerequisites for attendance** Intermediate economics level environmental economics: see separate detailed specification algebra and calculus: see separate detailed specification willingness and capability for interdisciplinary work in economics good commandment of English	**Language** English
Type of examination (Final Grade Composition) PL Portfolio (homework written exercises, presentation) 100%		**ECTS-LP (Workload)** 5 (150h, of this 60 contact hrs.)
Module coordinator Prof. Dr. S. Baumgärtner, e-mail: stefan.baumgaertner@ere.uni-freiburg.de		**SWS** 4
Additional teachers involved Dr. Stephanie Armbruster (stephanie.armbruster@ere.uni-freiburg.de)		

Syllabus

In this course, students will study biodiversity and ecosystem services from an economic perspective. Biodiversity is understood here as 'the variability among living organisms from all sources ... and the ecological complexes of which they are part' (United Nations Convention on Biodiversity 1992). Ecosystem services are "the benefits people obtain from ecosystems" (Millennium Ecosystem Assessment 2005). This includes provisioning services (e.g. the provision of food, fiber, fuels or clean drinking water), regulating services (e.g. climate regulation, erosion control, or the regulation of pests and diseases), and cultural services (e.g. aesthetic satisfaction, education, recreation, or spiritual fulfillment).

While biodiversity is an issue of biology and ecology in the first place, the economic perspective can add valuable insights into why we are currently loosing biodiversity and ecosystem services at unusually high rates, why this is a problem that we should be concerned about, and what we can do in order to conserve and sustainably use biodiversity and ecosystem services in an efficient manner.

To this end, students in this course will learn advanced concepts and methods from environmental and resource economics, and integrate them in an interdisciplinary manner with concepts and methods from ecology, to gain an encompassing and methodologically sound economic understanding of biodiversity and ecosystem services.

Learning goals and qualifications

In this module students learn to:

- understand advanced theories, methods and empirical findings of economic environmental studies with respect to biodiversity and ecosystem services, and are able to reproduce them;
- critically reflect upon the economic approach to analyze the natural environment as well as its preconditions, limitations, and are able to reproduce and explain this to others;
- apply advanced theories and methods of economic environmental studies to smaller problems of biodiversity and ecosystem services autonomously;
- analyze reciprocal correlations between economic and environmental variables systematically and on an advanced professional level.

Core readings

There is no single textbook for this course. References to books and journal articles for each chapter will be given in class. References to start with are:

– The Economics of Ecosystems and Biodiversity (www.teebweb.org):

- Mainstreaming the Economics of Nature: Synthesis of the Approach, Conclusions and Recommendations (2010)
- Summary for Policy Makers: Responding to the Value of Nature (2009) and the talk of Dr. Pavan Sukhdev on *The Invisible Economy* on http://bankofnaturalcapital.com/2010/10/04/dr-pavan-sukhdev-on-the-invisible-economy/

References to books and journal articles for further reading will be given in class.

4th Semester
Summer Term

Module number 8000	Module name *Master Thesis*	
Course of study M.Sc. Environmental Governance	**Type of course** Core module	**Semester / Rotation** -
Teaching methods	**Prerequisites for attendance** 60 ECTS must have been earned	**Language** English
Type of examination (Final Grade Composition) SL Submission of Master Thesis (27 ECTS) SL Master Thesis Presenation & Defence (3ECTS)		**ECTS-LP** (Workload) 30 (900h)
Module coordinator Seirra Mulcare Römmermann, MSc E-mail: meg.coordinator(at)envgov.uni-freiburg.de		**SWS**
Additional teachers involved -		

Syllabus

Many people see the writing of an MSc-thesis as the coronation of higher academic education. And indeed, the importance of the thesis work is also reflected by the prominent role it takes within the whole MSc-programme. After completing core and elective subjects in the educational programme the MSc-thesis offers the challenge to set up and to carry out a scientific research project in an almost fully self-responsible manner, but under the guidance of an experienced supervisor.

A self-directed, interdisciplinary research project in which students investigate a concrete environmental-governance problem (local, regional or global) using qualitative (and, where appropriate, quantitative) methods. The thesis demonstrates mastery of research design, data collection, systematic analysis, and the ability to derive evidence-based policy recommendations.

The final grade is composed of the average of the two grading supervisors.

More information can be found on the MEG Website and under the following direct links:

Administrative Guidelines: Administrative matters to start writing a thesis (Choosing a supervisor, registration, deadline, etc)

Guidelines on how to write a Master Thesis: How to prepare for a master thesis what are the steps to write one (necessary skills, selecting a topic, looking for literature, grading, etc).

Learning goals and qualifications

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Core readings

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7 Room Plans

MEG modules usually take place in “Herderbau”, the main ENR Faculty building:

Tennenbacher Str. 4

79106 Freiburg

Look for the individual floor-maps available on each level of the building (e.g. R 100 is on the 1st floor, R 310 is in the 3rd floor)

8 MEG Programme Contacts

Function	Name	Contact
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MEG Programme Committee	Please see the MEG website: meg.uni-freiburg.de	
MEG Programme Student Representatives		
MEG Module Coordinators and Lecturers	Please see individual module descriptions for email contacts	


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