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Micro-Program “Civic Engagement”

Course Catalog – Winter Term 21/22

Bucharest – Madrid – Tübingen

As of September 2021



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ABOUT THE MICRO-PROGRAM

About the CIVIS Micro-Program “Civic Engagement”

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

The program consists of three different, compulsory units. At least one of these units must be completed at a university abroad:

1. Service-Learning course (3 – 6 Credit Points)

Students may choose one Service-Learning course offered by one of the three universities. All of these combine academic learning with civic engagement. These courses always involve partners from the local community, Non-Governmental or Non-Profit Organizations applying the respective course result in their work.

You can find an overview of the various courses before the detailed course descriptions.

2. Record of civic engagement (min. 6 Credit Points)

Within the second unit, students organize an individual internship OR civic engagement activity at a non-profit or non-government organization. The selection depends greatly on the individual interest, i. e. students may volunteer as trainers, mentors or in student initiatives.

To credit the civic engagement, please note that:

- Students are required to have volunteered **at least 180 hours**.
- Students need to **attend meetings to reflect on their respective volunteering**. For reflection courses, please reach out to your home university’s contact (see below).
- Only volunteering, **completed after September 1st 2020**, can earn credits.
- Volunteering activities must be **completed within one year**. However, students may freely attribute their volunteering time to multiple short-time or single long-time activities.

3. Academic feedback (3 Credit Points)

Starting at the winter term 2021/22, the Bucharest, Madrid and Tübingen universities provide the joint online course “Civic Engagement in Europe, a Transdisciplinary Approach”, which will serve as the creditable course of the third unit.

REGISTRATION AND CREDITING

Registration periods

First registration period: September 06 – September 20, 2021

Second registration period: September 06 – October 07, 2021

Third registration period: September 06 – October 20, 2021

More information

For Tübingen students:

- **Unit 1** For all courses after Unit one, please register entering your **student e-mail address** in this application form: <https://forms.gle/Sbcj4okSiXTe6M4X7>

If you have any questions or problems with the registration platform, please write an email to: kanan.quliyev@tracs.uni-tuebingen.de **Please use your institutional E-Mail Address! Include in your E-Mail following information:**

1. Title of the Course(s) you want to register (max. 3 Courses) and why you are interested in attending the course.
 2. Full Name and date of birth and phone number
 3. Your study programme and home university
- **Unit 2:** If you have already completed an individual internship OR civic engagement activity at a non-profit or non-governmental organization (NPO/NGO) or if you are thinking about doing so, visit our EngagementTransfer website for more information: <https://uni-tuebingen.de/de/198718>
 - **Unit 3:** Registration for the joint course “Civic Engagement in Europe, a Transdisciplinary Approach”: please register entering your **student e-mail address** in this application form: *Link will soon be announced over Civis.*
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Upon completion of the program, students receive an official certificate of attendance in the Micro-Program and 15 Credit Points within the Transdisciplinary Course Program (formerly “Studium Professionale”, also known as “Key Qualifications”).

For this, they must complete all three units. Please note that at least one of these units must be completed at Bucharest or Madrid, i. e. they can choose a Service-Learning course at the Autonomous University of Madrid or volunteer at Bucharest – or vice versa.

... for Madrid students

- **Unit 1:** If you wish to attend courses at Bucharest or Tübingen universities, please register entering your **student e-mail address** in this application form: <https://forms.gle/Sbcj4okSiXTe6M4X7>
- **Unit 2:** Students may reach out to the volunteer office for support in finding suitable civic engagement providers. In this regard, please contact: silvia.arias@uam.es. If you have already completed last academic year a civic engagement activity at a non-profit or non-governmental organization (NPO/NGO) you can also validate your internship (up to 180 hours).*
- **Unit 3:** Registration for the joint course “Civic Engagement in Europe, a Transdisciplinary Approach”: please register entering your **student e-mail address** in this application form: *Link will soon be announced over Civis*.

Upon completion of the program, students may earn 6 Credit Points in their curriculum out of the 15 Credit Points needed to receive the official CIVIS certificate of attendance.

For this, they must complete all three units. Please note that at least one of these units must be completed at Bucharest or Madrid, i. e. students can choose a Service-Learning course at the University of Bucharest or volunteer at Tübingen – or vice versa.

* Only internships and civic engagement completed after Sept 1st, 2020 are recognized.

... for Bucharest students

- **Unit 1:** For any information, please send any inquiries at the following email address: alexandru-mihai.cartis@unibuc.ro
If you wish to attend courses at Madrid or Tübingen universities, please register entering your **student e-mail address** in this application form: <https://forms.gle/Sbcj4okSiXTe6M4X7>.
- **Unit 2:** Students may reach out to their respective faculty's professor responsible for providing contacts to internships. If they have already completed an individual internship OR civic engagement activity at a non-profit OR non-governmental organisation (NPO/NGO), since September 2020 (a minimum of 180 hours are required), they can recognise that activity to the contact person at the University of Bucharest: alexandru-mihai.cartis@unibuc.ro
- **Unit 3:** Registration for the joint course “Civic Engagement in Europe, a Transdisciplinary Approach”: please register entering your **student e-mail address** in this application form: *Link will soon be announced over Civis*.
-

Upon completion of the program, alongside the official CIVIS certificate of attendance students may earn 15 extracurricular Credit Points, which will be included in their diploma supplement.

For this, they must complete all three units. Please note that at least one of these units must be completed at Bucharest or Madrid, i. e. students can choose a Service-Learning course at the University of Tübingen or volunteer at Madrid – or vice versa.

COURSES OVERVIEW

Registration-Link: <https://forms.gle/Sbcj4okSiXTe6M4X7>

Location	Course Title	ECTS	Starting Date	Registration Deadline	Unit
	Chemistry Solutions for Global Challenges	3	Oct. 11	07.10.2021	1
	Physicists as civic scientists	3	Oct.18	07.10.2021	1
	Support services for homeless people	6	Oct. 19	07.10.2021	1
	Engaging marginalized communities	3	Oct. 26	20.10.2021	1
	Social Change based on Leadership Initiatives and Marketing Strategies	3	Oct. 27	20.10.2021	1
	Riparian zones: waste areas or assets for biodiversity and human wellbeing?	3	Nov. 4	20.10.2021	1
	Measuring Democracy: Tools to Assess and Prevent Democratic Backsliding	3	Nov. 5	20.10.2021	1
	Inclusive University – an important step towards an inclusive society	3	Nov. 22	20.10.2021	1
	University-based projects for local sustainable development: Implementing the UNESCO Geoparks Program in Romania	3	Nov. 23	20.10.2021	1
Madrid	Civic engagement in Higher Education through Service-Learning (forthcoming)	3	January-April	tba	1
	Human Rights: contemporary issues'	6	Jan. 31	20.10.2021	1
Tübingen	Small business management and emotional implications of the pandemic	6	Oct. 2	20.09.2021	1
	Data Collection, Analysis and Strategic Planning	6	Oct. 22	20.09.2021	1
	FAIRstrickt: Online Communication for Fair Fashion and Human Rights	3	Oct. 23	20.09.2021	1
	Citizen Science: Science in Social Responsibility	6	Oct. 30	07.10.2021	1
	Project: Digital Guide for Immigrants	4- 6	Nov. 2	07.10.2021	1
	CIVIS Open Lab: The Aging Society	6	Nov. 5	07.10.2021	1
Joint	Civic Engagement in Europe, a Transdisciplinary Approach	3	Nov. 6	tba	3

Chemistry Solutions for Global Challenges

DR. DELIA-LAURA POPESCU | UNIVERSITY OF BUCHAREST

CONTENTS	<p>"Chemistry Solutions for Global Challenges" microprogram is an opportunity to engage in internal and external discussions about the issues that are covered by the UN Sustainable Development Goals (SDGs) - including environmental, social, and economic issues - which are all interconnected. Chemistry is playing an ever-increasing role in finding the most appropriate solutions to specific global challenges, therefore is a great need to raise public awareness of the challenges and opportunities associated with them.</p> <p>The syllabus for this course is as follows:</p> <p>Course overview. Introduction to the global challenges and the importance of chemistry in providing efficient solutions; Greenhouse gases, global warming, and climate change; Air pollution - the most important environmental health risk of our time; Supplying safe drinking water. Wastewater treatment and recovery; Emerging issues in agri-food supply chain. Nutrition - basis of healthy living; The most common endocrine disruptors; COVID-19 pandemic and other diseases – in search for efficient vaccines, medicines, and health products; Affordable, clean, and renewable energy; The transport challenge – towards intelligent, eco-friendly transportation; Green Chemistry & Sustainable Development. The twelve Principles of Green Chemistry; Individual presentations of case studies.</p>
TEACHING LANGUAGE	English
LITERATURE	<ol style="list-style-type: none">1. J.E. Stiglitz, Making Globalization Work, W.W. Norton & Company, New York, 2006.2. S.C. Smallman, K. Brown, Introduction to International and Global Studies, 2nd edition, Chapel Hill: University of North Carolina Press, 2015.3. Meeting Global Challenges through Better Governance International Cooperation in Science, Technology and Innovation, OECD, 2012.4. Effective Chemistry Communication in Informal Environments, The National Academies Press, Washington, DC, 2016.5. Chemistry Education Best Practices, Opportunities and Trends, Edited by J. Garcia-Martinez and E. Serrano-Torregrosa, Wiley-VCH Verlag, Weinheim, Germany, 2015. <p>Other readings may be recommended and posted on the course platform. Students who are unable to access the textbooks or other readings should contact the instructor as soon as possible.</p>
TEACHING METHODS	Online Course using a variety of methods, with emphasis on creating an interactive learning environment: PowerPoint presentations, Class discussions, Videos, e-learning tools, Analysis of real-world case studies, Group research work & group presentation.
QUALIFICATION OBJECTIVE	<p>At the end of this course, the students should be able to:</p> <ul style="list-style-type: none">• identify the demanding global challenges of the 21st century;• build awareness of a global issue and its different manifestations;• present examples of efficient solutions to the world's greatest problems;• introduce the "green chemistry" concept and the principles of green chemistry;• describe examples of successful green technologies;• apply theoretical concepts to contemporary real-world case study examples;• develop solutions focused on enhancing sustainability and reducing the environmental footprint to address one of the global challenges
PREREQUISITES	Good English proficiency
TARGET GROUP REQUIREMENTS	<p>Open to bachelor and master students from all fields of study. Specific requirements for this course are:</p> <p>Attendance and active participation in class activities</p> <ul style="list-style-type: none">• Analysis of real-world case studies will be incorporated into each topic to highlight the significant scientific achievements to date and make learning relevant. Students will be asked to make individual short presentations on the chosen case study.• Students will be asked to develop a research project in which each team will address one of the global challenges, write a group report, and prepare a group presentation. This type of assignment is designed to encourage and develop creative and community-engaged research and has the potential to be translatable across the CIVIS regions.
CREDIT POINTS	3
TIME & LOCATION	Online: 11, 13, 15, 18, 20, 22 October 2021 – 16:00-20:00 Eastern European Time (+1h CET)
PARTICIPANTS MAX.	20
RECOMMENDATION	This course is creditable as topic course for the certificate Global Awareness .
REGISTRATION DEADLINE	Link

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

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

CONTENTS

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

The course has a practice-oriented format demonstrating the social relevance of our research. It is intended to increase students' knowledge on the structure and function of ecological systems, including multiple stressors, complex interactions across scales and contexts. It enhances student's abilities to tackle the multi-functionality of landscapes. The subject is approached from different perspectives. Students are guided to identify and develop their ideas concerning a socially acknowledged need: the conservation, rehabilitation, and restoration of riparian zones. We critically approach questions like: What is the meaning of the riparian zones? What are their hydrogeomorphic, vegetational, and food-web attributes? To what extent the attributes vary in space and time? What are the factors that influence their effectiveness in providing ecosystem services? How the extent, spatial arrangement and connectivity of riparian zones affect biodiversity, ecosystem functioning, ecosystem services, and resilience indicators in different social and ecological contexts? What are the solutions for balancing multiple values, uses and needs with the longer-term adaptive capacity and resilience in riparian networks? Could nature-based solutions simultaneously provide environmental, social, and economic benefits and help build resilience? What are the legal frameworks and how practical they are to help land managers seeking to implement effective riparian buffers?

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

TEACHING LANGUAGE	English
LITERATURE	Will be announced during the introductory lecture
TEACHING METHODS	Online-Course: theoretical input, literature review, creative work phases, individual research tasks; class discussions in small groups and in the plenary, short essays, individual or in group presentations.
QUALIFICATION OBJECTIVE	Acquiring basic knowledge and getting awareness on the role of the riparian systems for landscape ecological integrity, ecosystem services provision and biological conservation may enhance society responsibility for maintaining resilience in human-impacted landscapes.
PREREQUISITES	None
TARGET GROUP	Students with background in the field of Earth, Environmental and Life Sciences.
REQUIREMENTS	Englisch B1
CREDIT POINTS	3
TIME & LOCATION	Online: 4, 18 November, 9 December 2021 - 12:00 -17:00 Eastern European Time (+1h CET)
PARTICIPANTS MAX.	10
RECOMMENDATION	This course is creditable for the first unit "Service-Learning" of the certificate Civic Engagement .
REGISTRATION DEADLINE	Link

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

DR. ALEXANDRU ANDRĂȘANU | UNIVERSITY OF BUCHAREST | DIRECTOR OF HATEG COUNTRY UNESCO GGP

CONTENTS

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

TEACHING LANGUAGE	English
LITERATURE	Martini et al. (2021). <i>UNESCO Global Geoparks in the "World after": a multiple-goals roadmap proposal for future discussion. Episodes-0001</i> . UNESCO. (2015). <i>UNESCO Global Geoparks Operational Guidelines</i> . UNESCO. (2019). <i>UNESCO Global Geoparks</i> . https://en.unesco.org/ Martini, G., & Zouros, N. (2008). Geoparks, a vision of the future. <i>Geosciences</i> , 17-8, pp. 182–189 Andrășanu, A. (2010). Buzau Land Geopark. Steps in building a new geopark in Romania. <i>Proceedings XIX Congress of the Carpathian-Balkan Association, Special Volume 100</i> , pp 503 – 513
TEACHING METHODS	The online seminar will use a variety of teaching formats and methods including presentations, Break-Out Group work, class discussion, class debate.
QUALIFICATION OBJECTIVE	Participants will <ul style="list-style-type: none"> • Build awareness of the geopark issue and its role in sustainable development approach • Become familiar with important concepts of geoconservation • Apply theoretical concepts of geopark to real territories in different countries • Identify the relationship between geodiversity and local identity. • Practice their debating skills.
PREREQUISITES	Good English proficiency
TARGET GROUP	The course is open to all students.
REQUIREMENTS	Individual presentations,
CREDIT POINTS	3
TIME & LOCATION	Online: 23, 24, 25, 26 November 2021 – 13:00-18:00 Eastern European Time (+1h CET)
PARTICIPANTS MAX.	30
RECOMMENDATION	This course is creditable for the first unit "Service-Learning" of the certificate Civic Engagement .
REGISTRATION DEADLINE	Link

Social Change based on Leadership Initiatives and Marketing Strategies

DR. MAGDALENA IORDACHE PLATIS | UNIVERSITY OF BUCHAREST

CONTENTS	<p>Societies, economies, and leaders face huge challenges in finding sustainable relationship among social, economic, and ecological processes and trends. Climate crisis on one hand and economic and social current difficulties represents an alarm signal and requires action. Social leadership as a style of leadership is capable to generate social change through social authority. The current context is one of changing ecosystem towards the agility need, which means acting differently with the support of the community. Connecting communities is more important than ever. Social change can be generated through social marketing approach which uses marketing principles to generate social good. This means a change in behaviors for the individual and community benefits. In other words, behaviors change by increasing awareness on societal challenges and social causes and moreover, by being involved in social marketing campaigns. In addition, social leadership is capable to generate positive impact.</p> <p>Main issues: Social Change Model of Leadership Development; the relationship among individual, group and society values; Social Marketing understanding; Social Marketing Plan and the strategic model; marketing strategies examples.</p>
TEACHING LANGUAGE	English
LITERATURE	<p>EUA. (2021). <i>Universities without walls. A vision for 2030</i>. https://eua.eu/downloads/publications/universities%20without%20walls%20%20a%20vision%20for%202030.pdf</p> <p>Astin, H.S. and Astin, A.W. (1996). <i>A Social Change Model of Leadership Development Guidebook Version III</i>. The National Clearinghouse of Leadership Programs. Blueprint Leadership Development Program at UC Berkeley, https://www.dickinson.edu/info/20380/student_leadership/3795/social_change_model_of_leadership_development</p> <p>Kotler, P., & Lee, N. (2015). <i>Social Marketing. Behavior Change for Social Good</i>. ISBN-13: 978-1544351490, ISBN-10: 1544351496</p> <p>Porteous, P. (2018). Social Leadership and Collaborative Engagement for Communities under Stress. <i>Journal of Peacebuilding & Development</i>, 13(3), 23-39. https://doi.org/10.1080/15423166.2018.1494620</p> <p>Martiskainen, M. (2017). The role of community leadership in the development of grass-roots innovations. <i>Environmental Innovation and Societal Transitions</i>, 22, 78-89. https://doi.org/10.1016/j.eist.2016.05.002</p>
TEACHING METHODS	Interactive teaching, workshop, online tools
QUALIFICATION OBJECTIVE	<ul style="list-style-type: none"> To understand the social leadership models To understand the social marketing concept and mix To explore best practices on social behavior To identify social marketing campaigns to involve students in To understand the marketing strategic model of social change
PREREQUISITES	Good English proficiency
TARGET GROUP	The course is open to all students.
REQUIREMENTS	deliverable (20-25 slides), 1 group deliverable Attendance, active participation in class, an individual powerpoint presentation
CREDIT POINTS	3
TIME & LOCATION	Online: 27, 28, 29 October – 10:00-15:00 Eastern European Time (+1h CET)
PARTICIPANTS MAX.	25
RECOMMENDATION	This course is creditable for the first unit "Service-Learning" of the certificate Civic Engagement .
REGISTRATION DEADLINE	Link

Engaging marginalized communities

DR. SORIN TOMA, DR. OTNIEL-IOAN BUNACIU | UNIVERSITY OF BUCHAREST

CONTENTS

Communities that exist as marginal communities are not only geographically isolated although that often is the case, but they are also excluded from various aspects of life in their localities, such as: social, economic, educational, and/or cultural. Marginalization often occurs because there is an unequal balance of power between various groups in society. Examples of marginalized populations are those excluded because of race, language, physical ability, immigration status and even age.

The focus of the course will be to understand the needs and the challenges of marginalized groups and reflect on how civic involvement efforts attempt to improve the situation. Access to such communities for the purpose of research is often difficult and there is always a danger that marginalization will reinforce stereotypes and limit the ability to draw adequate conclusions.

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

TEACHING LANGUAGE	English
LITERATURE	Sánchez-Sosa, J. J., & Lerner-Febres, S. (2002). Academic freedom and social responsibility: the role of university organisations and possible instruments for international monitoring. <i>Higher Education Policy</i> , 15(4), 385-390. https://doi.org/10.1016/S0952-8733(02)00026-0 European Network of Socially Responsible Universities. (2016). <i>Learning Guide of Transversal Contents for Socially Responsible Universities</i> . http://www.eu-usr.eu/ Sibley, D. (1995). <i>Geographies of Exclusion. Society and Difference in the West</i> . Routledge, Singer, P. (2015). <i>The Most Good You Can Do. How Effective Altruism is Changing Ideas About Living Ethically</i> . Yale University Press, Fukuyama, F. (1995). <i>Trust: The Social Virtues and the Creation of Prosperity</i> . Free Press Paperbacks, Simon & Shuster, DeSantis, G. (2010). Voices from the margins: Policy advocacy and Marginalized Communities. <i>Canadian Journal of Nonprofit and Social Economy research</i> , 1(1), 23-45. https://doi.org/10.22230/cjnsr.2010v1n1a24 , Fukuyama, F. (1999). <i>Social Capital and Civil Society</i> . The Institute of Public Policy, George Mason University. https://www.imf.org/external/pubs/ft/seminar/1999/reforms/fukuyama.htm Becker, P. E., & Dhingra, P. (2001). Religious Involvement and Volunteering: Implications for Civil Society. <i>Sociology of Religion</i> , 62(3), 315-335. https://doi.org/10.2307/3712353
TEACHING METHODS	Service learning, Presentations & Reports, Online search Discussions
QUALIFICATION OBJECTIVE	<ul style="list-style-type: none">• Basic knowledge on civic engagement with marginalized communities• Basic skills on qualitative research, such as developing a research design• Becoming aware of needs and challenges faced by marginalized communities• Basic skills in discussing research results with actors beyond the university
PREREQUISITES	Good English proficiency
TARGET GROUP	Students of all semesters and disciplines are welcome.
REQUIREMENTS	English B2
CREDIT POINTS	3
TIME & LOCATION	Online: 26 October, 2, 9 November 2021 – 10:00-13:00; 14:00-17:00 (13:00-14:00 lunch break) Eastern European Time (+1h CET)
PARTICIPANTS	30
RECOMMENDATION	This course is creditable for the first unit “Service-Learning” of the certificate Civic Engagement .
REGISTRATION DEADLINE	Link

CONTENTS	<p>The social inclusion of people with special needs is a permanent concern worldwide. People with special needs can be active members with a valuable contribution to social life. To achieve a genuine inclusion of people with disabilities in society, it is necessary to start from the school and university level awareness campaign both on the special needs of these people and on the potential they have. In this context, the seminar we propose will include the following modules for study:</p> <ul style="list-style-type: none"> • general information about disability; • models for identifying and analyzing the specific needs of people with disabilities; • facilitating access to information for all to ensure an inclusive higher education; • models for achieving inclusion at the level of the educational institutions; • social inclusion and ways to achieve it. <p>We will partner with several organizations connected to the University of Bucharest who are involved in civic engagement: Special Vocational School for students with hearing impairment "Sfanta Maria", Special school for students with intellectual disabilities "Constantin Paunescu" and Special Technological Highschool for students with visual impairment Regina Elisabeta, all institutions located in Bucharest.</p>
TEACHING LANGUAGE	English
LITERATURE	<p>Garner, P. (2009). <i>Special educational needs: The key concepts</i>. Routledge</p> <p>Heward, W. L., Alber-Morgan, S. R., & Konrad, M. (2017). <i>Exceptional children: An introduction to special education (11th ed)</i>. Pearson</p> <p>Fichten, C. S., Asuncion, J. V., Barile, M., Fossey, M. E., Robillard, C., Judd, D., ... & Juhel, J. C. (2004). Access to Information and Instructional Technologies in Higher Education I: Disability Service Providers' Perspective. <i>Journal of Postsecondary Education and Disability</i>, 17(2), 114-133</p> <p>Lazar, J., & Stein, M. A. (Eds.). (2017). <i>Disability, human rights, and information technology</i>. University of Pennsylvania Press</p> <p>Rawal, N. (2008). Social inclusion and exclusion: A review. <i>Dhaulagiri Journal of Sociology and Anthropology</i>, 2, 161-180. https://doi.org/10.3126/dsaj.v2i0.1362</p>
TEACHING METHODS	Online seminars in which will be used: open discussions about the targeted topic, group presentations, structured group activities, class debate, individual research, and study.
QUALIFICATION OBJECTIVE	<ul style="list-style-type: none"> • raising awareness of the need for inclusion of people with disabilities • identifying the main barriers faced by people with disabilities in everyday life • identifying the most effective methods of achieving inclusion according to the identified needs at university level • identifying the most effective methods of achieving inclusion according to the identified needs at society level.
PREREQUISITES	Participants should have basic knowledge in the fields of special education, psychology, and pedagogy.
TARGET GROUP REQUIREMENTS	All students interested in social inclusion of vulnerable groups. Active participation in online debates and discussions, part of one group presentation, submission of one essay or case study. English B2
CREDIT POINTS	3
TIME & LOCATION	Online: 22, 23, 24, 25, 26 November 2021 – 10:00-14:00 Eastern European Time (+1h CET)
PARTICIPANTS MAX.	30
RECOMMENDATION	This course is creditable for the first unit "Service-Learning" of the certificate Civic Engagement .
REGISTRATION DEADLINE	Link

Physicists as civic scientists

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

CONTENTS	<p>Starting from the portrait of civic-minded activist and scientist of Benjamin Franklin and surveying the history of science up to the emergence of CERN, which in the aftermath of the Second World War can be seen as the first European institution, we present physics from its uninterrupted civic dimension. The course explores the interplay between physics and international diplomacy, focusing on a series of prominent physicists who were instrumental in using scientific cooperation to build bridges and effective community engagement in contexts where official connections sparse. The implicit focus of the course is on the continued nuclear non-proliferation efforts during the Cold War, but we also explore the establishment of international scientific collaboration such as CERN, ITER and the International Space Station, as well as the current efforts on the side of climate change, energy efficiency, pollution of oceans, food, and water insecurity, diminishing biodiversity, etc. The course ends with a presentation of the so-called new diplomacy from the perspective of science diplomacy, physics in particular, the underlying philosophy being that physicists are the ideally position to ensure community engagement while at the same time steering clear of political dynamics. The course consists of micro-biographies of prominent physicists from across the globe, with special emphasis though on Europe, as well as analyses and dossier of specific events which illustrate the role of physicists in the international arena.</p>
TEACHING LANGUAGE	Englisch
LITERATURE	<p>R.P. Barston, <i>Modern diplomacy</i>, Routledge, 2019 Neal Lane, <i>Benjamin Franklin, Civic scientist</i>, Physics Today 56, 41 (2003) L.S. Davis and R.G. Patman, <i>Science diplomacy. New day or false dawn?</i>, World Scientific, 2015 Pierre-Bruno Ruffini, <i>Science and diplomacy. A new dimension of international relations</i>, Springer, 2017 Dumitru Mihalache et al., <i>The founders of modern physics in Romania as seen from the archive of Revue Roumaine de Physique</i>, Romanian Journal of Physics 63, 113 (2018) Monika Szkarlat, <i>Science diplomacy of Poland</i>, Humanities & Social Sciences Communications 7, 59 (2020)</p>
TEACHING METHODS	The course consists of online lectures and individual work on preassigned research tasks.
QUALIFICATION OBJECTIVE	The central objective of the course is to acquaint students with a series of historic events and prominent physicists and thereby to understand the role physicists played in the international arena.
PREREQUISITES	
TARGET GROUP	-
REQUIREMENTS	Good English proficiency (B2)
CREDIT POINTS	3
TIME & LOCATION	Online: 18, 20, 22, 25, 27 October 2021 – 17:00-20:00 Eastern European Time (+1h CET)
PARTICIPANTS MAX.	24
RECOMMENDATION	This course is creditable for the first unit “Service-Learning” of the certificate Civic Engagement .
REGISTRATION DEADLINE	Link

Measuring Democracy: Tools to Assess and Prevent Democratic Backsliding

DR. RALUCA ALEXANDRESCU, DR. CLAUDIU TUFİŞ | UNIVERSITY OF BUCHAREST

CONTENTS	<p>Why is there so much talk about several types of democracy today? Why has democracy been claimed by popular and liberal regimes over the past 150 years, each having the right to legitimacy? What can we refer to when we observe the de-democratization processes of recent years, in the very heart of Europe? We will start our meetings from these questions, with a quick refresher on the evolution of our understanding of democracy.</p> <p>From here we will move to discussing how the problem of measuring and assessing democracy has been solved: What type(s) of democracy do we choose for measuring? How do we operationalize and measure such a contested concept? How do we collect the data and construct the measures of democracy?</p> <p>In the third part of the course, we will discuss existing measures of democracy (e.g., Varieties of Democracy, Global State of Democracy Indices, the EIU Index of Democracy, Freedom House's Freedom in the World) and how they are used by scholars, practitioners, journalists, activists, or just citizens to assess the state of democracy in their countries and around the world. Do we experience a democratic backsliding? How can we stop it? How can we prevent one from happening? How to deal with the pandemic? Is a new wave of democracy possible?</p>
TEACHING LANGUAGE	English
LITERATURE	<p>Weekly readings will be provided at the beginning of the course for each of our six meetings. Those interested in a more general discussion of the topics addressed in the course might want to consult the following:</p> <p>Diamond, Larry, and Marc F. Plattner (eds.). 2015. <i>Democracy in Decline?</i> Baltimore: Johns Hopkins University Press.</p> <p>International IDEA. 2017. The Global State of Democracy: Exploring Democracy's Resilience. Stockholm: International IDEA.</p> <p>Lüthmann, Anna et al. 2020. Democracy Report 2020: Autocratization Surges – Resistance Grows. University of Gothenburg: V-Dem Institute.</p> <p>Munck, Gerardo L. 2009. <i>Measuring Democracy: A Bridge Between Scholarship & Politics</i>. Baltimore: Johns Hopkins University Press.</p> <p>Urbainati, Nadia. 2014. <i>Democracy Disfigured: Opinion, Truth, and the People</i>. Cambridge, MA: Harvard University Press.</p>
TEACHING METHODS	Online class using interactive lectures, group discussions of weekly readings and practical activities.
QUALIFICATION OBJECTIVE	<p>By the end of the course, the students:</p> <ul style="list-style-type: none">• should be able to have a deeper understanding of what democracy is• should be aware of the current debates regarding democracy measurement and assessment• should be able to assess the state of democracy around the world• should be able to identify and use the existing democracy measures as a detection and early warning system with respect to democratic backsliding
PREREQUISITES	Good English proficiency
TARGET GROUP	Open to all interested students
REQUIREMENTS	English B2
CREDIT POINTS	3
TIME & LOCATION	Online: 5, 12, 19, 26 November 2021 – 11:00-14:00; 3, 10 December 2021 – 11:00-15:00 Eastern European Time (+1h CET)
PARTICIPANTS MAX.	25
RECOMMENDATION	This course is creditable for the first unit "Service-Learning" of the certificate Civic Engagement .
REGISTRATION DEADLINE	Link

Support services for homeless people

DR. MARIAN URSAN | UNIVERSITY OF BUCHAREST

CONTENTS	<p>The evolution of society has always left several people behind. Homeless people are some of these. Science has always brought us as close to understand the needs of homeless people, it has given us tools and working models. However, the number of homeless people has steadily increased, their situation has become increasingly visible and social assistance systems are overburdened. What can be done?</p> <p>Through this course we will explore concrete ways of mapping marginalized communities and methods to plan basic and advanced social interventions. At the same time, this course will provide answers on how to establish a first contact with homeless people, how to provide a minimum of services in the field and how to develop a community center. For the practical sessions, we will work with Carusel Association (www.carusel.org).</p>
TEACHING LANGUAGE	English
LITERATURE	<p>Geissler, L.J., Bormann, C.A., Kwiatkowski, C.F., Braucht, G.N., Reichardt, C.S. (1995). Women, Homelessness, And Substance Abuse: Moving Beyond the Stereotypes. <i>Psychology of Women Quarterly</i>, 19, 1.</p> <p>Greene, J.M., Ennett, S.T, Ringwalt, C.L. (1999). Prevalence and Correlates of Survival Sex Among Runaway and Homeless Youth. <i>American Journal of Public Health</i>, 89, 9.</p> <p>Lenon, S. (2000). Living on the edge: women, poverty and homelessness in Canada. <i>Canadian Woman Studies</i>, 123-126.</p> <p>Watson, J. (2011). Understanding survival sex: young women, homelessness and intimate relationships. <i>Journal of Youth Studies</i>, 14, 6, 639-655.</p> <p>Wenzel, S.L., Green, H.D., Tucker, J.S., Golinelli, D., Kennedy, D.P., Ryan, G., Zhou, A. (2009). The Social Context of Homeless Women's Alcohol and Drug Use.</p> <p>Wilson, E., Kenny, A., Dickson-Swift, V. (2017). Ethical Challenges in Community-Based Participatory Research: A Scoping Review. <i>Qualitative Health Research</i>, 1-11</p>
TEACHING METHODS	Service-Learning, Presentations & Reports, Online search Discussions
QUALIFICATION OBJECTIVE	<ul style="list-style-type: none">• raising awareness of the need for social empowerment and solidarity• better understanding of the phenomenon of homelessness• developing skills in providing support services for vulnerable people• fundraising for social causes
PREREQUISITES	Good English proficiency
TARGET GROUP	Open to all students
REQUIREMENTS	English B2
CREDIT POINTS	6
TIME & LOCATION	Online: 19, 25, 26 October and 1, 2, 8, 9 November 2021 – 10:00-13:00 Eastern European Time (+1h CET)
PARTICIPANTS MAX.	25
RECOMMENDATION	This course is creditable for the first unit "Service-Learning" of the certificate Civic Engagement .
REGISTRATION DEADLINE	Link

Human Rights: Contemporary Issues

SILVINA ALVAREZ MEDINA | AUTONOMOUS UNIVERSITY OF MADRID

CONTENTS	Lesson 1: Human Rights: an introduction. Lesson 2: A brief glance at History. Lesson 3: The concept of Human Rights. Lesson 4: Human Rights for whom? Women's Rights. Lesson 5: Human Rights for whom? Groups Rights. Lesson 6: Human Rights for whom? Non-Human Animals and Natural Resources. Lesson 7: Human Rights, Law and Democracy. Lesson 8: The International Law of Human Rights: ECHR. Lesson 9: The International Law of Human Rights: ICHR. Lesson 10: Social Rights. Lesson 11: Sexual Rights. Lesson 12: Reproductive Rights. Lesson 13: Human Rights, Migration and Asylum Lesson 14: Human Rights and War Lesson 15: Human Rights, Poverty and Global Justice More information: https://secretariavirtual.uam.es/doi/consultaPublica/look%5Bcon-pub%5DMostrarPubGuiaDocAs?entradaPublica=true&idio-maPais=es.ES&_anoAcademico=2020&_codAsignatura=19185
TEACHING LANGUAGE	English
LITERATURE	Rowan Cruft, S., Matthew Liao and Massimo Renzo (eds.) (2015): Philosophical Foundations of Human Rights, Oxford University Press. Beitz, Charles (2009). The Idea of Human Rights. Oxford University Press. Buchanan, Allen (2013). The Heart of Human Rights. Oxford University Press. Griffin, James (2008). On Human Rights. Oxford University Press. Hunt, Lynn (2008). Inventing Human Rights. A History. Norton & Company, New York. Ishay, Micheline R. (2004). The History of Human Rights. California University Press. Nickel, James W. (1987). Making Sense of Human Rights. Oxford University Press. Nussbaum, Martha (2000). Women and Human Development. The Capabilities Approach. Cambridge University Press.
TEACHING METHODS	Every week we will cover one of the topics that are mentioned below. We will devote the first two hours to overview the main theoretical aspects of the lesson. On the third hour we will discuss a text on a specific topic and the students may have the chance to make a short oral presentation for the sake of boosting the discussion. Students should have thoroughly reviewed the assigned material for each session and be ready for participation.
QUALIFICATION OBJECTIVE	Achieving a working knowledge of the basic fields and concepts pertaining human rights, from the point of view of ethics, and their use in international politics. Introduction to the ethical dimension of international relations and in particular to the concept of human rights, its conceptual evolution and its uses in international politics, both by States and by non-governmental organizations specialized in this field. The main aim of this course is to make students acquainted with the idea of human rights – its historical, conceptual and normative dimensions- and the contemporary legal and political disputes surrounding its enforcement at national and international levels. In the course we will pay special attention to the most updated literature on the topic as well as to some of the most challenging legal cases brought before the Courts.
PREREQUISITES	Proficiency in English (B1) writing and oral skills. Willingness to engage with the discussion, to learn and to break their own beliefs' bubbles.
TARGET GROUP	open
REQUIREMENTS	- The students should have read and prepared the reading material assigned for each class. - The students are expected to fulfill an 80% of the proposed activities. - The students should read and prepare the assigned material before the lecture. We expect their critical and relevant participation and, eventually, some oral presentation of one of the discussed topics.
CREDIT POINTS	6
Time & Locati	Tuesdays 10:00-11:00; Thursdays 9:00-11:00 (Facultad de Filosofía y Letras)
REGISTRATION DEADLINE	Link

CONTENTS

[Course forthcoming!](#)

Page under construction. Course description will be edit soon! Please look at our table of content for the date.

CONTENTS

Work is not only providing for our lives, but it often is essential to how and as whom we define ourselves. Being forced not to work until now has mainly been studied in the context of unemployment, but in the scope of the COVID pandemic, this forced break has become a reality for many more. Especially small businesses who have been investing in self-employment are not only affected economically but also emotionally.

As the small businesses are what makes a lively city, this Service-Learning course aims to support these partners for the community of Tübingen. Our course seeks to provide not only the theoretical bases for dealing with emotionally difficult situations such as the pandemic, but also to provide a service. Students thus will cooperate with entrepreneurs to help them deal with the situation and apply the theory in praxis

Tools to start the remodelling business, analysing the COVID-19 impacts from the emotional aspects and topics to induce students to be more innovative will be presented.

Case studies will be present to help the students identify existing opportunities and turn these opportunities into a practical activity. At the end we will organize a workshop with the service partners to exchange on our work together.

Students can be given the opportunity to publish articles or give radio interviews about the course.

TEACHING LANGUAGE	Englisch an German
LITERATURE	<ul style="list-style-type: none"> Giones, F., Brem, A., Pollack, J. M., Michaelis, T. L., Klyver, K., & Brinckmann, J. (2020). Revising entrepreneurial action in response to exogenous shocks: Considering the COVID-19 pandemic. <i>Journal of Business Venturing Insights</i>, 14, e00186. https://doi.org/10.1016/j.jbvi.2020.e00186 Kroencke, L., Geukes, K., Utesch, T., Kuper, N., & Back, M. D. (2020). Neuroticism and emotional risk during the COVID-19 pandemic. <i>Journal of Research in Personality</i>, 89, 104038. https://doi.org/10.1016/j.jrp.2020.104038 Meyer, B., Zill, A., Dilba, D., Gerlach, R., & Schumann, S. (o. J.). Employee psychological well-being during the COVID-19 pandemic in Germany: A longitudinal study of demands, resources, and exhaustion. <i>International Journal of Psychology</i>, n/a(n/a). https://doi.org/10.1002/ijop.12743 Muñoz, P., Naudé, W., Williams, N., Williams, T., & Frias, R. (2020). Reorienting entrepreneurial support infrastructure to tackle a social crisis: A rapid response. <i>Journal of Business Venturing Insights</i>, 14, e00181. https://doi.org/10.1016/j.jbvi.2020.e00181 <p>Paul, K., & Moser, K. (2015). Arbeitslosigkeit. In K. Moser (Hrsg.), <i>Wirtschaftspsychologie</i> (S. 263–281). Springer Berlin Heidelberg. https://doi.org/10.1007/978-3-662-43576-2_15</p>
TEACHING METHODS	Active students' participation in class discussions, exercise and problem solving, and seminar presentations based on field research and provided service (service-learning).
QUALIFICATION OBJECTIVE	At the end of the course, students will present a Business Model Canvas as a result of the Entrepreneurs interviews, applying the content seen in class to help the entrepreneurs overpassing the COVID-19 crisis and define the meaning of work and the pandemic lockdown's implications.
PREREQUISITES	The teaching language will be English but students should be able to provide the service with our partners in German. German B1/English B1-B2
TARGET GROUP	-
REQUIREMENTS	Attendance, active participation, interview, service, presentation and open mind.
CREDIT POINTS	6
TIME & LOCATION	Online Oct. 2 2021 (09:00 – 17:00), Nov. 6 2021 (09:00 – 17:00), Dec. 4 2021 (09:00 – 17:00), if possible presence/hybrid Feb. 26 2022 (09:00 – 17:00) Central European Time.
REGISTRATION DEADLINE	Link

CONTENTS	<p>Advancing the energy transition, enabling climate-neutral economic activity</p> <p>The practical application of data analysis is to be implemented in the course, based on the practical project Energy Efficiency Index of German Industry (EEI). Similar to a Business Climate Index, the EEI is supposed to inform politics, business and society about the status and optimization potential in the implementation of the energy transition on the basis of numbers, data and facts.</p> <p>We offer to deal with a concrete practical project with well-known project partners and thus contribute to the further development of the knowledge about the instruments, approaches and progress of the energy transition. Thematic blocks (each with exercises)</p> <ol style="list-style-type: none"> 1. Basics, case study, energy transition from A-Z 2. Project assignment, methods & outreach strategy, introduction to the program "R" 3. Pre-test, final questionnaire & application 4. Evaluation, analysis, strategy 5. Present and report <p>Further information on the energy efficiency index: www.eep.uni-stuttgart.de/eei or www.eep.uni-stuttgart.de/eeei</p>
TEACHING LANGUAGE	German
LITERATURE TEACHING METHODS	<p>Will be announced at the beginning of the seminar</p> <p>Practical seminar with exercises & group work / tasks</p> <p>Due to the current corona pandemic, virtually via MS teams</p>
QUALIFICATION OBJECTIVE	<p>Among other things, you will learn how to:</p> <ul style="list-style-type: none"> • plan and prepare complex projects, reach participants, identify and apply suitable empirical methods. • Establish, verify or falsify hypotheses and derive strategies from them. • Ask the right, evaluable questions and identify whom to ask. Plan, create, carry out and evaluate surveys with statistical software. • "Reported effectively" and presented the results to clients in writing and oral form. • Fundamental interrelationships of the current energy transition and climate neutrality efforts.
PREREQUISITES	-
TARGET GROUP	-
REQUIREMENTS	<p>Team homework, short presentations, exercises, final presentation.</p> <p>German at least level B2</p>
CREDIT POINTS	6
TIME & LOCATION	<p>Online, Oct. 22, 29, Nov. 5, 19, Dec. 3 and 17 (09:00 – 15:30 each)</p> <p>Live online seminar (via Microsoft Teams) of which presence in the virtual course room: 35h, plus optionally supervised group work / tasks (each 3.30pm-5pm following the appointments) in Central European Time.</p>
REGISTRATION DEADLINE	Link



The actors of the FAIRstrickt initiative have carried out successful campaigns in Tübingen and the surrounding area since 2019 and drew attention to fair fashion and fair procurement.

In the seminar, in consultation with the stakeholders, we develop content for the previous blog and Instagram channel of the FAIRstrickt alliance in order to store the knowledge and resources sustainably and to conduct public relations for the initiative.

The seminar is suitable for students of all disciplines who want to learn how to prepare content for the web or who work in a practical media manner and want to get a taste of the professional field of public relations. Previous media knowledge is not required, but an independent way of working is required in order to research and write your own contributions between the seminar sessions.

The seminar is part of a program in cooperation with the FAIRstrickt alliance. There will be a joint kick-off on October 23, 2021.

TEACHING LANGUAGE German

LITERATURE

- Cerenak, Markus (2016): Erfolgsfaktor Bloggen. GABAL.
- Herrmann, Friederike (Hrsg.) (2006): Unter Druck. Die journalistische Textwerkstatt. VS Verlag für Sozialwissenschaften.
- Schneider, Wolf (2010): Deutsch für junge Profis. Wie man gut und lebendig schreibt. Rowohlt.

TEACHING METHODS Joint seminar and editorial meetings; in between independent project work alone and/or in small groups (service-learning).

QUALIFICATION OBJECTIVE Theory and conceptual knowledge of media blog and Instagram; Get to know editorial work; Develop writing skills for web text types; Learn research, interviewing and media production

PREREQUISITES Interest in communication and public relations work and in writing. Previous knowledge is not required

TARGET GROUP -

REQUIREMENTS Creation of own blog and Instagram posts, written reflection, **German B2**

CREDIT POINTS 3

TIME & LOCATION **Online**, Oct. 23, Dec. 4 2021, Jan. 15 (10:00 – 17:00 each), Feb. 12 (10:00 – 15:00) **Central European Time**.

REGISTRATION [Link](#)

DEADLINE

CONTENTS

Do you have a question from your everyday life for which you are looking for a scientifically sound statement? Are you observing changes in yourself or your immediate environment for which you have no explanation? You are looking for an answer from science that takes up your first idea for a solution and backs it up with expert knowledge?

"Citizen Science", i.e. science with the participation of committed citizens, and the so-called "Wissenschaftsladen" (Science Shop), offer a hub for combining experiential knowledge and expert opinion and linking possible causes of problems from one's own research with options for action from a scientific point of view:

"Citizen science lays the foundation for any far-reaching form of science and is the gateway to the knowledge society. A society that is only oriented towards professional science loses awareness of the importance of the knowledge of all citizens." (Finke, p. 46)

The quote characterizes the approach and idea of science shops. The main areas of work of the Tübingen Science Shop include *advice on pollutants* under the motto "Help for *self-help*" and Education for Sustainable Development (ESD). *Participation* as a central point of the ESD means the ability to contribute to society and to shape it in a sustainable understanding.

In this seminar, we will deal with the approaches of citizen science in smaller projects. Based on the focal points of the Tübingen Science Shop, the participants select their own projects. Examples include:

1. Advice on harmful substances, stresses in everyday life (living, clothing...)
2. Seal of quality, their background and significance....
3. ESD: e.g. in kindergartens, schools, in everyday life, in municipal planning...
4. Discourse procedure, e.g. citizen participation in urban planning

Detailed information on the focal points and the seminar concept can be found on the homepage: www.wila-tuebingen.de. Contact: info@wila-tuebingen.de

TEACHING LANGUAGE	German
LITERATURE	Freihardt, J.: Draußen ist es anders (2021); Finke, P.: Citizen Science (2014)
TEACHING METHODS	Service-Learning; Project work in small groups, approaches of Service-Learning
QUALIFICATION	Basic concepts and understandings of citizen science, idea; History and
OBJECTIVE	concept(s) of science shops; Understanding of expert-layperson communication; Integration of the results into the educational and consulting work in the science shop
PREREQUISITES	German B1-B2
TARGET GROUP	-
REQUIREMENTS	Group presentation (15 min) / discussion according to work phases Documentation / project report for the final conference
CREDIT POINTS	6
TIME & LOCATION	Presence format in Tübingen, Germany Oct. 30, Nov. 20 – 21 2021, Jan. 22 – 23 (10:00 – 17:00 each), Mar 12 2022 (all-day) Central European Time
REGISTRATION DEADLINE	LINK

CONTENTS

The aim of this event is to create a digital guide (app) for immigrants in the district Tübingen, building on the existing guide for refugees. In an innovative way, *transferable skills* are taught and combined with civic engagement. In terms of the students are familiarized with tasks of municipal social and integration policy. In group work, innovative forms of research are applied and close cooperation with representatives from practice is sought.

1st Session Introduction to Municipal Social Policy/Integration Policy

2nd Session Further development and updating of the existing app; Formation of working groups

3rd Session Social rights and problems of EU citizens

Project plan

Work phase: Interlinked cooperation in working groups with experts on the field

4th Session Coordination of the interim results of the working groups and exchange on possible problems during research, etc.

5th Session Discussion of results (pre-test)

6th Session Merging the results of the individual working groups

TEACHING LANGUAGE	English and German
LITERATURE	Heinz-Jürgen Dahme/Norbert Wohlfahrt (eds.) (2011) Handbuch Kommunale Sozialpolitik. Wiesbaden: VS Verlag, pp. 143-263.
TEACHING METHOD	Service-Learning; Group work
QUALIFICATION OBJECTIVE	<ul style="list-style-type: none"> • Basic knowledge of local social policy and the social rights of EU citizens • Acquisition of skills of independent research and work in a team • Acquisition of skills to structure and hierarchize information • Cooperation with representatives of practice from authorities, associations, etc. • Carrying out a pre-test of the signpost and incorporation of the input into the final version
PREREQUISITES	Depending on the composition of the students, the seminar will take place in German or English. German B2/English B1-B2
TARGET GROUP	-
REQUIREMENTS	<ul style="list-style-type: none"> • Active participation • regular meetings in plenary sessions • Interlinked cooperation in working groups with practice experts • Execution of a pretest
CREDIT POINTS	4 – 6
TIME &	In presence and Fortnightly, starting on Tuesday, Nov. 2, 2021, 18:00 – 20:00 Central European Time
LOCATION	Institute of Political Science, Room 003, Melanchthonstraße 36, Tübingen, Germany
REGISTRATION DEADLINE	Link

1PGE310 | CIVIS Open Lab: The Aging Society

PROF. DR. D. BUHR, DR. S. EVANS, U. GEYIK, PROF. DR. U. WEIMAR | STEINBEIS TRANSFER CENTER & LIFE PHASE HOUSE

CONTENTS	Inclusion, aging and care as a social challenge <p>The seminar takes place as part of the CIVIS Open Lab. The University of Tübingen has joined forces with eight other European universities in the “CIVIS - A European Civic University” alliance. The aim of CIVIS is to jointly address the great social challenges of the 21st century, to carry out relevant research and to act responsibly and sustainably with a view to the future. It is therefore planned to hold a final workshop in exchange with students from other universities in the CIVIS network.</p> <p>In the seminar, we primarily want to deal with demographic change and its effects on society (e.g. health, care, inclusion and social coexistence). Conceived as a Service-Learning seminar, it aims, on the one hand, at the concrete application of various (social) scientific methods (e.g. survey, interview, participatory observation) and, on the other hand, at promoting civic engagement by working together on specific challenges that will be worked on in projects with researchers from the university as well as social enterprises and civil society actors in the region.</p>
TEACHING LANGUAGE	German
LITERATURE	Will be announced at the beginning of the seminar and made available via ILIAS
TEACHING METHODS	Service-Learning as part of the CIVIS Open Lab: The students get the real task of a social enterprise. They try to find suitable solutions for specific needs through their own studies (service-learning). Individual research tasks, short presentations, group discussions Understanding: The students understand which effects the demographic
QUALIFICATION OBJECTIVE	Change has on care and inclusion work. Reflect: The students reflect on the opportunities and risks as well as specific challenges associated with these developments. Transfer: The students apply research methods independently and take part in co-creation workshops. They analyze and communicate their results. Engagement: The students support the voluntary work and social enterprises in the region. They participate in processes of social innovation and are committed to solving societal challenges.
PREREQUISITES	German B1-B2
TARGET GROUP	The primary target group are students on bachelor's programs.
REQUIREMENTS	Regular participation, individual research tasks, short presentations
CREDIT POINTS	3
TIME & LOCATION	Online , Nov. 5 (14:00 – 16:00), Nov. 19 (14:00 – 18:00), Dec. 10 2021 (14:00 – 17:00), Feb. 24 2022 (14:00 – 17:00) Central European Time.
REGISTRATION DEADLINE	Link

Joint Course | 1PGE311 Civic Engagement in Europe: a transdisciplinary approach

FRANZISKA MÜLLER AND IRIS NIKOLOPOULOS UNIVERSITY OF TÜBINGEN, PILAR ARAMBURUZABALA | AUTONOMOUS UNIVERSITY OF MADRID, MARIAN MARIN AND RADU PINTILII|UNIVERSITY OF BUCHAREST

CONTENTS	<p>Many citizens volunteer in various areas such as humanitarian aid, health, education or the environment. Why do people do this? What is their motivation? What are the different types of volunteering or civic engagement? Are there any similarities and differences between the various forms of civic engagement across European countries? And if so, what do they look like and what are their causes? What is the role of civic engagement in modern economies, for example, in the tourism industry?</p> <p>From a political point of view, also universities are expected to have an impact on society, the so-called 'third mission' of universities. So, what is the role of universities in modern society? How can European universities fulfill their individual third mission?</p> <p>Students from different universities will intensively discuss these questions in class based on scientific literature. They will research and critically examine local, national and international volunteering opportunities and fields. Additionally, they will have the chance to learn more about the social challenges, which NGOs and NPOs have to deal with. And they will be encouraged to discover potentials of social impact at their own university.</p>
TEACHING LANGUAGE	English
LITERATURE	
TEACHING METHODS	Individual research tasks, short presentations, group discussions, reflective essay
QUALIFICATION OBJECTIVE	Knowledge of cultural and historical roots of 'civic engagement' across Europe. Insights into civic tourism engagement as social capital in modern economies. Fundamental knowledge and critical perspectives on Service-Learning, opportunities for engagement at the own higher education institution and at the European level. Critical reflection on civic engagement, awareness for current societal challenges.
PREREQUISITES	English B2
TARGET GROUP	
REQUIREMENTS	Regular participation, individual research tasks, short presentations, reflective essay
CREDIT POINTS	3
TIME & LOCATION	Online , Nov. 6 (10:00 – 16:00), Nov. 13, 20, 27 (10:00 – 14:00 each), Dec. 11, 2021 (10:00 – 16:00) Central European Time.
REGISTRATION DEADLINE	TBA