



Viadrina Summer Program 2024

Culture, Politics and Media in Contemporary Europe

June 1 - July 19, 2024

Syllabi:

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Translocations, National Heritage and the Restitution of Cultural Property in the 19th and 20th Century (6 ECTS)

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Works of art and cultural properties have been forcefully transferred from one location to another since the beginning of history, especially in times of war and revolution. During the 19th century, displacing cultural items became increasingly considered as a barbaric and illegal practice, violating international law and the cultural heritage of nations. In this seminar, we examine the attempts to legally protect cultural property against translocation and analyse current debates on the restitution of disputed items from an interdisciplinary perspective (law, history, cultural studies). We go back as far as to the Napoleonic Era, when masses of cultural assets were looted all over Europe and brought to France, and contemporaries heavily contested the legitimacy of these displacements. We also follow the development of legal instruments for the protection of cultural property from the 19th century to the UNESCO conventions of the 20th century. We discuss the role of Western museums in the collection of cultural items from European colonies and learn about the debates on the restitution of artworks to their countries of origin in the Global South. Particular attention is given to the mass plunder of art during the Nazi era and World War II and the restitution of Nazi-looted assets, which has been a contested issue until the present. Seminar members are assigned with an oral presentation in which they present individual cases of objects and their contested histories of displacement and negotiations over restitution. We are planning to make an excursion to the Humboldt Forum Berlin and/or other museums in one of the sessions.

GRADING (see example below):

Home essay (8 pp.):	40 %
1 presentation (10 minutes):	20 %
Participation/Engagement:	40 %

TERMS

Presence

Students are requested to attend to classes in order to get graded. **More than one absence will automatically lower your final grade after your point total is calculated**, unless you can **document** that **all** the absences are related to an illness and/or official university event. For each additional absence your final grade will be lowered by 1/3 (a B becomes a B-, etc.). Late

arrival and early departure will not be tolerated.

Policy on Academic Integrity. Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including failure in the course and/or dismissal from the University. Since such dishonesty harms the individual, all students, and the integrity of the University, policies on scholastic dishonesty will be strictly enforced.

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COURSE STRUCTURE

	Topic	Readings	Recommended
1	The Translocation and Restitution of Cultural Property during and after the Napoleonic Wars	Cecil Gould: Trophy of Conquest. The Musée Napoleon and the Creation of the Louvre, London 1965.	Bénédicte Savoy: Kunstraub. Napoleons Konfiszierungen in Deutschland und die europäischen Folgen, Wien/Köln/Weimar 2011.
2	The Law of War and the Protection of Cultural Property since the 19 th Century	John H. Merryman: Thinking About the Elgin Marbles. Critical Essays on Cultural Property, Art and Law, Alphen 2009.	Francesco Francioni / Ana Vrdoljak (eds.), The Oxford Handbook of International Cultural Heritage Law, Oxford 2020.
3	Archaeology and the Translocation of Antiquities	Peter France: Rape of Egypt. How the Europeans Stripped Egypt of Its Heritage, London 1991.	Suzanne L. Marchand: Down from Olympus. Archaeology and Philhellenism in Germany 1750–1970. Princeton 1996.
4	Museums and the Collection of Colonial and Indigenous Art	Dan Hicks: The British Museums. The Benin Bronzes, Colonial Violence and Cultural Restitution, London 2020.	Elazar Barkan / Ronald Bush (Hrsg.): Claiming the Stones, Naming the Bones. Cultural Property and the Negotiation of National and Ethnic Identity. Los Angeles 2002.
5	The Plunder of Artworks during World War II and the Restitution of Nazi-looted Art	Lynn Nicholas: The Rape of Europa. The Fate of Europe's Treasures in the Third Reich and the Second World War, New York 1994.	Michael J. Kurtz: America and the Return of Nazi Contraband. The Recovery of Europe's Cultural Treasures, Cambridge 2006.

6	The Quest for Restitution of Colonial Art since the 1970s	Bénédicte Savoy: Africa's Struggle for Its Art. History of a Post-Colonial Defeat, Princeton 2022.	Jos van Beurden: Treasures in Trusted Hands. Negotiating the Future of Colonial Cultural Objects. Leiden 2017.
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COURSE READINGS (Suggestions)

- Elazar Barkan: *The Guilt of Nations. Restitution and Negotiating Historical Injustices*, New York 2000.

Elazar Barkan / Ronald Bush (Hrsg.): *Claiming the Stones, Naming the Bones. Cultural Property and the Negotiation of National and Ethnic Identity*. Los Angeles 2002.

Jos van Beurden: *Treasures in Trusted Hands. Negotiating the Future of Colonial Cultural Objects*. Leiden 2017.

Elliott Colla: *Conflicted Antiquities. Egyptology, Egyptomania, Egyptian Modernity*. Durham 2007.

Margarita Diaz-Andreu: *A World History of Nineteenth-Century Archaeology. Nationalism, Colonialism and the Past*. Oxford 2007.

Peter France: *Rape of Egypt. How the Europeans Stripped Egypt of Its Heritage*, London 1991.

Francesco Francioni / Ana Vrdoljak (eds.), *The Oxford Handbook of International Cultural Heritage Law*, Oxford 2020.

Elisabeth Gallas et al. (eds.): *Contested Heritage. Jewish Cultural Property after 1945*, Göttingen 2020.

- Bianca Gaudenzi/Astrid Swenson: *Looted Art and Restitution in the Twentieth Century - Towards a Global Perspective*, in: *Journal of Contemporary History* 52 (2017), No. 3, pp. 491-518.

Jeanette Greenfield: *The Return of Cultural Treasures*. 3rd ed., Cambridge 2007.

Dan Hicks: *The Brutish Museums. The Benin Bronzes, Colonial Violence and Cultural Restitution*, London 2020.

Michael J. Kurtz: *America and the Return of Nazi Contraband. The Recovery of Europe's Cultural Treasures*, Cambridge 2006.

Federico Lenzerini (ed.): *Reparations for Indigenous Peoples. International and Comparative Perspectives*, Oxford 2008.

Staffan Lundén: *Displaying Loot. The Benin Objects and the British Museum*. Diss. Gothenburg University 2016.

Suzanne L. Marchand: *Down from Olympus. Archaeology and Philhellenism in Germany 1750–1970*. Princeton 1996.

John H. Merryman: *Thinking About the Elgin Marbles. Critical Essays on Cultural Property, Art and Law*. Alphen 2009.

John H. Merryman (ed.): *Imperialism, Art and Restitution*. Cambridge 2006

John H. Merryman/ Albert E. Elsen: *Law, Ethics and the Visual Arts*. Den Haag et al. 2002.

Lynn Nicholas: *The Rape of Europa. The Fate of Europe's Treasures in the Third Reich and the Second World War*, New York 1994.

Donald M. Reid: *Whose Pharaohs? Archaeology, Museums and Egyptian National Identity from Napoleon to World War I*. Berkeley 2002.

Thomas Sandkühler / Angelika Epple / Jürgen Zimmerer (eds.), *Historical Culture by Restitution? A Debate on Art, Museums and Justice*, Wien/Köln 2023.

Felwine Sarr / Bénédicte Savoy: *Rapport sur la restitution du patrimoine culturel africain*.

Vers une nouvelle éthique relationnelle, November 2018, <https://restitutionreport2018.com>.

Bénédicte Savoy: *Kunstraub. Napoleons Konfiszierungen in Deutschland und die europäischen Folgen*, Wien/Köln/Weimar 2011.

Bénédicte Savoy: *Africa's Struggle for Its Art. History of a Post-Colonial Defeat*, Princeton 2022.

Julius H. Schoeps / Anna-Dorothea Ludwig (eds.): *Eine Debatte ohne Ende? Raubkunst und Restitution im deutschsprachigen Raum*, Berlin 2014.

Elizabeth Simpson (ed.): *The Spoils of War. World War II and its Aftermath. The Loss, Reappearance and Recovery of Cultural Property*, New York 1997.

Ana Filipa Vrdoljak: *International Law, Museums and the Return of Cultural Objects*. Cambridge 2006.

Digital Disinformation in Europe (6 ECTS)

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Office Hours: on appointment

One of the problematic aspects of digitalization is disinformation. Of course, disinformation and related propaganda practices are not new—they have been used and developed throughout the 20th century. However, contemporary digitalization, which has increased the speed and variety of communication practices, has facilitated the development of data driven digital disinformation. This seminar asks: What is digital disinformation? How does it relate to historical practices of propaganda and disinformation in the 20th century? What empirical examples of disinformation and its contestation have been practiced in Europe? During the seminar, we will explore the conceptual and historical foundations of disinformation. We will also examine contemporary forms of disinformation with a focus on Europe, including examples from Russia's war against Ukraine, the use of artificial intelligence for disinformation, and critical practices in countering disinformation through digital means. In order to achieve the main goal of the seminar—a conceptual, historically grounded understanding of disinformation and its actualization through empirical case studies—we will read and discuss texts, conduct classroom research, watch film(s), and interact with practitioners from the field of disinformation research.

GRADING (see example below):

Home essay (6 pp.): 40 %

1 presentation (20 minutes): 30 %

Participation/Engagement: 30 %

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own work. If you plagiarize egregiously on an assignment, you will fail the course. Simple rule of thumb: “If you use words or ideas that are not your own you must cite your sources. Otherwise you will be guilty of plagiarism.”

	Topic	Readings
1	Disinformation, Misinformation and Propaganda: Conceptual Foundations	Edward Bernays. 1928. Propaganda. New York: Horace Liveright. Chapters 2, 4, 11. Rachel Armitage and Cristian Vaccari. Misinformation and Disinformation. 2021. In: The Routledge Companion to Media Disinformation and Populism. Editors Howard Tumber and Silvio Waisbord. pp. 38-48.
2	Digital Disinformation	Franziska Martini, Paul Samula, Tobias R Keller, and Ulrike Klinger. 2021. Bot, or not? Comparing three methods for detecting social bots in five political discourses. Big Data & Society. Online: https://doi.org/10.1177/205395172111033566 Carlos Diaz Ruiz. 2023. Disinformation on digital media platforms: A market-shaping approach. New Media & Society. Online: https://doi.org/10.1177/14614448231207644
3	Disinformation in Europe 1: State-Sponsored Disinformation	Peter Pomerantsev and Michael Weiss. 2014. The Menace of Unreality: How the Kremlin Weaponizes Information, Culture and Money. Institute of Modern Russia. Online: https://imrussia.org/media/pdf/Research/Michael_Weiss_and_Peter_Pomerantsev__The_Menace_of_Unreality.pdf Susanne Spahn. 2020. Russian Media in Germany. Friedrich-Naumann-Stiftung für die Freiheit.
4	Disinformation in Europe 2: Civil Society strikes back	Yevgeniy Golovchenko, Mareike Hartmann, Rebecca Adler-Nissen. 2018. State, media and civil society in the information warfare over Ukraine: citizen curators of

		digital disinformation. <i>International Affairs</i> , Vol. 94 (5), pp. 975-994. https://doi.org.10.1093/ia/iyy148
5	Disinformation in Europa 3: Current research	(Online) lectures by disinformation researchers and activists from Europe
6	Contemporary examples of disinformation: Bottom-up Research	Classroom-based collaborative group research

COURSE READINGS

Armitage, Rachel and Cristian Vaccari. 2021. "Misinformation and Disinformation." In: Howard Tumber and Silvio Waisbord eds. *The Routledge Companion to Media Disinformation and Populism*. London: Routledge, pp. 38-48.

Bernays, Edward. 1928. *Propaganda*. New York: Horace Liveright.

Golovchenko, Yevgeniy, Mareike Hartmann, and Rebecca Adler-Nissen. 2018. State, media and civil society in the information warfare over Ukraine: citizen curators of digital disinformation. *International Affairs*, Vol. 94 (5), pp. 975-994.
<https://doi.org/10.1093/ia/iyy148>

Martini, Franziska, Paul Samula, Tobias R Keller, and Ulrike Klinger. 2021. Bot, or not? Comparing three methods for detecting social bots in five political discourses. *Big Data & Society*. Online: <https://doi.org/10.1177/20539517211033566>

Pomerantsev, Peter and Michael Weiss. 2014. *The Menace of Unreality: How the Kremlin Weaponizes Information, Culture and Money*. Institute of Modern Russia. Online: https://imrussia.org/media/pdf/Research/Michael_Weiss_and_Peter_Pomerantsev__The_Menace_of_Unreality.pdf

Ruiz, Carlos Diaz. 2023. Disinformation on digital media platforms: A market-shaping approach. *New Media & Society*. Online: <https://doi.org/10.1177/14614448231207644>

Spahn, Susanne. 2020. *Russian Media in Germany*. Friedrich-Naumann-Stiftung für die Freiheit.

Contemporary Art in Europe (6/9 ECTS)

Name: Prof. Dr. André Rottmann
Office: HG 04
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Tel.: +49 335 5534 2928
Office Hours: on appointment

This seminar offers an introduction to the history and theory of the visual arts in Europe from the Post-war period to the turn of the millennium. If modern(ist) art had insisted on the specificity of mediums (most notably painting and sculpture) and the autonomy of aesthetic experience (as distinct of the ones of everyday life and consumerism), advanced artistic practices as from the early 1960s, not the least under the influence of both social movements and visual culture, developed radically hybrid notions of the work of art and expanded its contexts and sites of reception, thus marking the passage toward contemporary art as a new periodization.

As a survey course, each class meeting covers distinct currents or movements, such as Nouveau Réalisme, Pop Art, Arte povera, Fluxus, Vienna Actionism and Relational Aesthetics, as they emerged internationally across Germany, France, Italy, Austria and Great Britain, among other countries, oftentimes in a transatlantic dialogue with artistic production and criticism in the US, and thereby introduces salient artworks, major protagonists and key terms of European art history in the second part of the 20th century. One class meeting will be held at the Hamburger Bahnhof in Berlin, the city's main museum for postwar and contemporary art.

The class meets for four hours per week (two times 90 minutes plus breaks).

Disclaimer: Section 4 contains graphic content such as images of self-harm, violence against animals and pornography

GRADING:

6 ECTS:

Home essay (10 -15 pp.):	40 %
1 presentation (10 minutes):	30 %
Participation/Engagement:	30 %

9 ECTS:

Home essay (20 -25 pp.):	40 %
1 presentation (10 minutes):	30 %
Participation/Engagement:	30 %

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	Topic	Readings	Recommended
1	From “Decollage” to “Nouveau Réalisme”: Art in Postwar France (Yves Klein, Arman, Raymond Hains, Daniel Spoerri, Jacques de la Villeglé)	Kaira M. Cabañas: “Yves Klein’s Performative Realism”, <i>Grey Room</i> , Vol. 31, Spring 2008, pp. 6-31. Julia Robinson: “Before Attitudes Became Form,” in: <i>New Realisms: 1957-62: Object Strategies from Readymade to Spectacle</i> , ed. by Julia Robinson, Madrid/Cambridge, Mass.: MNCARS/The MIT Press: 2010, pp. 23-40.	Benjamin H. D. Buchloh: “From Detail to Fragment: Décollage Affichiste”, <i>October</i> , Vol. 56, Spring 1991, pp. 99–110
2	The Artwork in Consumer Culture: Pop Art in Europe (Richard Hamilton, Eduardo Paolozzi, Gerhard Richter, Sigmar Polke, Oyvind Fahlström)	Hal Foster: “Citizen Hamilton: The Art of Richard Hamilton”, in: <i>Richard Hamilton. October File</i> , ed. by Hal Foster, Cambridge, MA/London: The MIT Press, 2010, pp. 145–59.	Thomas Crow : <i>The Long March of Pop: Art, Music, and Design, 1930-1995</i> , New Haven, CT / London: Yale University Press, 2015 (excerpts).

		Christine Mehring: "Richter's Collaborations, Richter's Turn," in: <i>Gerhard Richter: Early Work, 1951-1972</i> , ed. by Christine Mehring, Jeanne Nugent and Jon Seydl, Los Angeles, CA: Getty Publications, 2010, pp. 90-124.	
3	The Politics of Value: Arte povera and Fluxus (Giuseppe Penone, Giovanni Anselmo, Michelangelo Pistoletto, Pino Pascali, Mario Merz; George Maciunas, Robert Filliou, Ben Vautier, Nam June Paik)	Nicholas Cullinan: „From Vietnam to Fiat-nam: The Politics of Arte Povera”, in: <i>October</i> , Vol. 124, Spring 2008, pp. 8-30. Natilee Harren: "Fluxus and the Transitional Commodity", <i>Art Journal</i> , Vol. 75, No. 1, 2016, pp. 44-69.	Fredric Jameson: "Periodizing the 60s", <i>Social Text</i> , No. 9/10, Spring-Summer 1984, pp. 178-209.
4	Breaking the Frame of Art: 'Aktionskunst' and Vienna Actionism (Joseph Beuys, Wolf Vostell, Gustav Metzger; Marina Abramovic, Gina Pane; Otto Mühl, Günter Brus, Hermann Nitsch, Richard Schwarzkogler)	Mark Rosenthal: "Joseph Beuys: Staging Sculpture", in: <i>Joseph Beuys. Actions, Vitrines, Environments</i> , London/Houston, TX: Tate Modern/The Menil Collection, 2004, pp. 10-135 (excerpts). Philip Ursprung: "'Catholic Tastes': Hurting and Healing the Body in Viennese Actionism", in: <i>Performing the Body/Performing the Text</i> , ed. by Amelia Jones and Andrew Stephenson, London / New York, NY: Routledge, 1999, pp. 138-152.	Thierry de Duve: "Joseph Beuys, or The Last of the Proletarians" , <i>October</i> , Vol. 45, Summer 1988, pp. 47-62. Beth Hinderliter: „Citizen Brus Examines His Body: Actionism and Activism in Vienna, 1968“, in: <i>October</i> , Vol. 147, Winter 2014, pp. 78-94.

5	<p>The Return of the Human Figure: Painting, Sculpture and Photography after Conceptualism (Thomas Schütte, Katharina Fritsch, Fischli & Weiss, Martin Kippenberger, Franz West, Thomas Struth)</p>	<p>“The 80s Are in Our Midst. Roundtable Discussion with John M Armleder, Benjamin H. D. Buchloh, Werner Büttner, Isabelle Graw, Philipp Kaiser, Kasper König, Jutta Koether, and Thomas Ruff”, in: <i>Flashback: Revisiting the Art of the 80s</i>, ed. by Philip Kaiser, Ostfildern: Hatje Cantz, 2005, pp. 21-96.</p> <p>Penelope Curtis: “Reclining Sculpture”, in: <i>Thomas Schütte. Hindsight</i>, ed. by Lynne Cooke, Madrid: MNCARS, 2010, pp. 52-64.</p>	<p>Benjamin H. D. Buchloh: “Figures of Authority, Ciphers of Regression: Notes on the Return of Representation in European Painting”, in: Benjamin H. D. Buchloh: <i>Formalism and Historicity. Models and Methods in Twentieth-Century Art</i>, Cambridge, MA/London: The MIT Press, 2015, pp. 115-172.</p>
6	<p>Another Social Turn: Exploring Sites of Communitality and Communication (Pierre Huyghe, Philippe Parreno, Rirkrit Tiravanija, Liam Gillick, Christian Philipp Müller, Thomas Hirschhorn)</p>	<p>Miwon Kwon: “One Place after Another: Notes on Site Specificity”, <i>October</i>, Vol. 80, Spring 1997, pp. 85-110.</p> <p>Claire Bishop: “Antagonism and Relational Aesthetics”, <i>October</i>, Vol. 110, Fall 2004, pp. 51-79.</p>	<p>Nicolas Bourriaud: <i>Relational Aesthetics</i>, Paris: Les Presses du Réel, 1998, excerpt pp. 25-48 (chapters “Art of the 1990s” and “Space-time exchange factors”).</p>

COURSE READINGS

Benjamin H. D. Buchloh: *Formalism and Historicity. Models and Methods in Twentieth-Century Art*, Cambridge, MA / London: The MIT Press, 2015.

[Thomas Crow](#): *The Rise of the Sixties: American and European Art in the Era of Dissent*, London: Weidenfeld & Nicolson, 2005.

Hal Foster, Rosalind Krauss, Yve-Alain Bois, and Benjamin H. D. Buchloh. *Art since 1900. Modernism, Antimodernism, Postmodernism*, London: Thames & Hudson, 2004.

Anne Rorimer: *New Art in the 60s and 70s. Redefining Reality*, London: Thames & Hudson, 2001.

Contemporary European Crime TV series (6 ECTS)

Name: Daniel Illger

Office: HG 07

E-Mail: illger@europa-uni.de

Tel.: +49 335 5534 2660

Office Hours: on appointment

In the recent decade there has been – partly due to the business practices of streaming services like Netflix – a surge in production and recognition of European TV series. Especially crime, police and detective shows like *Gomorra* (Italy, 2014-2021), *La Casa del Papel* (*Money Heist*, Spain 2017-2021) and *Babylon Berlin* (Germany 2017-) have been acclaimed on both sides of the Atlantic and received huge commercial and artistic success. In keeping with the American noir and hard-boiled tradition, the aforementioned shows (as well as a host of others most notably Scandinavian crime series) do not only provide thrills and entertainment, but seek to create a twilight world of moral and psychological turmoil in order to open up aesthetic spaces for reflection on political and social frictions and the still festering wounds of a traumatic history torn by war and dictatorship. The first session will establish a framework for the analysis of TV series. In the second session we will take a look at the most important narrative and aesthetic aspects of American noir cinema. Following this, we will widen our perspective by discussing influential theories on the social impact of crime fiction in general. With the fifth session we will conclude the theoretical part of the class by investigating possible connections between aesthetics, politics and history, now drawing on more philosophical approaches, while the final two sessions will be reserved for the analysis of episodes from some of the most important contemporary European crime TV series. The shows and episodes for analysis will be chosen and compiled in accordance with the interests of the participating students.

GRADING (see example below):

Home essay (8 pp.):	40 %
1 presentation (15 minutes):	30 %
Participation/Engagement:	30 %

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	Topic	Readings	Recommended
1	Establishing an Analytical Framework	Mittell 2015	Hanson / Peacock / Turnbull 2018 Hanson / Re 2023
2	Perspectives on American Noir Cinema	Gustaffson 2013 Schrader 1973	Dussere 2013 Neale 2000
3	The Impact of Crime Fiction	Boltanski 2014	Jameson 2016
4	Aesthetics, Politics, and History	Kappelhoff	Elsaesser
5	Analytical Session	./.	./.
6	Analytical Session	./.	./.

COURSE READINGS

Boltanski, Luc. 2014[2012]. *Mysteries and Conspiracies - Detective Stories, Spy Novels and the Making of Modern Societies*. Cambridge: Polity Press.

Dussere, Erik. 2013. *America is Elsewhere. The Noir Tradition in the Age of Consumer Culture*. Oxford: Oxford University Press.

Elsaesser, Thomas. 2013. *Terror and Trauma. German Cinema after 1945*. New York: Routledge.

Gustafsson, Henrik. „A Wet Emptiness. The Phenomenology of Film Noir“. In: Andrew Spicer and Helen Hanson (Ed). *A Companion to Film Noir*. Oxford: Blackwell 2013, pp. 50-66.

Hansen, Kim Toft / Peacock Steven / Turnbull, Sue (Ed.). 2018. *European Television Crime Drama and Beyond*. New York: Palgrave Macmillan.

Hansen, Kim Toft / Re, Valentina (Ed.). 2023. *Peripheral Locations in European TV Crime Series*. New York: Palgrave Macmillan

Jameson, Frederic. 2016. *Raymond Chandler. The Detection of Totality*. New York/London: Verso.

Kappelhoff, Hermann. 2015. *The Politics and Poetics of Cinematic Realism*. New York: Columbia University Press.

Mittell, Jason. 2015. *Complex TV: The Poetics of Contemporary Storytelling*. New York: New York University Press.

Neale, Steve. 2000. *Genre and Hollywood*. Milton Park/Andingon/Oxfordshire: Routledge.

Schrader, Paul. 1972. „Notes on Film Noir.” In: *Film Comment*, 8(1), 1972, pp. 8–13.

Introduction to Queer Studies (6/9 ECTS)

Name: Prof. Dr. Kira Kosnick
 Office: HG 248
 E-Mail: kosnick@europa-uni.de
 Tel.: +49 335 5534 2646
 Office Hours: on appointment

Description:

This seminar offers an introduction to the interdisciplinary field of Queer Studies from anthropological and sociological perspectives. Starting from the historical and cultural transformation of sexual identities and sexual politics, we examine their development in the context of European imperial and nation-state-centred modernities. We also address the emergence of social movements focused on non-normative sexual and gender identities, and the deconstruction of gender-binarisms and sexuality in the context of queer academic critiques. Intersectional perspectives relating to the intersection of sexuality and gender with hierarchies of class, 'race' and ethnicity will be relevant throughout, and situated both historically as well as geopolitically.

The class meets for four hours per week (two times 90 minutes plus breaks).

GRADING:

6 ECTS:

Response papers (5):	60 %
Participation/Engagement:	40 %

9 ECTS:

Response papers (5):	40 %
Final written exam:	30%
Participation/Engagement:	30 %

Response Papers:

You will submit **five one-page response papers** (400-500 words each) for different sessions, answering the questions listed in the syllabus for the respective mandatory readings. You need to submit these papers by a Friday noon deadline BEFORE the respective session in which we discuss the readings. Students aiming for 6 ECTS credits thus need to submit five times with 5 pages in total. Students aiming for 9 ECTS need to fulfil the requirements for 6 ECTS, plus take the **final written exam** in the last week of classes (90 minutes, last half of the final session, hand-written). Let the instructor know well ahead of time if you have any special needs regarding the written exam (i.e. dyslexia).

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Your writing must be your own work. **If you plagiarize** egregiously on an assignment, you will fail the course. Simple rule of thumb: “If you use words or ideas that are not your own you must cite your sources. Otherwise you will be guilty of plagiarism.”

Session Nr.	Date	Topic	Readings	Questions (tba)	Recommended (not yet completed)
1.	04.06.24	<p>Introduction to the course</p> <p>What are the dominant norms concerning gender and sexuality in your country of origin? What issues are controversial and politically contested?</p>	<ul style="list-style-type: none"> <input type="checkbox"/> For those who read German: read GEW publication „Pädagogik der Vielfalt“ <input type="checkbox"/> For those who do not: do your own research using reputable sources (that is, those with scientific credibility or very well-researched journalism) to summarize the main positions and conflicts regarding LGBTQ* issues in your country/state of origin! 		<p>https://www.theguardian.com/us-news/2022/aug/28/reproductive-freedom-abortion-rights-dorothy-roberts-interview</p> <p>https://www.theguardian.com/society/2021/jun/14/anti-trans-laws-us-map</p> <p>https://www.theguardian.com/us-news/2022/apr/28/lgbtq-rights-us-dont-say-gay</p> <p>(click on 'I'll do it later' when asked to register for the Guardian newspaper)</p>
2.	11.06.24	Historical development of sexual identities	<ul style="list-style-type: none"> <input type="checkbox"/> D'Emilio, J. (2007). Capitalism and gay identity. In <i>Culture, Society and Sexuality. A Reader</i> (pp. 266-274). Routledge. <input type="checkbox"/> Second text to be determined 		
3.	18.06.24	Historical development of sexual identities in	<ul style="list-style-type: none"> <input type="checkbox"/> Foucault, M. (1990). <i>The history of sexuality: An introduction</i>, volume I. New York: Vintage. 		

		Western Europe – modern governance of sexualities through juridical and medical knowledge	(excerpts, document on Moodle is a cut-down version for easier reading) <input type="checkbox"/> second text to be determined		
4.	25.06.24	Identities and subjectivation between assignment and self-empowerment – thinking with Foucault	<input type="checkbox"/> For those who read German: Netzwerk Trans* -Inter* - Sektionalität (2013): <i>Intersektionale Beratung von/ zu Trans* und Inter.</i> Berlin. http://transintersektiona.litaet.org/wp-content/uploads/2013/09/tis_brosch_sept-2013.pdf <input type="checkbox"/> For those who do not read German: <input type="checkbox"/> Knott, G. A. (2009). Transsexual Law Unconstitutional: German Federal Constitutional Court Demands Reformation of Law Because of Fundamental Rights Conflict. <i>Louis ULJ</i> , 54, 997.		For those who read German https://www.lsvd.de/de/ct/6417-Selbstbestimmungsgesetz

5.	02.07.24	Intersectionality	<ul style="list-style-type: none"> <input type="checkbox"/> Crenshaw, K. (1989). Demarginalizing the intersection of race and sex: A black feminist critique of antidiscrimination doctrine, feminist theory and antiracist politics. Univ. of Chi. Legal Forum. <input type="checkbox"/> Schulman, S. (2021). <i>Let the record show: A political history of ACT UP New York, 1987-1993</i>. Farrar, Straus and Giroux. Chapter 1, Introduction. 	<p>What is Crenshaw's problem with US anti-discrimination law?</p> <p>How does Schulman address the relevance of Act Up's political work to social groups beyond white middle-class men?</p>	<ul style="list-style-type: none"> <input type="checkbox"/> read: Combahee River Collective Statement, https://www.blackpast.org/african-american-history/combahee-river-collective-statement-1977/ <input type="checkbox"/> Watch: ACT UP Oral History Project: Interview with Maxine Wolfe, https://actuporalhistory.org/numerical-interviews/043-maxine-wolfe
6.	09.07.24	Variations of sex development –Intersex – Intergender	<ul style="list-style-type: none"> <input type="checkbox"/> Clune-Taylor, C. (2010). From intersex to DSD: The disciplining of sex development. <i>PhaenEx</i>, 5(2), 152-178. <input type="checkbox"/> Moreno-Begines, M. D. L. N., Arroyo-Rodríguez, A., Borrallo-Riego, Á., & Guerra-Martín, M. D. (2022, April). Intersexuality/Differences of Sex Development through the Discourse of Intersex People, Their Relatives, and Health Experts: A Descriptive Qualitative Study. In 	<input type="checkbox"/>	<ul style="list-style-type: none"> <input type="checkbox"/> watch online in preparation for the session: https://www.youtube.com/watch?v=QQdOp3COfsS



			<i>Healthcare</i> (Vol. 10, No. 4, p. 671). Mdpi. https://www.mdpi.com/2227-9032/10/4/671		
7.	16.07.24	Review and Final written exam	No new readings – review at home!		Review the slides on Moodle for all sessions, come with questions if anything has remained unclear! The exam will cover all of the class content. Be prepared to write about one paragraph in response to the various questions asked (no multiple choice).

COURSE READINGS

see in table above

Multilingualism – European Perspectives (6/9ECTS)

Name: Prof. Dr. Britta Schneider

Office: Chair of Language Use and Migration, Logenstrasse 4, AM 137

E-Mail: bschneider@europa-uni.de

Tel.: 0049-335-55342734

Office Hours: on appointment

In this seminar, we study multilingualism in Europe from different angles, considering what multilingualism means for individuals as members of social groups, for societies (that are, more often than not, conceptualized as monolingual) and for European institutions who deal with the diverse linguistic competences of populations on a daily basis. The focus of the class will be on understanding multilingualism as a social phenomenon and as the ability to use linguistic resources according to social contexts and demands. This implies to engage with the ideas that we are all users of multilingual, diverse resources, that separate languages are social constructs and that monolingualism is a powerful ideological mechanism of exclusion. A critical questioning of dominant European and Western ideas about language as separate and normed entities, and of concepts such as language testing or linguistic integration, is thus central in this course. We also have a look at contemporary European language policies and how they affect language education in school and at university. Students will be invited to apply their new theoretical knowledge to critically inspect their own globalized and multilingual life-worlds – in local contexts and educational institutions, in private encounters or in online activities. The overall aim of the class is to develop an understanding as language as social practice that is embedded in culture, history and politics.

Workload: 20 hours in-class / 130 hours independent study (6 ECTS)

GRADING

Home essay (8 pp.):	40 %
1 presentation (10 minutes):	20 %
Participation/Engagement:	40 %

TERMS

Presence

Students are requested to attend to classes in order to get graded. **More than one absence will automatically lower your final grade after your point total is calculated**, unless you can **document** that **all** the absences are related to an illness and/or official university event. For each additional absence your final grade will be lowered by 1/3 (a B becomes a B-, etc.). Late arrival and early departure will not be tolerated.

Policy on Academic Integrity. Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including failure in the course and/or dismissal from the University. Since such dishonesty harms the individual, all students, and the integrity of the University, policies on scholastic dishonesty will be strictly enforced.

Your writing must be your own work. If you plagiarize egregiously on an assignment, you will fail the course. Simple rule of thumb: "If you use words or ideas that are not your own you must cite your sources. Otherwise you will be guilty of plagiarism."

	Topic	Readings	Recommended
1	Foundations in Sociolinguistics	Horner & Weber 2018: Ch. 1 & 4 Coulmas 2018: 47-58	<ul style="list-style-type: none"> • Holmes, Janet, and Nick Wilson. 2022. <i>An Introduction to Sociolinguistics</i>. London: Routledge. • Meyerhoff, Miriam, and Erik Schleeff, eds. 2010. <i>The Routledge Sociolinguistics Reader</i>. London: Routledge. • Mooney, Annabelle, and Betsy Evans. 2019. <i>Language, Society and Power</i>. London: Routledge.
2	Individual Multilingualism	Coulmas 2018: Ch.5 Horner & Weber 2018 Ch.7	<ul style="list-style-type: none"> • Blommaert, Jan, James Collins, and Stef Slembrouck. 2005. "Spaces of Multilingualism." <i>Language and Communication</i> 25:197-216. • Joseph, John E. 2004. <i>Language and Identity. National, Ethnic, Religious</i>. Basingstoke: Palgrave Macmillan.
3	Multilingual Communities and Multilingual Education	Coulmas 2018: Ch.7 Horner & Weber 2018: Ch.9	<ul style="list-style-type: none"> • Byram, Michael, and Lynne Parmenter, eds. 2012. <i>The Common European Framework of Reference: The Globalisation of Language Education Policy</i>. Bristol: Multilingual Matters. • Wright, Sue. 2000. <i>Community and Communication: The Role of Language in Nation State Building and European Integration</i>. Clevedon: Multilingual Matters.
4	Mediated Multilingualism – Written and Online Discourse	Coulmas 2018: Ch.9 Sebba, Mark. 2013. "Multilingualism in Written Discourse: An Approach to the Analysis of Multilingual Texts." <i>International Journal of Bilingualism</i> 17:97-118.	<ul style="list-style-type: none"> • Androutsopoulos, Jannis K. 2010. "Multilingualism, Ethnicity and Genre in Germany's Migrant Hip Hop." In <i>The Languages of Hip Hop</i>, edited by Marina Terkourafi, 19-43. London: Continuum. • Deumert, Ana. 2014. <i>Sociolinguistics and Mobile Communication</i>.

			Edinburgh: Edinburgh University Press.
5	Social Discourses and Beliefs about Multilingualism	Horner & Weber 2018: Ch. 13 Horner & Weber 2018: Ch. 14	<ul style="list-style-type: none"> • Stevenson, Patrick. 2006. "'National' Languages in Transnational Contexts: Language, Migration and Citizenship in Europe." In <i>Language Ideologies, Policies and Practices: Language and the Future of Europe</i>, edited by Patrick Stevenson and Clare Mar-Molinero, 147-161. Basingstoke: Palgrave Macmillan. • Stevenson, Patrick, and Clare Mar-Molinero. 2006. "Language, the National and the Transnational in Contemporary Europe." In <i>Language Ideologies, Policies and Practices: Language and the Future of Europe</i>, edited by Patrick Stevenson and Clare Mar-Molinero, 1-10. Basingstoke: Palgrave Macmillan.
6	Institutional Multilingualism and European Language Policies (& Guest talk by Maggie Bullock de Oliveira on bilingual study programmes in Europe)	Coulmas 2018: Ch. 6 [110-127] Unger, Johann W., Michal Krzyzanowski, and Ruth Wodak. 2014. "Introduction: Encountering Multilingualism in Europe's Institutions." In <i>Multilingual Encounters in Europe's Institutional Spaces</i> , edited by Johann W. Unger, Michal Krzyzanowski and Ruth Wodak, 1-12. London: Bloomsbury.	<ul style="list-style-type: none"> • https://www.coe.int/en/web/language-policy • https://www.europarl.europa.eu/RegData/etudes/fiches_techniques/2013/051306/04A_FT(2013)051306_EN.pdf • Saraceni, Mario, Britta Schneider, and Christine Bélanger. 2021. "'Brexit' and the Postnational Dimension of English in Europe." In <i>Routledge Handbook in World Englishes</i>, edited by Andy Kirkpatrick. London: Routledge. • van Avermaet, Piet. 2009. "Fortress Europe? Language Policy Regimes for Immigration and Citizenship." In <i>Discourse on Language and Integration</i>, edited by Gabrielle Hogan-Brun, Clare Mar-Molinero and Patrick Stevenson, 15-44. Amsterdam: Benjamins.

COURSE READINGS

Coulmas, Florian. 2018. *An introduction to multilingualism. Language in a changing world*. Oxford: Oxford University Press.

Horner, Kristine, and Jean-Jacques Weber. 2018. *Introducing multilingualism. A social approach*. London: Routledge.

• Sebba, Mark. 2013. "Multilingualism in Written Discourse: An Approach to the Analysis of Multilingual Texts." *International Journal of Bilingualism* 17:97-118.

Unger, Johann W., Michal Krzyzanowski, and Ruth Wodak. 2014. "Introduction: Encountering Multilingualism in Europe's Institutions." In *Multilingual Encounters in Europe's Institutional Spaces*, edited by Johann W. Unger, Michal Krzyzanowski and Ruth Wodak, 1-12. London: Bloomsbury.

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Business Administration and Economics Track

- 25 Energy Transitions 11: Wind Power as 'Overriding Public Interest' - Acceptance of Wind Energy Deployment
- 28 Politics of Climate Change

Energy Transitions 11: Wind Power as ‘Overriding Public Interest’ - Acceptance of Wind Energy Deployment

Name: Prof. Dr. iur. Jens Lowitzsch / Hrishikesh Chinchkar

Office: Kelso Professorship of Comparative Law, East European Business Law and European Legal, August Bebel Str. 12, AB 307

E-Mail: kelso-professorship@europa-uni.de

Course plan (Compact course/Blockseminar)

	Date	Room	Content
LV1		tba	Introduction
LV2		tba	
LV3		tba	
LV4		tba	
LV5		tba	

Seminar description

Background - HORIZON Europe project “Wind in My Backyard” (WIMBY): While wind power is one of the fastest growing, most mature and cost-competitive renewable energy (RE) technologies, its deployment faces significant challenges due to low acceptance amongst societal actors. Factors such as restrictive regulation, disinformation, misinformation and concerns about changes to scenic landscapes, negative impacts on biodiversity, ecosystems and health impede the spread of new wind power installations. To increase acceptance, counterbalance “Not in my backyard” (NIMBY) effects and foster support for wind power, thereby enabling its contribution to the decarbonization strategy of the EU, the WIMBY project translates the results of cutting-edge in-depth models to assess impacts, conflicts, synergies and potentials for development of wind power into practical information for stakeholders. Facilitating societal engagement is key for a broad deployment of wind power across the European Union.

Despite its importance to tackle climate change, low acceptance amongst societal actors remain – apart from broader ecological, economic, and technical issues – the main obstacle to the much-needed expansion of wind energy. The Wind Barriers Report estimated in 2010 that as much as 30% of wind energy projects in Europe were cancelled due to resistance of local populations filing lawsuits (EWAE 2010). Defining the expansion of wind energy as an ‘overriding public interest’ – as of now for 18 months – in the Regulation (EU) 2022/2577 effective as of January 2023 resets this playing field potentially to the disadvantage of both local stakeholders and energy community initiatives acting slower than professional wind park

developers. This poses the hazard, that 'green grabbing', i.e., appropriation of land and natural resources suited for the exploitation of renewables by multinationals, will spread due to the increasing economic value of wind following the dramatic push in the expansion of wind energy.

Against the background of this HORIZON Europe project WIMBY the seminar analyses the regulatory framework Wind Power deployment across the EU (and as a benchmark possibly in other countries worldwide). Following the Tenets of Transitional Justice, the following questions are addressed:

- - How do the current legal systems of selected EU Member States distribute the ills and benefits connected to the construction and operation of wind parks, using the mechanism of 'balancing of interest'? (distributive justice);
 - Do legislators and courts consider all conflicting interests in their 'balancing of interests', including those of typically underrepresented people? (justice as recognition);
 - How can energy communities be empowered to actively shape the energy transition and what role does the state, e.g. by defining wind as a 'common good', play in this process? (procedural justice).

Literature

Tba

Formalities 2024 Summer Semester

Study programs: 5/6/9 ECTS

MES modules: ZB Wirtschaft, WPM 6 // IBA modules: S-Module; Faculty of Law: Master of German and Polish Law (Module 3); SPB 5 (European Law) (without ECTS)

Performance test and credits

- 5 and 6 ECTS: regular attendance; oral presentation; term paper around 15 pages
- 9 ECTS: regular attendance; oral presentation; term paper around 20 pages

Students are required to write a paper (80% of the grade) and present their research to the class (20% of the grade).

Deadlines

Registration

By 18.04.2024 at kelso-professorship@europa-uni.de including name, matriculation number, the study program, and the exact title of the course.

Paper submission

Upload final presentation of term paper topic by 18.05.2024 at 23:59

Finalized term paper by the end of the summer-semester 2024: 30.08.2024.

<https://www.wiwi.europa-uni.de/de/studium/pruefungen/index.html>

<https://study.europa-uni.de/de/studieren/termine/semestertermine/index.html>

POLITICS OF CLIMATE CHANGE

Name: Prof. Dr. Reimund Schwarze

E-Mail: schwarze@europa-uni.de

Office hours: by appointment

COURSE DESCRIPTION

- The aim of the course is to explore the concept of information asymmetry and show its practical application to disclosure of non-financial risks by the companies in order to get an access to climate finance. The essence, instruments (such as emission allowances, green bonds, etc.) and methods of carbon pricing will be explored, as well as its role in blended value creation. Carbon taxation and market financial instruments for climate finance mobilization, their role in combating climate change will be also outlined. EITI Rules and Standard will be explored and compared with other initiatives (UN Global Compact, PRI, GRI, etc.) aimed at non-financial risks/information disclosure. Particular focus will be placed on recent steps toward sustainable financial system, taken by the Chinese and European authorities. Also, different applications of the Blockchain technology for energy and financial markets will be discovered with special emphasis on possible ways of bridging informational gap between the needs of companies and financial market.

ASSIGNMENTS

There is a mix of obligations the student must meet to fulfil the requirements of the course. This includes 1) in-class participation covering the assigned text/lecture materials both individually and within groups, 2) participation in online discussion board forum, 3) responding to questions contained in case studies, 4) debating in class a key issue in European Economics, 5) presenting an analysis of a European Economics issue reported in the press and 6) final exam. There is no extra credit available in this course. The range of assignments permits students to demonstrate comprehension in a variety of formats. Each is described in detail as follows:

In-class participation - Your principal reading obligation is to keep up with the assigned materials and in-class exercises within the course study outline contained in this syllabus. Class attendance is expected and in-class participation will be evaluated on its contribution to the learning process.

Policy for Cell Phones and Laptops/Tablets in the Classroom:

To avoid distractions, cell phones must be turned off and must not be on the desk or otherwise viewable during class sessions (excluding breaks). Laptop and tablet use during class is limited to taking notes related to the lecture or class discussions and/or researching

material directly requested by the instructor. Internet searches will not be used to support discussions or interaction during class time unless specifically requested by the instructor. Students in violation of this policy will be considered absent for the entire class session (see Attendance policy below) and may be asked to leave the classroom.

Absences:

If a student must miss a class session, an alternative assignment covering part of the missed session's topics may be completed for partial credit counted towards class participation.

Online discussion:

To encourage student reflection and interaction in this course, students will participate in an online discussion. Topic will be given for discussion periods with a forum posted on the Moodle course site. Student contributions will be assessed based on their ability to address the issues presented using concepts and evidence from the course that engages fellow students in a thoughtful progression of ideas. Each discussion forum will be available immediately after the designated class session and close at midnight on the day before the subsequent class session. During the week-long discussion, students should expect to contribute to the discussion on at least three different days including one posting of at least 200 words. Students will need to follow current European economic issues reported by the press as these will form the basis for our online discussions. All quoted materials must follow proper citation format. See the Moodle site for details of discussion topic.

Case study:

To demonstrate overall comprehension of the text and lecture concepts, students will respond to assigned questions from a proposed Case Study. Answers should establish a clear understanding of the significance to European Economics of the issues raised. Do not describe the case or repeat information already given. Instead, using concepts and evidence from the course text and lectures, students should apply this understanding to analyse the wider contexts of the case example and its meaning for European economics. See the Moodle site for details of a case study. Case study must be uploaded in Word format on Moodle.

Information Asymmetry, Corporate Disclosure and Climate Finance issue debate:

During the 4th session of the course, groups of students will analyse a current issue surrounding the impact of the quality of non-financial reporting on the access to climate finance (reduced interest rates, more favourable credit conditions, etc.). A “pro” and a “con” team will take opposing sides on the topic and debate the issue before the class. The conversation should demonstrate a critical analysis. By the second session, students form groups to select a topic of interest from a list provided by the instructor. See Moodle for further details on the structure and timing of the debates.

Article Analysis Presentations:

Students will individually evaluate an article from a news publication (good sources are the Economist, Wall Street Journal, Financial Times, Bloomberg, Forbes). While the choice of articles is yours, its focus must be on an economic issue and dated 2018 (attach a copy of the article). The objective is to demonstrate a critical analysis of the article's content by relating to the economics concepts introduced in the course sessions using your notes, experiences, and the course readings. Presentations will be evaluated based on the degree to which students accurately recognize problems and theoretical underpinnings of a given issue. See Moodle for further details of the presentations.

GRADING

Final grades will be based on the following weighted factors:

Case Study	10%
Online Discussion	10%
Class debates	15%
Project presentation	15%
Class Participation	15%
Final exam	35%
TOTAL	100%

PLAGIARISM & ACADEMIC MISCONDUCT

It is expected that all homework assignments, projects, papers, and examinations and any other work submitted for academic credit will be the student's own. Students should always take great care to distinguish their own ideas and knowledge from information derived from sources. The term "sources" includes not only primary and secondary material published in print or online, but also information and opinions gained directly from other people. Quotations must be placed properly within quotation marks and must be cited fully. In addition, all paraphrased material must be acknowledged completely. Whenever ideas or facts are derived from a student's reading and research or from a student's own writings, the sources must be indicated. It is the expectation of every course that all work submitted for a course or for any other academic purpose will have been done solely for that course or for that purpose.

Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including failure in the course and be remanded to the appropriate authorities of their home university for disciplinary action. This might lead up to a dismissal from the University.

ATTENDANCE

Because of the extent of material to be covered in this six-session course, it is important that you come well prepared. Students are responsible for all information given during the class instruction. Students missing class will need to make arrangements with the instructor and complete an alternative assignment. Students missing more than two classes will not receive credit for the course (note above policy on use of cell phones and laptops applies here).

COURSE SCHEDULE

Table 1

Session	Topics	Readings	Activities
1	Information Asymmetry and Climate Finance	Adverse Selection "Principal-Agent Problem" Transaction Costs	Introduction to the course
2	Climate Finance and Blended Value Creation	Green Credits Non-financial risks Blended Value Creations	Critical thinking discussion
3	Disclosure of NonFinancial Risks on Corporate Level	UN Global Compact GRI PRI	Presentation topic statements due Class Debate
4	EITI as a Sector Specific Approach to Non-Financial Information Disclosure	EITI Rules EITI Standard	Online discussion due Article Analysis Presentations
5	EITI as a Sector Specific Approach to Non-Financial Information Disclosure	EITI Germany EITI Norway	Critical thinking discussion

6	Application of Carbon Pricing to Reduce Climate-related Information Asymmetry	Internal Carbon Pricing Carbon Taxation EU Emission Allowances	Presentation topic statements due Class Debate
7	Information Asymmetry and Green Bonds Market	Green Washing Green Bonds Taxonomy	Critical thinking discussion
8	Urban Climate Finance	Sustainability Bonds, Green Bonds,	Presentation topic statements due Class Debate
9	Green Financial Policy	Recommendations of the High-Level Expert Group on Sustainable Finance EU Action Plan	Online discussion due Article Analysis Presentations
10	Climate Insurance	Global Index Insurance Facilities (GIIF) Cat Bonds	Presentation topic statements due Class Debate
11	Market-based instruments to tackle greenhouse gases from international aviation and shipping	European Trading System (EU ETS) CORSIA	Online discussion due Article Analysis Presentations
12	Blockchain Technology and Climate Finance Related Information Flows	State and Trends in Climate Finance Blockchain Technology	Critical thinking discussion Final exam

The schedule may be changed at any regularly scheduled class meeting depending on class requirements.

COURSE READINGS

Sushchenko O., Schwarze R. (2016), [Carbon taxation and market financial instruments for mobilizing climate finance](#), KAS Policy Paper 27, 36 p.

Useful links for material and data:

Environmental Finance – News, Data, Analysis. URL:

<https://www.environmentalfinance.com>

UNFCCC Newsroom – News, Analysis, Reports. URL:

<http://newsroom.unfccc.int/about/>

Luxembourg Stock Exchange – Data, News, Reports, Analysis. URL:

<https://www.bourse.lu/home>

Climate Bonds Initiative – News, Reports, Analysis, Data. URL:

<https://www.climatebonds.net>

Financial Times – News, Analysis. URL: <http://ft.com>

Session 1. Information Asymmetry and Climate Finance

- Akerlof G. (1970), [The Market for Lemons: Quality Uncertainty and the Market Mechanism](#), *Quarterly Journal of Economics* 84, 488-500.
- Spence M. (1973), [Job Market Signaling](#), *Quarterly Journal of Economics* 87, 355-374.
- Rothschild M. och J. Stiglitz (1976), [Equilibrium in Competitive Insurance Markets: An Essay on the Economics of Imperfect Information](#), *Quarterly Journal of Economics* 90, 629-649.
- Falconer A., Stadelmann M. (2014), [What is climate finance? Definitions to improve tracking and scale up climate finance](#), Climate Policy Initiative, July 2014, 9 p.
- [Joint Report on Multilateral Development Bank's](#) (2015), The World Bank Group, 53 p.
- [Global Landscape of Climate Finance 2017](#), Climate Policy Initiative, October 2017, 18 p.
- R.H. Coase (1960). [The Problem of Social Costs](#). *Journal of Law and Economics*, Vol. 3, October, p. 1-44.
- [The Global Risks Report 2018, 13th Edition, The World Bank Group](#), 67 p.
- [Stechemesser, K. and Guenther, E. \(2012\). Carbon accounting: A systematic literature review. Journal of Cleaner Production, Vol. 36, p. 17– 38.](#)

- Pattberg, P. (2017). [The emergence of carbon disclosure: Exploring the role of governance entrepreneurs](#). *Environment and Planning C: Politics and Space*, Vol. 35(8), p. 1437–1455.
- [Frankfurter Erklärung: Freiwilliges Bekenntnis zur Umsetzung einer gemeinsamen Nachhaltigkeitsinitiative am Finanzplatz Frankfurt am Main](#). Deutsche Börse.

Session 2. Climate Finance and Blended Value Creation

- Sushchenko O., Schwarze R. (2016), [Carbon taxation and market financial instruments for mobilizing climate finance](#), KAS Policy Paper 27, 36 p.
- Falconer A., Stadelmann M. (2014), [What is climate finance? Definitions to improve tracking and scale up climate finance](#), Climate Policy Initiative, July 2014, 9 p.
- [Global Landscape of Climate Finance 2017](#), Climate Policy Initiative, October 2017, 18 p.
- Bowen, Howard B. [Social Responsibilities of the Businessman](#), Harper, 1953, p. 276.
- Auserwald, F. [Creating Social Value](#). Stanford Social Innovation Review, Spring 2009, - 51-55 p. URL:
- Elkington John (1999). Cannibals with forks. The Triple bottom line of the 21st century business // John Elkington. - Oxford: Capstone Publ., - 410 p. (324/QP 150 E43)
- Elkington, John. The power of unreasonable people. How social entrepreneurs create markets that change the world // John Elkington. - Boston, Mass.: Harvard Business Press, 2008, - 242 p. (40/QP 230 E43)
- Jed Emerson (2005). [Maximizing Blended Value – Building Beyond the Blended Value Map to Sustainable Investing, Philanthropy and Organizations](#), January 2005, 47 p.
- Porter, M. E., and Mark R. Kramer (2006). [Strategy and Society: The Link between Competitive Advantage and Corporate Social Responsibility](#). Harvard Business Review 84, no. 12. – 78-93 p.
- Porter, M. E., and Mark R. Kramer (2011). [Creating Shared Value: How to Reinvent Capitalism – and Unleash a Wave of Innovation and Growth](#). Harvard Business Review, January-February. – 78-93 p.

Session 3. Disclosure of Non-Financial Risks on Corporate Level

- Sushchenko O., Schwarze R. (2016), [Carbon taxation and market financial instruments for mobilizing climate finance](#), KAS Policy Paper 27, 36 p.
- [Guide to Corporate Sustainability. Shaping a Sustainable Future](#) (2014), The UN Global Compact, 48 p.
- [The UN Principles for Responsible Investment and the OECD Guidelines for Multinational Enterprises: Complementarities and Distinctive Contributions](#) (2007), OECD, 12 p.
- [GRI Standards](#) (2017). Global Reporting Initiative.
- [KPI for ESG. A Guideline for the Integration of ESG into Financial Analysis and Corporate Valuation. Version 3.0](#) (2010), Society of Investment Professional in Germany, 169 p.
- [Measuring Intangibles. Robecosam`s Corporate Sustainability Methodology](#) (2015). RobecoSAM AG, 15 p.
- [TCFD Final report FAQs](#) (2017). The Task Force on Climate-Related Financial Disclosures, 5 p.
- [Financing a Sustainable European Economy. Final Report 2018 by the High-Level Expert Group on Sustainable Finance](#). Secretariat provided by the European Commission, 99 p.
- COM (2018) 97 final. [Communication from the Commission. Action Plan: Financing Sustainable Growth](#), Brussels, 8.3.2018.
- [Thinking allowed. Climate-related disclosure. Integrating climate-related information in the annual report](#) (2017), Deloitte, 2017, 17 p.
- [Limited Visibility. The Current State of Corporate Disclosure on Long-Term Risks](#) (2017), Tragedy of the Horizon Program, Research Report, September 2017, 75 p.
- [Aviva Investors. Investment Research: Time for a Brave New World?](#) (2017), Aviva Investors, 38 p.
- [How Stock Exchanges Can Growth Green Finance](#) (2017), Sustainable Stock Exchange Initiative, 49 p.

Session 4. EITI as a Sector Specific Approach to Non-Financial Information Disclosure (Part 1).

- [EITI Principles, 2011 Edition. Including the Validation guide](#) (2011), EITI International Secretariat, 86 p.
- [The EITI Standard 2016](#) (2017), EITI International Secretariat, 61 p. Sushchenko O., Schwarze R. (2016), [Carbon taxation and market financial instruments for mobilizing climate finance](#), KAS Policy Paper 27, 36 p.
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