- Draft for discussion-

European College of Human Ecology (COHE)

Module Handbook
Human ecology and Philosophy of social innovation
Master program (MA phil)

in cooperation with the
Alanus University Alfter

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Content

A new master's degree program

The world faces challenges of global proportions at the beginning of the 21st century. In addition to the greatest challenge, the onset of climate change, humankind must above all learn to counter the un- sustainable use of our natural resources, first and foremost air, water, soil and biotic resources, with effective new courses of action. For this to succeed, universities must empower young people to inno- vate, experiment, and consider the implications of courses of action. Instead of canonized repetition of the known, systematic discovery of the unknown must be clearly in the foreground of a sustainable academic education. Instead of working through firmly structured known bodies of knowledge, the focus is then on adapting the program, teaching and learning content to support and development needs.

Whether dealing with the consequences of climate change, demographic change, unequal distribution of access to resources, or the challenges of new technologies or changing economic structures on a local or global scale, there is a need everywhere for the targeted discovery of social innovations and the associated competencies for sustainable development.

In Germany, there are now numerous study programs for sustainability that have written these principles on their agendas and want to address the aforementioned ecological challenges. Few universities, how- ever, dare to build the associated cross-disciplinary bridge between humanities, natural sciences and the fine arts in the sense of an Artes Liberales in teaching and research.

As an anthroposophically oriented university, Alanus University has been offering the bachelor's degree program Philosophy, Arts and Social Entrepreneurship in Alfter near Bonn for over 10 years. In 2018, academics from Alanus University and the European School of Human Ecology, a university initiative that emerged from the German Society for Human Ecology, joined forces to develop a master's degree program that addresses the major challenges of the 21st century.

The development and initiation of social innovations requires careful agents.

- who can mediate the process of transformation necessary for this;
- able to moderate the processes of transdisciplinarity in order to overcome the tunnel vision of specialized disciplines and practices;
- who like to put themselves in a structured way into the other, whether this other is a fellow human being or a natural element of our fellow world;
- able to understand the interrelationships of living communities, whether we call them ecological systems or holistic worlds.

The pursuit of any creative ideas or arbitrary strategies for implementation that intervene in our social structures without appropriate impact assessment can, as is well known, cause manifold rebound effects and trigger unintended damage to nature and the environment. Therefore, a comprehensive assessment of possible opportunities and risks of any action aimed at innovation is required, which cannot be had without understanding our global and local systems or without empathy for a co-environment that in- cludes humans and nature. In this holistic and careful approach lies the core of human ecology.

Human ecology stands for the fact that the necessary transdisciplinary bridge-building can also succeed between universities, companies, institutions and organizations, i.e. the community, which at the same time promotes the support and development needs of young people as well as the goal of sustainable action. This is exemplified by the six Eco League Colleges (www.ecoleague.org), an association of American universities that all follow the principle of liberal arts colleges - the implementation of inno- vative university concepts whose study programs focus on education for sustainable development and transdisciplinary transformation. The Eco-League is led by the College of the Atlantic - COA (www.coa.edu), founded in 1969, with whose scientific leadership the European University Initiative for Human Ecology has been cooperating in partnership for over 15 years.

"We try to do more than just provide an immersive educational experience. We want to change the world. " That is the stated motto of College of the Atlantic. This goal of realizing an *Education for Agents of Transition* in the sense of a science oriented toward sustainable development also applies to the master's program we present here.

In Germany, it is only the Alanus University that can currently offer something comparable. Historically, we have to go far back into the 20th century to find, for example, with the Bauhaus in Weimar and Dessau, a university that was equally holistic, interdisciplinary, practice- and problem-oriented, but still with a scientific foundation, enabling young people to fulfill creative learning and design as a respon- sible professional perspective.

A closer look reveals that the anthroposophical and the human ecological orientation and the educational concepts pursued here are characterized by a whole series of points of contact and overlaps that can be productively taken up in this sense. Following this tradition and taking up the experiences of the practi- cing universities of human ecology in other countries, the European School of Human Ecology has set itself the goal, together with the Alanus University, to realize a learning offer and research field for the young people in Europe, which will enable them to meet the present and future challenges with new and sustainable ways of acting.

A Master Program
Human ecology and philosophy of social innovation

The motivation to create a course of study in human ecology and philosophy of social innovation adap- ted to European conditions is described by Thomas Berry, the American ecotheologian and cultural historian, who in his book *The Dream of the Earth (*1988) aptly explains how contemporary higher education should participate in a process of cultural transformation:

"A university should be a center for the creation of comprehensive vision ... Students ... must be involved in a significant historical as well as a significant personal process. ... [They] should be aware that they are participating in one of the most important enterprises in the entire history of the planet. " (Translation
D. Steiner)

Berry points to a human ecological principle of active participatory social change design, proclaimed for education by human ecologist, philosopher, and educator John Dewey as early as 1922 in his book Human *Nature and Conduct*, to conceive of humanity and nature as an integrated human ecological process and to actively promote transformations democratically.

The *Manchester Declaration & Charter - Cores of Human Ecology Curriculum*, adopted at the *Inter- national Conference of the Society for Human Ecology in* Manchester in 2009, takes this to the core of human ecology higher education and specifies:

Manchester Declaration - Cores of Human Ecology Curriculum

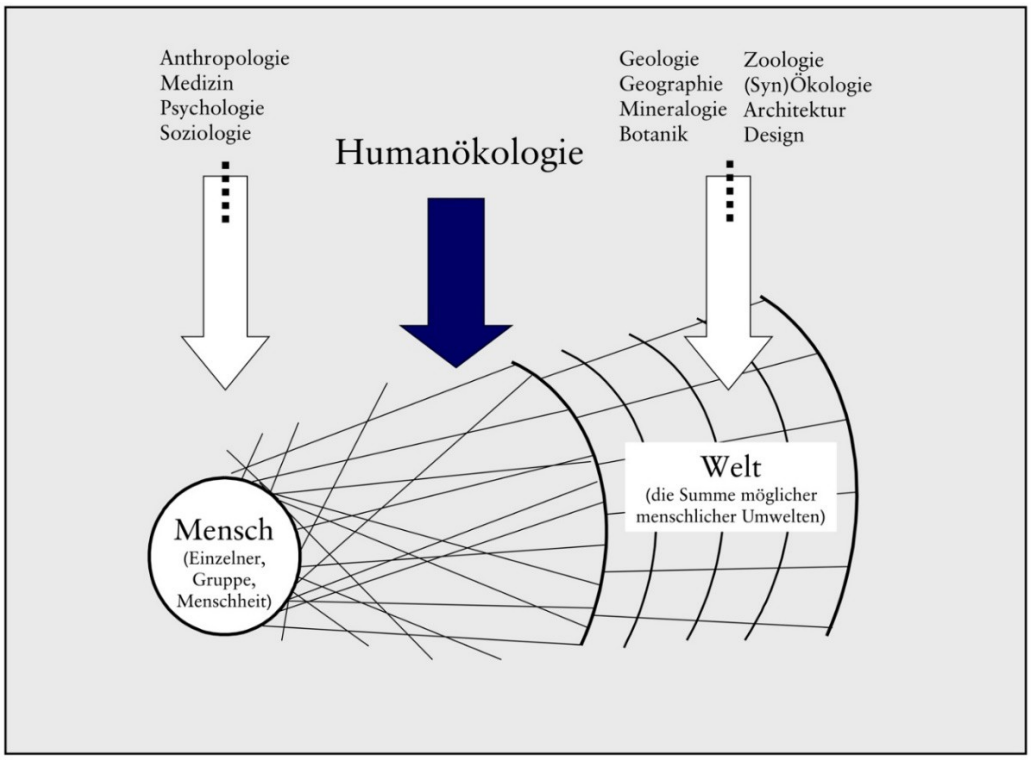
- Concepts to bridge or link theory of Evolution and theories of Society, including liberal arts, literature, history, ethics and justice.
- Culture of disciplinary Language and generating knowledge, transdisciplinarity including the world of business
- Pathways of social innovation and re-organization, strategies of transition, thought about human needs & compassion
- Real life teaching and experimenting in related locations, including a self-reflective personal development (character and compassion)
- Methods and concepts in: case studies and case analyzing, strategic analyzing, spatial & temporal scales, modeling & GIS
- Includes topic oriented other (traditional) disciplines & subjects

On human ecology

Human ecology is a relatively young scientific discipline whose subject of teaching and research is the interdependencies and interactions between society, humans and the environment. Its core is a holistic approach that includes physical, cultural, technical, economic, political and social aspects and examines their sustainable interaction, commonly summarized as *sustainability*. In order to preserve evolutionary

continuity, the view into the future must always be combined with a retrospective view into the past. Questions arise such as: What can be learned from it? Which previous traditions are worth preserving?

The term human ecology goes back to the early philosophical, sociological and social psychological work at the University of Chicago and the Chicago School of Social Sciences named after it between 1900 and 1935 and has since established itself as a transdisciplinary research perspective, with the active participation of local actors, in the natural sciences, humanities, social sciences and planning sciences as well as in the health and environmental sciences. Last but not least, human ecology also looks back on a long tradition in the liberal arts, architecture and literature.



Source: Glaeser Bernhard (ed.) 1989. human ecology. Foundations of preventive environmental policy. Westdeutscher Verlag: 30.

In North America, courses of study and chairs explicitly devoted to human ecology emerged as early as the late 19th century:

- Ellen Swallow Richards (1842 - 1911), founded the Woman's Laboratory at MIT Boston in 1883, the first course of study for women at MIT.
- William Isaac Thomas (1863 - 1947) Professor of Sociology (University of Chicago from 1896), lays the foundations of human ecology with the first textbook on sociology in 1909.
- Robert Ezra Park (1864 - 1944) Professor of Sociology (University of Chicago from 1914) conso- lidates the concept of human ecology and provides the interdisciplinary bridge.
- John Dewey (1859 - 1952), professor of philosophy (University of Chicago from 1894), establishes the philosophical foundations of human ecology.

- George Herbert Mead (1863 - 1931), professor of social psychology (University of Chicago from 1894), establishes the social psychological foundations of human ecology by bridging to Einstein's theory of relativity.
- Jane Addams (1860 - 1935), founder of Hull House (Chicago from 1889), founded the human eco- logical understanding of community and social work.

In the 1970s, in the course of increasing environmental awareness and new social movements, a whole series of societies and associations of human ecology were founded in Europe as well, in order to focus more on the interrelationships and interactions between society, humans and the environment. Study programs in science or medical faculties have been established, for example, in Gothenburg, Zurich,

Edinburgh, Brussels, and most recently in Klagenfurt. In Europe, a single current Master's program in Human Ecology is currently offered by the New University in Lisbon. There is no European bachelor's degree program in Human Ecology. In North America, as well as in countries such as Australia, the Philippines, the line of development of offering Human Ecology degree programs in conjunction with Liberal Arts, as a concept to prepare students of diverse backgrounds to meet current challenges, has actively evolved. The College of the Atlantic in Bar Harbor, Maine, USA. offers this concept in a ba- chelor's and a master's degree program.

Liberal Arts means an educational goal that does not emphasize specialized vocational training, but rather the broad development of the abilities of individuals in the sense of a balanced promotion of "head, heart and hand ": critical, integrative thinking skills, creative work, communi- cation skills, social responsibility, intellectual self-discovery.

Human ecology deals with the relationships in the triangle nature - culture-technology-society - indivi- dual. In particular, it focuses on the question of how human existence on earth can be made sustainable, non-destructive, compatible with the future. The focus on human ecology means that the human-en- vironment relationship is present everywhere, not only in the sense of knowledge, but also of one's own concern.

Educational mission statement of human ecology

The European School of Human Ecology is committed to a world in which fellow human beings value creativity and intellectual achievement as much as they value a distinctive diversity of natural as well as cultural and social habitats and their resources. Each and every individual, with respect and empathy, can not only achieve meaningful fulfillment with his or her own actions, but at the same time, with an appreciation of the interconnectedness of all forms of life in this one world, contribute significantly to the preservation of our entire heritage - natural, social and cultural - for future generations.

The European School of Human Ecology aims to complement the higher education landscape with a Bachelor's and Master's degree program in Human Ecology. It is special in that it uses the concept and philosophical foundations of human ecology to combine the natural sciences, engineering, humanities, and social sciences with the fine arts tradition. A human ecology perspective integrates knowledge from all academic disciplines and personal experiences to explore, investigate, and ultimately improve the connections of us humans to our social and natural communities. In doing so, the human ecology per- spective unites and guides all aspects of education, research, practical work, interaction, and communi- cation among those actively involved in higher education, whether as students, as teachers, as resear- chers, and as administrators or funders and supporters, as well as in reality-based interactions with local and regional communities at the political, social, and economic levels.

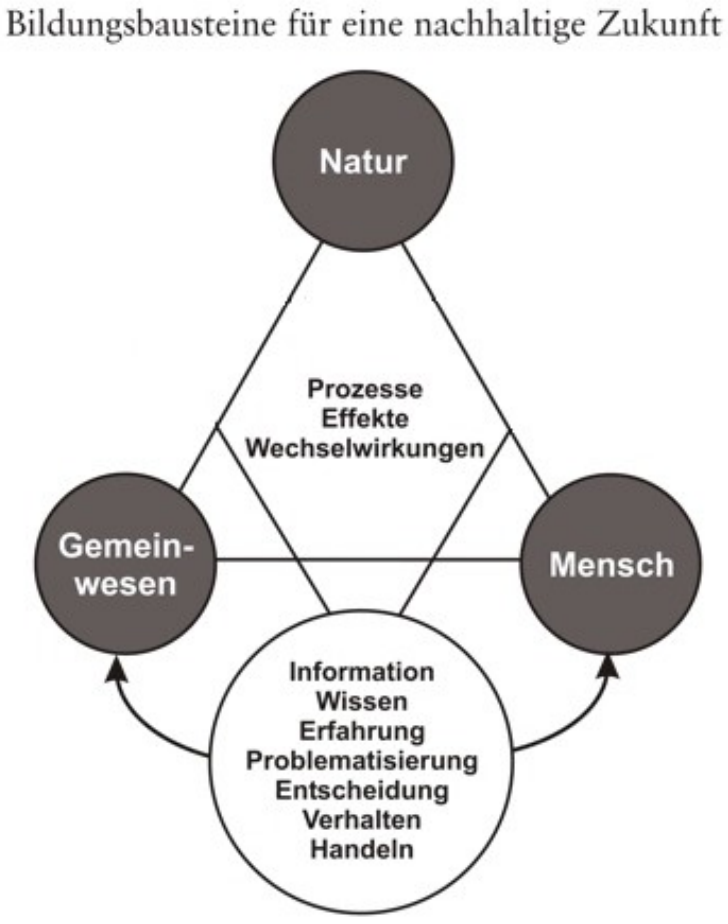
In the medium term, the European School of Human Ecology plans to establish a community on its own campus, which encourages and prepares students, with all expertise and in all breadth and depth of knowledge, with the necessary appreciation and practical experience, not only to find their own perspec- tive on life, but at the same time to contribute a solution to the challenges faced by

communities around the world. They should develop the competencies and skills to contribute as agents of transition to the sustainable development of our communities and societies.

An example of this can be seen in the current research projects of the European School of Humaneco- logy, which were deliberately started in a pragmatic way before the start of an own study program in cooperations:

Project title	Partner	Runtime & Link	Promotion
Bread & Peace @ Climate Change	PIK Potsdam, College of the Atlantic, Bar Harbor, USA, Australian National University, Canberra	2018 – 2020 https://www.pik-pots-dam.de/research/complexity-science/research/research-areas/governance-and-policy/energy-conflicts/bread-peace-climate-change	BMLE
Fostering Sustainable Mobility in the Upper Rhine Region	KIT, Universities of Freiburg, Landau, Strasbourg, Mul-house, City of Lörrach	2019 – 2021 https://sumo-rhine.com/karlsruher-institut-fuer-technologie/	EU Intereg V
Digital data as the subject of a transdisciplinary process - DiDaT	IASS Potsdam	2019 – 2021 https://www.iass-potsdam.de/de/forschung/didat	

Together with Alanus University, the first step is now being taken: the establishment of a master's degree program in *Human Ecology and Philosophy of Social Innovation*, which combines the synergies of both university concepts in one course.



Design: Wolfgang H. Serbser 2000.

Task of a study program in human ecology

The program's mission is to create innovative course offerings whose goal is to study and develop sustainable courses of action for our shared world.

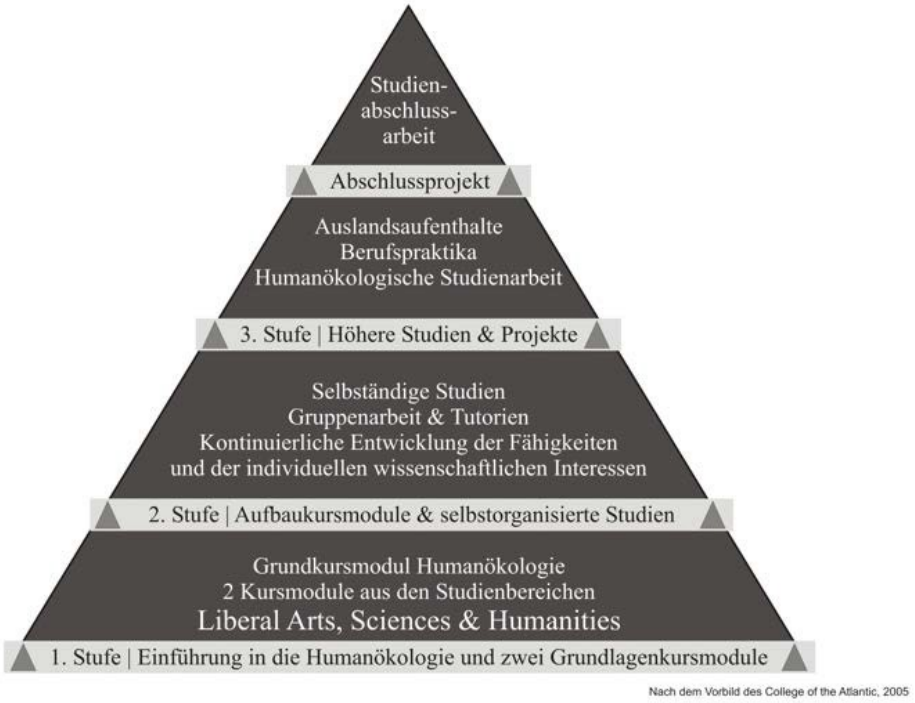
We see it as a task

- to counteract the unsustainable use of our natural resources, first and foremost air, water, soil and biotic resources, with effective sustainable courses of action;
- Guide young people in higher education to innovate, experiment with ways of doing things, and consider the impact of their actions;
- Adapt the teaching and learning content to the support and development needs and potentials of each student;
- Promote and enhance the bridging of humanities, natural sciences, and the fine arts in teaching and research,
- Not only to teach transdisciplinarity, but also to make it tangible in a RealLaboratory through the close connection with companies, institutions, organizations and actors in the community.

and thus contribute on the whole scale to the formation of social innovation and thus transformation for sustainable development.

Draft for the structure of the study program Human ecology and philosophy of social innovation

The program offered in the master's program is divided into 4 levels:



Design: Wolfgang H. Serbser.

- the 1st level in the 1st semester includes the basics of human ecology and the basics of independent study work as well as the preparation for a first own study project. Here, the scientific foundations for successful independent studies are taught with mentor support;

- the 2nd stage in the 2nd semester serves the continuous elaboration and development of the stu- dents' skills, competences and individual scientific questions in their own study project, which is usually connected with a cooperating company, organization or institution, and the project start itself;
- the 3rd stage in the 3rd semester contains the own human ecological study work, the senior study project, which is connected with the professional practical part at the cooperation partner. Here, stays abroad at other universities are also possible and planned.
- The 4th stage in the 4th semester is dedicated to the final thesis and graduation.

Research and teaching in the study program

In addition to the teaching profile, a clear research profile is an important component of both the Euro- pean School of Human Ecology and the Alanus University of Applied Sciences. Since research and teaching will be closely intertwined and can provide development and testing fields for social innovati- ons in a human ecological orientation in the study programs, the circle to study locations and fields closes here.

With Emmendingen, the European University of Human Ecology has found a location that allows it to link the university thematically in teaching and research with the region from the perspective of sustainable development. Especially the nature parks and UNESCO biosphere reserves as well as the grown cooperation with the city and the environmental technology company Wehrle Werk AG in connection with the previous international summer universities provide excellent starting points for this. But also the challenges of climate change and the necessary technologies, behaviors and attitudes, or the challenges of preserving biological, cultural and social diversity, should not only be points of contact, but should be continuously developed as a special feature of our university offerings at the locations.

The main topics of the research profile refer to the long tradition of research projects oriented towards human ecology and at the same time represent the self-disciplinary core of human ecology named in the Manchester Declaration. Typical thematic foci of research and study projects in human ecology are:

- The problem- and practice-oriented development of strategies of integrated sustainable ur- ban, re- gional and zonal management in the transition process;
- Issues related to the sustainable development of our cities and towns in a climate and de- mographi- cally changing world;
- Issues related to the development of a sustainable food economy and the future prospects of ecolo- gically sustainable small-scale agriculture in the regions;
- Issues of environmentally sustainable mobility development;
- interdisciplinary environmental research, technology development and sustainable resource distri- bution
- the basic theoretical issues of combining evolutionary and social theoretical concepts;
- Linguistic themes of transdisciplinarity;
- Methodology and procedures of participation, transdisciplinarity, democracy development and social diversity preservation.

Human ecology promotes and supports this:

- cross-disciplinary projects in research, teaching and non-university practice;
- Linking the theoretical models and traditions of thought of the participating disciplines of hu- mani- ties, social sciences, natural sciences, and engineering as well as their practical appli- cation areas through bridging concepts;
- the transdisciplinary dialogue;
- to provide an epistemological and scientific link between the disciplines involved in a problem context and their fields of application.

With this teaching and research approach, Human Ecology faces the challenges and design necessities of our knowledge and information based communities and societies. Research at the European School of Human Ecology cannot do without third-party funding and support. Therefore, strategies for obtaining third-party funding are an integral part of the program both for students and as continuing education for the staff of the university. Human Ecology will thus also be able to make a sustainable contribution to the research profile of Alanus University.

Overarching learning objectives

The program has the following learning objectives.

Creative work

Creativity is an important ability to be able to imagine and construct new concepts, to be innovative oneself and to invent new things. At the same time, this requires a high degree of flexibility, be it in using the most diverse problem-solving approaches, in being able to change a path once it has been taken, in meeting challenges with original or unusual answers, or in expanding existing projects and

ideas or developing them into completely new paths. It requires professional "thinking around the corner". At the same time, however, this also means taking the associated risks consciously and responsibly.

Critical thinking

Critical thinking is not only the ability to interpret and evaluate different information from different sources, but at the same time the ability to deal with the methods of induction, deduction and abduction, as well as the ability to assess, order and weight them in the interest of individual as well as community-oriented goals of action. At the same time, this requires the ability to be aware of oneself, one's limitations and prejudices, and to work with incomplete information.

Get involved in the community

The basis of any commitment to the community lies in a penetrating understanding of one's own person and identity, respect for the complex and diverse identities of all others, their traditions and cultures, and the ability to work with or assume leadership responsibilities in very different individuals, communities and organizations. This includes the ability to work professionally in a wide variety of cultural and political situations.

Communication skills

Communication skills are as much about being able to listen actively as they are about being able to express oneself accurately and effectively in writing, speaking, and all nonverbal areas.

Integrative thinking

Integrative thinking requires the ability to deal with complex situations and understand them as a systemic whole, including their interconnected and interdependent parts.

Interdisciplinarity

Interdisciplinary work requires the ability to become aware of the strengths and limitations of each discipline and to professionally orient one's own research, thinking, and communication to one's own discipline as well as to other disciplines.

Unique principles

With its principles, developed on the basis of the Manchester Declaration, the European School of Hu- man Ecology is able to complement the existing courses of study at Alanus University and at the same time connect to tried and tested ones. These include:

Human Ecology

as an overarching general orientation and basis in all studies.

Liberal Arts

as a principle of study that combines human and social sciences, natural sciences, and engineering with the practical and fine arts, allows students to select and develop their areas of study according to their goals and dispositions.

Project-oriented

students control their study program according to their interests and competencies.

Problem-oriented

all projects are centered around real-world problems, including implications for society and the environ- ment.

Practice-oriented

all projects are linked to daily experiences in companies, institutions and organizations as part of the program itself.

Process-oriented

all projects are part of a learning organization.

Participatory

the projects involve all stakeholders inside and outside the university.

RealLabore

are the places of the students' projects.

These principles, together with the overarching learning objectives, form the basis for the entire study program and thus also the study guidelines of the program. They are the basis for initiating a process of self-learning that ideally extends far beyond the study program itself.

Study guidelines for the new degree program

Foundation

Study and teaching should be oriented to the interests and abilities of the students.

The greatest possible freedom in teaching, research and practice and responsible use of this freedom is indispensable on the part of both teachers and students.

The entire study program takes place in small groups. Therefore, especially in the study project modules, a maximum number of 12 students should not be exceeded.

Students have a mentor continuously during their studies as a contact person for all study questions. Mentors are selected during the admission process.

The core curriculum conforms to international standards of human ecology (Manchester Declaration 2009; models human ecology degree programs in the USA, Australia, and Europe).

Study project and fields of study

Study projects are the core of a self-determined study program that systematically guides students to self-organized learning. They form the basis for developing one's own projects in later professional life and, as an agent of transition in a wide variety of situations, for opening up new process paths in society in an equally theoretically and methodologically sound manner.

Study projects usually take place in fields of study that are organized as RealLabs. All topics that are developed in direct cooperation with and in companies, organizations and institutions in the region are suitable as RealLabs. Instead of a mere student internship, these RealLabs offer everyday working prac- tice as a field of learning and research.

Study locations and partners

The study program in the Master of *Human Ecology and Philosophy of Social Innovation* takes place mainly in Alfter near Bonn.

With the establishment of the RealLabor Emmendingen, study projects will successively be offered there as well, since the fields of study already tested in the summer programs with cooperating compa- nies and organizations in the region have proven their worth. In particular, the initial study projects in the study field of urban and regional development will be located there, as the European School of Human Ecology will develop the sub-location Campus Emmendingen together with partners from bu- siness and administration.

Due to the networking of the European School of Human Ecology and Alanus University in their respec- tive regions, German remains the central language of instruction. Nevertheless, a gradual internationa- lization is planned. A transatlantic exchange is therefore to be developed with the EcoLeague and the College of the Atlantic.

RealLabor Emmendingen

In the *Emmendingen region,* four fields of study have so far been available in RealLabs in research and teaching together with and in companies, organizations and institutions. These simultaneously face the challenges of the consequences of climate change, demographic, social and technological change, the preservation of diversity and resources and the associated distributive justice, which imply political structures that ensure participation and co-determination of all actors:

- Processes of sustainable *urban and regional development*, especially of small and medium-sized towns and rural communities;
- Processes of sustainable development of *agriculture and food industry*;
- Processes of sustainable development of *infrastructure and mobility systems*;
- Processes of sustainable development in *environmental engineering*.

The first study projects in Emmendingen will focus on the construction and design of the new university location by the students themselves. In this way, the new university will take shape in a transdisciplinary process from the very beginning and the high demand for democratic participation will be implemented for the entire university operation.

RealLabor Alfter and Bonn

In the *Bonn region,* further fields of study can be developed, primarily following on from the project studies in the other degree programs. Ideally, the students' study projects are part of the universities' research. Research should thus be directly linked to teaching.

Companies and organizations as partners

Through its work and the summer universities held at the Emmeningen site, the European School of Human Ecology has established and successfully implemented collaborations with a whole range of companies, businesses, organizations and institutions located in the region. The network already inclu- des:

- Biomanufaktur Monteziego, Gottlieb-Daimler-Strasse 5, Tenningen
- Biomarkt Waage, Geyer-zu-Lauf-Str. 1-9, 79312 Emmendingen, Germany
- Demeterhof Querbeet, Bahlinger Str. 15, 79356 Eichstetten
- Hentschel Architects, Weinstockstr. 79312 Emmendingen
- Life Food GmbH, Taifun Tofu Products, Bebelstraße 8, 79108 Freiburg, Germany
- City Hall Emmendingen Municipality, Landvogtei 10, 79312 Emmendingen
- Regionalwert AG, Geyer-zu-Lauf-Str. 1-9, 79312 Emmendingen, Germany
- Rinklin natural food, wholesale, Bruckmatten 18, Eichstetten
- Tafel Emmendingen, Karl-Friedrich-Str. 71, 79312 Emmendingen
- Wehrle Werk AG and Wehrle-Umwelttechnik, Bismarckstrasse 1-11, 79312 Emmendingen, Germany
- Burkhart wine manufactory, Almweg 1, 79364 Malterdingen
- Adult Education Center Nördlicher Breisgau, Am Gaswerk 3, 79312 Emmendingen

With this network, study projects with real challenges and problems can already be carried out in a practical environment. Study projects thus simultaneously contain all the necessary elements of an in- ternship without losing the necessary scientific setting of the university. Moreover, they not only have an impact on the future design of the city and the region, they can also promote very concrete social and political innovations. For example, the Summer University 2018 contributed significantly to the founding of a *List Future*, which has been represented in the Emmendingen municipal council with a seat and a vote since 2019.

For the Bonn region, the existing networks of Alanus University could ideally be included. In addition, the region offers a wide range of further cooperation partners; in particular, in addition to 19 United Nations institutions, more than 170 other organizations are based in Bonn.

But also the multitude of other possible cooperation partners, such as the Federal Agency for Nature Conservation, the Federal Office for Agriculture and Food, the Federal Office for Building and Regional Planning or the Federal Network Agency, to name just a few, offer excellent conditions for the Alfter location.

Requirements and course of study

Admission Procedure:

In addition to certificates, grades and references, special importance is attached to an essay as the basis for the selection interview. The essay and selection interview also form the basis of the choice of mentor for the study program.

The essay should generally not exceed one page and should include the following eight steps:

- A working title of the intended project or the research project!
- What is the main question or most essential problem of the project?
- What is your own interest in this question or problem context?
- Why is this question or problem of overriding importance?
- What are the key hypotheses and associated questions to be addressed in the project?
- What methods should be used to test the hypotheses or answer the questions?
- What steps should be taken to implement the project?

- What is the likely outcome of the project or investigation?

At any one time, 25 to 30 students are accepted per academic year.

Summer Universities

Additional visitor and orientation programs are offered regularly during the summer. They are designed to give students an insight into their future studies and, in principle, to make it easier for them to apply to study in the new Human Ecology and Philosophy of Social Innovation program.

Degree and course of study

In cooperation between Alanus University Alfter and the European School of Human Ecology, a Master of Philosophy (M.A.) is offered over 2 academic years of 2 semesters each (incl. study projects) with a total of 120 credits (Cr) according to the European Credit Transfer System (ECTS). It is divided into 825 hours of attendance study and 2,175 hours of self-study. The program is divided into 13 modules, all of which must be successfully completed.

The course of studies corresponds to the European system and is basically divided as follows:

Summer Semester =	15 Weeks =	30 Cr
Winter Semester =	15 Weeks =	30 Cr
Pro Jahr =	30 Weeks =	60 Cr

Areas of Study

The program is divided into 6 areas of study, which are offered in cooperation between the two univer- sities.

Study Area 1 is dedicated to the *core study of Human Ecology* and is essentially provided by the teaching staff of the European School of Human Ecology. In addition to the compulsory courses on the basics, history and theoretical as well as methodological concepts of Human Ecology, various modules are offered in the subject areas of the fields of study, which allow students to prepare themselves for efficient project work. In addition, a compulsory module *Fundamentals of Scientific Project Work and Presen- tation is* offered here. The offer takes place at the Alfter location and could also be opened to the other Alanus degree programs within the framework of a joint propaedeutic course.

The study areas 2, 3 and 4 form the three central pillars of the Master's program, for which both univer- sities are responsible and which takes place predominantly at the Alfter location but also gradually at the new Emmendingen location. Students should take at least 1 module in each of these study areas. The study areas include:

- The study area 2 of *Humanities and Social Sciences* with intersections to the existing study programs Philosophy, Architecture, Economics and Education. These modules could therefore also be taken by students in these degree programs. Here, supplementary offerings from the fields of medicine, health and law are sought.
- Study area 3 of *natural sciences and engineering* with supplementary offerings from the fields of ecology, agricultural and nutritional sciences. These at least partially new offerings could, depending on the subject matter, complement the Alanus degree programs and be taken accordingly by students in the elective area.
- Study area 4 *Art and Design* gathers a changing range of modules that could be organized as a joint study program of the university. Here, too, synergies with the study programs in architecture and, not least, fine arts are to be expected.

Study Area 5 *Study Projects* is also the central study area of the Master's program in the fields of study listed above. They are mainly the responsibility of the teaching staff of the European School of Human Ecology, insofar as they take place at the new location in Emmendingen, but further fields of study can also be developed here for the Bonn region and in cooperation with the other

Alanus degree programs.

Finally, study area 6 is dedicated to the *master's thesis.*

For better understanding, the modules are assigned according to the following nomenclature:

Study Area	Module contents	Mandatory	Responsible
1000	Human Ecology Core Studies	Compulsory & Elective	Serbs
2000	Human & Social Sciences	1. is mandatory 2. is optional	N.N.
3000	Natural & Engineering Sciences	1. is mandatory 2. is optional	N.N.
4000	Art and design	1. is mandatory 2. is optional	N.N.
5000	Study projects	3 modules are mandatory	N.N.
6000	Master work	Duty	N.N.

Module information

The standard module size is 12 credits (Cr), which correspond to the corresponding points of the Euro- pean Credit Transfer System (ECTS) and are completed with an accompanying integrated examination. In addition, combinations of two 6 Cr modules belonging to each other are possible (e.g. in the core study) or in the free choice of 2000, 3000 and 4000 (mentor recommendation). These are then completed with a combined accompanying examination. Modules with 12 Cr can run for up to 2 semesters.

12 Cr correspond to a workload of 300 hours, of which 100 are usually attendance hours in seminar, colloquium or tutorial. This corresponds to 8 hours of attendance per week. For a Master's program over 4 semesters, this results in a total of 120 Cr (or ECTS) with a workload of 3000 hours. Per semester, this is equivalent to 30 Cr with a workload of 750 hours.

All modules may be taught by more than one teacher, but one teacher must be responsible for each module. Tutorials are offered by student assistants under the responsibility of the module leaders.

Marking of the modules: P = compulsory, WP = elective, W = optional, SP = study project, MT = master's thesis, C = colloquium, T = tutorial.

The following combination rules apply to the composition of the student's personal curriculum:

- Area 1000: Module 1001 is combined with one of the elective modules (1011 - 1014) and must be taken; Module 1020 is required.
- Area 2000, 3000 and 4000: 1 module each must be taken as compulsory; depending on the German language skills, language module 4100 is also compulsory.
- Area 5000: Module 5001 is combined with one of the elective modules (5011 - 5018 and 5002 as required; study projects may begin as early as 5001 and continue in 5002.
- Area 6000: Master's Thesis - the graduation colloquium and mentor meeting must be taken as requi- red courses.

Exemplary study plan

An exemplary curriculum in the Master's program in Human Ecology and Philosophy of Social Innovation might look like this:

<table>
<tr><td>Sem 1</td><td rowspan="2">Module 1001 combined with

Module 1011 to 1014 mandatory
12 Cr.</td><td>Module 200x required elective
6 Cr.</td><td rowspan="2">Module 1020 mandatory

Fortsetzung

12 Cr.</td><td>Module 200x bis 400x free elective
6 Cr.</td><td rowspan="2">Module 5001 Projektent-wicklung mandatory

Fortsetzung

12 Cr.</td><td>30 Cr.</td></tr>
<tr><td>Sem 2</td><td>Module 200x bis 400x free elective
6 Cr.</td><td>Module 300x required elective
6 Cr.</td><td>30 Cr.</td></tr>
<tr><td>Sem 3</td><td>Module 400x required elective
6 Cr.</td><td>Module 5011 bis 501x mandatory
6 Cr.</td><td>Module 200x bis 400x free elective
6 Cr.</td><td colspan="2">Senior Study Project 5002 mandatory
12 Cr.</td><td>30 Cr.</td></tr>
<tr><td>Sem 4</td><td>Module 200x bis 400x free elective
6 Cr.</td><td colspan="4">Module 6000
Master Thesis

24 Cr.</td><td>30 Cr.</td></tr>
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Module overview Master's program

Human Ecology and Philosophy of Social Innovation (MA phil.)

1000 Core Study Human Ecology

COHE Module 1001 Introduction to Human Ecology.

Responsible	Topics	Teaching	Self-study	workload	ECTS	Program	Type
Serbs, WNN NN	Introduction to human ecology Human ecology case studies Tutorial (compulsory)	25 h 25 h 25 h	25 h 25 h 25 h	50 h 50 h 50 h	2 Cr 2 Cr 2 Cr	MA	P T
	Integrated testing	75 h	75 h	150 h	6 Cr		

COHE Module 1011 Introduction to Human Ecology Project Work - Ci ty and Region.

Responsible	Topics	Teaching	Self-study	workload	ECTS	Program	Type
Serbser, WNN	Human Ecology Project Work, Methods & Management	50 h	100 h	150 h	6 Cr	MA	WP
	Integrated testing	50 h	100 h	150 h	6 Cr		

COHE Module 1012 Introduction to Human Ecology Project Work - M obility.

Responsible	Topics	Teaching	Self-study	workload	ECTS	Program	Type
HofmannNN	Human Ecology Project Work, Methods & Management	50 h	100 h	150 h	6 Cr	MA	WP
	Integrated testing	50 h	100 h	150 h	6 Cr		

COHE Module 1013 Introduction to Human Ecology Project Work - Agriculture.

Responsible	Topics	Teaching	Self-study	workload	ECTS	Program	Type
Tehrani-Krönner NN	Human Ecology Project Work, Methods & Management	50 h	100 h	150 h	6 Cr	MA	WP
	Integrated testing	50 h	100 h	150 h	6 Cr		

COHE Module 1014 Introduction to Human Ecology Project Work - Cl imate and Society.

Responsible	Topics	Teaching	Self-study	workload	ECTS	Program	Type
Reusswig NN	Human Ecology Project Work, Methods & Management	50 h	100 h	150 h	6 Cr	MA	WP
	Integrated testing	50 h	100 h	150 h	6 Cr		

COHE Module 1015 Introduction to Human Ecology Project Work - Environment and Society Tbd.

Responsible	Topics	Teaching	Self-study	workload	ECTS	Program	Type
NN NN	Human Ecology Project Work, Methods & Management	50 h	100 h	150 h	6 Cr	MA	WP
	Integrated testing	50 h	100 h	150 h	6 Cr		

COHE Module 1016 Introduction to Human Ecology Project Work - Nutrition Tbd.

Responsible	Topics	Teaching	Self-study	workload	ECTS	Program	Type
NN NN	Human Ecology Project Work, Methods & Management	50 h	100 h	150 h	6 Cr	MA	WP
	Integrated testing	50 h	100 h	150 h	6 Cr		

COHE Module 1020 Basics of scientific project work and presentation

Responsible	Topics	Teaching	Self-study	workload	ECTS	Program	Type
NN	Scientific structure and text analysis. Project organization, basics of graphics and designThe art of presentation.	50 h 50 h	100 h 100 h	150 h 150 h	6 Cr	MA	P
	Integrated testing	100 h	200 h	300 h	12 Cr		

2000 Human and social sciences

COHE Module 2001 History of Human Ecology.

Responsible	Topics	Teaching	Self-study	workload	ECTS	Program	Type
Serbser, W NN NN	Theories, concepts and models of human ecology in a historical context.	50 h	100 h	150 h	6 Cr	MA	W
	Integrated testing	50 h	100 h	150 h	6 Cr		

COHE Module 2002 Philosophy and Human Ecolc

Responsible	Topics	Teaching	Self-study	workload	ECTS	Program	Type
Steiner NN	Introduction to philosophy Relevant cases of human ecology Tutorial (compulsory)	25 h 25 h 25 h	25 h 25 h 25 h	50 h 50 h 50 h	2 Cr 2 Cr 2 Cr	MA	W
	Integrated testing	75 h	75 h	150 h	6 Cr		

COHE Module 2003 Sociology

Responsible	Topics	Teaching	Self-study	workload	ECTS	Program	Type
Serbs NN	Introduction to sociology, history, theories, methods.	50 h	100 h	150 h	6 Cr	MA	W
	Integrated testing	50 h	100 h	150 h	6 Cr		

COHE Module 2004 Sociology of Regions and Cit ies.

Responsible	Topics	Teaching	Self-study	workload	ECTS	Program	Type
Serbs NN	Introduction to the sociology of regions and cities, history, theories, methods.	50 h	100 h	150 h	6 Cr	MA	W
	Integrated testing	50 h	100 h	150 h	6 Cr		

COHE Module 2005 Economy and Social Instituti on (Co mmons)

Responsible	Topics	Teaching	Self-study	workload	ECTS	Program	Type
Hofmann NN	Introduction to the economics and social institution of the commons.	50 h	100 h	150 h	6 Cr	MA	W
	Integrated testing	50 h	100 h	150 h	6 Cr		

COHE Module 2006 Sustainable Business and Innovatio n (Abun-

Responsible	Topics	Teaching	Self-study	workload	ECTS	Program	Type
Hofmann NN	Sustainable management as a social and political process	50 h	100 h	150 h	6 Cr	MA	W
	Integrated testing	50 h	100 h	150 h	6 Cr		

COHE Module 2007 Environmental and Resource Economics

Responsible	Topics	Teaching	Self-study	workload	ECTS	Program	Type
Hofmann NN	Introduction to environmental and resource economics	50 h	100 h	150 h	6 Cr	MA	W
	Integrated testing	50 h	100 h	150 h	6 Cr		

COHE Module 2008 Gender and Globalization

Responsible	Topics	Teaching	Self-study	workload	ECTS	Program	Type
Tehrani-Krönner	Theories of Class and GenderGender Relation Studies.	50 h	100 h	150 h	6 Cr	MA	W
	Integrated testing	50 h	100 h	150 h	6 Cr		

COHE Module 2009 Community Education

Responsible	Topics	Teaching	Self-study	workload	ECTS	Program	Type
Ch. Serbser	Introduction to community work, pedagogical concepts and empirical methods.	50 h	100 h	150 h	6 Cr	MA	W
	Integrated testing	50 h	100 h	150 h	6 Cr		

COHE Module 2010 Food Security and Meal Cult ure

Responsible	Topics	Teaching	Self-study	workload	ECTS	Program	Type
Tehrani-Krön-ner	Introduction to concepts of food security and culture.	50 h	100 h	150 h	6 Cr	MA	W
	Integrated testing	50 h	100 h	150 h	6 Cr		

COHE Module 2011 Agricultural Sociology

Responsible	Topics	Teaching	Self-study	workload	ECTS	Program	Type
Fogging	Introduction to concepts of agricultu-ral sociology	50 h	100 h	150 h	6 Cr	MA	W
	Integrated testing	50 h	100 h	150 h	6 Cr		

COHE Module 2012 Ecological Systems Theory and Practice

Responsible	Topics	Teaching	Self-study	workload	ECTS	Program	Type
Fogging	Introduction to concepts of ecological systems theory	50 h	100 h	150 h	6 Cr	MA	W
	Integrated testing	50 h	100 h	150 h	6 Cr		

COHE Module 2013 Environmental Theory

Responsible	Topics	Teaching	Self-study	workload	ECTS	Program	Type
Fogging	Introduction to concepts of environ-mental theory	50 h	100 h	150 h	6 Cr	MA	W
	Integrated testing	50 h	100 h	150 h	6 Cr		

COHE Module 201x Tbd ...

Responsible	Topics	Teaching	Self-study	workload	ECTS	Program	Type
NN	Introduction to nn	50 h	100 h	150 h	6 Cr	MA	W
	Integrated testing	50 h	100 h	150 h	6 Cr		

3000 Natural and engineering sciences

COHE Module 3001 General Ecology

Responsible	Topics	Teaching	Self-study	workload	ECTS	Program	Type
NN	Introduction to concepts and empiri-cal methods of general ecology.	50 h	100 h	150 h	6 Cr	MA	W
	Integrated testing	50 h	100 h	150 h	6 Cr		

COHE Module 3002 Biology

Responsible	Topics	Teaching	Self-study	workload	ECTS	Program	Type
NN	Biology and ecology	50 h	100 h	150 h	6 Cr	MA	W
	Integrated testing	50 h	100 h	150 h	6 Cr		

COHE Module 3003 Sustainable Agroecology and Economics.

Responsible	Topics	Teaching	Self-study	workload	ECTS	Program	Type
NN		50 h	100 h	150 h	6 Cr	MA	W
	Integrated testing	50 h	100 h	150 h	6 Cr		

COHE Module 3004 Urban Design, Planning and Engineering.

Responsible	Topics	Teaching	Self-study	workload	ECTS	Program	Type
Phillips		50 h	100 h	150 h	6 Cr	MA	W
	Integrated testing	50 h	100 h	150 h	6 Cr		

COHE Module 3005 Gardens in the City – Theorie und Praxis des Urban Farming

Responsible	Topics	Teaching	Self-study	workload	ECTS	Program	Type
Tehrani-Krön-ner	Theory and practice of urban farming	50 h	100 h	150 h	6 Cr	MA	W
	Integrated testing	50 h	100 h	150 h	6 Cr		

COHE Module 300x Tbd ...

Responsible	Topics	Teaching	Self-study	workload	ECTS	Program	Type
Phillips		50 h	100 h	150 h	6 Cr	MA	W
	Integrated testing	50 h	100 h	150 h	6 Cr		

4000 Art science, applied art & design

COHE Module 4001 Visual Communication

Responsible	Topics	Teaching	Self-study	workload	ECTS	Program	Type
Serbs	Visual communication, construction of visual narration	50 h	100 h	150 h	6 Cr	MA	W
	Integrated testing	50 h	100 h	150 h	6 Cr		

COHE Module 4002 The art of drawing and painting

Responsible	Topics	Teaching	Self-study	workload	ECTS	Program	Type
NN	Basics of painting and drawingThe art of caricature	25 h 25 h	50 h 50 h	75 h 75 h	3 Cr 3 Cr	MA	W
	Integrated testing	50 h	100 h	150 h	6 Cr		

COHE Module 4003 Audio- und Video Art

Responsible	Topics	Teaching	Self-study	workload	ECTS	Program	Type
NN	Basics of analog and digital music, photo, film and video editing.	50 h	100 h	150 h	6 Cr	MA	W
	Integrated testing	50 h	100 h	150 h	6 Cr		

COHE Module 4004 Methods and Practice in Urban Planning and Design

Responsible	Topics	Teaching	Self-study	workload	ECTS	Program	Type
Phillips	Urban design, design and model	50 h	100 h	150 h	6 Cr	MA	W
	Integrated testing	50 h	100 h	150 h	6 Cr		

COHE Module 4005 Model and Sculpture

Responsible	Topics	Teaching	Self-study	workload	ECTS	Program	Type
NN	Ceramics, sculpture, wood sculpture-Model making	50 h	100 h	150 h	6 Cr	MA	W
	Integrated testing	50 h	100 h	150 h	6 Cr		

COHE Module 4006 Computer und Design

Responsible	Topics	Teaching	Self-study	workload	ECTS	Program	Type
NN	3D Studio: Introduction to 3D Art & Design, CAD Studio	50 h	100 h	150 h	6 Cr	MA	W
	Integrated testing	50 h	100 h	150 h	6 Cr		

COHE Module 4007 Literature and lingustics

Responsible	Topics	Teaching	Self-study	workload	ECTS	Program	Type
NN	Basics ...	50 h	100 h	150 h	6 Cr	MA	W
	Integrated testing	50 h	100 h	150 h	6 Cr		

COHE Module 4008 Verbal and Non-Verbal Communication

Responsible	Topics	Teaching	Self-study	workload	ECTS	Program	Type
Tehrani-Krön-ner	Fundamentals and practice of verbal and non-verbal communication	50 h	100 h	150 h	6 Cr	MA	W
	Integrated testing	50 h	100 h	150 h	6 Cr		

COHE Module 400x Tbd …

Responsible	Topics	Teaching	Self-study	workload	ECTS	Program	Type
NN	Theory and practice	50 h	100 h	150 h	6 Cr	MA	W
	Integrated testing	50 h	100 h	150 h	6 Cr		

COHE Module 4100 German Language & Writing

Responsible	Topics	Teaching	Self-study	workload	ECTS	Program	Type
NN	Theory and practice of German language and writing	50 h	100 h	150 h	6 Cr	MA	WP
	Integrated testing	50 h	100 h	150 h	6 Cr		

5000 study projects

COHE Module 5001 Study Project Development

Responsible	Topics	Teaching	Self-study	workload	ECTS	Program	Type
NN	Practical introduction to developing own study projects Operationalization & project plan. Implementation of a small study pro- ject - Presentation of resultsCollo- quium (mentors)	50 h 50 h	75 h 100 h 25 h	125 h 100 h 75 h	5 Cr 4 Cr 3 Cr	MA	SP C
	Integrated testing	100 h	200 h	300 h	12 Cr		

COHE Module 5002 Senior Study Project

Responsible	Topics	Teaching	Self-study	workload	ECTS	Program	Type
NN Serbser et al.	Main study project in ... Tutorial (compulsory) Colloquium (mentors)	 25 h 25 h	225 h 12.5 h12 .5 h	225 h 37.5 h37 .5 h	9 Cr 1.5 Cr1 .5 Cr	MA	SP TC
	Integrated testing	50 h	250 h	300 h	12 Cr		

COHE Module 5011 Practice of social science and empirical field studies

Responsible	Topics	Teac	Self-study	workload	ECTS	Program	Type
Serbser	Participation studies, social studies, statistics quantitative and qualitative research methods.	50 h	100 h	150 h	6 Cr	MA	W
	Integrated testing	50 h	100 h	150 h	6 Cr		

COHE Module 5012 Field Studies in Urban Planning and Design

Responsible	Topics	Teaching	Self-study	workload	ECTS	Program	Type
Phillips	Methods Practice in Urban Planning and Design	50 h	100 h	150 h	6 Cr	MA	W
	Integrated testing	50 h	100 h	150 h	6 Cr		

COHE Module 5013 Study approaches to climate change and policymaking

Responsible	Topics	Teaching	Self-study	workload	ECTS	Program	Type
Reusswig	Research Methods ...	50 h	100 h	150 h	6 Cr	MA	W
	Integrated testing	50 h	100 h	150 h	6 Cr		

COHE Module 5014 Sustainable Mobility Development Studies

Responsible	Topics	Teaching	Self-study	workload	ECTS	Program	Type
Hofmann	Research methods of system analysis ...	50 h	100 h	150 h	6 Cr	MA	W
	Integrated testing	50 h	100 h	150 h	6 Cr		

COHE Module 5015 Field Studies in Geographic Ecology

Responsible	Topics	Teaching	Self-study	workload	ECTS	Program	Type
Steiner	Methodological practice and field studies in geographic ecology.	50 h	100 h	150 h	6 Cr	MA	W
	Integrated testing	50 h	100 h	150 h	6 Cr		

COHE Module 5016 Field Studies on Agricultural Practice and Agroecology.

Responsible	Topics	Teaching	Self-study	workload	ECTS	Program	Type
Tehrani-Krönner	Research methods of system ana-lysis in the practice of agriculture.	50 h	100 h	150 h	6 Cr	MA	W
	Integrated testing	50 h	100 h	150 h	6 Cr		

COHE Module 5017 Field Studies Tbd

Responsible	Topics	Teaching	Self-study	workload	ECTS	Program	Type
NN	Field studies	50 h	100 h	150 h	6 Cr	MA	W
	Integrated testing	50 h	100 h	150 h	6 Cr		

COHE Module 5017 Field Studies Tbd

Responsible	Topics	Teaching	Self-study	workload	ECTS	Program	Type
NN	Field studies	50 h	100 h	150 h	6 Cr	MA	W
	Integrated testing	50 h	100 h	150 h	6 Cr		

6000 Master Thesis

COHE Module 6000 Master Thesis

Responsible	Topics	Teaching	Self-study	workload	ECTS	Program	Type
All Mentor	Master thesis Graduation Colloquium Mentor Meeting	 25 h 25 h	500 h 25 h 25 h	500 h 50 h 50 h	20 Cr 2 Cr 2 Cr	MA	MT
	Integrated testing	50 h	550 h	600 h	24 Cr		

Modules in detail Master's program

are available separately from the authors

Authors

Markus Hofmann

Klaus Markus Hofman n, Dr. rer. pol., 1958, heads the NETWORK Institute for Infraculture and Sustainability and is co-founder of the European School of Human Ecology. He studied economics in Gothenburg. He researches and teaches at the University of Freiburg. As an executive and consultant in the infrastructure sector, he has been responsible for innovation and transformation projects since 1986. He received his PhD from the University of Leipzig with a theory of the Modern Commons. He is a long-standing member of the German Society for Human Ecology (DGH).

Andreas Nebelung

Andreas Nebelung, Prof. apl. Dr., 1959, studied agricultural sciences and international agricultural development with a focus on agricultural and environmental sociology in Gießen and Berlin after completing a banking appren- ticeship. He received his doctorate and habilitation in agricultural and environmental sociology in Giessen. He taught as a private lecturer at the JLU Giessen and the University of Marburg. Between 1999 and 2003, his empi- rical research focused on the sociology of waste. From this he developed a five-volume "Ecological Sociology" with Andreas Bodenstedt. A methodological-aesthetic introduction ("Zwischenräume") was followed by "Grund- begriffe und Kontexte" ("Basic Concepts and Contexts"), the "Abfall der Gesellschaft" ("Waste in Society") as well as an "Agrarian Cultural Sociology" and a volume on "Ecological Theories". Since 2005 he has been an adjunct professor at the JLU Giessen. His current work focuses on "Aesthetic Theory and Practice" and "Environ- mental Education". He lives with his wife and four children in Freiburg im Breisgau. He is a long-standing member of the German Society for Human Ecology (DGH).

Duane Phillips

Duane Phillips, B. Sci. Arch. and AA Dipl., 1957, is an architect and the director of DPZ-Europe in Berlin, Ger- many. DPZ-Europe is a partnership of DPZ practitioners and collaborators who are committed to the skills and techniques of traditional urbanism. With a combined total of over 30 years of practice, DPZ Europe's experience spans the history of the revival of traditional urbanist planning and design, including new towns and communities, redevelopment projects, and sustainable design. Duane earned his B. Sci. Arch. in 1980 at Pennsylvania State University, USA and his AA Dipl. in 1982 at the Architectural Association School of Architecture, London, UK. He is a member Royal Institute of British Architects and is certified by Berlin Building Ministry (Architektenliste), Germany. Furthermore he is certified by the National Council of Architectural Registration Boards, USA, the Commonwealth of Pennsylvania and the German Architektenkammer in Berlin, Brandenburg and Thüringen.

Fritz Reusswig

Fritz A. Reusswig Prof. Dr. phil., 1958, studied sociology and philosophy in Frankfurt, where he obtained his philosophical doctorate in 1992. After teaching at the Academy for Communication & Design in Frankfurt, he joined the Potsdam Institute for Climate Impact Research (PIK) as a senior researcher. He teaches sociology in Potsdam and other German universities. In 2005, he was a visiting scholar at the Caribbean Community Climate Change Center and the Kennedy School of Government at Harvard. He completed his habilitation at the University of Potsdam in 2006. He is married and has three children. He is a long-standing member of the German Society for Human Ecology (DGH).

Julie Schmidtsdorf

Julie Schmidtsdorf, 1997, was student of Landuse and Conservation, B.Sc., at the University for Sustainable De- velopment Eberswalde. She is now student of Environmental Planning M.Sc. at Technische Universität Berlin. Her topics are sustainable landuse, rural development, and landscape planning. In her studies in Eberswalde she puts a special focus on ecological farming and sustainable food systems. She was student of the first international summer university of the COHE and assistant of the following summer universities.

Christiane Serbser

Christiane Serbser, Dipl. Soz.-päd., 1957, studied social work and social pedagogy at the Gesamthochschule Uni- versität Kassel and graduated there as Diplom-Sozialpädagogin and Diplom-Sozialarbeiterin. She then held lea- ding positions at the Anne Frank House of the City of Kassel, the KreuzWerk e.V. - Association for Self-Help, Urban Renewal and Vocational Training in Berlin - Kreuzberg and the Ausbildungswerk Kreuzberg e.V. Berlin. She is a member of the university initiative in Emmendingen. In addition to freelance work, she has led the BIWAQ project Vocational Pilot and Operational Support - Spandau 2020 in Berlin since 2015. She is married.

Wolfgang H. Serbser

Wolfgang Serbser, Dr. phil., 1954, graduated as a sociologist in 1979 after studying art at the University of Kassel and sociology, politics, psychology and law at the Free University of Berlin and received his doctor- ate from the Technical University of Berlin in 1997. He has taught and conducted research in sociology, urban and regional sociology, and population sociology at the Technical University of Hamburg-Harburg, the Technical University of Dortmund, and the Technical University of Berlin, among others. As an assistant professor, he taught sociology and human ecology at the Brandenburg University of Technology Cottbus. From 2000 to 2017, he was a board member of the German Society for Human Ecology (DGH). Since 2006 he owns the ProWB, a project development company in Berlin. He is managing director and academic director of the European School of Human Ecology - University Initiative in Emmendingen. He is on the international board of the Society for Human Ecology and on the board of the Council for European Urbanism. He is married and has one child.

Dieter Steiner

Dieter Steiner, Prof. Dr., 1932, Studies at the University of Zurich with a major in geography and minors in geol- ogy, biology and mathematics. Ph.D. 1960. Specialization in remote sensing, later in quantitative meth- ods (statis- tics mainly). Held positions at the University of Chicago, the University of Zurich and the Univer- sity of Waterloo (Ontario, Canada). Chair of quantitative geography at the Swiss Federal Institute of Tech- nology (ETH) in Zurich from 1975 until the retirement in 1998. Founded a group of human ecology in 1985 that did interdisciplinary research, looking at the human-environment problem from a social sciences and humanities perspective, and taught courses within the environmental sciences curriculum. Editor or co- editor of three books on human ecological topics and author of biographies of John Muir and Rachel Carson. Member of the Committee for a European College of Human Ecology of the German Society for Human Ecology (DGH). Personal website (in German): www.humanecology.ch

Parto Tehrani-Kroenner

Parto Teherani-Krönner, Dr. phil., has worked as a lecturer at the Faculty of Agriculture and Horticulture in the division of Gender & Globalization and is now a guest scientist at the Faculty of Life Sciences at Humboldt Uni- versity of Berlin. She holds an M.A. in Development and Rural Sociology and a Ph.D. in Environmental Sociology. Since the early '90s she has established Women and Gender Studies in Rural Ares as a field of study in Germany. Her areas of research are the socio-cultural dimensions of sustainable development, the engendering of agricultural policy and the cultural ecology of meals and food security. She has conducted a number of field studies in Iran, Sudan and in Germany and has organized within the last decade international summer school programs in Omdur- man, Sudan and Berlin, Germany with participants from countries in Africa and Asia. She is currently working on a research project about diversifying food systems in Kenya from a gender perspective. She is also currently a member of the scientific board of the German Society for Human Ecology. Mealculture workshop: https://meal- cultures.wordpress.com/