

# Teachers Agents of Change

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## *Examples of good practice in development education from Austria*

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## **Foreword**

*This collection of good practice examples was composed within the framework of the project Teachers – Agents of Change, funded by the European Union and implemented by a consortium of four partners from Austria (WUS Austria), Czech Republic (PIN, lead partner), Poland (IGO), and United Kingdom (LWC). The examples were collected by WUS Austria via desk research at the beginning of the year 2013; they do not represent a full account of what the courses or respective institutions offer neither do they claim to be up to date. They are meant to be read as an overview of what is offered in Austria in the field of development/global education. For a full account please contact the institutions and/or the respective contact of the course or programme.*

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# 2. INTRODUCTORY REMARKS

## Teacher-training in Austria

- Austria has four types of universities, of which two train future teachers:
  - Classical “Universities” train teachers for upper secondary schools and have more research orientation;
  - “University Colleges for Teacher Training” train teachers for primary and lower secondary schools and have a strong teaching orientation
- Austrian kindergarten teachers are not trained at universities but in specialised secondary schools

## General remarks

- The MA in Global History is offered at the University of Vienna in cooperation with international universities, among them the University of Wrocław, Poland
- Two courses might be taught by professors who originally come from the Czech Republic and Poland (see names Marcin Marek Dabrowski and Dobrota Pucherova)
- The geography class “The Third World” might be used as a bad example
- The syllabi presented were partly available in English, some were translated by Roland Humer. Some technical terms might be translated rather poorly.
- The syllabi were copied / translated as they are available online, therefore the differences in quality, structure and length
- All classes listed are offered at Austrian universities, though it might be that lecturers partly come from NGOs – this is not made transparent on the Internet

### 3. LIST OF COURSES

#### Tertiary Education

| Subject   | Class   | Page |
|---|---|------|
| Primary Education                                     |   |      |
| B.Ed. Primary Education                               | Global Education and Sustainable Development  | 5    |
| History   |   |      |
| MA Global History                                     | Introduction into Global History  | 6    |
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| B.Ed. Secondary Education, minor in history           | The history of the world  | 12   |
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| M.Sc. Business, minor in regional development         | International Development Research: theories and methodology  | 16   |
| Social Sciences                                       |   |      |
| BA/MA Journalism                                      | Studio Africa   | 17   |
| MA International Business Management                  | Doing Business in South-East Europe   | 19   |
| Elective in various language and cultural programs    | Race, Gender and Sexuality in African Literature  | 20   |
| Foreign Languages                                     |   |      |
| BA English  | Cultural and Media Studies – Images of Africa: From Conrad’s Heart of Darkness to Shakira’s Waka Waka | 21   |
| MSc International Business, minor in Spanish language | Cultural Studies I – Focus on Latin America (Spanish language class)                                  | 23   |

## Continuing Education for in-service Teachers

|                                |  |    |
|--------------------------------|--|----|
| MA in Global Citizenship Edu   | Module 1: Political education in a globalised world                              | 23 |
| MA in Global Citizenship Edu   | Module 2: Concepts and methods in global cit. edu                                | 24 |
| Certificate in Global Learning | World interdependencies – about the state of our world and the role of education | 24 |
| Certificate in Global Learning | I and the others: identities in a pluralistic society                            | 25 |
| Certificate in Global Learning | Institutions and actors of globalisation   | 25 |
| Certificate in Global Learning | Global ecology and the concept of sustainable dev't                              | 26 |

## 4. SYLLABI

### Global Education and Sustainable Development

|                      |   |
|----------------------|---|
| <b>Institution</b>   | Ecclesial University College for Teacher Training Syria |
| <b>Study Program</b> | B.Ed. Primary Education                                 |
| <b>Professor</b>     | Prügger Walter  |
| <b>Period</b>        | Summer term 2013  |
| <b>ECTS</b>          | 1 weekly hour / 2 ECTS                                  |

#### Contents:

Global education as interdisciplinary, participatory and activity-oriented pedagogical concept and essential part of political education; methods and media in the area of Global Education; importance of Global Education in primary education; terms “sustainability” and “sustainable development”; millennium development goals and their implementation in various countries.

Players in the area of development cooperation in Austria and internationally (global players); examples of a sustainable life-style (ecological footprint)

Presentation and reflection of learning materials and impulses for global education to be used in teaching practice.

#### Outcomes:

students should understand and critically analyse the concept of global education and regard it as a contribution to sustainable development in schools and to a future-oriented political education. Students should be able to plan educational processes and projects based on the concepts of sustainable development.

#### Literature:

Südwind Agentur (Hrsg.) (2011): Blickwechsel. Handbuch Globales Lernen. Wien

BMUKK/BAOBAB (Hrsg.) (2007): Gemeinsam entdecken wir die Welt. Globales Lernen in der Volksschule. Facultas: Wien.

Globales Lernen – Politische Bildung (2005). Beiträge zu einer nachhaltigen Entwicklung. Informationen zur PB Nr. 23

Dan Jakubowicz (2002): Genuss und Nachhaltigkeit. Handbuch zur Veränderung des persönlichen Lebensstils. 3. erweiterte Ausgabe – Wien: Promedia

The Millennium Development Goals Report 2008. New York: United Nations

Helmuth Hartmeyer (2007): Die Welt in Erfahrung bringen. Globales Lernen in Österreich: Entwicklung, Entfaltung, Entgrenzung – Band 2: Erziehungswissenschaft und Weltgesellschaft. IKU Verlag: Frankfurt

Scheunpflug, Annette/Schröck, Nikolaus (2008): Die Globalisierung als Herausforderung für Bildung – eine didaktische Minimalperspektive. In: bm:ukk (Hg.): Globales Lernen. Die Welt entdecken, erfahren, verstehen. Facultas: Wien, S. 24–28

Strategiegruppe Globales Lernen (2009): Strategie Globales Lernen im österreichischen Bildungssystem. Im Auftrag des Bundesministeriums für Unterricht, Kunst und Kultur

→ See **appendix for more detailed description of a course** co-taught by Walter Prügger!

## Introduction into Global History

|                      |                        |
|----------------------|------------------------|
| <b>Institution</b>   | University of Vienna   |
| <b>Study Program</b> | MA Global History      |
| <b>Professor</b>     | Peer Vries             |
| <b>Period</b>        | Summer term 2013       |
| <b>ECTS</b>          | 2 weekly hour / 3 ECTS |

### Content:

This class will consist in lecture series supported by literature and provide a thematic introduction in approaches and topics of global history. Eric Vanhaute, *Global History: an introduction*, will provide the main background reading, supplemented by several articles. There will be a written examination at the end of the lecture series covering the lectures plus the obligatory reading. After some introductory comments on global history and other forms of history a selection of topics will be discussed, with an emphasis on the early modern era and on comparisons and connections.

Topics discussed will be: the role of geography and agricultural systems in global history, the Columbian Exchange, voluntary and involuntary intercontinental migration, intercontinental trade, differing modes of production and economic systems, the Great Divergence, differing forms of political organization: 'state', 'nation' and 'empire', empire building, knowledge systems, and technology and science

## Theories and Methods of Global History

|                      |                        |
|----------------------|------------------------|
| <b>Institution</b>   | University of Vienna   |
| <b>Study Program</b> | MA Global History      |
| <b>Professor</b>     | Berthold Unfried       |
| <b>Period</b>        | Summer term 2013       |
| <b>ECTS</b>          | 2 weekly hour / 4 ECTS |

### Content:

Key concepts, methods and objects of Global History shall be presented in order to stimulate students to make use of these concepts for their own studies.

### Methods:

A corpus of texts will be provided (via Moodle). The text(s) corresponding to the respective session is to be presented shortly (10 min.) by volunteer students at the beginning of the following session.

This form of lecture requires steady participation of the students. The reading of each text is required by all students in each session in order to enhance discussion. These elements of student participation shall be added to the final exam (6 questions) for the grading.

### **Goals:**

This lecture aims at providing some orientation in the thicket of that burgeoning field of research called “Global History”.

### **Course assessment:**

Final exam (6 questions) and participation (presentation and discussion).

### **Reading:**

Crossley Pamela Kyle, What is Global History? Cambridge-Malden 2008

Manning Patrick, Navigating World History. Historians Create a Global Past, Houndmills, Basingstoke 2003

The Oxford History Handbook of World History, ed. Jerry H. Bentley, Oxford 2011

Sachsenmaier Dominic, Global Perspectives on Global History. Theories and Approaches in a Connected World, Cambridge 2011

Additional Reading in German: Komlosy Andrea, Globalgeschichte. Methoden und Theorien, Wien-Köln-Weimar 2011

## **African Film**

|                      |                        |
|----------------------|------------------------|
| <b>Institution</b>   | University of Vienna   |
| <b>Study Program</b> | MA Global History      |
| <b>Professor</b>     | Derek Barker           |
| <b>Period</b>        | Summer term 2013       |
| <b>ECTS</b>          | 2 weekly hour / 3 ECTS |

### **Content:**

The proposed course will trace the genealogy of African cinematography from colonial times through to the present day. The history of African film began in the 1960s with the independence of the colonies. This course will focus on post-1960s film making in Africa, but will provide an overview of colonial film and the roots of film production in Africa. In spite of political and economic difficulties, a great many films have been made since then and the pace of production is ever increasing. Almost always political, anti-colonial themes dominated at the start while today themes range very widely. Context, conditions of production and patterns of consumption will be presented to gain a deeper understanding of the specificities of African cinematography. The course will present African film regionally, chronologically and comparatively.

Lecture 1: Introduction (March 8): Overview of the course, requirements for exam, required reading, introductory overview of African film

Lecture 2: Culture and Imperialism (March 15): Contexts of production and consumption

Lecture 3: Ousmane Sembène: Father of African Cinema (March 22): Close study of the work of the 'founding father' of African cinema, Ousmane Sembene.

Lecture 4: Northern Africa I (April 12): Overview of Northern African cinematography

Lecture 5: Northern Africa II (April 19): continued

Lecture 6: Eastern and Central Africa I (April 26): Overview of Eastern and Central African cinematography

Lecture 7: Eastern and Central Africa II (May 17): continued

Lecture 8: Western Africa I (May 24): Overview of Western African cinematography

Lecture 9: Western Africa II (May 31): continued

Lecture 10: Southern Africa (June 7): Overview of South African cinematography

Lecture 11: West Africa (June 14): continued

Lecture 12: Consolidation (June 21): Comparative overview and assessment of the narrative strategies the authors; novels as responses to - and interventions in - the given political contexts, summary of main points of all lectures; requirements for exam.

Lecture 13: Exam (June 28): Written Exam

### **Methods:**

Primarily lectures with tutorial format for short discussions.

### **Goals:**

- To gain a broad overview of the history and developments in African cinematography
- To understand the regional differences in production and consumption of African cinematography.
- To obtain an in-depth understanding of the current film industry in Africa.

### **Course assessment:**

Written exam during the final lecture date.

### **Reading:**

Mandatory reading: Articles:

Kilian, Cassia. African Utopias: 50 years of African Film in: *Africa Spectrum*, 45, 3, 147–159.

Barlet, Olivier. Faguer-Redig, Thibaud (translator) Five Decades of African Film Black Camera: *An International Film Journal*, 2010 Summer, Vol.1(2), pp.92–102

Books:

Selected extracts from:

Gugler, Josef. African film: re-imagining a continent. Bloomington, Ind. [u.a.]: Indiana Univ. Press [u.a.] 2003

Said, Edward W. Culture and Imperialism. New York: Vintage, 1994.

Films: Viewing of selected African films.

## Global Studies

|                      |                        |
|----------------------|------------------------|
| <b>Institution</b>   | University of Vienna   |
| <b>Study Program</b> | MA Global History      |
| <b>Professor</b>     | Adrian Carton          |
| <b>Period</b>        | Summer term 2013       |
| <b>ECTS</b>          | 2 weekly hour / 4 ECTS |

### Content:

This seminar explores the relationship between food and society in global history. Food plays an important role in the formation of cultural identity; in the determination of concepts of purity and pollution; in the articulation of religious membership; and in the formation of the body politic. Adopting an interdisciplinary approach, we will adopt analytical methods drawn from anthropology, history, sociology, political theory, and the natural sciences. The prohibition on beef-eating in Hinduism and the terms halal in Islam and kosher in Judaism remind us that food is the central arena where rituals of purity and pollution are regulated in different religious communities. We will also consider the historical connections between food and the social contract by looking at particular case studies that will illustrate the links between food and socio-political formations: potatoes and population; sugar and slavery; bread and revolution. While certain foods have become associated with “national” identity, this seminar will argue that what we eat is not only highly symbolic but the culmination of global historical forces.

### Methods:

(1) Workshop/Lecture, (2) Class Presentation and Textual Analysis

### Course assessment:

1 x Seminar Paper (70%)

1 x Examination Presentation\* (20%)

1 x Graded Class Participation (10%)

## Regional Development – Regional Pathways and Policies in a Comparative Perspective

|                      |                        |
|----------------------|------------------------|
| <b>Institution</b>   | University of Vienna   |
| <b>Study Program</b> | MA Global History      |
| <b>Professor</b>     | Marcin Marek Dabrowski |
| <b>Period</b>        | Summer term 2013       |
| <b>ECTS</b>          | 2 weekly hour / 7 ECTS |

### Content:

The seminar focuses on the regional dimension of economic development, which during the past two decades has attracted increasing attention of scholars and policy-makers alike. In fact, as a result of the territorial effects of the processes of globalization and agglomeration, regions and cities in the developed countries, and increasingly in the developing world, have become the nexus of economic growth and development. At the same time, however, some localities fail to reap the benefits of these transformations and lag behind.

This seminar will address questions such as why certain regions and cities embark on paths of rapid economic development, while others remain locked in vicious circles of underdevelopment; why economic activity tends to concentrate in certain places and how the benefits of this phenomenon affect other areas; or how institutional and cultural factors shape the patterns of regional growth and development. Moreover, it will discuss – in a comparative perspective – the regional development pathways of countries in different parts of the world as well the policies designed to address their specific developmental challenges.

Thus, the seminar will complement the core modules in international development, providing the students with a toolkit for understanding the current regional development trends as well as the on-going shifts development policies that focus increasingly on the regional and local levels to stimulate economic activity. The seminar will be of interest not only to the students of international development, but also to those who study politics, economics or geography and wish to gain insights on the above issues.

The first part of the seminar will introduce the key theoretical concepts underpinning the study of regional development, including theories of agglomeration and endogenous growth. This will be followed by discussion of the factors affecting development pathways of regions. The second part of the seminar will focus on comparative case studies of patterns of economic development in different kinds of regions (leading/lagging, urban/ rural) and different parts of the world. Finally, the third part of the seminar will investigate and compare regional development policy approaches across the developed and developing countries.

Indicative list of seminar topics:

1. Theories of agglomeration and regional economic growth
2. Endogenous growth theories
3. Soft factors of regional development: territorial capital, human capital
4. Institutions and regional development

5. Hard factors of regional development: the role of infrastructure
6. Regional development and innovation
7. Knowledge spillovers and entrepreneurship
8. Urban and rural development
9. Paradigm shift in regional policy: towards integrated and place-based regional policies
10. EU regional policy: a multi-level governance approach
11. Regional policies in the developing world

### **Methods:**

The seminar sessions will include an introductory talk by the lecturer, student group presentations and structured discussions. The students will be asked to read a paper for each session (made available via Moodle), which will serve as a basis for discussion. Time may also be dedicated to discussing the students' essays.

### **Goals:**

The aim of the seminar is to offer insights into the regional dimension of economic development and policies designed to tackle uneven regional development.

### **Learning outcomes:**

Upon completion of this seminar the students will be able to:

- Understand and use the key theoretical concepts underpinning regional development;
- Understand the roles of the various factors of regional economic development;
- Compare and contrast the regional development challenges and pathways in leading and lagging regions;
- Compare and contrast regional policies across countries in different parts of the world

### **Course assessment:**

The students will be assessed on the basis of a presentation in class (30%), an individually prepared research essay (50%) and participation (20%).

### **Reading:**

Amin, A. (1999) An Institutional Perspective on Regional Economic Development. *International Journal of Urban and Regional Research*, 23(2), 365–378.

Bagchi-Sen, S., Smith, H., L. (2008) Science, Institutions, and Markets: Developments in the Indian Biotechnology Sector. *Regional Studies*, 42(7), 961–975.

Baun, M. and Marek, D., eds. (2008) *EU Cohesion Policy After Enlargement*, Basingstoke: Palgrave.

Capello, R., Nijkamp, P., eds. (2009) *Handbook Of Regional Growth And Development*

Theories, Cheltenham: Edward Elgar.

Cooke, P., Asheim, B., Boschma, R., Martin, R., Schwartz, D., Tödting, F., eds. (2011) Handbook of Regional Innovation and Growth, Cheltenham: Edward Elgar.

Fan, C., C. (1995) Of Belts and Ladders: State Policy and Uneven Regional Development in Post-Mao China. *Annals of the Association of American Geographers*, 85(3), 421-449.

Farole, T., Rodríguez-Pose, A., and Storper, M. (2011) Cohesion policy in the European Union: growth, geography, institutions. *Journal of common market studies*, 49 (5), 1089-1111

Hadjimichalis, C. (2006) Non-Economic Factors in Economic Geography and in 'New Regionalism': A Sympathetic Critique. *International Journal of Urban and Regional Research*, 30(3), 690-704.

Krugman, P. (2011) The New Economic Geography, Now Middle-aged. *Regional Studies*, 45(1), 1-7.

Krugman, P., R. (1991) Increasing Returns and Economic Geography. *Journal of Political Economy*, 49, 137-150.

Krugman, P., Venables, A., J. (1995) Globalization and the Inequality of Nations. *Quarterly Journal of Economics*, 110, 857-880.

Kumar, R., T., (2002) The Impact of Regional Infrastructure Investment in India. *Regional Studies*, 36(2), 194-200.

Lin, G., S. (2009) Scaling-up Regional Development in Globalizing China: Local Capital Accumulation, Land-centred Politics, and Reproduction of Space, *Regional Studies*, 43(3), 429-447.

Molle, W. (2007) *European Cohesion Policy*, London: Routledge.

Pike, A., Rodríguez-Pose, A., Tomaney, J., eds. (2010) *Handbook of Local and Regional Development*, London: Routledge.

Porter, M., E., (1990) *The competitive advantage of nations*, New York: Macmillan.

Rodríguez-Pose, A., Gill, N. (2004) Reassessing Relations between the Centre and the States: The Challenge for the Brazilian Administration, *Regional Studies*, 38(7), 833-844.

Scott, J., W., ed. (2009) *De-coding New Regionalism. Shifting Socio-political Contexts in Central Europe and Latin America*, Farnham: Ashgate.

Storper, M. (2010) Why do regions develop and change? The challenge for geography and economics. *Journal of Economic Geography* 11, 333-346.

Yeung, H., W. (2009) Regional Development and the Competitive Dynamics of Global Production Networks: An East Asian Perspective, *Regional Studies*, 43(3), 325-351.

## The history of the world

|               |  |
|---------------|--|
| Institution   | Lower Austrian University College for Teacher Training |
| Study Program | B.Ed. Secondary Education, minor in history            |
| Professor     | Vonwald Franz  |
| Period        | Winter semester 2009/10                                |
| ECTS          | 1 weekly hour / 1 ECTS                                 |

## Contents:

Overview over the history of the world and mankind. Evolution vs. creational myth. Overview over the history of the world: apart from European history, the history of other continents should be reflected. Imperius vs. Sacerdotum. Foundations of mankind from a social perspective. Terms: capitalism, liberalism, socialism, nationalism, communism, imperialism. Development of political mass participation. Consequences of historical events on personal history / everyday life (oral history).

## Learning Outcomes:

Basic knowledge about the history of the world.

Get a chronological overview from the first appearance of ancestors of human beings over the homo sapiens to literacy.

## Literature:

SCHEUCH, Manfred: Atlas zur Zeitgeschichte. Asien, Afrika, Amerika. Brandstätter Verlag 1983

Weltgeschichte. Daten und Bilder. 2002

Vergessene Welten. Faszinierende Funde. 1986

Schulbücher zur Geschichte (5.–8.Schulstufe) – Grundlagenwissen

Griechische und römische Mythologie. 1990

NARR, K.: Urgeschichte der Kulturen. 2001

## How conflicts come into being

|                      |   |
|----------------------|---|
| <b>Institution</b>   | Styrian University College for Teacher Training |
| <b>Study Program</b> | B.Ed. Secondary Education, minor in history     |
| <b>Professor</b>     | Flecker Gilbert                                 |
| <b>Period</b>        | Summer semester 2011                            |
| <b>ECTS</b>          | 1 weekly hour / 1 ECTS                          |

## Contents:

How conflicts come into being

## Learning outcomes:

Get insight und understand that historical facts and phenomena are diverse and change

Name characteristics for the development of conflicts and politically motivated violence

Understand the interdependencies of human, regional, historical and analytical factors causing currently relevant crises and conflicts

Teaching methods: interactive, with new media

## Topics of regional geography outside Europe: conflict zone Africa – Orient

|                      |   |
|----------------------|---|
| <b>Institution</b>   | Carinthia University College for Teacher Training |
| <b>Study Program</b> | B.Ed. Secondary Education, minor in geography     |
| <b>Professor</b>     | Vohryzka-Laure Margrit                            |
| <b>Period</b>        | Wintersemester 2011/12                            |
| <b>ECTS</b>          | 1.25 weekly hour / 1.5 ECTS                       |

### Learning outcomes:

Ability to discuss the reasons for differing development levels in selected regions of Africa and the Orient

Ability to present the structure of the economy and their dependency on geo-factors in the countries of East and South Asia

Ability to discuss critically and evaluate alternative teaching methods their use at schools

### Contents:

Current geo-political topics, comparison of structures for selected regions

Analyse alternative teaching methods and how they can be used at school

### Competences:

Execute profound analyses of interdependencies in regions of Africa and the Orient

Illustrate the influence of geo-factors on economic development in countries of East and South Asia

Critical use of so-called alternative teaching methods in schools

### Literature:

BÖHN, D. (1987): China. Stuttgart: Klett.

BÖHN, D. (2001): Der asiatisch-pazifische Raum. Berlin: Cornelsen.

BRONGER, D. (1996): Indien. Gotha: Klett-Perthes.

DAHM, B. und PTAK, R. (Hrsg., 1999): SO-Asien Handbuch. München: Beck.

SCHICHO, W. (1999): Handbuch Afrika. Stuttgart: Klett. 3 Bde.

SITTE, W. und WOHLSCHLÄGL, H. (Hrsg., 2001): Beiträge zur Didaktik des Geografie- und Wirtschaftskunde-Unterrichts. Wien: Institut für Geografie und Regionalforschung der Universität.

Teaching method: Lecture, seminar, self-study

## The Third World, by example of Africa

|                      |  |
|----------------------|--|
| <b>Institution</b>   | Ecclesial University College for Teacher Training Edith Stein, Tyrol |
| <b>Study Program</b> | B.Ed. Secondary Education, minor in geography                        |
| <b>Professor</b>     | Greier Nikolaus  |
| <b>Period</b>        | Summer semester 2008   |
| <b>ECTS</b>          | 1 ECTS   |

### Contents:

Various forms of economic and political cooperation of first and third world (resource use, tourism), Africa as the poorhouse of the world (hunger and natural disasters, illnesses, corruption)

### Learning outcomes:

Getting to know the life situation of inhabitants of the third world, understand interdependencies (rich north, poor south). Introduction to relevant literature, ability to elaborate and present independently specific tasks.

### Literature:

Bronger, D. (1999) Ende der dritten Welt. In: Petermanns Geogr. Mittlg. 143.

## Developing Countries and Globalization 1

|                      |  |
|----------------------|--|
| <b>Institution</b>   | University of Graz                                 |
| <b>Study Program</b> | Teacher training program "Geography and Economics" |
| <b>Professor</b>     | o.Univ.Prof. Zimmermann Friedrich                  |
| <b>Period</b>        | Winter semester 2011/12                            |
| <b>ECTS</b>          | 3 ECTS (2 weekly hours)                            |

### Contents:

Topics cover development theories and policies; the influence of globalization on developing countries; political, social, and economic problems in developing countries; discussion and problem-solving approaches for challenges, illustrated by case studies from Mexico, Guatemala, China, Nepal, Thailand, Algeria.

### Objective:

Familiarise students with basic and specific knowledge of a certain Human Geography research area, especially dealing with economic and social aspects of globalization and (under)development

## Developing Countries and Globalization 2

|                      |  |
|----------------------|--|
| <b>Institution</b>   | University of Graz                                 |
| <b>Study Program</b> | Teacher training program "Geography and Economics" |
| <b>Professor</b>     | o.Univ.Prof. Zimmermann Friedrich                  |
| <b>Period</b>        | Winter semester 2012/13                            |
| <b>ECTS</b>          | 3 ECTS (2 weekly hours)                            |

### Contents:

Topics cover economic, ecological and social problems in developing countries; discussion and problem-solving approaches for challenges will be illustrated by case studies. More concrete aspects will deal with urban development, population issues, natural resources as development potentials as well as the complexity of globalization and development by using China experiences.

### Objective:

Familiarise students with basic and specific knowledge of a certain Human Geography research area, especially dealing with economic and social aspects of globalization and (under)development

## Human Geography – Minority issues in Asian metropolitan areas in the demographic, economic and socio-cultural context

|                      |  |
|----------------------|--|
| <b>Institution</b>   | University of Vienna                               |
| <b>Study Program</b> | Teacher training program "Geography and Economics" |
| <b>Professor</b>     | Karl Husa , Heinz Nissel                           |
| <b>Period</b>        | Summer semester 2013                               |
| <b>ECTS</b>          | 5 ECTS (3 weekly hours)                            |

## International Development Research: theories and methodology

|                      |  |
|----------------------|--|
| <b>Institution</b>   | WU Vienna University of Economics and Business                     |
| <b>Study Program</b> | M.Sc. Business and Social Sciences – minor in regional development |
| <b>Professor</b>     | Andreas Novy   |
| <b>Period</b>        | Summer semester 2012   |
| <b>ECTS</b>          | 5 ECTS (3 weekly hours)  |

### Contents:

The course trains field research using a case study. Hereby, a trans-disciplinary research project is realised with all its dimensions and phases.

## Learning Outcomes:

- Ability to examine independently a problem from international development by using a case study
- Ability to work effectively in intercultural research teams
- Ability to combine theoretic concepts with empirical field research
- Creation of social skills and the ability to reflect by cooperating with unusual partners

## Course design:

The course takes place within the “Sparkling Science” project “Variety of Cultures – Unequal Towns (Unequal Variety)”. This project is realised in cooperation with the academic secondary school at Kloostergasse Vienna, the secondary modern school Schopenhauerstraße and the Paulo Freire Centre.

The students build teams with pupils from both schools and examine independently a self-chosen research question. The research teams are supported by tutors. The course requires, due to its interesting but complex design, above-average commitment.

## Performance to be marked:

1. Field research in groups (joint selection of topic, intercultural composition of group, presentation of first results, final presentation, seminar paper)
2. Joint activities and joint research with pupils of both schools

Furthermore: constant attendance, participation in class, submission of paper in time

## Prerequisite for course inscription:

Course for the minor in “location and regional development” and “globalisation and regional development”

Interdisciplinary elective: international economy and development

## Studio Africa

|                      |                      |
|----------------------|----------------------|
| <b>Institution</b>   | University of Vienna |
| <b>Study Program</b> | BA/MA Journalism     |
| <b>Professor</b>     | Thomas A. Bauer      |
| <b>Period</b>        | Winter Term 2009/10  |

## Perspective

European news media reporting on Africa is still full of stereotypes: Misery, poverty, hunger. People begging for charity dominate the discourse on Africa thus reducing motives of cooperation between Europe and Africa to development aid. The generalization of this attitude towards Africa prevents European institutions from building cooperations on an equal, two-sided basis. Cooperations that expect African partners to fully participate, not to simply and passively receiving aid. A bias on real cooperation with respect to the competences of partners on both continents is needed.

Studio Africa likes to point out that there are programmes and projects in African countries that are self-contained and sustainable, but are not part of the European mainstream discourse on the continent. Within this project, the Department of Communication and the Austrian daily Die Presse in cooperation with universities in three African countries, will search for ways to change the quality of reporting on Africa in Europe by connecting media education and practice in a transnational cooperation and discourse.

## Goal

- Learn to know and learn to show Africa from its positive, active, productive side. By focusing on topics of culture, everyday life and society and reporting on it incorporating a strong local view, we want to countervail stereotypes communicated through mainstream media. We don't want mask the problems, but we want to relieve it of the emotional clichés.
- Give students in Austria the opportunity to reflect and practice transcultural journalism and to discuss and cooperate with students from Africa
- Give students in Africa the opportunity to exchange views and ideas with European students and to report on something they find important to an Austrian public

## Programme

- Analysis: How does Europe see Africa? Media analysis and critical reflection, perspectives on responsibility in intercultural journalism. Discussion on European views on Africa compared to an African perspective between Austrian and African students (online).
- Research: What is Africa about? Discussion between Austrian and African students on the ‚other’ Africa, the daily life and the topics most important for people in African countries themselves.
- Report: Each one Austrian and one African student work together on an Article on a certain topic chosen together.

## Schedule

- July, August 2009: Development of a basis of cooperation between Departments of Journalism in African universities and the Department of Communication at the University of Vienna
- September 2009: Call for students to participate in the programme in Vienna and the African partner universities. Discussion and determination of a detailed schedule for the partnership
- October 2009 to January 2010: Programme at the University of Vienna, weekly editorial meetings, partly recorded and streamed to the internet thus enabling African student to participate online (voice over IP, skype?)
  - October: Forming of ‚teams’: one African, one Austrian student
  - November: Discussion and determination of the issue the teams want to report on
  - December & January: journalistic research and writing of articles in English
- February 2010: Publishing of the articles in Die Presse

## Doing Business in South-East Europe

|                      |  |
|----------------------|--|
| <b>Institution</b>   | Carinthia University of Applied Sciences |
| <b>Study Program</b> | MA International Business Management     |
| <b>Professor</b>     | Roland Humer                             |
| <b>Period</b>        | Summer term 2009                         |
| <b>ECTS</b>          | 2 weekly hour / 4 ECTS                   |

### Course Objectives:

Students can apply management know-how reflecting specifics of South-East Europe

### Course Contents

Bloc 1 (March):

- Administrative matters
- Austrian development policy for South-East Europe
- Project proposals – theory
- Management simulation 1

Bloc 2 (April):

- Excursion to Ljubljana: company visits, city tour
- Historical background: The collapse of Yugoslavia
- Management simulation 2
- Discussion of SEE specifics of selected subfields of business administration

Bloc 3 (May):

- Presentation and discussion of project proposals drafted by the students
- Closing session

### Teaching Methodology:

lecture, discussion, self-study and group work, case studies, excursion

### Examination Format:

project work, participation

## Race, Gender and Sexuality in African Literature

|                      |  |
|----------------------|--|
| <b>Institution</b>   | University of Vienna                               |
| <b>Study Program</b> | Elective in various language and cultural programs |
| <b>Professor</b>     | Dobrota Pucherova                                  |
| <b>Period</b>        | Winter term 2012/13                                |
| <b>ECTS</b>          | 2 weekly hour / 3 ECTS                             |

## **Contents:**

This course will explore the many ways in which “race” and “gender” have come into being through each other and governed political identities and relationships in colonial and postcolonial Africa, as reflected in African Anglophone literature of the last 100 years. “Race” and “gender” will be seen as interchangeable terms in the patriarchal enterprise of colonialism and the resistance against it, and as over-loaded concepts that continue to impact upon the understanding of what it means to be “African”.

Topics to be discussed include the gendered imagination of imperial adventure novels; the marginalization of femininity by both colonial and African nationalist discourses; feminist rewritings of African nationalism; the sexualized perception of mixed-raced identities in southern Africa; the pathologization of gay sexuality across Africa; the identity of women in Islamic Africa; and the sexualization and commodification of the African female body in the West. Through the trope of dissident desire, the creolisation and hybridity of culture and identity in Africa will be analyzed in all of its meanings, both positive and negative. Desire will be explored as both a destructive force and a boundary-breaking energy that can redefine both the body and the nation through an imaginary encounter with otherness.

## **Methods:**

Lecture

## **Goals:**

identify, analyse and understand key theoretical and historical issues in the field of African literature

understand the operations of race and gender categories in African literature, history and philosophy

- analyse key African literary works in terms of their social and historical context
- apply close reading skills to a variety of literary texts
- reflect critically on the relations between primary texts and relevant secondary texts
- discriminate between ideas and define personal positions and justify them intellectually
- produce well-structured, relevant arguments with an appropriate intellectual framework

## **Assessment:**

Argumentative essay, 10–12 pages

## **Literature:**

Primary texts:

H. Rider Haggard, *King Solomon's Mines* (1885)

Sarah Gertrude Millin, *God's Step-Children* (1925)

William Plomer, Turbott Wolfe (1925)  
 Doris Lessing, The Grass is Singing (1950)  
 Bessie Head, The Cardinals (1962)  
 Dambudzo Marechera, The House of Hunger (1978)  
 Lewis Nkosi, Mating Birds (1986)  
 Buchi Emecheta, The Joys of Motherhood (1979)  
 Wilson Katiyo, A Son of the Soil (1976)  
 Yvonne Vera, Without a Name (1994)  
 K. Sello Duiker, The Quiet Violence of Dreams (2001)  
 J.M. Coetzee, Disgrace (1998)  
 Chika Unigwe, On Black Sisters' Street (2009)  
 Secondary texts: will be provided on weekly syllabus

## Cultural and Media Studies – Images of Africa: From Conrad's Heart of Darkness to Shakira's Waka Waka

|                      |                        |
|----------------------|------------------------|
| <b>Institution</b>   | University of Vienna   |
| <b>Study Program</b> | BA English             |
| <b>Professor</b>     | Thomas Martinek        |
| <b>Period</b>        | Winter term 2011       |
| <b>ECTS</b>          | 2 weekly hour / 5 ECTS |

Discourses on and representations of Africa have become ubiquitous in the West. In this course, we will analyze a large array of 'texts' which convey wildly contrasting images of Africa, Africans and Africanness. We will span a period of more than a century, from the heyday of the Brit. Empire to "today's MTV and techno-capital driven world of deideologized and depoliticized visuality" (R. Radhakrishnan), and cover genres and media as diverse as fiction writing, film, pop music, websites, advertising, book covers and stand-up comedy.

The aims of this course are to hone your skills in cultural analysis, to raise awareness of the multifarious ways in which 'Africa' has been conceptualized and to investigate the mechanisms at work in the circulation of these 'Images of Africa'. We will, for instance, study contrasting interpretations of a modernist novel -- Chinua Achebe's and Edward Said's readings of Heart of Darkness -- before adopting various "reading positions" (Stuart Hall) ourselves; we will analyze the subtle interplay of cultural signifiers in minimalist Nigerian short stories by Segun Afolabi and investigate how some Western publishers use book covers to flaunt the 'Africanness' of the works so as to cater to the tastes of Euro-American readers "greedy for escapism" (Brenda Cooper) and an 'exotic' reading experience; and we will probe into clichéd images of Africa in advertisements and selected film scenes before trying to unravel how some of these stereotypes are shattered while others are perpetuated in satire and pop culture.

For these analyses, we will revisit a number of approaches, methodologies and theories that were introduced to you in the Introduction to Cultural and Regional Studies, for example Michel Foucault's notion of discourse, Edward Said's Orientalism, Gramsci's theories of hegemony, or the deconstruction of binary oppositions. In addition, we will resort to more recent approaches in postcolonial theory which provide fresh perspectives for cultural analysis, above all Homi Bhabha's 'Third Space of enunciation' and Graham Huggan's 'Postcolonial Exotic'.

### **Methods:**

Small-group and all-class discussions of regular reading assignments, student presentations, contributions to the e-learning platform (discussion forum, etc.).

### **Goals:**

You will gain considerable practice in interpreting 'texts' from a wide range of genres and become aware of the multifarious ways in which 'Africa' has been conceptualized in these. You will apply the theoretical toolkit made available to you in the Introduction to Cultural and Regional Studies and expand it with new concepts from postcolonial theorizing.

### **Assessment:**

Regular attendance, regular set readings (reading journal), participation in class discussions, student presentations, final paper.

### **Literature:**

A class reader will be made available to you at the beginning of the semester and include some of the following:

Primary Sources (among others): Segun Afolabi, "Moses." / Gina Yashere on YouTube. / EAV, Afrika (music video). / Joseph Conrad, Heart of Darkness. / Songs by Richard Bona, Fela and Femi Kuti. / <http://www.fifa.com/worldcup/archive/southafrica2010/index.html> / Shakira, Waka Waka (music video). / Sydney Pollack, Out of Africa (motion picture).

Secondary Sources (among others): Chinua Achebe, "An Image of Africa: Racism in Conrad's Heart of Darkness." / Edward Said, Orientalism (introduction) and "Two Visions in Heart of Darkness." / John McLeod, "From 'Commonwealth' to 'Postcolonial.'" / Homi Bhabha, The Location of Culture (selected passages) and "The Third Space." / Graham Huggan, The Postcolonial Exotic: Marketing the Margins (introduction).

## **Cultural Studies I – Focus on Latin America (Spanish language class)**

|                      |  |
|----------------------|--|
| <b>Institution</b>   | WU Vienna University of Economics and Business               |
| <b>Study Program</b> | BSc/MSc in International Business, minor in Spanish language |
| <b>Professor</b>     | Dr. Blas Andrés Corrales-Kaufmann                            |
| <b>Period</b>        | Summer term 2011   |
| <b>ECTS</b>          | 1 weekly hour / 2 ECTS                                       |

### **Contents:**

General introduction to the basics of politics, society, economy and culture of the countries of Latin America

### **Learning outcomes:**

Deepening the critical understanding for social development in Latin America by analysing concrete problems.

### **Teaching/learning method(s):**

presentations, guest lectures, film, discussion

### **Assessment:**

oral exam (approx. 30 minutes): language skills 40 %, contents 60 %

### **Readings:**

- (1) Dabène, Olivier: América Latina en el siglo XX, Síntesis 1999, chapters 5-6;
- (2) Rey Romeo: Geschichte Lateinamerikas vom 20. Jahrth. bis zur Gegenwart, C.H.Beck 2006, chapters I – VI

## **Global Citizenship Education (Module 1): Political education in a globalised world**

|                      |   |
|----------------------|---|
| <b>Institution</b>   | Alpen Adria University of Klagenfurt  |
| <b>Study Program</b> | MA in Global Citizenship Education  |
| <b>Period</b>        | Winter semester (Oct – Jan)   |
| <b>ECTS</b>          | Seminar (6 ECTS) + Workshop (4 ECTS) + Blended learning (2 ECTS) + Paper (3 ECTS) |

### **Introduction:**

- Democracy and globalisation: power, violence, peace
- Global citizenship education

## Global Citizenship Education (Module 2): Concepts and methods in global citizenship education

|                      |  |
|----------------------|--|
| <b>Institution</b>   | Alpen Adria University of Klagenfurt         |
| <b>Study Program</b> | MA in Global Citizenship Education           |
| <b>Period</b>        | Summer semester (Feb – Jun)                  |
| <b>ECTS</b>          | Seminar (6 ECTS) + Blended learning (3 ECTS) |

### Discussed topics:

- Terms and concepts: cosmopolitanism vs. ethnocentricity
- Culture of peace vs. clash of civilisations
- Conflict theory and conflict management on the ground
- Methods of Global Citizenship Education

## Core seminar 1: World interdependencies – about the state of our world and the role of education

|                      |   |
|----------------------|---|
| <b>Institution</b>   | Vienna University College for Teacher Training                        |
| <b>Study Program</b> | Certificate in Global Learning, continuing education for all teachers |
| <b>Professor</b>     | Wagner Ingrid   |
| <b>Period</b>        | Academic year 2008/09   |
| <b>ECTS</b>          | 1.5 ECTS  |

### Contents:

What is the state of our world today? What are the most important social challenges in present times and the future? What is the role of education in this context?

The seminar discusses the following topics: Our own views of the world; key questions of present times and the future, the role of education and the concept of global learning

### Teaching methods:

various

### Learning outcomes:

Present current facts, developments and discourses

Give an introduction to the concept of Global Learning

Reflect the own teaching in the light of global dimensions

## Core seminar 2: I and the others: identities in a pluralistic society

|                      |   |
|----------------------|---|
| <b>Institution</b>   | Vienna University College for Teacher Training                        |
| <b>Study Program</b> | Certificate in Global Learning, continuing education for all teachers |
| <b>Professors</b>    | Bali Susanne, Halbartschlager Franz, Ngo Tam Téclaire                 |
| <b>Period</b>        | Academic year 2008/09   |
| <b>ECTS</b>          | 1.5 ECTS  |

### Contents:

Reflecting the personal identities and the development of identities in a globalised world. Discussion of topics like prejudice / racism, values and gender

### Teaching methods:

various

### Learning Outcomes:

Reflecting the own identity and reflect it in a global context

Teaching data and facts around migration and integration

Getting to know methods and material around inter-cultural learning and anti-racist education

## Core seminar 3: Institutions and actors of globalisation

|                      |  |
|----------------------|--|
| <b>Institution</b>   | Vienna University College for Teacher Training                                 |
| <b>Study Program</b> | Certificate in Global Learning, continuing education for all teachers          |
| <b>Professors</b>    | Dabringer Maria, Halbartschlager Franz, Königshofer Michaela, Ngo Tam Téclaire |
| <b>Period</b>        | Academic year 2008/09  |
| <b>ECTS</b>          | ?  |

### Contents:

The term Globalisation and the history of globalisation. Introduction to institutions and actors of globalisation. Example for active citizenship towards a sustainable modification of the globalisation.

### Methods:

various

### Learning outcomes:

Critically reflect the term Globalisation and attached developments

Getting to know the institutions and actors of globalisation and critically evaluate their role

Getting to know current development in economy and politics

## Core seminar 4: Global ecology and the concept of sustainable development

|                      |  |
|----------------------|--|
| <b>Institution</b>   | Vienna University College for Teacher Training                         |
| <b>Study Program</b> | Certificate in Global Learning, continuing education for all teachers  |
| <b>Professors</b>    | Halbartschlager Franz, Ngo Tam Téclaire, Pekny Wolfgang, Wagner Ingrid |
| <b>Period</b>        | Academic year 2008/09  |
| <b>ECTS</b>          | 4.5 ECTS   |

### Contents:

Our globe has limited natural resources. Consequences of excessive use of our planet are frequently discussed nowadays: energy crisis, climate change and species extinction are just some flash words that media frequently mentions in this context. At the same time, people stress the right of poorer countries to develop and use more resources.

What are the solutions to these developments? Sustainable development and education for sustainable development (the decade Education for Sustainable Development 2005-2014) wants to raise awareness for an ecologically and socially responsible use of our planet.

In this seminar, we discuss current developments (figures, facts, scenarios), and their pedagogical use (e.g. global food print). We present projects, material and organisations.

### Learning outcomes:

Participants understand facts and developments of Global Ecology

Participants know the concepts Sustainable Development and Global Food-print

Participants can discuss sustainable development in their own classes

## 5. APPENDIX

Appendix provided by Walter Prügger/KPH Graz, translated by WUS Austria

Example for a 5 hrs training session on global learning as provided at the Ecclesial University College for Teacher Training Graz.

### Cover page:

Postgraduate program on GLOBAL LEARNING

Education for Citizens of the World

MODULE 1

Sustainable Lifestyle and Consumption

Thurs. 17 November 2011

Mag. Niko Reinberg

4:00 p.m. to 9:00 p.m.

Postgraduate program on GLOBAL LEARNING– SUPPLEMENTARY READING  
05/2011

Module 1 – Thurs. 17 November 2011 Sustainable Lifestyle and Consumption 2

### Table of Contents

1. Welcome
2. Introduction
  - 2.1. Introductions & Expectations
3. Sustainable Lifestyle and Consumption
  - 3.1. Four Levels of Sustainable Action
4. Suggestions for Educational Activities Based on the Ecological Footprint
  - Closing
  - Portfolio
  - Media Tips

# 1. Welcome

## Greeting and Introductory Words by Alexandra

Last time, lecturer Markus Ladstätter offered us deep insight into Islam during the course Interculturality, Interfaith and Diversity .

Today, the term “sustainability” will be examined in detail. The term is used as both a systemic imperative and a warning. In education, sustainability is a very current topic – for example, UNESCO declared 2005–2014 to be the UN decade of “Education for Sustainable Development”.

Welcome and introduction of **Niko Reinberg** (field, activities, object for the net: horse with rider).

The lecturer has prepared a multi-media presentation to pique participants’ interest in this topic. During the seminar, structure, knowledge and courses of action will be the central topics.

TIP

### **Friedensbüro Graz** (Office of Peace)

The Friedensbüro Graz is a **center of competence for non-violent coexistence** on a community level, offering methods and approaches for dealing with conflict and violence in the city of Graz and developing strategies for violence prevention.

Eight colleagues from different areas of expertise work together in the Friedensbüro. They deal with conflicts, support participatory process planning, organize dialogues and train people in the areas of conflict and process competence. The key aspects of their education outreach are the prevention and handling of violence and bullying; the office works together with teachers and students on these subjects.

For these projects, the Friedensbüro works together with partners educational institutions, NGOs and community offices on the planning and support of conflict-minimizing measures, processes or trainings (friedensbüro.at 2011).

TIP

### **Zara – Zivilcourage und Anti-Rassismus-Arbeit** (Civil Courage and Anti-Racism Work)

ZARA was founded in 1999 with the goal of promoting civil courage and a racism-free society in Austria, as well as battling all forms of racism. Their anti-racism work covers **three pillars: advising, prevention and sensitivity-training** for the public (zara.at 2011).

TIP

### **Umwelt – Bildungs – Zentrum Steiermark** (Environment – Education – Center Styria)

The UBZ-Steiermark offers a range of programs on sustainability-related topics for schools (ubz-stmk.at 2011).

## 2. Introduction

### 2.1. Introductions & Expectations

## METHODS

### Self-Assessment

The participants should rate themselves on a sustainability scale from 1 to 10. How sustainable do I live? What does sustainability mean for me personally?

The participants stick a dot on the scale to indicate their positions.

Then they introduce themselves briefly (name and field of work).

## 3. Sustainable Lifestyle and Consumption

It is important to note that we inhabit a “gray area” in terms of our ecological footprint. That means that the value for Austrians has already reached 1.8 global hectares (gha). The global hectare measures the abundance of natural resources (= bio-capacity) as well as the consumption of resources (= footprint). A global hectare (= 10,000 m<sup>2</sup>) refers to one hectare of average biological productivity on the Earth. In the gray area, we in Austria are already approaching the upper boundary for the ideal footprint given our existing structures. We are all bound to certain structures (e.g. where and how we live, in the country or in the city). The total footprint for Austria is 4.9 gha (as of 2010). The European average is 4.8 gha. Awareness of the importance of individual action is vital, but so far that has not been enough. Politicians and corporations must also be able to change their attitudes.

### 3.1. Four Levels of Sustainable Action

#### 1. The Meaning of Empathy

Empathy means feeling internal compassion for others. Through empathy, we develop our sense of self (for example when I see someone do something, it can activate the same brain waves in me => mirror neuron research). In the 21st century, empathy has reached a global level. Through the media, personal contacts and the Internet, we are confronted with information from around the world. To live sustainably, it is essential that we support each other and stay close to one another. Empathy is something that should be learned.

#### 2. Structures

The structures in which we live represent another point.

Example: Quote by a bishop from Brazil: “When I give bread to the poor I am a healer, and when I ask why they are poor I am a Communist.”

The question must be raised: Which structures support consumer society, making sustainable lifestyles more difficult? And why is that?

We must be informed and understand how certain structures function. To do so, it is important that we expose students to knowledge and information => However, critical reading is essential, since a lot of false information is also spread.

### **3. Knowledge of the World**

A lot of things that have to do with sustainability must be noticed in the first place. Knowledge about the destruction of the planet is also an important point.

### **4. Everyday Actions**

In our everyday lives there are plenty of opportunities to live sustainably. Here, as in education, an exchange of ideas about sustainable development is important.

#### **Certifications**

Example: The AMA Seal wants us to believe that we are living sustainably.

#### **Videos:** AMA Seal

Relationship between meat consumption, rain forests, animal suffering, etc. (see overhead sheet)

One shortcoming of the footprint is that it does not address the quality of individual products (where they were grown, pasture farming, etc.).

Discussion about consumption

#### **Video:** Fredi (Dorfer)

The discussion about sustainable trade is very complex!

Many aspects play a role in this subject!

We live in a contradictory society! (¡El consumo te consume!)

#### **Film Clip:** The Age of Stupid (can be rented from the Welthaus-Mediathek)

In the video, capitalism is held responsible for our consumption. What do you think about this position?

## **METHODS**

### **Taking a Position**

*“Any attempts to make society more just are thwarted by capitalism!”*

The participants should think briefly about this statement and then take a position: YES or NO

### **Group work:** 30 minutes

The participants are divided into two groups based on their positions. Each group thinks up arguments to support their position and writes them down on a flip-chart. They should always keep sustainability in mind!

**Group presentation** (several discussion threads are introduced):

What is justice, anyway? What kinds of behavior are just? It is difficult to break out of the system! We don't want to change because it's difficult! The power of convenience is too strong!

The system will destroy itself in the end! Capitalism is not always "shock" capitalism.

If somebody has a good idea, that is not necessarily a bad thing. Capitalism in and of itself is not evil! We must differentiate between the problems here!

Capitalism is a conglomerate of individual interests.

Responsible profit maximization? Can that even work? Should we try to reign in capitalism?

Politics must play a larger role in addressing these problems! Awareness-raising!

How can you use the system to make the world a better place?

## **4. Suggestions for Educational Activities Based on the Ecological Footprint**

The ecological footprint draws attention to areas that are in need of improvement.

TIP

### **Worldmapper – The world as you've never seen it before**

Worldmapper is a collection of world maps, on which territories are re-sized according to the subject of interest ([www.worldmapper.org](http://www.worldmapper.org)).

## **METHODS**

### **An Apple as a Symbol of the Earth**

Take an apple to represent the Earth. What percentage of the Earth is bio-productive? => About one-third of the Earth's surface! One third of the apple is cut out => Only the peel can be used, since the Earth's core does not count as cultivable land. This part symbolizes how much of the world we are really able to use for cultivating crops.

*(Detailed instructions found in the Dropbox, Folder: Methods, Title: "The World as an Apple")*

One-third (sic!) of the Earth is bio-productive (22%). Of that, 18 % is biologically productive land and 4 % is biologically productive ocean. Seven billion people have to live off this third! The ecological footprint uses this area to calculate how much is available for each human being: Theoretically, about three-quarters of the area of one soccer field would be available to each person. But in reality, significantly more area is used than that.

The calculations are only an approximation! Yet they shed light on the current living situation in which we find ourselves. Furthermore, they highlight where we can make changes. They can even help us realize in which areas we consume a lot of energy and resources.

The ecological footprint was developed by Mathis Wackernagel and William Rees, economic researchers from Canada. The footprint does not offer any information about inequalities, and social components are not considered. However, when discussing resource consumption, the question of fairness should be raised.

Your experience: How do teachers address the issue of sustainability in school? Which aspects are difficult to deal with? How do the students react?

“You have won when children are ready to talk to you!” - Werner

TIP

**Game: “Footprint Salad” (similar to Fruit Salad)**

One student stands in the middle of the circle and says something about his/her lifestyle. If the statement applies to any other students, they stand up and switch places.

Term “valuation” => Cider in Southern Styria is beautifully bottled, and people are proud to buy products from their region.

Yet, when we talk about an ecological footprint, sometimes the origin of the product is not as important as what the product is. Even products made in Austria can have damaging ecological footprints.

What are our most efficient measures for minimizing our footprints?

(see accompanying overhead sheets!)

- Flying: reducing airplane travel (especially for short- and medium-haul flights)
- Eating: consuming less meat and animal products
- Living: residing in an apartment or multi-unit house

When discussing ecological footprints with students, it is important to be realistic: Discuss in detail with them which measures are really doable in their lives.

TIP

**Film: The Age of Stupid**

The new, impressive docudrama directed by Franny Armstrong (McLibel) took four years to complete. The protagonist is played by Oscar-nominated Pete Postlethwaite. He plays an old man who lives completely alone in the utterly destroyed world of the year 2055. While looking at archive materials from the year 2008, he asks himself: Why didn't we do anything to stop climate change while we still had the chance? (ageofstupid.tao.de 2011; can be rented in the Welthaus-Mediathek)

The timeline is very important: we need to make the cut by 2015 at the latest. This can be verified by 99% of scientists. Politicians know about it, but they have a hard time implementing their knowledge. Why is that so?

First of all, humans have difficulty letting go of our habits. Secondly, big corporations have a lot of power and slow down these processes.

Still, we must remember:

ð Everything we can do now as individuals is very important and has real consequences for our environment!

How do we define quality of life? How can we reduce our footprints without losing our quality of life?

## METHODS

The participants should close their eyes and think about a recent moment in which they were happy. Next, they think about how many material items were necessary to make this moment happy (one, two, three or more?)

Then they write down on a piece of paper how many items were necessary in this moment.

ð Consumption is not always a prerequisite for living a happy life!

What is the goal of the exercise?

We should let go of the idea that we have to give up everything in order to live an ecologically conscious life. Examples of concepts of change include Couchsurfing and WWOOFing, which are both centered around the idea of sharing what you have.

TIP

**Game: Acting in Solidarity when Resources are Scarce** (similar to musical chairs or the ice floe game)

In the room there is one piece of paper or cloth for each participant. When the music is turned on, the participants move freely around the room. When the music stops, each person has to run to and stand on a piece of paper or cloth. Throughout the game, pieces are continually removed (imagine they are ice floes: due to climate change the ice floes will melt). The goal is for all the participants to find space on the pieces. This can only happen when they work together and help each other (increasing communication and solidarity/teamwork).

**What can we do? (see overhead sheets/PowerPoint presentation in the Dropbox)**

- Nutrition (help the students find out where different products come from, whether they are fairly traded, and how to tell, etc.)
- Living (What does your home have to do with your footprint? Consequences of urban sprawl, advantages and disadvantages of single-family homes, apartment buildings, etc.)
- Mobility (How often do we use a car? What do we use it for? What about flying? When is it possible to use public transportation instead of the car? List advantages and disadvantages.)
- Consumption (How do we shop and what do we buy? What does the term “consumption” mean? What should we watch out for?)
- What can we do? (Talking about it, taking action, starting with ourselves, motivating others, etc.)

## Closing

Change is essential!

Song: “Alles auf Anfang” by Wir sind Helden

## Portfolio

Which contents especially spoke to me, and which are most relevant for my work?

What will I take with me from this project?

## Media Tips

### Recommended Reading:

Anshober, Rudi (2011): Das grüne Wirtschaftswunder. Wie die Energierevolution funktioniert und wie jeder davon profitiert. Wien: Verlag Carl Ueberreuter.

Beavan, Colin (2010): Barfuss in Manhattan. Mein ökologisch korrektes Abenteuer. Berlin: Aufbau Verlag.

Bourdieu, Pierre (1982): Die feinen Unterschiede. Kritik der gesellschaftlichen Urteilskraft. Frankfurt am Main: Suhrkamp Verlag.

Diamond, Jared (2009): Kollaps. Warum Gesellschaften überleben oder untergehen. Frankfurt am Main: Fischer Verlag.

Exner, Andreas/Lauk, Christian/Kulterer, Konstantin (2008): Die Grenzen des Kapitalismus. Wie wir am Wachstum scheitern. Wien: Verlag Carl Ueberreuter.

Felber, Christian (2008): Neue Werte für die Wirtschaft. Wien: Deuticke.

Hartmann, Kathrin (2009): Ende der Märchenstunde. Wie die Industrie die Lohas und Life-style-Ökos vereinnahmt. o.O.: Blessing.

Rifkin, Jeremy (2010): Die empathische Zivilisation. Wege zu einem globalen Bewusstsein. Frankfurt am Main: Campus Verlag. Rifkin, Jeremy (2011): Die dritte industrielle Revolution. Die Zukunft der Wirtschaft nach dem Atomzeitalter. Frankfurt am Main: Campus Verlag.

Ziegler, Jean (2011): Der Hass auf den Westen. Wie sich die armen Völker gegen den wirtschaftlichen Weltkrieg wehren. München: Wilhelm Goldmann Verlag.

### Internet links:

A better day the 100 way

<http://www.eingutertag.org/>

Friedensbüro (Office of Peace) Graz

<http://www.friedensbuero-graz.at/cms/>

Ecological Footprint

<http://footprint.wwf.org.uk/>

SOL – People for Solidarity, Ecology and Lifestyle

[http://www.nachhaltig.at/folder\\_en.pdf](http://www.nachhaltig.at/folder_en.pdf)

Umwelt-Bildungs-Zentrum Steiermark

<http://www.ubz-stmk.at/>

Worldmapper: <http://www.worldmapper.org/>

Zara – Zivilcourage und Anti-Rassismus-Arbeit

<http://www.zara.or.at/>

**Film:**

The Age of Stupid

<http://www.spannerfilms.net/films/ageofstupid>