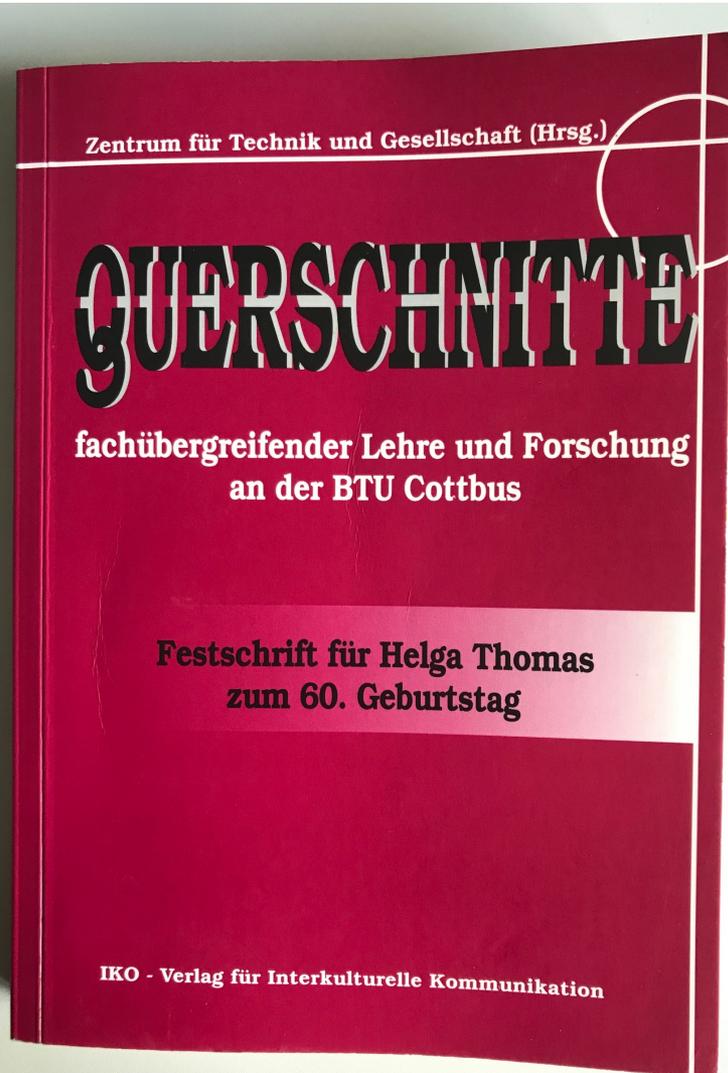


MA KuT Event 12.7.2017

Auftakt zur Reform des Studiengangs

- „Technik und Gesellschaft“ an der BTU – historisches Streiflicht
- Was ist der Status quo?
- Environmental Humanities – was ist das?
- „Thinking the Environment“ an der BTU ?
- Studiengang-Modelle - Annäherungen
- Diskussion

„Technik und Gesellschaft“ an der BTU – historisches Streiflicht

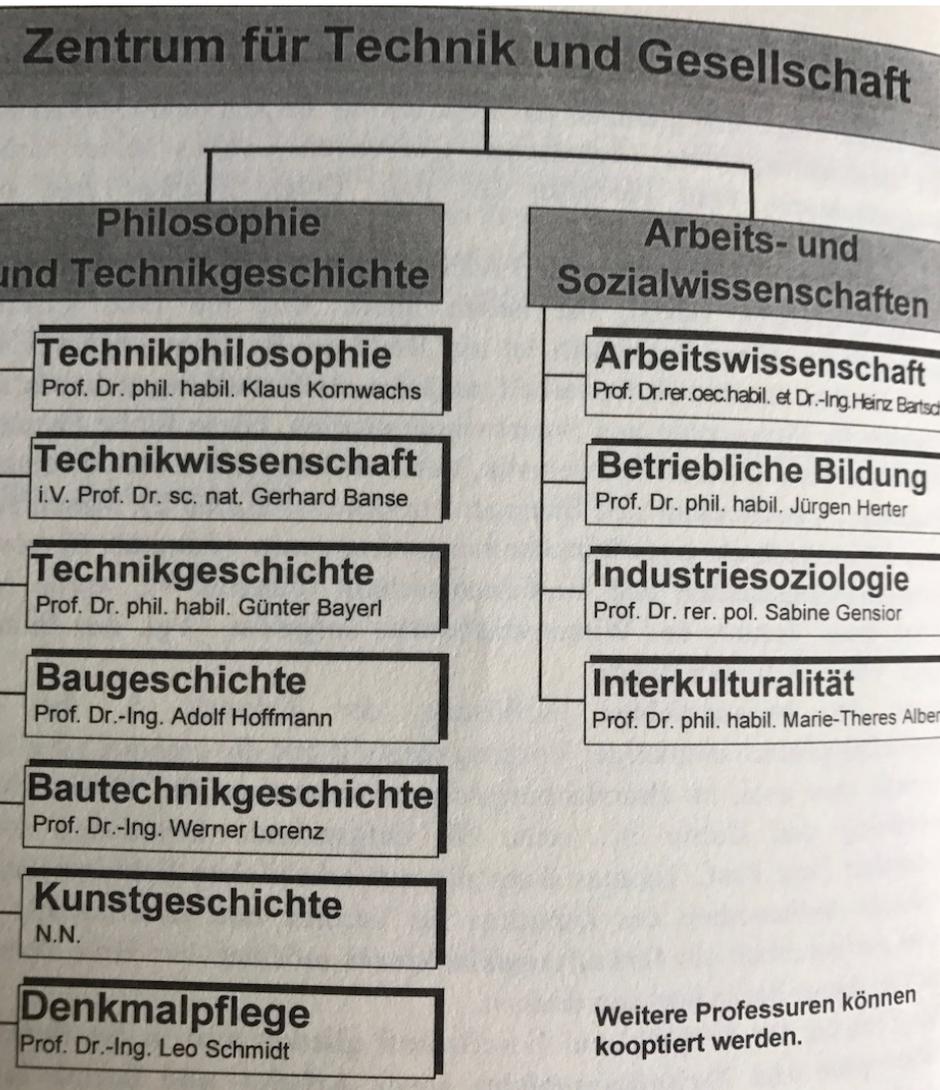


1991 – 1993

Fakultät 5 für Philosophie und Sozialwissenschaft

Jürgen Herter, Klaus Kornwachs:
Der Absolvent muß ein „Bewußtsein über die historische Entwicklung von Wissenschaft und Technik besitzen, um eigene Handlungen angemessen einschätzen und verantworten zu können.“

Marie-Theres Albert:
Wissenschaftlich-technischer Fortschritt konfligiert nur mittelbar mit Werten. „Unmittelbar konfligiert er mit einer realen Zerstörung von Lebensräumen.“
„nicht die fehlenden Werte (sind) ein Problem, sondern das Realitätsbewußtsein der Menschen.“



VDI 1990:

„Es ist wünschenswert, die ökologische und gesellschaftliche Dimension der Technik soweit wie möglich direkt in die Ingenieurfächer einzubeziehen“

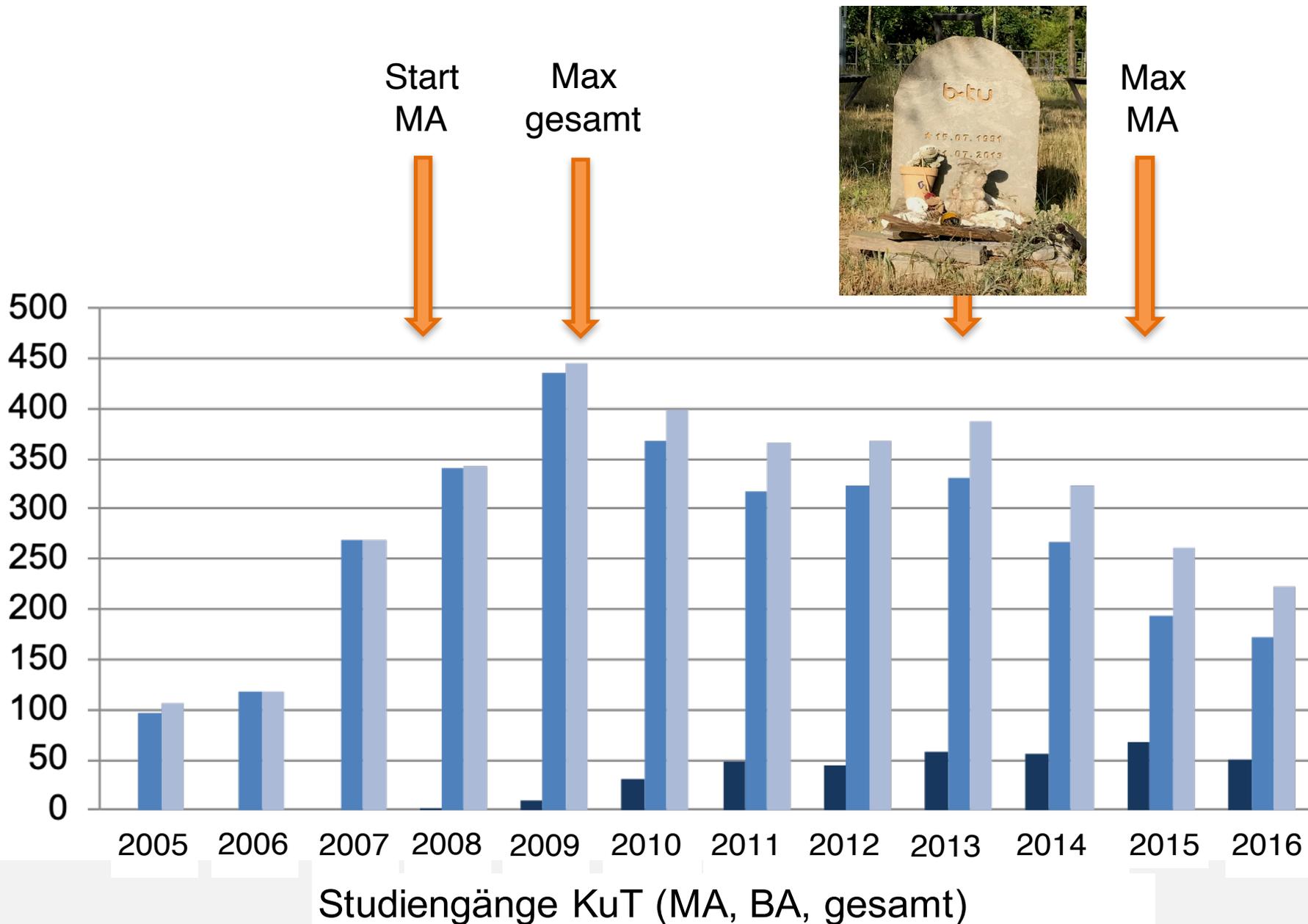
Aktuelle Website Technikphilosophie, FÜS:
 „Es geht darum, Grundlagenwissen über ökologische und gesellschaftliche Bedingungen und Folgen der Technisierung, Kenntnisse über die normativen Einflüsse technischen Handelns zu vermitteln und die Fähigkeit für den interdisziplinären und öffentlichen Dialog über Chancen und Risiken technischer Projekte zu entwickeln.“

Master-Studiengang „Kultur und Technik“

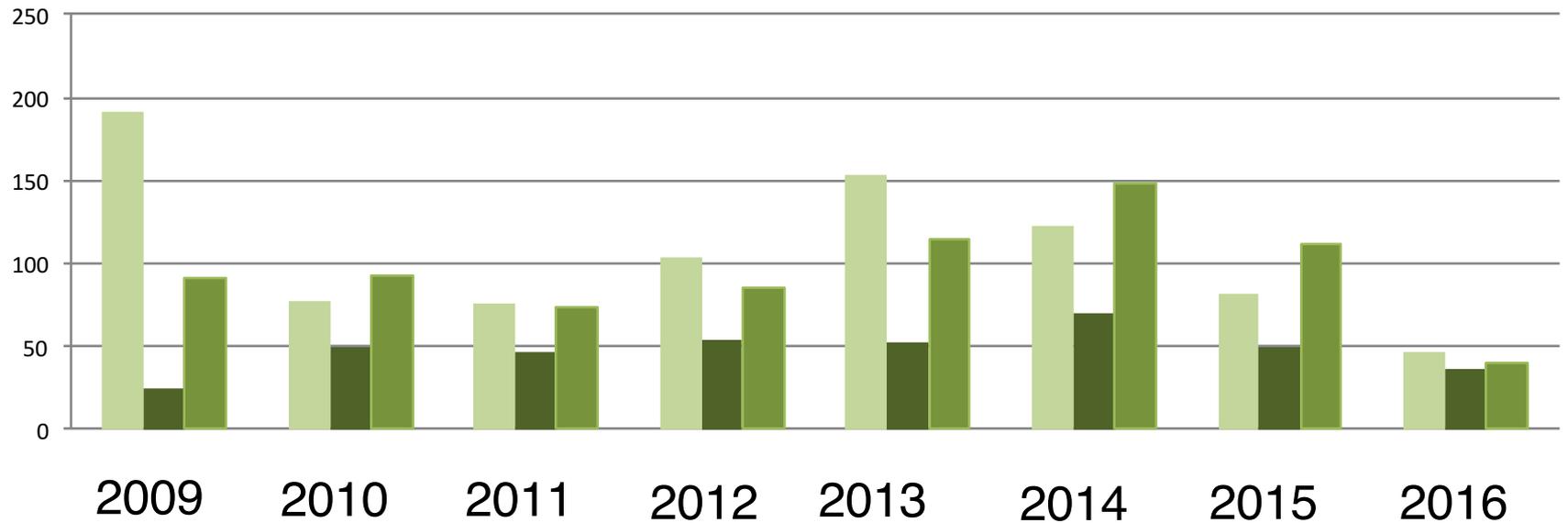
Erster Flyer (2008):

Die Bedeutung, Dynamik und Folgen der Technisierung des menschlichen Lebens sind zentrale Problemfelder, die der Studiengang zum Thema macht.
[...]

Im Unterschied zu gewöhnlichen philosophischen Studiengängen ist das Studium jedoch stets auch an materiellen Inhalten, kulturellen und technischen Produkten und Prozessen orientiert, d.h. in seiner Ausrichtung dezidiert gegenstandsorientiert und gegenwartsbezogen.“



Studienanfänger/Absolventen/Abbrecher MA + BA



Environmental Humanities – Humanities for the Environment

University of New South Wales, Sydney (Arts and Social Sciences)

“EH is an interdisciplinary field of study that is designed to provide students with a solid foundation from which to understand and critically engage with contemporary environmental issues.”

University of California, Los Angeles

“The `EH` names a set of subfields from different academic disciplines, pulling areas of study such as environmental history and environmental philosophy under the same umbrella. But this term also marks an effort to see what happens when scholars from the humanities, social sciences, and sciences talk across disciplines about the environment and environmental problems.”

Universität Augsburg

EH are being institutionalized around the world as places of environmental research and teaching that bring together disciplines that were formerly more or less strictly separated both within the humanities themselves and in the dialogue with the natural sciences.

Environmental Humanities – Humanities for the Environment

General agreement

It is recognized that science is able to monitor, measure and to some extent predict the biogeophysics of global change

BUT

Analytical power of sciences stops short of investigating the main driver of planetary change – the human factor

HENCE

What humans believe and value, how we organize ourselves, and what we invest to achieve our goals are factors that lie largely outside scientific calculation.

This is why a collaboration between the human, social and natural sciences is needed.

Humanities for the Environment—A Manifesto for Research and Action

Poul Holm ^{1,*}, Joni Adamson ², Hsinya Huang ³, Lars Kirdan ⁴, Sally Kitch ⁵, Iain McCalman ⁶, James Ogude ⁷, Marisa Ronan ¹, Dominic Scott ⁸, Kirill Ole Thompson ⁹, Charles Travis ¹ and Kirsten Wehner ¹⁰

Weitere Universitäten/Forschungseinrichtungen an denen EH situiert ist:

USA	Princeton, Stanford, Santa Barbara, Oregon
Australia	Monash University
Canada	University of Victoria
UK	Bath, Birmingham
Sweden	KTH Laboratory Stockholm
Italy	Turin
Germany	Rachel Carson Centre Munich

Diversität der Disziplinen :

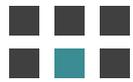
Umweltphilosophie, Umweltgeschichte, Literaturwissenschaft, Medienwissenschaft, Ethik, Soziologie, Ökonomie, Kunstwissenschaft, Kunst, Politikwissenschaft –

Was nicht?

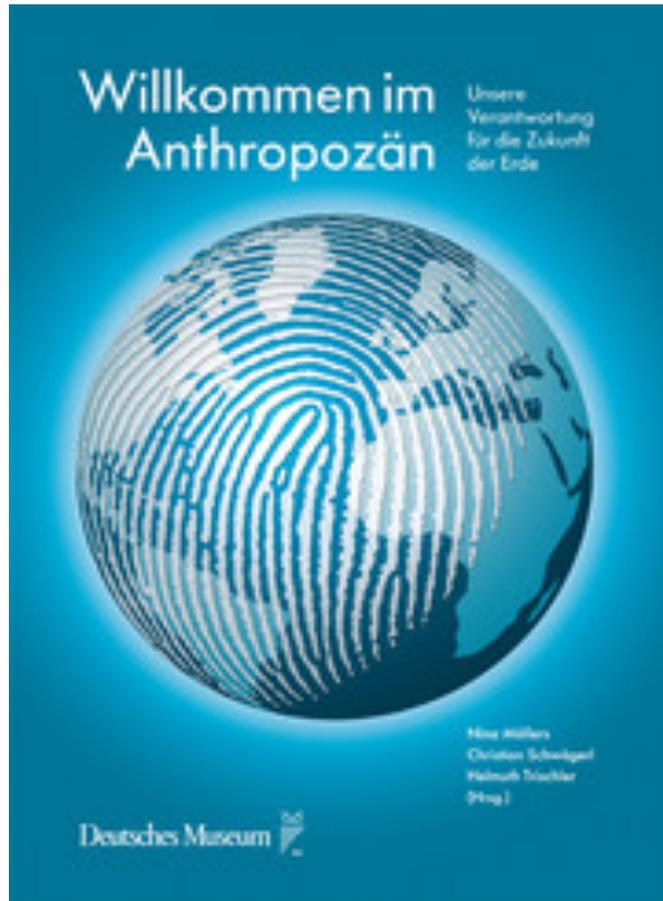
Gemeinsamer Bezugsrahmen:

- Interdisziplinäres/transdisziplinäres Arbeiten
- Dialog mit den Naturwissenschaften
- Forum für kritisches Denken

Vor allem – Leben im Zeitalter des Anthropozäns



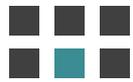
Different formats of popularization witness and strengthen likewise the arrival of the epoch



Deutsches Museum
5.12. 2014 - 30.10.2016



Rachel Carson Center, München



The Anthropocene Project

Basic cultural research using the means of art and science
2013/2014

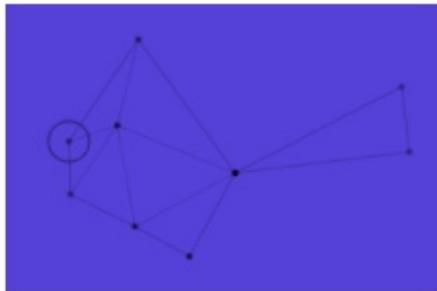
THE ANTHROPOCENE PROJECT

- Videos, Audios, Galleries
- Publications
- Partners & Team

Our notion of nature is now out of date. Humanity forms nature. This is the core premise of the Anthropocene thesis, announcing a paradigm shift in the natural sciences as well as providing

new models for culture, politics, and everyday life. In a two-year project (2013/2014), HKW explored the hypothesis' manifold implications for the sciences and arts.

May 18, 2017
Anthropocene Lecture:
McKenzie Wark



Anthropocene Curriculum Website

The Anthropocene Age demands new methods of knowledge production and dissemination. In the Anthropocene Curriculum, a multi-year pilot project, scientists, artists and members of civil society are



Multimedia

THE ANTHROPOCENE –

FACTS THAT SCIENTISTS WIDELY AGREE ON:

- Human activity has become a global geological force in its own right.
- There is an interdependence of natural history and cultural history.

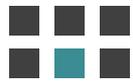
DISAGREEMENT ON THE QUESTIONS:

- Did the earth system move outside the envelope of Holocene variability?
- When did human activity become this „global geological force“ ?
- Is the Anthropocene a geological fact?
- What could serve as a material evidence ?

Verbreitete „Anthropozän-Fragen“ in der Forschung

- Was bedeutet Menschsein in einer Zeit globaler Umweltveränderungen?
- Wie soll eine angemessene Umweltethik aussehen?
- Wie sind politische, soziale, ökonomische Strukturen – und Ungleichheiten – mit ökologischen Wirklichkeiten verschränkt?
- Wie können kulturelle und künstlerische Formen das Verständnis und die Etablierung von Umweltwerten befördern?
- Wie hat unser Verständnis des Verhältnisses Natur/Kultur unsere Bemühungen um die Erhaltung von (Natur/Kultur)-Gütern beeinflusst?
- Wie müssen sich unsere Begriffe von Natur und von Natur-/Umweltschutz ändern angesichts der aktuellen Situation?

.



Seminar SS 2017/18 (ERM/WHS/KuT)

„The age of the Anthropocene: a critical evaluation of visions, concepts and practices“

Where does the term „age of the Anthropocene“ come from?

What socio-technical imaginaries are linked to planet earth?

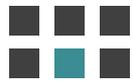
How can we define limits of time, space, resources?

What is „climate“ in recent times? How does this refer to former concepts?

What is the role of technologies? What about scientists and engineers?

How to involve people in societal transformation?

What kind of management can and should we encourage?



INSTITUTIONELLE FORMEN „ENVIRONMENTAL HUMANITIES“

Wissenschaftliche Zeitschriften

Akademische Gesellschaften

Netzwerkbildung

Akademische Institutionen

Forschungsprogramme

Studienprogramme



ENVIRONMENTAL
HUMANITIES

WISSENSCHAFTLICHE ZEITSCHRIFTEN

international, peer-reviewed, open-access journal,
fostering current interdisciplinary research on the environment

„In response to a growing interest around the world in the many questions that arise in this era of rapid environmental and social change, the journal publishes outstanding scholarship that draws humanities disciplines into conversation with each other, as well as with the natural and social sciences.“

Management and Oversight

Environmental Humanities is funded and managed by a collaborative partnership between Concordia University, Canada; Sydney Environment Institute, University of Sydney, Environmental Humanities Program, University of New South Wales, Australia; University of California, LA, USA; Environmental Humanities Laboratory, KTH Royal Institute of Technology, Sweden;

The Living Lexicon

is a series of 1,000-word essays on keywords in the Environmental Humanities that highlight how each term can move the field forward under the dual imperative for critique and action.

AKADEMISCHE GESELLSCHAFTEN

SAGUF – Schweizerische Akademische Gesellschaft für Umweltforschung und Ökologie

(Forêt et al., speaking with the voice of saguf)

„Developing the Environmental Humanities: A Swiss Perspective“

„**Environmental research and policy making must recognize the profound role of culture in framing human-nature relationships.**“ [...] „Our ultimate goal must be to articulate a fundamentally new way of living within the earth’s natural limits“
„Switzerland has a strong potential for researching, teaching and outreaching of EH. Global networks in diplomacy, health, finance, and commodity trade converge in Switzerland.“

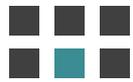
NETZWERKBILDUNG

OBSERVATORIES (MELLON FOUNDATION)

The aim of the Humanities *for the* Environment Observatories (HfE) is to identify, explore, and demonstrate the contributions that humanistic and artistic disciplines make to solving global social and environmental challenges.

Our global projects are being conducted at eight research observatories:

the HfE Africa Observatory, HfE Asia-Pacific Observatory, HfE Australia-Pacific Observatory, the Circumpolar Observatory, the HfE East Asia Observatory, the HfE European Observatory, the HfE Latin American Observatory, and the HfE North American Observatory.



AKADEMISCHE INSTITUTIONEN

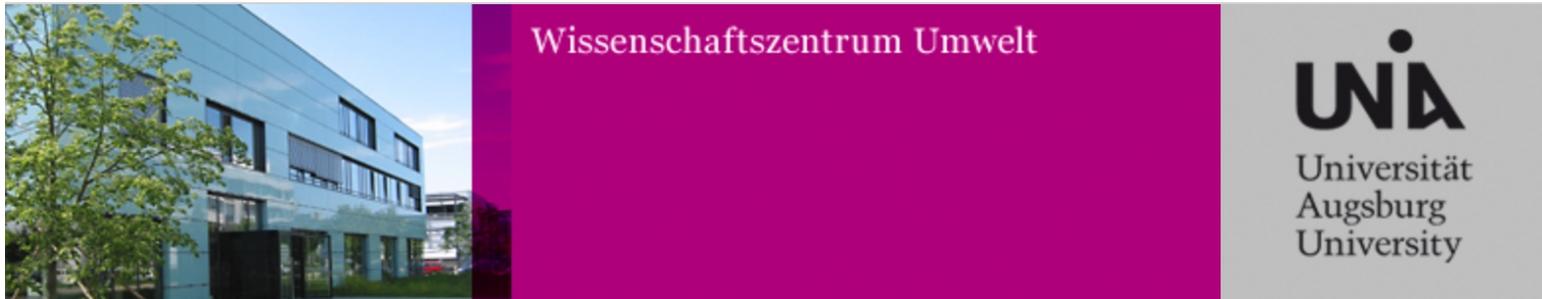
Environmental Humanities Laboratory (KTH Royal Institute of Technology, Stockholm)

Re-humanizing Nature: EH beyond the Anthropocene

“[...] interest in the humanities [...] as the source for new knowledge impulses to assist societies in overcoming its crisis of mismatch between environmental knowledge and environmental action.

Taking this development seriously, one mission for a research program in the environmental humanities is to acknowledge its role in building a new ‘expertise of the future’, complementing and on a par with the environmental expertise that was built [...] mostly in the natural sciences.”

FORSCHUNGSPROGRAMME



Forschungsprogramm „Environmental Humanities“

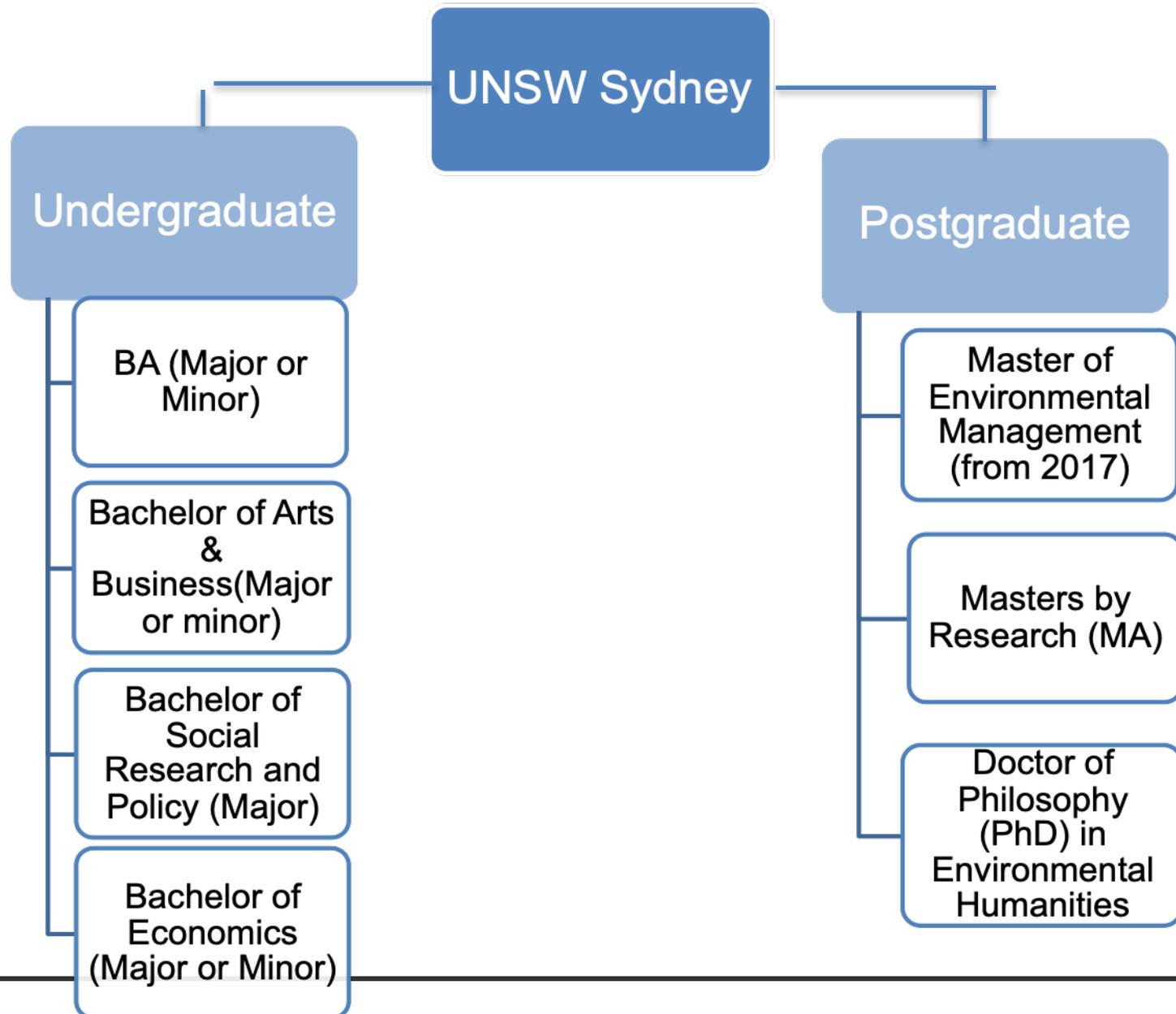
Topics:

- Environmental Crisis and the Transnational Imagination (DFG-Netzwerk)
- Literature as Cultural Ecology
- Stoffgeschichten („Biographie“ von Stoffen)
- Umweltethik, Umweltrecht
- Naturphilosophie

Disciplines:

- Umweltphilosophie
- Amerikanistik
- Zeit- und Umweltgeschichte
- Umweltrecht

STUDIENPROGRAMME



(<http://www.utah.edu/>)

ENVIRONMENTAL HUMANITIES GRADUATE PROGRAM (/)

College of Humanities (<http://humanities.utah.edu/>)

[Home \(/\)](#)

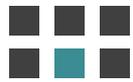
The University
of Utah



WHY STUDY ENVIRONMENTAL HUMANITIES AT UTAH?

MA in
Environmental
Humanities

MS in
Environmental
Humanities



TU Braunschweig: M.A. Kultur der technisch- wissenschaftlichen Welt

Module – Grundlagen, Praxis, Abschlussarbeit
müssen von allen Studenten belegt werden

Modulkatalog A

Voraussetzung: Bachelor of Arts

Schwerpunkt:
**kulturwissenschaftliches
Denken**

Modulkatalog B

Voraussetzung: Bachelor of Science

Schwerpunkt:
**technisch - kulturwissenschaftliches
Denken**

TU Braunschweig: M.A. Kultur der technisch- wissenschaftlichen Welt

- Kulturwissenschaftlicher Schwerpunkt
(Anglistik/Germanistik/Geschichte/Philosophie)

Voraussetzung: kulturwissenschaftlicher/vergleichbarer Hochschulabschluss (B.A.)

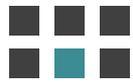
→ Belegung **Aufbaumodule TND**

- Technisch-naturwissenschaftlicher Schwerpunkt
mit einem naturwissenschaftlichen Hochschulabschluss (B.Sc.)

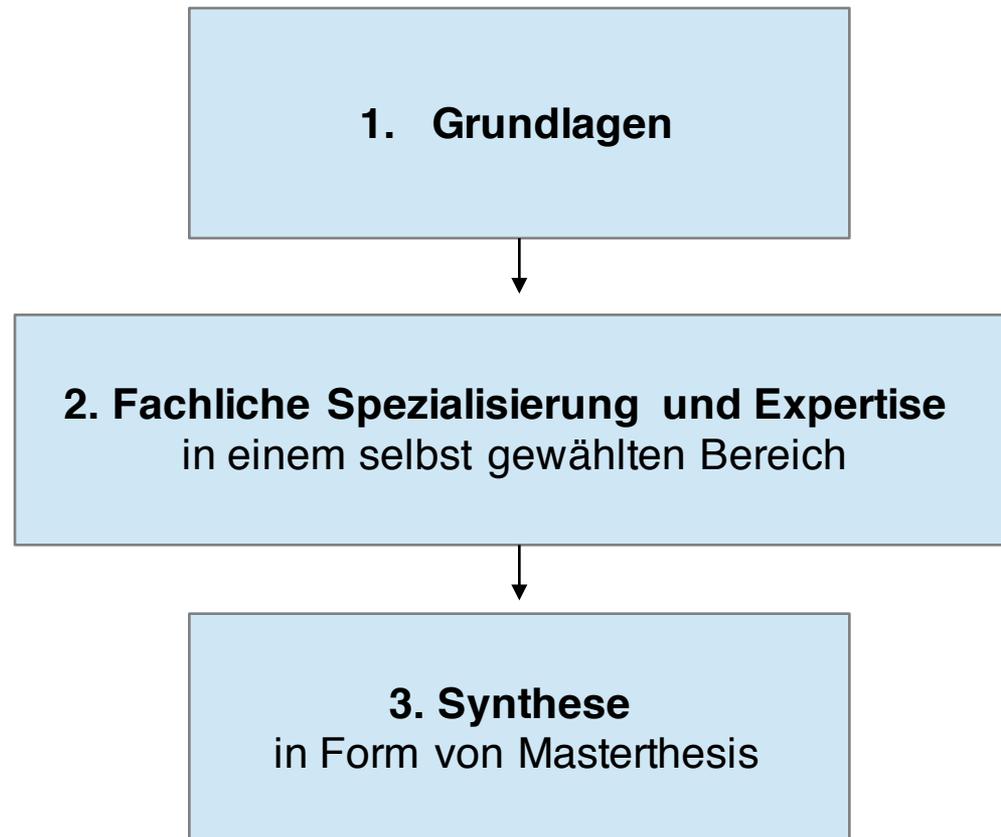
→ Belegung **Aufbaumodule KWD**

- alle anderen Mod
schwerpunktunabh

Abschlussmodul mit Masterarbeit 27 CP					
A3/KWD V1 (WP) 9 CP 2 LV	A4/KWD V2 (WP) 9CP 2 LV	A5/TND V1 (WP) 9CP 2 LV	A6/TND V2 (WP) 9CP 2 LV	Aufbau TND 2 8CP/2 LV	Aufbau KWD 2 8CP/2 LV
Aufbau A1 9CP/2LV	Aufbau A2 9CP/2LV	Aufbau TND 1 8CP/2 LV	Aufbau KWD 1 8CP/2 LV	SQ 6CP/ 2LV	
Grundlagen B1 9CP/3 LV	Grundlagen B2 9CP/3 LV	Basis TND 5CP/2 LV	Basis KWD 5CP/2 LV	Praxis 12CP Praktikum u. VB 1 LV	



Wirtschaftsuniversität Wien M.A. Socio-Ecological Economics and Policy



Wirtschaftsuniversität Wien M.A. Socio-Ecological Economics and Policy

Structure & Content - Socio-Ecological Eco... - WU Vienna - Mozilla Firefox

Facebook x Mail :: Inbox x studienverlauf_ktw_v2... x w/ Structure & Content ... x +

WU (Wirtschaftsuniversität Wien) (AT) | https://www.wu.ac.at/en/programs/masters-programs/socio-e 120% Search

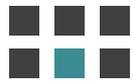
Extracurricular Activities

1st Semester - Foundation +
You study global challenges and socioeconomic theories in detail and learn basic methodology.

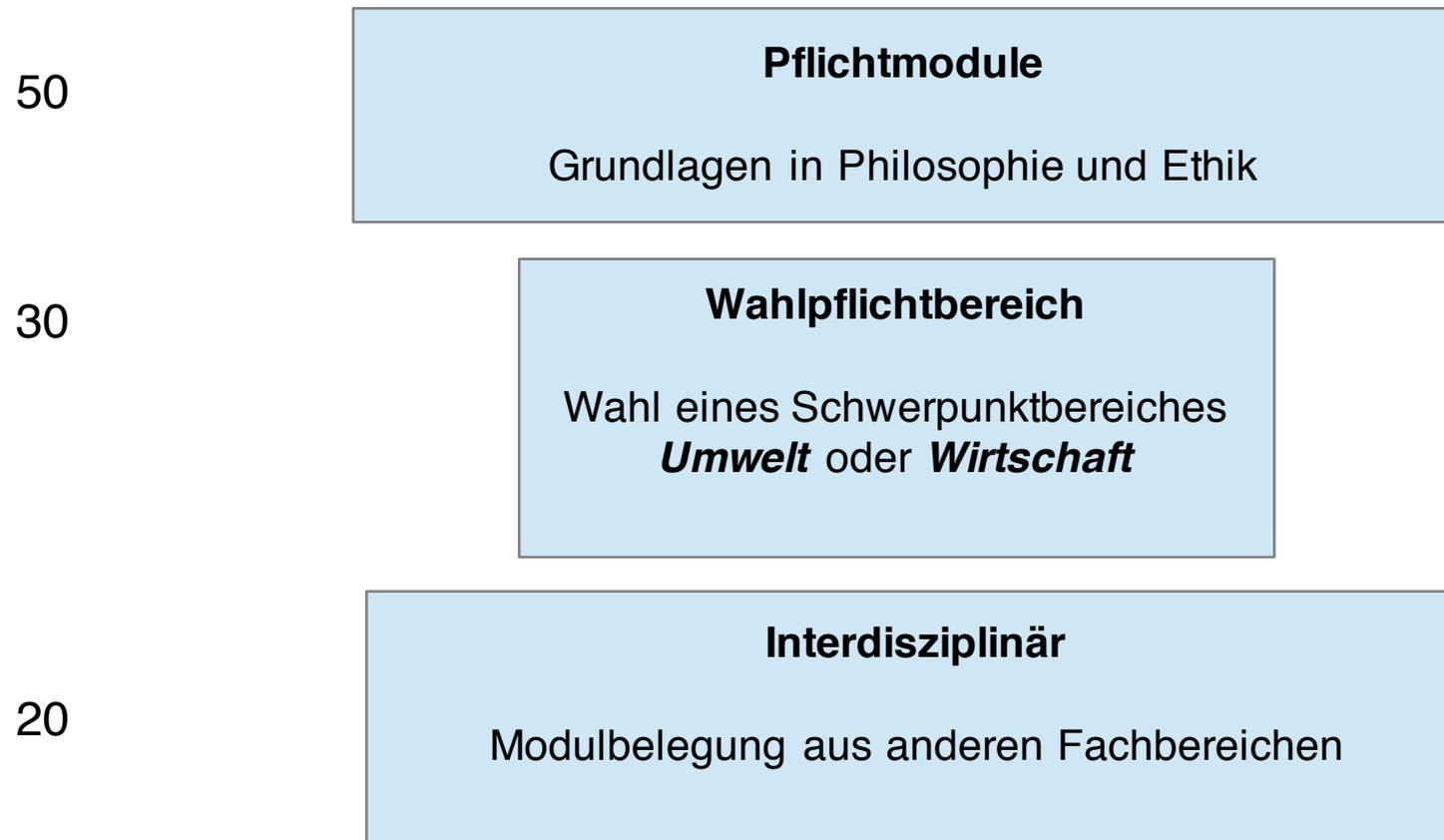
2nd Semester - In-depth Knowledge +
You deepen your knowledge of global challenges and socioeconomic theories and of basic methodology and become familiar with your two chosen concentration areas.

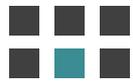
3rd Semester - Specialized Expertise +
You advance quickly to specialized expertise and real-world applications. The main courses will be in the concentration areas and you will explore interdependencies between the subjects.

4th Semester - Synthesis +
You develop and hone your research skills through a research seminar and writing your thesis.



Universität Kiel M.A. Praktische Philosophie der Wirtschaft und Umwelt





Universität Kiel

M.A. Praktische Philosophie der Wirtschaft und Umwelt

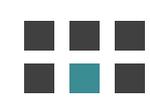
Modulkataloge der Wahlpflichtbereiche Ökonomie und Umwelt:

Ökonomie

Mathematik, Einführung VWL, Makroökonomie; Mikroökonomie; Sustainable Economics; Economics and Ethics; Poverty, Equity and Development etc.

Umwelt

Wissenschaftstheorie, Geschichte, Theorie und Ethik der Medizin, Political Ecology, Political Geography, Klimaforschung und Klimaethik, Klimatologie und Klimawandel, Biodiversity and Ecosystems, Politökonomische Modellierung etc.



- Lokalisiert am Institut für Philosophie und Sozialwissenschaften
- Verankert an der Fak 5
- Enge Kooperation Studiengangsentwicklung mit Fak 2 (ERM)
- Modulentwicklung mit allen interessierten Instituten

Entwicklung des Studiengangs:

- Bildung Studiengangskommission

Welches Modell wollen wir?

Wie soll der Modulkatalog aussehen?

- Einbeziehung Studentenschaft, Externe Expertise
Workshops, Prototyp-Seminare, Ringvorlesung, ... ?

Critical reflection on theories and objects, models and concepts dealing with environmental issues, particularly with climate change

Possible modules/seminars:

- The human condition in the Anthropocene
- Simulating and modelling the environment
- Critical reflections on the environmental sciences
- Landscapes - human-built environment
- Mitigating urban climate
- Theories of commons
- Ecotechnologies – philosophical considerations
- Mediating climate change – research in art forms
- Socio-technical imaginaries (science, society, sustainability)
- Literature/ecocriticism
- Technology assessment
- Ecological economy
- Environmental ethics
- Consuming, Prosuming (LOHAS, living lab)
- Measuring sustainability
- Environmental history
- Garden cultures – cultures of gardening
- Transformation models – experimenting with societies
- Globalization and human rights
- Renewable energies and working environment
- Migration and climate change
- Analysis of socio-economic models (green technologies)
- Poststructural sociology

etc.