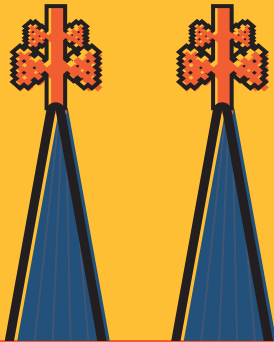


University
of Cologne



COLOGNE

SUMMER

SCHOOLS

2019





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COLOGNE WINTER SCHOOLS



The Political System of Germany and Turkey in Comparison



This year the joint winter school of the University of Cologne and the Turkish-German University in Istanbul brought together Turkish and German students for a political study trip and engaged in an intercultural dialogue.

Turkish-German relations have seen a tricky period in recent years. Dealing with this, the winter school aimed at fostering and enhancing mutual understanding in the German-Turkish student dialogue. With this in mind, undergraduates from the Turkish-German University in Istanbul and the University of Cologne participated in a world café at the University of Cologne. In order to stimulate critical reflections on current challenges in the three-way relationship between EU, Turkey, and Germany, groups were mixed and students were encouraged to discuss and deal with unfamiliar points of view. After the seminar in Cologne, the participants of the winter school travelled to Berlin and got first-hand insights by discussing ongoing developments in German-Turkish relations with academics and policy-makers. The



program in Berlin covered study trips to governmental institutions as well as Germany's leading think tanks and provided the opportunity to get a glimpse into the everyday proceedings and processes in EU-Turkey relations.

The program in Berlin included visits at the German parliament, the Federal Chancellery, the Federal Foreign Office, Stiftung Wissenschaft und Politik (SWP), Deutsche Gesellschaft für Auswärtige Politik (DGAP), as well as the Turkish Embassy. The focus was on the history of German-Turkish relations, Turkey's EU accession process, and alternative ways of partnering, as well as strategic collaboration on energy, economy, and security.

DATE

9 – 23 January,
2019

FACULTY

Management,
Economics and
Social Sciences

ACADEMIC HEAD

Prof. Wolfgang
Wessels

LOCATION

University of
Cologne and Berlin

Language and Music in Cognition: Integrated Approaches to Cognitive Systems

The second consecutive spring school Language and Music in Cognition with the title Integrated Approaches to Cognitive Systems was held as a part of a two-year research project at the Institute of Musicology of the University of Cologne. After a great success in 2018, we are very happy to be able to report that the second edition in 2019 yielded another remarkable achievement.

Research in language and music cognition is highly interdisciplinary and combines findings and methods from various fields of research, such as neuroscience, psychology, computer science, cognitive science, biology, and of course linguistics, and musicology. While it has received a lot of attention recently, there are still only a few research opportunities in the field, especially for young researchers. Thus, the aim of the spring school was to provide a platform for both young as well as senior researchers to exchange knowledge and engage in interdisciplinary research as well as give participants and lecturers opportunities to network.

The interdisciplinary nature as well as the limited research opportunities in the field attracted an international audience of participants and lecturers from many of the relevant disciplines. Over 90 people, including participants, lecturers, workshop instructors, and organizing committee members, were actively involved in the course. Participants came from different parts of the world, including Europe, America, Australia, and Asia, including advanced undergraduate, graduate, and PhD students

DATE

2 – 8 February,
2019

FACULTY

Arts and
Humanities

ACADEMIC HEAD

Dr. Rie Asano

LOCATION

University of
Cologne





with backgrounds from various fields. The research areas of the participants included musicology, linguistics, philosophy, cognitive science, neuroscience, psychology, and biology. Leading researchers from various European countries and the US held lectures on different topics that are relevant for language and music cognition research. These interdisciplinary perspectives and insights into current research constituted the main part of the academic program. The lecturers engaged in long discussions and conversations, both during the academic and the social parts of the program.

The academic program of the spring school consisted of workshops, lectures, group work sessions, and a poster session. The workshops were mainly given by researchers from the University of Cologne and provided introductions into various relevant fields, e.g. language and speech science, developmental psychology, cognitive neuroscience, cognitive musicology, and biological modeling. The ten high-quality two-hour lectures offered



insights into topics such as neurocognitive mechanism, development, and evolution of music and language cognition from theoretical, neuroscientific, and evolutionary biological perspectives. Group work sessions took place before and after each block of lectures. Here, participants could discuss reading materials that were provided by the lecturers as a preparation both for the following lectures and the discussion sessions, which concluded each day. Another big event during the spring school was the poster session, where participants had the chance to present their own research to fellow participants and the lecturers. This event provided a great opportunity to exchange knowledge, discuss methodological issues and collect new ideas. Complementing the academic program, there were several social and cultural events that offered valuable opportunities for getting to know Cologne and its culture as well as a chance to network and helped to create a good atmosphere throughout the spring school.

Field School: Berlin

Critical Spatial Investigations into Urban Space

The aim of the Field School: Berlin is to enable students to analyze the heterogeneity of urban space and its socio-political changes in an interdisciplinary context, and to develop new methods and approaches for research through an interdisciplinary approach. In this context, the focus will be on the still very new field of artistic research. As an internationally-oriented, intercultural, research-based learning project, the role of an artistic-media practice as a possibility of acquiring knowledge will be examined. Both as an urban laboratory for research-based learning as well as a platform for workshops, lectures, and exhibitions. Field School: Berlin should make it possible to analyze and discuss current social issues from a practical and theoretical point of view.

Field School: Berlin is a cooperation between the Labor für Kunst und Forschung, Institut für Kunst und Kunsttheorie (University of Cologne) and the Observational Practices Lab (Parsons/The New School, New York) and is to be hosted by feldfünf, a Berlin-based non-profit intercultural project space. It is conceived as a transdisciplinary cultural exchange project, bringing together students from a variety of disciplines in Cologne and New York. As a city with a multi-layered socio-political history that has a highly visible impact on the topography of the city in conjunction with its current significance and attractiveness for the international art and cultural scene, Berlin offers a unique starting point for these discussions.

DATE

16 – 22 December,
2018

FACULTY

Human Sciences

ACADEMIC HEAD

Prof. Karina
Nimmerfall

LOCATION

Cologne & Berlin



NANOmed 4.0

International Workshop on Advanced Materials Challenges for Health and Alternative Energy Solutions (AMAES-VIII)

The fourth consecutive NANOmed Summer School was held together with the international workshop on Advanced Materials Challenges for Health and Alternative Energy Solutions (AMAES-VIII), and as in 2018, it was held in Asia. However, this time, the location was moved from India to South Korea, where the Winter School was held in Asan, Incheon, and Seoul. Korea is one of the world leading innovators in terms of technology, being the number one producer of mobile phones and displays. All participants could thus explore a country that offers high-end technological standards while enjoying a very enriching culture, cuisine, and social structures that resulted in an overwhelmingly positive experience.

Similar to 2018, all participants of the Winter School were invited to join the International Symposium on Ecomaterials Processing and Design (ISEPD-2019) held in Asan. The students had the chance to present their scientific work in front of an



experienced audience and directly interact and connect with experts working on renewable energies and health applications in Asia. Especially during the poster session in the evening, networking between students and professionals was promoted. Besides scientific presentations, guided tours through the local chemistry laboratories of Sun Moon University were offered to demonstrate their state-of-the-art technological equipment and to lay the basis for collaborative projects with the University of Cologne. The symposium was finished with a banquet that offered traditional Korean food including fresh seafood.





The Winter School continued on the next day at Korea Institute of Industrial Technology (KITECH) in Incheon, where several scientific lectures were held by German as well as Korean participants. Besides newest technological standards, lectures were also intended to stimulate a critical discussion on recycling of materials, the future of technology, and also ethical standards as scientists. The discussion was continued during a traditional Korean lunch. In the afternoon, very inspiring lectures were given on how consumer products will become more and more personalized to each customer with the idea of making our future lives easier in many ways. However, this trend was also evaluated from the side of privacy protection. During lively discussions, participating students also discussed about the differences in our technological future in Germany compared to Korea. Moreover, the possibilities of studying at the University of Cologne were highlighted in personal conversations between German and Korean students. All participants were invited to join a conference dinner at a traditional Korean bar with 'Makgeolli', a lightly sparkling rice wine that is served in small ceramic mugs. As a final event, all participants of

DATE

4 – 9 January, 2019

FACULTY

Mathematics and
Natural Sciences

ACADEMIC HEAD

Prof. h.c. Sanjay
Mathur

LOCATION

Seoul,
South Korea

the Winter School were invited to join a city tour through the South Korean capital Seoul that offers not only a fascinating old town with traditional Korean houses, but also exotic street food and a very modern side of the city with huge skyscrapers that allowed for an impressive view over the large city. The Cologne Winter School organized jointly by the University of Cologne and KITECH in Korea was a great success in both broadening the scientific as well as the cultural horizon for all participants.

We left South Korea with the words “곧 뵙겠습니다”, which translates to “see you soon”.

From Cologne to Israel: Discovering the Stories of University of Cologne Alumni living in Israel



“School is open” 4.0 is involved with different formats in the educational work against Israel-related anti-Semitism and contributes to a diversity orientated perspective on Israel. With this 3rd study trip to Israel we gave education students pursuing their teacher certification at the University of Cologne the opportunity to discover Israeli inclusion and diversity through the stories of Alumni of the University of Cologne or their descendants now living in Israel. As part of this year’s celebration of the re-founding of the University of Cologne in 1919, “school is open” is documenting the stories of Alumni between Cologne in Israel over the last 100 years. Their stories are an appreciation of Jewish life before, during, and after the Shoah. Jewish life in Cologne was and is related to the University of Cologne: Jews have studied at the University of Cologne and some of them have immigrated to Israel in the course of their lives completing the Aliyah. The focus on the stories of Cologne Alumni forges the link to the everyday life of the education students today. The alumni talk about places, arguments with professors, examination stress, and much more – contexts and situations that are familiar to the students.

One of these Alumni is Dr. Otto Max Hecht. Otto Hecht was a teacher in Cologne in the 1920s. He was fired from a local school due to Nazi laws but was able to work at the Jewish Real-Gymnasium Jawne in Cologne. After he earned his PhD and received the official document in 1934, Otto Hecht fled into the British Mandate of Palestine. There he met Rachel Heymann, who he knew from Ezra Youth Movement in Germany. They married and started

“We wish that everyone understands how Israel is a normal democratic state. Research, development, buildings, etc. Israel is modern and always developing. We are many religious communities, but we all work together.”

**ARIE HECHT, SON OF
COLOGNE ALUMNUS
DR. OTTO MAX HECHT**

a family. Hecht was very active in teaching and had influence in building up Israeli schools. In July 2019, the “school is open” members Silke Bettina Kargl and Frieder Schumann met his son Arie Hecht and granddaughter Yehudit Shilo in Jerusalem to prepare this Cologne Winter School. Arie Hecht is looking forward to meeting the education students during our stay in Israel!

Besides the descendants of Otto Hecht we will also meet other Alumni. The Faculty of Law Alumnus and now famous chef in Israel, Tom Franz will guide the group on his favorite market in Tel Aviv. Afterwards we’re going to meet other Alumni: Grisha Alroi-Arloser studied at Cologne’s Faculty of Philosophy Jewish Studies. He now is CEO of AHK Israel and actively engaged in exchanges between Israel and Germany. Roby Nathanson studied at the Faculty of Management, Economics and Social Sciences of the University of Cologne and now leads MACRO – Center for Political Economics.

At Beit Hatfutsot, the Museum of the Jewish People in Tel Aviv, we will discover the history of the Jewish Diaspora, the Aliyah, and living in Israel in general. Participants will research the specific stories of Jewish inhabitants of Cologne and Cologne Alumni moving between Cologne and Israel.

DATE

20 – 28 November, 2019

FACULTY

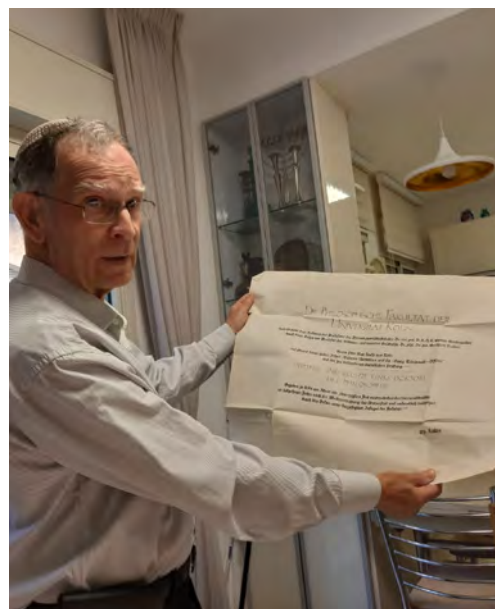
Human Sciences

ACADEMIC HEAD

“School is open” 4.0

LOCATION

Israel



Discovering the general history through individual stories is one aspect of the pedagogical concept of Yad Vashem, the International Holocaust Remembrance Center and the International School for Holocaust Studies. During the Cologne Winter School, the education students will stay for two days in Yad Vashem and learn more about this innovative pedagogical concept. They will discover individual stories before, during, and after the Shoah, which show the diversity of Jews throughout history. In workshops the teacher training students will deepen their competencies on how to identify current forms of antisemitism and how to stop anti-Semitism in schools.

Watch out for more details to come! Check out schoolisopen.uni-koeln.de or [@schoolisopen](https://twitter.com/schoolisopen) #CologneSummerSchoolsIsrael #UniKoelnAlumniAlija #UniKoeln100 on Facebook, Twitter, and Instagram.





COLOGNE **SPRING** **SCHOOLS**



Cologne Spring School on German Language and Culture

The Cologne Spring School on German Language and Culture was organized as a collaborative program between the University of Cologne and the TLP Course of University of Tokyo. Twelve young students who have already taken one year of intensive German language classes in Tokyo visited Cologne in March 2019 together with a professor and a senior student as instructors.

In the morning the students attended the “German as a foreign language” course organized by the International Office of the University of Cologne. According to the results of the placement test, they attended various levels of classes with participants from many other countries. In the afternoon the students from Tokyo had various activities. These included: a lecture series about the research and education of University of Cologne presented by the vice-deans of each of the six faculties; visits to the laboratories in the departments of international law, physics, biology, and Japanology; communication meetings with University of Cologne students; visits to opera and classic concerts as well as to the headquarter of DAAD in Bonn.



DATE

7 – 23 March, 2019

FACULTY

Arts and
Humanities

ACADEMIC HEAD

Prof. Kei Ito,
University of
Cologne & Prof.
Hideto Hiramatsu,
University of Tokyo

LOCATION

University of
Cologne

During weekends they enjoyed excursions to Düsseldorf, Aachen, Amsterdam, and Drachenfels. Through these experiences, the students from Japan got to know the people and work of University of Cologne as well as the history and culture of Germany and those of various other countries of the language course participants.



Cologne Aswan Spring School on Heritage and Sustainable Tourism

The city of Aswan and its region in the south of Egypt has already been a hotspot for tourism for a long time. But some years ago, the tourism business became instable due to political change and security problems. Since 2017, the number of foreign tourists has been increasing again, so there are enough reasons now to rethink issues of heritage tourism and its organization in a country which was a main destination for cultural tourists for many years.

This year the Cologne Aswan Summer School in Heritage Studies (CASSHS), which usually takes place in August in Cologne and Aswan, was organized as a Cologne Spring School for two weeks in Aswan only. The spring school introduced the fifteen student participants from Cologne and Aswan to current discussions and critical approaches in the field of heritage and cultural tourism. The aspect of sustainability is a key issue in developing possible new forms of cultural tourism beyond the traditional mass tourism projects well known in Egypt from the recent past.



DATE

18 – 31 March, 2019

FACULTY

Arts and
Humanities

ACADEMIC HEAD

Dr. Heinz Felber

LOCATION

Aswan, Egypt

The program concentrated on three main aspects: Selling the past explored current tourism products and approaches to marketing tourism in Egypt. The Cologne students searched for this in different media, in printed travel catalogues and reports, as well as in different formats online and presented their results first in a workshop in Cologne, then to their Egyptian co-students in Aswan. In Aswan we started with some basic approaches to heritage management and tourism, and then





moved on to introducing the students to the Sustainable Tourism Toolkit by UNESCO. We were mainly working with Guides 1 to 4 of this toolkit to establish the strategic foundations for Aswan. After a general overview to understand tourism at the destination Aswan, we started to develop a strategy for progressive change by identifying key stakeholders and testing with them some key strategic issues formulated before. One of the main obstacles to overcome in the near future will certainly be the necessary development of a new effective governance for regional tourism, as any basic institution to coordinate the project is missing. A specific focus was on the possibilities to engage local communities and businesses, a goal also mentioned by Egypt's tourism minister recently on several occasions.



The students generated information by different methods, among them interviews with different stakeholders as well as participant and non-participant observation during trips to many of the important sites. At the end they all together shared their initial results in an impressive presentation which made obvious once more how profitable and important the collaboration of students from different disciplines and with different cultural background had been. An early dinner with delicious Nubian dishes was a fitting occasion to celebrate this successful collaboration of different institutions in Cologne and Aswan.







COLOGNE **SUMMER** **SCHOOLS**



COLOGNE SUMMERSCHOOL

on Personalized Medicine



This year's summer school dealt with the topic of Personalized Medicine, which is one of the most trend-setting areas in Medicine. In cooperation with the International Centre for Personalized Medicine in Düsseldorf, professors from the University of Cologne and experts of the Hasso Plattner Institute HPI, we created a program that gave the international students a well-founded insight into the field of research. In order to start the summer school in a fitting manner, our team organized an animated get-together at the premises of the Center for Molecular Medicine. After the greetings by the Vice Head of the International Office Christiane Biehl, Vice Rector Professor Dr. Ansgar Büschges, the academic directors, Professor Dr. Jürgen Hescheler and Dr. Karim Nayernia, and the director of Santander Universities Germany Alberto Dörr, the students got to know each other over a tasty buffet.



Getting to Know Each Other

Living in a digital world has advantages, like the possibility to get to know each other online months before a summer school starts. Marina Dikova, Moritz Schütz, and Victoria Busch, the Cologne Summer Schools team, opened a Facebook group on April 15, 2019 and introduced themselves to the participants as those contact persons who will be there for any concerns regarding visa application, travel issues, questions regarding the program, etc.

Following the team's example, the participants introduced themselves too and were excited to get to know each other in person. Some students coming from the same country but from different universities even organized their trip to Cologne together. Needless to say, this group still exists and helps alumni to keep in touch.



International Culinary Meeting

In order to stimulate a lively exchange outside of the academic program, we hosted an international culinary dinner where everyone contributed to an international buffet by bringing typical food from his or her home countries. As in previous years, this summer school has once again proven that food makes an important contribution to international understanding.



Guided City Tour

In order to bring the students a little closer to their surroundings, we invited them on a guided tour, which introduced them to the most important sights of Cologne. Our guide impressed us with his historical knowledge and his interesting and funny anecdotes. None of the students' questions were left unanswered.



Brewery

“Wat dä Boor nit kennt, dat friss hä nit”

As well-known as this famous Cologne proverb might be, it was proven wrong during our summer school. The traditional visit to a Cologne brewery was also part of our non-academic program. With typical food and drinks, the students were able to make their first experiences with Cologne culture. The Kölsche Boor brewery in the Eigelstein quarter, one of the oldest quarters of the city, won the participants over its inviting ambience and delicious food.

DATE

5 – 19 July, 2019

ORGANIZATION

International Office,
Cologne Summer
Schools

LOCATION

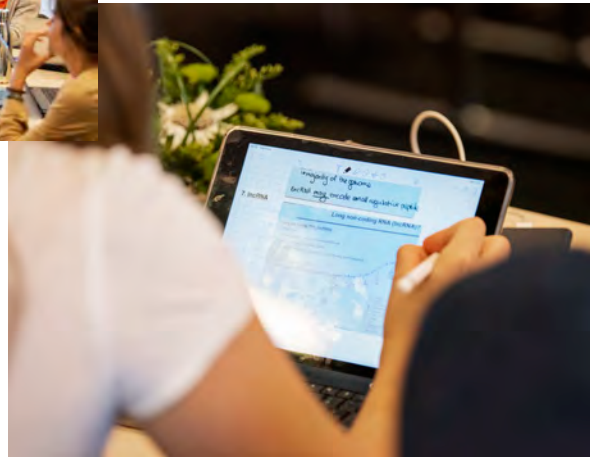
University of
Cologne

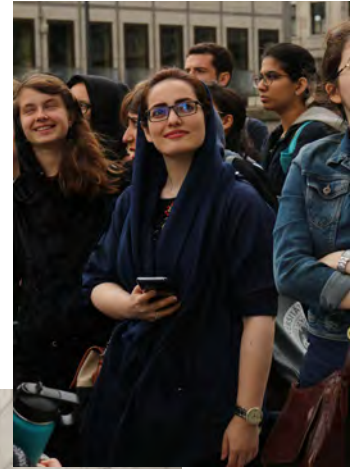


Farewell Dinner

To bring a successful summer school to a fitting end, we held our farewell dinner at a small, lovely restaurant where our students had tasty burgers and also got to have a good laugh during the bowling session after dinner. The good mood on the last evening did not make it any easier to say goodbye to our newly made friends.





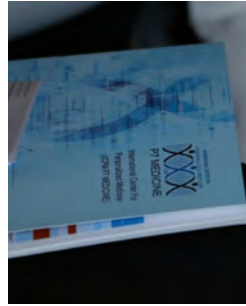


First International Conference on Personalized Medicine in Düsseldorf

6 – 7 July, 2019

Have you ever thought about how breathing can be used for disease prevention purposes? What are the innovations in the treatment of cardiac diseases and can they be transformed and optimized in order to become less invasive and still effective? These and many more questions kicked off the first unit of the academic program – the First International Conference on Personalized Medicine in the capital of North-Rhine-Westphalia, Düsseldorf. The conference covered various topics related to Personalized Medicine from stem cells, personalized cancer treatment, tissue engineering, and new screening procedures for disease prevention. This variety of topics demonstrated not only the practical importance and the already existing wide implementation of Personalized Medicine but also its tremendous potential. Although they had just met each other that day, the participants did not hesitate to engage in heated discussions, not only among one another but also actively approaching the scholars from Germany, Iran, the Netherlands, the US, Italy, and Belgium.

After two intense days of presentations and conversations with specialists from various academic fields, there was also some time for exploring the city of Düsseldorf and spending some quality free time together.



“The presentations were very informative and provided a very good introduction to the field of Personalized Medicine in a matter of two days.”

“Those contents were great and on the leading edge! It is an honor to be able to hear about these.”

TESTIMONIALS FROM STUDENTS, CONFERENCE OF PERSONALIZED MEDICINE IN DÜSSELDORF





Intercultural Training

Taking part in a summer school abroad and spending two weeks in a new cultural academic environment, is definitely an exciting and challenging experience. Therefore, we started our first day with an interactive intercultural training session. Firstly, this workshop gave our students from 12 countries the chance to get to know each other. Secondly, this workshop offered them the possibility both to deal with the new (inter-) cultural setting and to broaden their intercultural awareness.

Nicole Conde, coordinator for international students at the University of Cologne and qualified intercultural trainer, started the session with the so called "Triangle of similarities". The students formed groups of three people and were asked to find similarities regarding their previous experiences abroad, their study courses, and their hobbies. Although all students had different cultural and academic backgrounds, they were able to identify that they had more things in common than previously thought.

"I felt this was a really good first activity. It helped to bring us together in a different way than we usually do with presentations. It also helped to give us some ground rules, that we can use during the summer school"

**TESTIMONIAL FROM A STUDENT
AFTER INTERCULTURAL TRAINING**

According to the evaluation of the intercultural training, the highlight of this session was the intercultural experiment that simulated a culture shock. During this group experience, the students had to find strategies in order to deal with different rules, new group members, and unfamiliar communication contexts. This experiment led to different kinds of emotions that were analyzed. The students learned that a culture shock is not some rare phenomenon and that it can happen to everyone. Finally, the group discussed ways to overcome a culture shock. The findings gained through the interactive games led to a collection of possible strategies for a fruitful and joyful summer school time in Cologne. Based on the students' experiences, the participants worked out four communication rules and four do's that could keep them together as a group during their stay in Cologne. In this way, the students cultivated a positive group dynamic as well as a valuable mindset rooted in intercultural awareness.

Workshop on “Prediction for Disease Risk, Health Communication and Decision Making”

written by participant Luz Monroy

As a future field doctor, a current medicine student and a recent Cologne summer school participant it is not very often that we are exposed to lectures that are based on the more social and psychological point of view, and that’s exactly what this workshop was about. In the first part of the workshop, the doctors explained us that there are two forms of risk assessment; the experimental system and the analytical system. So, I learned that risk is not only defined in terms of statistics that depend on the patients genetics, age or lifestyle but it’s also an intuitive feeling that people carry around depending on their experiences and personal identification.

Therefore, risk is an interpretation of all the biological, social, emotional and personal factors. This is why it’s very important to ask people to name their feelings about their health status as well as asking them to explain in which “area” of their life they feel more vulnerable in order to enable the doctor to help patients with their coping process by giving them information so they can make decisions about treatments or strategies that better suit their needs.

As a conclusion, the team of the Cologne Center for Ethics, Rights, Economics and Social Sciences of Health told us that we humans are complex systems that interact and communicate from our own perspectives. This applies also to the relationships we establish with patients. In order to achieve our goals as a team that takes into account all dimensions of the human mind, we have to take all this into consideration.

“Mending Broken Hearts with Stem Cells”

written by participant Mariana Shumliakivska

Today cardiovascular diseases are the leading cause of death in developed countries, thus posing a considerable challenge to a modern medicine. Among them heart diseases as myocardial infarction and arrhythmias are highly prevalent in senescent societies. The most recent reports suggest that a promising tool for regenerating injured hearts could be human stem cells.

As a participant of Cologne Summer School on Personalized Medicine in July 2019, I got the unique opportunity to take an insight into function of stem cells and their potential to be utilized in regenerative cardiology. This material was presented to us by Professor Jürgen Hescheler, Director of the Institute for Neurophysiology and one of the most productive stem cell researchers worldwide.





The main focus of Prof. Hescheler's lectures were ways to use human embryonic stem cells (hESC) and human induced pluripotent stem cells (hiPSC) in medical research. hiPSC revolutionized personalized medicine in the recent decade – this technology allowed to take somatic cells of a patient like skin cells, unwind clock back through genetic reprogramming and obtain from them fully functional stem cells of the very same patient. Obviously, the discovery of such importance brought hiPSC inventors a Nobel Prize in Medicine and Physiology in 2012 and resonated in the whole scientific community. Prof. Hescheler had uneasy task to present this complicated scientific concept to students with different backgrounds, including students of medicine, biology and pharmacology. And for sure, he managed his task greatly, engaging everyone into the topic and active discussions afterwards.

During his presentations, Prof. Hescheler was addressing different aspects of stem cells utilization including potential transplantations, gene therapies and drug screening. The thing that impressed me the most is the fact that professor was actually a pioneer in stem cells research in Germany, starting from late 1980s he restlessly works in the field and shared with us his first-hand experience in work with these cells. Especially for me of a great interest were experiments with growing cardiac tissue from stem cells in bioreactors and transplanting them into animal models of acute myocardial infarction. The lecture that truly surprised me was about space experiments investigating the influence of gravity force on embryonic development and stem cells in particular. Professor Hescheler showed himself as a very devoted researcher, eager to test experimental set up by his own and also demonstrated us video of himself in the zero gravity experiment. During his presentations we always had broad discussions and never missed an opportunity to dispute on controversial scientific topics, including both ethical and legal aspects of stem cells application or possibilities of switching from animal models for drug testing to in vitro 3D organoids. Professor Hescheler never missed the opportunity to stress in the presented results that tissue generated from hiPSC is personalized in all ways and can be very beneficial to individualized patient treatment in the future.

Summarizing, my participation in Cologne Summer School was a positive experience for me, full of new discoveries and unveiled potential of stem cell therapies presented by Prof. Hescheler. It was very inspiring to participate in lectures given by this highly acclaimed specialist; they encouraged me to pursue my future career in regenerative cardiology. His lectures made me believe into the future concept of mending broken hearts with human stem cells!

Dr. Kurian's Basics of Embryonic Stem Cell Biology and Genome Editing

written by participant Cosmin Sia

Dr. Kurian's lecture and lab practice were a very engaging part of this year's Cologne Summer School on Personalized Medicine. As they represented the first practical experience of the course, we had the opportunity to dive immediately into interesting aspects of the daily practice of medical research and apply our theoretical knowledge to laboratorial settings.

The lecture that Dr. Kurian gave us was centered around the topic of non-coding RNA. The regulatory aspects of lncRNA on gene expression and ultimately on the phenotype were very interesting, and we could see the translation of the theoretical model to the practical research activity, a challenge certainly not free of difficulties.



Hasso Plattner Institute - Connected Health and Digital Health & Machine Learning

written by participant Cosmin Sia

The lectures at the Hasso Plattner Institute in Posdam by professors Arnrich and Lippert were highly informative on the influence of information technology in today's medicine and research.

In the first part, Prof. Arnrich's lecture focused on the perspectives that seem to attend the healthcare system as a whole. In fact, the Professor illustrated us the distinguishing features of a future healthcare, based on a decentralized model where every person cares about their own health in a personalized manner. The use of unobtrusive and comfortable measuring technologies, known as "wearables", was emphasized, together with the need of efficient data processing models to take care of the information gathered by these devices. Persuasive human-computer interfaces would then connect the patients with professionals having direct access not only to the medical data gathered, but also to information such as their activity levels, lifestyle choices and movement, allowing for a more personalized and targeted analysis. The technology could also allow professionals to monitor the rate with which patients follow their therapy, and gather valuable feedback to see how the patient is progressing.

Prof. Lippert's lecture, on the other hand, first addressed genome-wide associations, studied by using computational devices. Among



other applications, these associations can correlate genetic data with the external phenotype of individuals, can powerfully predict one's external appearance and physical characteristics starting from minimal DNA samples. The use of neural networks in predicting one's appearance can thus have important applications in areas such as forensic medicine, but could also lead to more troubling ethical issues linked to privacy and potential discrimination.

I was very stimulated (but at the same a little alarmed) by these digital tools, as I did not expect them to be so effective and accurate at this stage, and I could see how big of an influence they will have on tomorrow's medicine and society as a whole.

I think it is also our responsibility, as medical and biomedical students (and thus, hopefully, also as future healthcare professionals), to make sure that the application of big data analysis, genome-wide associations, phenotyping and neural networks to the medical field will come to the benefit of the patients, and not be used for potentially harmful applications that could affect everyone's privacy, safety and autonomy.





The summer school students getting their certificates from Professor Karim Nayernia and Professor Jürgen Hescheler, clockwise from the left: Oscar de Juan Viladegut, Wen-Yuan Hsieh, Elnaz Rezaei Amiri and Dyuti Shah



Digitalization and New Media

In July the University of Cologne (UoC) was lucky to host 30 international alumnae und alumni. This year the attendees came from twenty different countries and represented a large variety of academic and professional backgrounds. Alongside researchers, scholars and presenters from the UoC, speakers from non-university settings and external institutions, the alumnae and alumni had the chance to discuss related topics and opinions from an interdisciplinary perspective during the six-day summer school. In 2019, "Digitalization and New Media" still are and will continue to be an important social concern. The topic of this event encompassed both the public and private sphere – from teaching and research at universities worldwide to other fundamental academic fields, such as medicine, economics, the humanities, journalism, and especially the start-up world. Therefore, the organizing team decided to invite as many speakers from different disciplines as possible.



DATE

14 – 19 July, 2019

ORGANIZATION

International Office, KölnAlumni WELTWEIT

LOCATION

University of Cologne

From the UoC, seven speakers from different academic or administrative areas happily cooperated with KölnAlumni WELTWEIT and agreed to hold a talk, workshop, or small seminar introducing how "Digitalization and New Media" affects, enriches, or even challenges their field. Mrs. Beate Vossel-Newman, from the International Office itself, presented several digital tools she uses on a





daily basis for her work in the sector “International Digitalization”, such as Padlet or Sciebo. Her interactive and informative workshop functioned as the introductory seminar for the summer school. Ms. Filiz Aksoy and Ms. Sabrina Penseel, both young researchers for the Institute of Media Pedagogy and Media Didactics, took the participants on a (self-reflecting) journey through transdisciplinary perspectives on digitalization at universities. Ms. Christine Schmitt and Mr. Sebastian Schlinkheider, representing the Department of History, introduced their project “Wallraf Digital” and strategies on how to successfully market a transfer of knowledge from it. Additionally, Ms. Nicole Haack and Mr. Jan Eden (Protectorate for Teaching and Studies – Digital Studies) presented a comprehensive overview on the digital ecosystem – services, platforms, infrastructure – at the UoC.

External speakers rounded off the program with their take on the issue. Mr. Axel Wehmeier and Ms. Sandra Weber from the *Hausärztlichen Vertragsgemeinschaft* informed the participants on the digital progress and changes of healthcare systems, its chances and challenges. An entire day was filled with an interactive workshop designed and executed by Digital Hub Cologne, an organization focusing on



digitalization and innovation for companies and start-ups in Cologne, and GATEWAY, UoC’s own start-up service. The summer school’s participants were not only able to learn about digital business models, but also to try out virtual and augmented reality (VR/AR) technologies themselves. The final guest speaker, Mr. Klaus Koch (IWQiG), continued the debate on digitalization and healthcare, especially medical information online – its advantages, risks, and challenges.

On top of this, the summer school included two small excursions. The excursions began with a recording session at the Faculty of



Humanities' own One Button Recording Studio, during which the alumnae and alumni were asked to record a message about the network, the summer school, and the city of Cologne or the week's motto, "Digitalization and New Media", both in their mother tongue and in German. In addition to this more practical session working with media in a recording studio, the group had the chance to visit the local TV and radio station of the Westdeutscher Rundfunk (WDR) in downtown Cologne. There, a guided tour helped to understand the technologies, function, and processes behind a major broadcaster.

The participants themselves had the opportunity to create and present their own content with their country-specific takes on digital issues. Besides theoretical input and practical workshops, the KölnAlumni WELTWEIT group gathered for social events, such as the official Welcome Ceremony, the typical Cologne-style informal reception at Brauhaus Pütz in Cologne Lindenthal or the closing night dinner at Laden 1/3 in Cologne Ehrenfeld with subsequent "Kegeln" (nine-pin bowling).



European and German White-Collar Crime Law



The aim of the Cologne Summer School on European and German White-Collar Crime Law was to familiarize students with the main features of German and European economic criminal law. The Summer School was attended by eight students from the University of Georgia, which has the second largest law faculty in Georgia, and three students from Sulkhan-Saba University. Professor Dr. Bachana Jishkariani from the Georgian side was able to participate as a lecturer.

The eleven students arrived at Cologne/Bonn Airport on July 21st (Sunday). They then went on a first city tour with Professor Jishkariani. On Monday the opening ceremony took place. During this event the University of Cologne and the City of Cologne were presented. Afterwards the students were guided through the campus. The dinner rounded off the first successful day.



The academic program gave the lecturers the chance, after an introduction to German and European white-collar criminal law, to delve deeper into selected individual aspects in theory and practice. Professor Waßmer presented German and European white-collar crime law, which Professor Jishkariani compared to Georgian white-collar crime law. Professor Neubacher explained to the participants the criminological aspects and peculiarities of white-collar crime. Dominika Wigger, a research assistant working for Professor Waßmer's chair, presented a current issue which will certainly become even more relevant in the future: autonomous driving and criminal liability.

**DATE**

21 – 28 July, 2019

FACULTY

Law

ACADEMIC HEAD

Prof. Martin
Waßmer

LOCATION

University of
Cologne



In addition to the academic exchange, the cultural and social aspects were not neglected. The students had a chance to visit the Cologne Cathedral and many other sights of Cologne with a guided tours. In addition, the group visited the House of History in Bonn. At the closing event, the participants reflected together with the speakers on the numerous new experiences both academic and cultural. Most of the participants had never been to Germany before and had not dealt intensively with European and international criminal law, which made the academic and cultural program especially valuable for the participants.

Cologne Interprofessional Skills Lab and Simulation Center *with Students of the All Indian Institute for Medical Science (AIIMS)*



The first Indo-German Summer School "Learning Skills and Peer Teaching" took place in the rooms of the Cologne Interprofessional Skills Lab and Simulation Centre in Cologne with 15 students and three accompanying professors of the renowned All Indian Institute for Medical Science. The AIIMS – as the Indian Medical University Clinic and Research Facility – is one of the most important partner universities on the Asian continent in the future. Although the contacts between the two institutions are still young, they promise intensive cooperation in the field of research and teaching.

After a short introduction about Cologne, the students were introduced through practical exercises to the medical faculty and combined educational system in the KISS. Two aspects were at focus. First, the practical, patient-oriented skills such as the technique of -hygienically correct- intravenous blood sampling or intramuscular injection. The programme also included cardiopulmonary



resuscitation in "first aid", the practice of ultrasound examinations (either on each other or on the sonography simulator), a "licence for the operating theatre", the practice of various suturing techniques and much more. The second focus of the workshops under the supervision of Christoph Stosch was so-called peer teaching: students were taught by specially trained student coworkers from Cologne KISS. Thus, the guest students could experience such a teaching and learning environment which was not used in their training.



The busy academic program was complemented by various cultural activities in the city of Cologne.

Visit to the Cologne Cathedral, typical Brewery and Cologne Triangle with a wonderful view over the city. The group was also received in the town hall of Cologne by the responsible mayor, Mr Wolter, participated in operations in the Academic Teaching Hospital of the Augustinians in Cologne, and visited the "Enviehab" in the German Aerospace Center. All participants confirmed their engagement in the program and passed the final OSCE examination (an objective, structured, clinical-practical test).

DATE

11 – 16 August,
2019

FACULTY

Medicine

ACADEMIC HEAD

Dr. Christoph
Stosch

LOCATION

University of
Cologne

The students expressed their content with the teaching and feedback methods, as well as having the opportunity to learn with simulators and models and be taught by peers. The cultural activities can be best summarized by this one statement: "All work and no play makes Jack a dull boy" (a well-known aphorism, known from films like Laurel & Hardy "Sons of the desert").

The professors from the AIIMS, as well as Cologne academics, were equally pleased with the great success of the summer school program and are already planning further cooperation in skills education for the beginning of 2020.



Cologne Academies on International Business Negotiation, Mediation and Arbitration

The 17th Cologne Academy on International Commercial Arbitration and the 14th Cologne Academy on Business Negotiation and Mediation started with a welcome reception at the University of Cologne. Professor Berger, Head of the Academy, welcomed the record number of 70 participants from 22 countries.

17th Cologne Academy on International Commercial Arbitration

After receiving an introduction into arbitration, its role and hierarchy, held by Professor Berger and Chun-Kyung Paulus Suh, Counsel from the German Arbitration Institute (DIS), respectively, participants were introduced to the case that was going to be the heart of the Academy for the next four days. They prepared and conducted a plenary session as the respective "claimant" and "respondent" in the case.

Stefan Hofmann, Partner at Watson Farley & Williams in Hamburg, gave a presentation about case analysis techniques, followed by the next plenary session implementing



DATE

25 – 29 August,
2019

FACULTY

Law

ACADEMIC HEAD

Prof. Klaus Peter
Berger

LOCATION

University of
Cologne

those newly introduced methods and professional feedback by the workshop leaders.

The first day of the Academy ended with a guided city tour of Cologne and a dinner at the traditional brewhouse the "Malzmühle.

On Tuesday Professor Berger and Oliver Marsden, Partner at Freshfields, supervised the workshops on oral pleadings and the simulations of an oral hearing. The participants had the opportunity to experience again the role of "claimant" and "respondent"





and received individual feedback. A big “Thank you” to all the voluntary participants in the simulations.

The evening program included the Academy’s traditional boat trip on the river Rhine. The dinner buffet began after Professor Berger’s opening speech. Even though the weather was not with great conversations, a delicious buffet and Kölsch beer.

On Wednesday, Professor Berger and Steven Finizio, Partner at Wilmer Hale, London, introduced the topic of the taking of evidence in international arbitration. Not only were the participants made aware of the critical role that the establishment of facts plays to the outcome of the case, and the challenges to bridge the gap between different legal cultures, but they were also taught on how to navigate their way through some of the pitfalls of document production and witness examination in practice. The input was then put into practice by holding mock evidentiary hearings: demanding the production of documents by the opposing party while refusing

to surrender documents of their own client, and, later on, by trying their best to examine and cross-examine a particularly challenging witness: Professor Berger himself performed the roles of multiple witnesses with infectious enthusiasm.

On the final day of the Arbitration Academy, Dr. Torsten Lörcher, Partner at CMS, Cologne, provided the participants with valuable insights into the decision-making process of arbitral tribunals, as well as into remedies available in the post-award phase of an arbitration. After having developed an understanding of the different types of arbitral decisions, the participants again applied the newly learned lessons by examining the enforceability of an arbitral award that had been handed out to them on the previous day.





14th Cologne Academy on Business Negotiation and Mediation

The Academy began on Monday with an introduction to the topic of negotiation. The first two days were led by Professor Ian Macduff from the Centre for ICT Law at Auckland Law School. The participants learned in an interactive and involving way about the different stages of a negotiation and what a good one should be. Later, the group joined the Academy on Arbitration participants to a guided city tour and a visit to a typical local brewery.

The next day consisted of adapting the newly acquired negotiation skills and techniques of mediation. The ethical and psychological aspects and the difference to vis-à-vis manipulation were also discussed. Subjects as the phases of mediation, pre-mediation correspondence and preparation of the opening statement and the role of the lawyer were discussed in depth. The learning process was based on a dynamic approach that included critical analysis of videos, simulation, completing tasks in small groups and the exchange of ideas between the participants and the professor.

In the evening, the participants also joined a boat trip on the river Rhine, enjoying some stormy weather, food, drinks and each other's company.

The third day was led by Dr. Martin Svatos, President of the Working Group of the ICC Czech Republic for Mediation. Analyzing the process of mediation step by step helped to better understand the different parties' interests and to reduce misunderstandings between them. Mr. Svatos touched upon the technique of "reframing" as a way to foster the dialogue and open their minds to creative solutions. By discussing strategies as "indirect suggestion", the participants acquired a rich list of potential strategies and exchanged views on the role of the mediator as a proposer of potential solutions. Mr. Svatos enriched the session with several examples from his professional experience as a mediator.

On the last day Professor Berger, explored the problem of the "limit of authority", as well as what the "success of mediation" actually means. Furthermore, the possible terms that had to be included in a settlement agreement were discussed. The participants also took a look at the reasons for the failure of mediation.

In the afternoon, a joint session was held, bringing together the groups of arbitration and mediation. Together the participants compared arbitration and mediation as different means of dispute resolution, evaluating their respective strengths and weaknesses, and, ultimately, mastering the supreme discipline of combining both approaches in an "escalation clause". The Cologne Academies then concluded with the ceremonious certificate awarding for the successful participation in the 17th Cologne Academy on International Commercial Arbitration, and the 14th Cologne Academy on Business Negotiation and Mediation.

[sic!] Summer Institute Cologne 2019

Imprints • Media • History

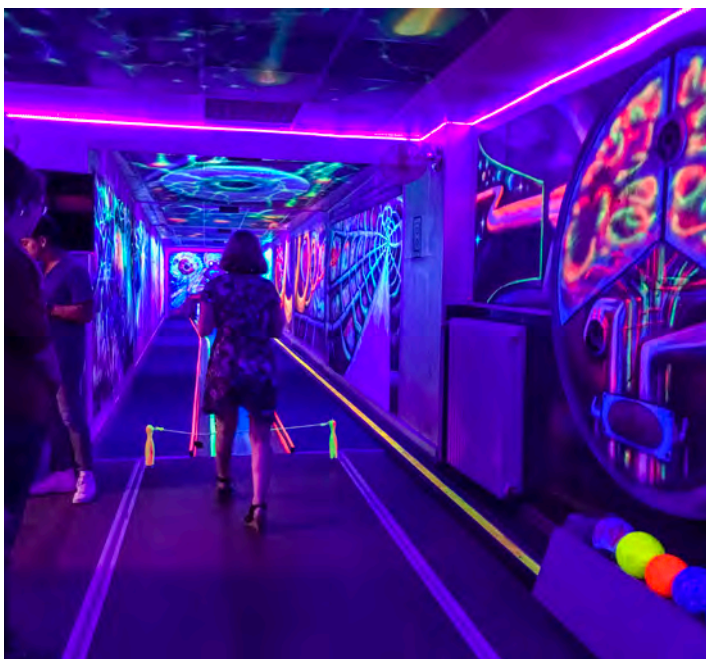
At [sic!] Summer Institute Cologne 2019 even a trip to a black-light bowling alley was turned into academic discussion: "Wasn't the neon color some kind of trace of history? Didn't it become clearer as an imprint on the wall when lights were switched on?". The summer school is a cooperation between the University of Cologne and Northwestern University (Evanston, Illinois, USA), and the 2019 edition was conceived under the topic "Imprints • Media • History".

A handful of academic and casual events provided fun and a source of inspiration for the diverse group of international PhD and Master's students that came from Germany, the US, India, South Africa, Peru, Iran, Denmark, Italy, Mexico, the United Kingdom, and the Netherlands to the University of Cologne's Theatre Collection, from August 26th to September 6th. Here they engaged with each other, were confronted by different intellectual and cultural perspectives, and participated in one of the two main seminars. The Co-Directors of [sic!], Prof. Peter W. Marx from UoC and Prof. Tracy C. Davis from Northwestern, invited their stu-



dents to work through an upcoming companion to theatre and performance historiography. This gave the students the unique chance to read cutting-edge research on theatre history and to influence that research with their input. The second seminar was offered by Prof. Stephan Packard from UoC and Prof. Thomas Gaubatz from Northwestern, who proposed conversations on "Comics, Caricatures, and Cartoons in Comparative Perspectives". Material from many different cultures was brought together so that students could identify similar patterns as well as focus on the distinctions.





On an excursion to Bonn, the theatre seminar explored not only the city's candy heritage, i.e. Haribo, but also examined the Landesmuseum and its many interactive installations as devices of historiography, under the guidance of renowned theatre historian Prof. Odai Johnson. On their part, the comics seminars went to Frankfurt to visit the Caricatura Museum and its collection of drawings from the New Frankfurt School. On the train, students tried their hands at it by observing the other passengers and capturing them into caricatures.

DATE

26 August – 6
September, 2019

FACULTY

Arts and
Humanities

ACADEMIC HEAD

Prof. Peter W.
Marx, University
of Cologne & Prof.
Tracy C. Davis,
Northwestern
University

LOCATION

University of
Cologne

“The seminar’s atmosphere, being rigorous yet relatively relaxed, allowed me to articulate my thoughts freely, without the fear of being judged or graded (...). No matter how culturally distant we are, as young academics we still face the same struggles and insecurities.”

“I leave my time in Cologne reinvigorated and inspired to explore my doctoral research project in new ways (...). It is not often than we get to meet academics from around the world with different methodological and theoretical backgrounds, and I am grateful that [sic!] allowed me to do that.”

TESTIMONIALS FROM STUDENTS,
SUMMER INSTITUTE COLOGNE 2019

Participants of [sic!] shared their insights through drawing caricatures and writing analysis, as well as presented posters on their graduate research and discussed strategies and techniques for working on dissertations with their peers. Further, occasions such as the opening reception with dumplings and drinks in the beautiful courtyard of Schloss Wahn (Castle Wahn – the home of the Theatre Collection), the evening at the Malzmühle Brewery, the farewell barbecue, and the aforementioned bowling evening were all understood as opportunities to build stronger networks with peers, to engage with other people's research, and to build new friendships.



Professionalization – Teacher Training

– New Immigration: *Migration-related Diversity in the Classroom*



Many European countries are discussing how newly immigrated pupils can best be integrated into their respective education systems, with special attention also to current refugee migration. As a topical issue for schools and teachers, various questions arise: Which models and concepts of school and teaching organization are being implemented in different countries? How must school-based educational programs be designed so that newly immigrated pupils can successfully participate in them? How can prospective teachers become more professional in the context of migration-related diversity?

As part of a one-week international summer school at the University of Cologne, 28 student teachers from the PH St. Gallen, the PH Salzburg, the University of Salzburg, and the University of Cologne discussed the central questions on the situation of newly immigrated children and young people in the school systems in Germany, Austria, and Switzerland. A varied program, jointly planned and implemented by all participating colleagues, opened up extensive insights into the theory and practice of this subject area for students and teachers alike.





The main objective of the one-week Cologne Summer School was to promote reflection on professional self-understanding and pedagogical interventions in the context of new immigration in the educational system. Especially the international and multi-professional exchange and networking with international fellow students, which supported the professionalization process of the prospective teachers.

Reflection competence was enhanced by lectures and discussions from Prof. Sonja Bischoff, Dr. Julia Ha, Prof. Julie A. Panagiotopoulou, Dr. Mona Massumi and Robert Hummer. The group had school and museum visits, as well as engaged in targeted learning work.

DATE

22 – 29 September,
2019

FACULTY

Center for Teacher
Training

ACADEMIC HEAD

Dr. Jan Springob

LOCATION

University of
Cologne

“My horizon was broadened enormously by the wide range of approaches to the topic. I was particularly surprised by the actual numbers of pupils who are in Germany for less than a year, by how the media dramatize the topic of flight and migration, by the positive examples of very committed teachers in Cologne, and by the general positive willingness to support the fled children and young people in the best possible way”.

ANNA BUCHBERGER, STUDENT FROM
SALZBURG





“The Summer School has made me aware of the importance of dealing with migrant children and adolescents. [Since] some (...) had traumatic experiences, to cooperate with them requires enormous sensibility and individual support. As a teacher, you face a challenge for which an open and committed attitude is important [from the start]. It has shown me what possible coping strategies there are for this. I realized how having a professional and multi-perspective reflection [on this topic] can be not only to uncover weak points in the school system, but also to think about solutions together within the framework of one’s own possibilities.”

YELIZ KARAKILIC, STUDENT FROM COLOGNE

The students, as the evaluations make clear, were very impressed with the summer school in Cologne. Overall, the participants rated the event with an average of 9.6 on a scale of 1 to 10. The students particularly emphasized the networking with fellow students from the three countries, the varied mixture of theory and practice, and the inspiring contributions as well as their own professionalization. All participants, students, and lecturers alike agreed this summer school must be continued for years to come.



“It was a complete success in every respect, and everyone was inspired, motivated, and confident to return home from Cologne. Thank you so much for this important spirit that you have given us along the way.”

DR. JULIA HA, LECTURER FROM
PH ST. GALLEN

Language, Diversity, and Minorities

Cultural dialogue between persons of different linguistic, ethnic, and cultural backgrounds often happens in a multilingual setting. The sociolinguistic and intercultural section of this Summer School focused on the comparison of different grammars and the cultural context (which include religious, ethnic, and lifestyle aspects) as a suitable umbrella theme for fostering international academic exchange between Master und PhD students of linguistics, literature, and cultural studies from seven international partner universities, as well as students of Oriental and Romance Studies here in Cologne. The summer school also introduced relevant digital techniques for Human Sciences with regard to data collection and analysis.

The perspective was framed through studies of Islam and culture, with the academic activities accentuating that multilingualism is not a deviation from a perceived norm of monolingualism and cultural homogeneity, but rather a visible expression of diversity. This seems especially viable with regard to the current geopolitical situation, in order to preserve opportunities for constructive civic dialogue. The summer school raised awareness of the cultural diversity within the Islamic world, in regard to both the countries of origin and the diaspora in Germany. All participants contributed by giving diversity reports on their regions of origin.



The depiction and representation of minorities in German media was explored with a series of consultations with journalists working at the intersection of arts and culture, like Shiwa Schlei, head of the multilingual Cosmo Radio, from WDR. On the eve of German Reunification Day, the students were accompanied by people both from the University and city of Cologne in a public round table with investigative journalist Golineh Atai (Monitor WDR) and chief correspondent Joachim Frank (Kölner Stadtanzeiger). The discussion was followed by a get-together with delicious Lebanese food at a neighbouring restaurant.





Cultural explorations included a walking tour of street art in Ehrenfeld, a brief sighting of the Stolpersteinen around the University, tours of the Rautenstrauch-Joest Ethnological Museum and the California Dreams exhibit of the Bundeskunsthalle, as well as a lecture performance on the quest for cultural recognition by refugee musicians.

The intensive interdisciplinary program was as an excellent opportunity for personal, intercultural, and academic growth. We would like to thank our participants and colleagues from the various academic departments involved, and also the International Office for working with us to make this possible.

DATE

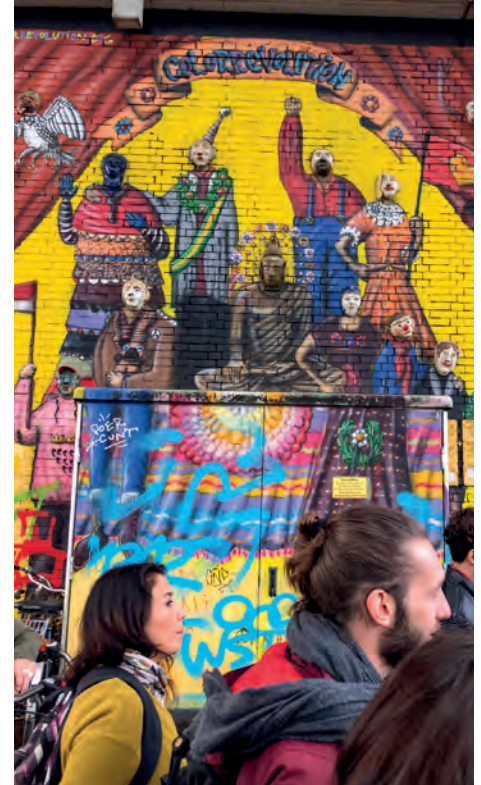
30 September –
6 October, 2019

ACADEMIC HEAD

Prof. Katajun
Amirpur and
Prof. Aria Adli

LOCATION

University of
Cologne



Complejidad e Incertidumbre en las Letras y Artes Contemporáneas

Complexity and Uncertainty in Contemporary Literature and Fine Arts

The interdisciplinary Cologne Summer School entitled “Complejidad e Incertidumbre en las Letras y Artes Contemporáneas” was a cooperative project with a consortium of European and American universities. Organized by the Working Group on Spain – Portugal – Latin America/Centro Latinoamericano de Colonia (ASPLA – CLAC), it took place in the Jagiellonian University in Kraków, Poland. 25 European and South American students spent eight days discussing ‘complexity’ and ‘uncertainty’ through an interdisciplinary panel of Professors from European countries – from Poland, Spain, Germany, Switzerland, the Netherlands, Italy and Romania –, but also from Argentina, the Dominican Republic and the United States. The language of instruction was Spanish.

Indeed, the aim was not to speak on the English term ‘uncertainty’ and its precise meanings in professional contexts, when margins of ‘uncertainty’ are mentioned in measurement technologies, or strategies for action against ‘uncertainty’ in complex economic decision making processes. The purpose was, on the contrary, to open new perspectives at a more general level exploring different connotations of the Spanish word “incertidumbre”, as it is less precise than the word ‘uncertainty’ in English, and covers an extended field of meaning situated between ‘doubt’ and ‘insecurity’.

Focusing on this often neglected detail, the organizers of the Summer School restricted the reflections on the sense of ‘complejidad’ and the different shades of meaning of the keyword ‘incertidumbre’ to certain disciplines of the Humanities. That is why the majority of the students presented papers on ‘complexity’ and ‘uncertainty’ in poetry or novels of contemporary authors, or on uncertainties due to particular linguistic circumstances. However, several MA-candidates and Professors also highlighted the existing difficulties to interpret correctly the often-complex meaning of either traditional or modern codifications, in different disciplines or cultural contexts.



Barbara Haggh-Huglo, from the University of Maryland, demonstrated in her opening-lecture “Positivism and Uncertainty in the Musicology of Early Music, 1945-2019” how difficult it is to understand and transcribe late medieval musical notation systems. The information provided by the original notations is generally incomplete, and does not allow for the determination of the real values of the musical notes. The original users of these notation systems were long time practitioners of liturgical choir music and needed the notations only as a kind of memory aid.

Other contributions focused clearly on the relationship between different kinds of ‘uncertainty’ with ‘insecurity’, ‘doubt’ or ‘instability’, and pointed out the influence of the lack of absolute and reliable precision in interpersonal communication.

Marta Krysa and Marta Pawłowska, two Polish linguists, commented on data concerning ‘uncertainty’ as source of doubts on the attitude of a speaker in front of other human beings, while economic historians spoke about the efforts of Spanish politician and illuminist philosopher Gaspar Melchor de Jovellanos and his contemporary scholars to reduce ‘incertidumbre’ in their essays on economics. Thus, the main focus of the summer school was on phenomena in language, literature, music and art: On immediate factors originating ‘uncertainty’ and instability, like the economic, linguistic and cultural effects of migration; On the advantages of trying to reach an equilibrium between tradition and the volatile effect it gets through globalization.

Nevertheless, one theme was ever present in this Cologne Summer School: the Holocaust. Jewish cultural tradition was present in a paper on instability and uncertainty in a language without a fixed standard like the Ladin of the Jewish expelled from Spain at the 15th century but also in an analysis of the the masking of the poetic self in the poetry of Alejandra Pizarnik, an Argentinean writer of Jewish origin. Visits to the concentration and extermination camps Auschwitz-Birkenau, to Kasimierz (the former Jewish quarter), to synagogues, to the Tadeusz Kantor exhibition CRICOTECA and a concert of Klezmer-music constituted important elements of this aspect. Other indispensable complements to the working sessions were guided tours to the National Museum to see Leonardo da Vinci’s famous portrait “Lady with an Ermine. Glossing the Work of Marcel Duchamp” presented by the art-critic Antje von Graevenitz as well as a daylong outing leading the participants to Zakopane and the Tatra National Park, a trip that gave us an impressive idea of the geographical and cultural surroundings of the former capital of Poland.

DATE

22 – 29 July, 2019

FACULTY

Arts and Humanities

ACADEMIC HEAD

Prof. Christian
Wentzlaff-Eggebert

LOCATION

Jagiellonian
University Kraków

Digitalization and Education at the International Youth Meeting Center Kreisauer Circle in Poland

This year's Cologne Summer School took place at the historic site of the International Youth Meeting Center Kreisauer Circle in Poland, where in the past century three major meetings of the Kreisauer Circle took place. Based on the history of this place, one of the students gave a lecture on the subject "The different forms of resistance in the Third Reich and their role in the politics of remembrance of the two German states". While in the FRG the communist resistance was taboo and the Edelweiss pirates in the post-war period did not receive public recognition but were criminalized, in the GDR the communist resistance was stylized as the only true resistance.



Holocaust Education and Digitalization

written by participant Julia Plechatsch

In the context of the workshop, we explicitly dealt with the app "WDR 1933-1945", which presents the personal experiences of witnesses of the past using the technology of augmented reality.

Like a hologram, the app lets witnesses of the Second World War appear on the screen in their own environment. You click on the heading "War Children", and suddenly you are sitting opposite Anne, who tells you how she survived the war in a bunker in Cologne as a little girl. Effects like fading in silhouettes no matter where you turn the tablet, underline Anne's stories of the narrowness in the bunker.

DATE

21 – 25 June, 2019

FACULTY

Human Sciences

ACADEMIC HEAD

Prof. Gudrun Hentges

LOCATION

Poland





Visit to the Auschwitz and the Oswiecim Memorial Site

The offered guided tour was rather objective and sober, but left enough space to reflect upon the memorial site and the exhibits. And although we had dealt intensively with the subject of the Shoah before, we all agreed that the visit to Auschwitz eclipsed everything that we ever read about it. The tracks leading to death, the ramp used for selection, the barracks and latrines, the ruins of the gas chambers and crematoria – all these historical sites stand as documentation for a contempt for humanity and of genocidal anti-Semitism.

Media Concepts and Media Competence in Primary School and the GDPR

written by participant Christian Nehls

For two and a half years I have been working at a primary school in Cologne as a so-called school companion, who is supposed to be there exclusively for a child. In my workshop I spoke about the topic of media concepts in primary schools. We investigated the impact of pupils' media use and the role of parents and school administration, especially in the example of the so-called Momo Challenge. It was important to see what kind of tremendous consequences, psychological and social, such a phenomenon might have and to exchange views on potential prevention campaigns.

Since the students will be teaching social sciences and history in a few years' time, a visit to such a historical place is indispensable. There was consensus in the group that it was extremely important to find the right framework together with fellow students, with whom one can prepare intensively and exchange ideas, not only on an intellectual level, but also on the feelings that such a visit to the memorial evokes.

International exchange was a fundamental part of this workshop, and we had the chance to meet Polish citizens and discuss Polish history and nationalism, anti-Semitism in Poland, and the different trends and parties that determine Polish politics today. We participated in workshops offered by the Director of the International Youth Meeting Place Anna Kudarewska, who presented the pedagogical concept of the Center, and Zuzanna, who introduced us to their approach of holocaust education and experiential education. We had the opportunity to speak to several volunteers from the European Voluntary Service (EVS) about their experience with hate speech and hate crime in their home countries – Spain and Portugal –, and how educational processes are affected by digitalization there and elsewhere.



In the light of the most recent Neo-Nazi attack in Halle (Yom Kippur, October 9, 2019), it was vividly shown how widespread hate speech has gotten on the Internet. Actions follow words: for the right-wing terrorists, it is not just a matter of carrying out an attack, but of producing videos of this act of violence and distributing them worldwide in order to acquire imitators. This makes it all the more important to shed light on the connection between digitalization and (political) education from different perspectives.

On the other side:

Exploring the Urban Fabric of Pera during the Byzantine, Genoese, and Ottoman Period



The Cologne Summer School On the Other Side: Exploring the Urban Fabric of Pera during the Byzantine, Genoese, and Ottoman Period was carried out in collaboration with the Department of Architecture at Istanbul Technical University (ITÜ) and the German Archaeological Institute (DAI) in Istanbul. The one-week program consisted of an initial workshop on topics such as Genoese colonies in the Eastern Aegean, Late Byzantine economy, Latin Orders in Constantinople, and intensive fieldtrips dedicated to exploring the urban fabric of Pera and discussing their history and actual state on site.

The main purpose of the project was to address the various historical layers of this specific region of Istanbul, located north of the Golden Horn, which is one of the liveliest and most popular quarters of Istanbul for both locals and visitors. The diverse, and also explicitly European past of this area has not gained enough attention, while its architectural heritage is increasingly in danger in a megacity that is constantly growing.



DATE

28 June – 4 July,
2019

FACULTY

Arts and
Humanities

ACADEMIC HEAD

Dr. Mabi Angar

LOCATION

Istanbul Technical
University
& German
Archaeological
Institute

The participants worked on questions of topography and urban history of Pera. The results of their work were published on timlinetravel.net. This web-tool will provide descriptive texts, drawings, modern and historical photographs, and extent bibliographic references on specific buildings. Through digital strategies and means to document and share information about single monuments, the Summer School contributed to the concept of shared cultural heritage.

COLOGNE SUMMER SCHOOL ABROAD

Chinese Language at Tongji University

This Cologne Summer School program organized by the University of Cologne in cooperation with the Tongji University was a great opportunity for German students to gain insight into the culture, society, and economy of one of world's biggest countries – China.

As China's biggest city, Shanghai offers a unique chance to experience Chinese culture without giving up the western lifestyle. Tongji University organized language classes with a German-speaking teacher, which made the process of learning Chinese easier. The students learned basic communication skills, which enabled them to start a simple conversation after the first week.

“The people, the language school, and Shanghai as a city were very nice to enjoy. It's a unique opportunity to get a picture of China and its culture not influenced by media.”

UNIVERSITY OF COLOGNE STUDENT
ATTENDING THE SUMMER SCHOOL



Thanks to classes about Chinese calligraphy, Chinese painting and even Tai Chi, the students were exposed to some of the key elements of Chinese culture. This combination of language and culture classes gave them a greater understanding of China in general. The possibility to communicate in the local language was highly appreciated by all participants.

The Tongji University organized a tour around Shanghai, with stops at destinations such as Shanghai National Museum and the Shanghai Pearl Tower. The tour helped the students to better understand Shanghai's dynamic development, from the city's colonial times to the panorama of the modern urban landscape. The city tour ended with a night cruise tour on the river Huangpu.

Another trip led to the city of Hangzhou, the host of 2016 G20 Summit. Hangzhou is not only economically one of the most important cities in China, but it has its own special place in Chinese literary history. Hangzhou's West Lake (Xi Hu) has been celebrated by Chinese poets and artists since the 9th century. During the first day of the trip, the students had the opportunity to visit one of the oldest and largest Buddhist temples in China, the Lingyin Temple. The next day, students visited one of the most famous Chinese tourist attractions: the ancient water town Xitang.

The University of Cologne also organized a visit to the German Center in Shanghai, where the students got an insight into the Chinese economy and its unique market. This visit aimed at developing cross-cultural skills which are needed when working for international companies or organizations. The participants had the opportunity to gain insights from German citizens who have been in China for some years already and learn about the experience of working in an international environment in China. The summer school in Shanghai was an excellent way for students to grow academically, while also experiencing a different culture and broadening their horizons.



DATE

4 – 23 August, 2019

ORGANIZATION

International Office
& University of
Tongji

LOCATION

Tongji University,
China

“I liked most that we were able to feel like students in China, being taught by Chinese teachers at the University and having Chinese buddies to support us. That was a great experience. I also very much liked our time at the German center, it was a very interesting lecture about China!”

UNIVERSITY OF COLOGNE
STUDENT ATTENDING THE
SUMMER SCHOOL

CHINA Global:

The Politics of Infrastructure

For Master and PhD students of the University of Cologne, the summer school was part of the graduate course "CHINA global: the Politics of Infrastructure", jointly organized by representatives of Social and Cultural Anthropology, Philosophy, and Modern Chinese Studies. The program included two public lectures by invited speakers on the topics "Communication as Governmentality: Transnational Corporate Social Responsibility Comes to the Chinese Countryside" and "China's Law and Development Moment? Outbound Capital, Risk, and Order", as well as two research seminars in Cologne prior to the summer school in Ningbo.

The summer school CHINA global: the Politics of Infrastructure focused on the social, political, economic, and moral dimensions of Chinese investments in transnational infrastructure projects, particularly the Belt and Road Initiative (BRI) aka The New Silk Road, a major expression of a new China-centered globalization that is distinctive in its scale and speed. The summer school was complemented by excursions to the Tianyi Pavilion



in Ningbo, one of the oldest private libraries in China, the ancient town of Cicheng, and a visit to the Ningbo Museum.

Prof. Dr. Susanne Brandtstädter, professor of Anthropology at the University of Cologne, delivered the keynote lecture titled "Chinese Roads: Anthropological Reflections on Road-Building, Development Visions, and the Infrastructures of New Moral Orders". The lecture presented Chinese roads as a lens through which to view fundamental economic, political, and social integration, shedding light on how modern infrastructure projects are linked with





narratives on historical connectivity and work as a means to spatialize Chinese political aspirations. The following lectures examined the topic from an interdisciplinary perspective, for example taking a philosophical, a business, and an economic or geopolitical standpoint. The participants had the opportunity to present their own Ph.D. projects and receive feedback. The program was concluded in the plenary session "What have we learned?" and reflection on the acquired knowledge.

DATE

2 – 9 September,
2019

FACULTY

Arts and
Humanities

ACADEMIC HEAD

Prof. Susanne
Brandstädter,
University of
Cologne &
University of
Nottingham Ningbo

LOCATION

Ningbo, China

The summer school in Ningbo represented a valuable opportunity for the participating Master and Ph.D. students to develop their academic and personal skills, not least due to enriching exchanges between Chinese and German students. The participants from different academic backgrounds hugely benefited from the summer school's interdisciplinary approach, enabling a deeper understanding of China's increasing influence in the world.

COLOGNE SUMMERSCHOOL ABROAD

Education and Social Stratification in India

The Summer School at the Symbiosis University was an enriching experience consisting of different workshops and cultural activities. One of the highlights of the summer school were the trips to two different Indian schools. At the Symbiosis Secondary School the pupils prepared gifts with the theme of god Ganesha and welcomed us with a ganpati poojan, a prayer in Sanskrit. Eight students delivered brilliant and critical presentations concerning the contemporary issues of the Indian education system which started a conversation about the differences between German and Indian schools and their characteristics.

Our second school visit was at the NGO school Bhartiya Jain Sanghatana where we experienced the open-minded and interested attitude of the pupils. Children from the rural areas and from all over the country who lost their families, for example due to natural catastrophes, are being educated in a caring surrounding. We were overwhelmed by the 300 children praying, meditating and singing



DATE

2 – 13 September,
2019

ORGANIZATION

International
Office & Symbiosis
International
University Pune

LOCATION

Pune, India

“One of the great experiences here at the summer school at the Symbiosis University was the exchange and contact with the program coordinators and our Indian buddies. Mrunal, Akshay, and Amisha helped us with all our concerns and made us feel well cared for.”

UNIVERSITY OF COLOGNE STUDENT
ATTENDING THE SUMMER SCHOOL



“We got the chance to join many different workshops with typical Indian activities like drawing Henna, learning a Bollywood dance, and doing Yoga. No matter which workshop we did, we had a lot of fun, learned a lot about Indian traditions and culture, and the teachers were amazing!”

UNIVERSITY OF COLOGNE STUDENT
ATTENDING THE SUMMER SCHOOL



for us. Both of the trips were unique experiences which led to reflections on our own opinions and enriched us with a deeper understanding of the Indian education system.

During the summer school, we also had the pleasure to experience the Ganesha Festival. When we did the heritage walk through Pune, the festival had just started, and we could explore the city and the festival simultaneously. People were joyfully dancing and drumming on the streets. Our guide explained the different traditions and showed us a very nice variation of local foods and teas. We also had the chance to see a lot of India's beautiful landscape during a trip through the mountains. Moreover, we learned about indigenous animals, natural environment, and Indian agriculture. We had the chance to watch how the regional sweet Modak is prepared, and then we also had the chance to

taste different regional specialties. We had the opportunity to see and experience a Ganesha ceremony and also to celebrate the most important last day of the Ganesh Chaturthi, when the Murti-Ganesha was sunk into the water.

We very much appreciated the support of our Indian buddies who showed us how to cross full and chaotic streets of Pune, where the Indian students go to relax and what it is like to be a full-time student at Symbiosis. It was great to interact with them and learn about Indian culture from people of the same age.

South India Summer Schools: *History, Geography, Religion(s), Culture, Economy, and Politics*

On the first day the students were picked up by bus and brought to Korkkadu, a small village near the city of Pondicherry, approximately 150 km south of Chennai. Karuppan Educational Services is a small educational institution in this village with which Cologne Indology has a long-standing collaboration. The five guestrooms there were the student's homes for the next few weeks.

The first 10 days (including the weekend) included formal lectures on different topics and discussion sessions were held in the open-door classroom at the large garden of the institution. The afternoons usually featured an organized excursion in the vicinity, or the time was used for self-study. The excursions covered historical sights in and around Puducherry (1 *refer to the map on page 66*) as well as temples – both of high Hinduism and of village religions. If, by chance, a festival was taking place somewhere, an excursion was arranged to witness it.

At about the end of the second week, a tour of about 8 days through Tamil Nadu took place. It first follows the east coast through the town of Chidambaram (2), where the large Shiva Temple was visited at the hour of the morning puja (worship). Further south, the tour continued to the Dansborg of Tarangambadi (3), the ancient Danish settlement in South India that features the New



DATE

23 August – 14
September and
5 – 30 September

FACULTY

Arts and
Humanities

ACADEMIC HEAD

Prof. Ulrike Niklas

LOCATION

Tamil Nadu, India

Jerusalem Church, founded in the 18th century by Bartholomäus Ziegenbalg, a German missionary in the service of the Danish king. It was the first protestant mission station in Tranquebar.

At lunchtime, the group reached Nagore (4), the most important Sufi islamic town in Tamil Nadu. The Dargah houses the tomb of an important Sufi saint from the 15th century CE. After lunch and a visit to the Dargah, the tour continued turning away from the sea and taking the road to the west towards Thanjavur (5).





Mamallapuram

7

Puducherry

1

Chidambaram

2

Tharamgambadi

3

Nagora

4

Thanjavur

5

Madurai

6

TAMIL NADU

N





Arriving in Thanjavur in the early evening, the bus stopped first at the so-called “Big temple”, the Brihadishvara-temple built by the Chola-king Rajaraja I., around the year 1000 AD. A short evening-visit was paid to this marvel of architecture.

The next morning, an early morning visit to the temple – now in daylight – preceded the departure towards Madurai (6), a large town in central Tamil Nadu and the seat of today’s living Tamil culture.

The town itself is famous for the Minatciyamman temple and the ruins of the old palace. Moreover, Madurai is surrounded by numerous villages that appear stuck in time. Thus, the participants had the chance to get a fabulous impression of South-Indian village culture and use the city as a base to a variety of excursions to be undertaken, depending on the interests of the participants. Generally, the excursions were:

- To the villages situated to the West of Madurai, a region characterised by the distinguished culture of the Tevar community that lives there.
- To Chettinadu, the region to the East of Madurai. Here, entire villages consisting of huge, palace-like houses are found. They belong to the Chettiar



traders’ community which during British colonial times became extremely rich because of trading opportunities within the entire British Empire that also included large parts of Southeast Asia.

- To Rameshvaram and Dhanushkodi, south of Madurai – a peninsular stretch of land that extends in the direction of Sri Lanka.
- To different sites around Madurai that are of cultural importance, either connected to the ancient Sthalapurana (legendary history) of the city and its region, or are seats of centers of certain arts and crafts, e.g. traditional pottery, high-quality iron knives, etc.
- To Kiladi, a recently discovered archaeological site that dates back approximately 2500 years. Here, the archaeologists can be observed during their excavation work.

On day 8 of the tour, the group returned to Korkkadu, in Ponducherry, where after one day’s rest the summer school continued with discussions and interpretations of the impressions gained during the tour. Finally, the students were brought back to Mamallapuram (7), from where they proceeded to Chennai airport to catch their flights. A guided visit through the historical village of Mamallapuram concluded the summer school.

European Legal Linguistics



The first edition of Cologne Summer School of European Legal Linguistics took place at the University of Cologne and at the Court of Justice of the European Union (ECJ) in Luxembourg. The first three days of the Cologne Summer School were dedicated to the link between law and multilingualism as well as a cultural program in Cologne and Bonn. The second part was comprised of the simulation of a current case at the European Court of Justice, a presentation of the Court and its working procedure, and a tour of the city of Luxembourg.

A lecture on “Perspectives in European Legal Linguistics”, speeches given on “Multilingualism at the Court of Justice of the European Union”, and “Working at the ECJ” as well as a guided tour in Luxembourg completed among other activities the diversified program. Twelve students from Spain, Romania, France, Czech Republic, and Germany from diverse fields of study (e.g. Law, Environmental Studies, Translation or European Legal Linguistics) had worked since the end of June on a real current case of the European Court of Justice (C-176/18).



DATE

19 – 25
September, 2019

FACULTY

Arts and
Humanities

ACADEMIC HEAD

Prof. Isolde
Burr-Haase

LOCATION

Cologne &
Luxembourg

“Highlights of the program included a visit to the museum of the House of German History, the participation in the oral hearing in front of the Grand Chamber, and the simulation itself.”

UNIVERSITY OF COLOGNE
STUDENT ATTENDING THE
SUMMER SCHOOL

Divided into four groups, each one representing a party involved in the case, they prepared documents presenting their legal and linguistic arguments based on the scientific evidence. While the group of the Judges had to become acquainted with the jurisdiction of the European Court of Justice and the method of writing a decision in EU law in particular, the group representing the Advocate General had to develop an opinion on our case which was based on plant variety protection law. The European Commission, the third group, particularly had to focus on the precedence, so the Regulation (EG) No 2100/94 was discussed to, firstly, trace the genesis of the legal act with all its relevant documents during the process of its formation and, secondly, illustrate the purpose of the legal act and describe the expectations of the Regulation, politically as well as financially. Last but not least, the party to the main proceedings had to show the link between EU plant variety protection law and the Spanish national system which was within the framework of a preliminary ruling procedure the origin of the case.

“Thanks for this experience which was not only about legal linguistics and the EU, but also involved sightseeing, unforgettable memories, and new friendships. I will definitely recommend the next edition to my colleagues.”

UNIVERSITY OF COLOGNE STUDENT ATTENDING
THE SUMMER SCHOOL



The interdisciplinary approach to language and law was the central theme within the Cologne Summer School so one student underlined that “looking beyond the end of my nose motivates me for my entire studies and shows possible alternative employment possibilities after my studies.” Another student highlighted the international atmosphere which was present in a double sense – within the Cologne Summer School on European Legal Linguistics as well as at the European Court of Justice: “I found the exchange with the international students particularly enriching.”



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COLOGNE SUMMER SCHOOLS

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