

COLOGNE SUMMER SCHOOLS 2018



University
of Cologne



CONTENT

COLOGNE SPRING SCHOOLS in Cologne

Language, music, and cognition: organizing events in time	6
PATRIARCHY IS OVER. TIME TO PERFORM.	10

COLOGNE SPRING SCHOOLS abroad

Views on and of Israeli society	16
NANOmed 3.0: advanced materials challenges for health and alternative energy solutions	20
Tamil language and culture in the south of India	24

COLOGNE SUMMER SCHOOLS in Cologne

**Summer school on challenges and opportunities in a multilingual society.
Movement, migration, languages, psychology, and education**

Social Events	28
Workshops and Seminars	36
Cultural Events and Excursions	72
Final Presentations and Certificate Award Ceremony	82
Evaluation and Number of Scholarship Holders	84
Köln Alumni WELTWEIT summer school, 'Quo vadis, Europe?'	86
[sic!] summer institute Cologne	88
Virtual children's media in a global perspective	90
Summer study of European law in Cologne, Luxembourg and Strasbourg	92
Cologne academies	94
Georgian-German summer school on criminal law	98
The political system of Germany and Turkey in comparison	100
Molecular mechanisms of aging associated diseases	102
Summer school on learning skills and peer teaching	104

COLOGNE SUMMER SCHOOLS abroad

Cologne Summer School in Egypt and Cologne	108
Cologne Summer Schools in Italy	110
Cologne Summer Schools in Asia	118

COLOGNE
SPRING
SCHOOLS
in Cologne

The spring school Language, Music, and Cognition: Organizing Events in Time was held from February 26 to March 2, 2018 at the Institute of Musicology, University of Cologne, Cologne, Germany. Language and music cognition research involves a wide range of disciplines including musicology, linguistics, psychology, neuroscience, computer science, and biology and thus requires close collaboration among different research fields. Although language and music cognition research has gained attention recently, there is still little opportunity for students and young researchers to acquire knowledge in various disciplines systematically. Therefore, the current spring school aimed at acting as a platform for knowledge transfer and exchange in this relatively new interdisciplinary research area.

The interdisciplinary topics of the spring school attracted undergraduate and graduate students, and researchers from diverse research fields including musicology, linguistics, psychology, biology, neuroscience, and computer science. They came from Western and Eastern Europe, North America, and Asia and were highly motivated to gain new perspectives on the topics in music and language cognition research. Over the five days of the spring school, more than 60 people including participants, lecturers, and organizing committee members engaged in this event every day and created an environment for learning and developing individual research interests.

There were two main goals of the spring school:

- 1) encouraging participants from different research backgrounds to gain a broader perspective on the research on language and music cognition, and 2) facilitating networking among participants and lecturers for the future development of this research area.

Therefore, our spring school incorporated classroom lectures taught by specialists, practical and interactive sessions in which the participants exchanged their knowledge and interests, and social programs that facilitated networking.

The main scientific program of a day consisted of a group work session, two lectures, and a discussion session, and focused on one of the five 'topics of the day':

- 1) Comparative Evolutionary Biology,
- 2) Social Cognition,
- 3) Developmental Psychology,
- 4) Cognitive Neuroscience of Speech, Language, and Communication, and
- 5) Computational and Biological Approaches to Language and Music.

Those lectures were given by eleven distinguished researchers specialized in biological, psychological, clinical, and neurocognitive aspects of music and language cognition. They were invited from universities and research institutes in Germany and other European countries and gave an overview of their research and the latest issues in language and music cognition research.



Based on selected readings provided by the lecturers in advance of the spring school, the students were able to practice scientific discussions during the pre-lecture group work sessions. After each lecture, they had opportunities to discuss issues related to the lectures as well as the outcomes of the group work. Additionally, on Tuesday evening participants presented a poster about their own research and got feedback from students and lecturers with different backgrounds. In addition, we organized six workshops in which the lecturers from the University of Cologne provided more practical, hands-on activities such as programming computer simulation, hacking hardware devices, building scientific hypotheses together, and playing traditional Japanese music instruments. The workshops were provided in parallel so that the participants could benefit from learning in small groups.

Altogether, our scientific program provided a good mixture of classroom lectures and practical sessions. The scientific program was co-funded by QVM Innovation in der Lehre of the University of Cologne. The social program included a welcome reception (Monday evening), lunch (Monday, Wednesday, and Friday), an excursion (Wednesday afternoon), and dinner (Thursday evening). The lunch was provided in the form of catered buffets and offered a beneficial communication platform between students and lecturers. Moreover, three excursion programs (Walk Rally, Kölsch brewery tour, and Karneval tour) were provided in parallel by a local tour agency and the participants chose a program of their interest to get to know Cologne culture. After the excursions, participants gathered in a Kölsch brewery to continue their intercultural exchange.

The dinner took place at a restaurant known for its street art design. This semi-formal dinner enabled students and lecturers to come together again toward the end of the spring school, share their experiences in Cologne, and deepen their scientific discussions.

In addition to those three social activities planned from the very first, we decided to host a welcome reception on Monday evening to provide an occasion where the participants could get acquainted with each other. The reception was organized with the objective of creating a pleasant atmosphere among the participants at the beginning of the spring school, which also showed a positive effect throughout the week. Hosting a meet-and-greet event on the first day was even highly beneficial from an academic perspective because the good atmosphere facilitated scientific discussions. The lecturers appreciated teaching and discussing with the highly motivated, active audience.

Overall, the social events scheduled in between academic programs properly set up the occasions of networking and successfully created the open, friendly mood among the participants. Thanks to the funding from the CSS, we were able to offer most of the social events for free so that almost all participants took part in all social events.

In sum, our spring school on language and music cognition was a great success in several aspects.

- 1) We were able to attract international students with various backgrounds and academic degrees.
- 2) The participants profited from the high-quality lectures which provided a good overview of each topic.
- 3) The spring school offered a good mixture of classroom lectures and interactive practical sessions.
- 4) An extensive social program facilitated networking among participants and achieved a constructive, comfortable mood which brought a positive impact on the academic side.





Thus, we achieved our two above mentioned main goals concerning interdisciplinary knowledge transfer and networking. The participants also gave us positive feedback overall in our program evaluation questionnaire. Especially, the interdisciplinarity of the spring school topic, the high-quality lectures, the lively interaction between students and lecturers, the comfortable and welcoming atmosphere, and the networking opportunities through social lunch were highly appreciated.

From May 22 to 26, 2018, the spring school PATRIARCHY IS OVER. TIME TO PERFORM. took place at the Institute of Art and Art Theory on the campus of the Faculty of Humanities. The spring school was based on an intensive gathering of participants during a kick-off event, six workshops, communal lunches each day, one evening with a film program, one evening with a concert performance, and finally an artistic presentation showing the results of the workshops. More than 60 students of the University of Cologne, mainly from the study courses Intermedia, Art Education, Aesthetic Education, Media Culture, and Theatre Studies together with international students taking part in the Erasmus exchange program participated in this event.

Professional artists from the fields of dance, choreography, performance, film, music, and stand-up comedy were invited to conceive experimental learning spaces to research the possibilities and forms of contemporary feminist positioning and expression through artistic practices – aesthetically, performatively, biographically, humorously, discursively, spectacularly, speechless, and collectively. In the workshop given by the musician and performer Melissa Logan (Chicks on Speed) and the filmmaker Claudia List, the students founded GIRLS NEXT BAND, a rotating member music group. The members experimented in sound, sonifying their environment, simultaneously sensitizing perception based on Deep Listening. They produced gifs and videos and combined the different layers to an amazing final concert performance.

In her workshop SUPERWOMAN – THE ROLE OF YOUR LIFE, the actress and comedian Idil Baydar and her fictional character Jilet Ayse

opened up an intensive space of self and collective experience. Students were invited to connect to subjectively significant aspects of one's own biography, sharing emotionally charged experiences, taking seriously that telling and creating one's own story is a powerful strategy to connect with others. Idil encouraged the students that conquering the stage can be a strategy of empowerment.

In their workshop IN/OUT OF CADRAGE the filmmaker Katja Lell and the visual artist Riikka Taurianien addressed queer-feminist perspectives in and on film. In a performative setting, the students experimented with different strategies of image production in order to break up with viewing habits and to produce alternative representations and views on body, sexuality, and desire in sound and image.

In their FEMINIST PERFORMANCE BOOTCAMP Marielle Schavan and Sophia Schroth from the performance collective Henrike Iglesias created a performative setting for dealing with autobiographical material. Students developed individual and group performances, connecting to their personal heroes and their former child at the age of 14. Task was to become loud with what they always wanted to say.

In the workshop QUEEN OF HEARTS, the choreographer Reut Shemesh together with her students developed a powerful dance performance in which strength, body conditions, and their influence upon gender perception were discussed. Through movement improvisation, they researched about the delicate transformation from fragility to physical control, to the loss of control, to the bringing out of extreme physicality, to exhaustion.



Julia Dick and Jane Eschment conceived a spatial concept for the FREIE KLASSE in which a group of students independently, self-determinedly and collectively explored what it means for them to be a feminist in our times. The group of students transformed the space into their research laboratory, negotiated work and communication structures and pursued their own questions. In order to share their intensive experiences as a group with the other spring school participants they created a walk-in space installation for the last day.

Patriarchy is over. Time to perform.



Patriarchy is over. Time to perform was much more than a compressed teaching and learning format. Through personal stories, through emotions, through own questions, through listening, through the arts as a medium of expression, the week developed into an intensive space of encounter and experience. During and beyond the concrete forms and formats, learning and teaching could be experienced as encounters, as situations of friction, as research movements, as aesthetic experiences.



The students' courage to show themselves with their biographies and personal experiences in the artistic processes, to ask questions, to express criticism, to point out blind spots, to assume responsibility, showed that learning spaces happen where questions have a chance to arise and become subjectively and collectively significant. In the questions, processes, and results of the spring school the potential of aesthetic-artistic strategies became visible in a touching way:

questioning binary orders,
opposing standardization to try
out new constellations, concepts,
and strategies.

The spring school encouraged further research into emancipatory forms and formats of learning and teaching – far removed from an understanding of learning oriented towards the acquisition of competences. The inherent unity of theory and practice, of knowledge and action, of academia and activism provided valuable impulses for the design of a diversity-conscious aesthetic education – an education that is explicitly understood as political by negotiating the social and institutional conditions it is based in.

COLOGNE
SPRING
SCHOOLS
abroad

During our twelve-day stay in Israel, the Cologne Summer School Views on and of Israeli Society enabled 15 members of the University of Cologne (students in teacher training, academic and professorial staff) to discover new perspectives on remembrance culture and experience firsthand the friendly and diplomatic relationship between Israel and Germany.

The students acquired knowledge on anti-Semitic thought patterns and raise their awareness of the circumstances of a complex democratic society. All these experiences sought to uncover diverse Israeli perspectives and to develop new thought processes and viewpoints. The summer school was a cooperation between the Chair in Political Science, Education Politics, and Political Education, Prof. Gudrun Hentges and »school is open« 4.0. Three of the students were able to do research projects during the Cologne Summer School Views on and of Israeli Society and wrote their master's theses on Germany's public and cultural diplomacy in Israel and the German-Israeli comparison of Holocaust education for children. Further projects are currently in preparation.

During the Cologne Summer School, the students got insights into the German public and cultural diplomatic affairs in Israel in meetings with different institutions: We visited the Hadassah Academic College in Jerusalem, which enables students to work in these fields in Israel and abroad and is corporation partner of Prof. Gudrun Hentges.

In Tel Aviv, the group had the possibility to stay at the Goethe Institute and discover their attempts to educate and support German culture, language and projects in the context of the particular relationship between Israel and Germany.

In the end, we could connect those perspectives with the 'official' German diplomacy at the German embassy in Tel Aviv, which was a very interesting experience thanks to our mee-

tings with two diplomats who were very friendly, gave insights into routines and the business at the embassy, and discussed German diplomacy within the Middle East openly.

In further meetings, we could broaden our horizon of inner-Israeli perspectives. First, the group had the opportunity to meet Elizabeth Kirshner, Director of Communication and PR at Women of the Wall. Women of the Wall is an organization that fights for the gender equal access and usage of the Western Wall. Elizabeth Kirshner presented a feminist perspective on Judaism and the ritual practices as well as how men and women use Jewish ritual objects. We could also deepen the topic of the German-Israeli relationship with Henry Jakubowitz who is active in tourism but also in political education. As second generation, Henry shared the story of his father, who survived the Shoah, as well as what it was like growing up in Germany as a Jew in North Rhine-Westphalia and immigrating to Israel later on in his life. He expressed his opinion on Jewish life in Germany and Israel freely. For example, he stated that Anti-Semitism is not a problem that should be dealt with by the affected Jewish people themselves but by the non-Jewish society.

At several encounters, the group was confronted with questions on anti-Semitism, remembrance culture in Israel and Germany and pedagogical concepts on these topics. At the beginning of the Cologne Summer School, we joined the International March of the Living in Jerusalem for the occasion of Israel's 70th Independence Day. The March of the Living is an annual event bringing people from all over to Poland and Israel. On Yom HaShoah, the Jewish Holocaust Remembrance Day, people of all ages – young adults to survivors of the Shoah – demonstrate all the way from Auschwitz to Birkenau as a tribute to all victims of the Shoah. On Israel's Independence Day, called Yom Ha'atzmaut, the participants celebrated the existence of Israel.



During our stay at Yad Vashem at the World Holocaust Remembrance Centre, we dealt with the various facets of remembrance culture in Israel and how the deconstruction of anti-Semitic patterns of thoughts and behavior can be facilitated. Yad Vashem addresses not only the persecution and annihilation of the European Jews but wants to tell the people's individual stories before, during, and after the Holocaust. The current anti-Semitic discrimination, especially Israel related anti-Semitism as a continuity throughout history, was further tackled in a workshop.

The focus on the individual biographies and their unique stories gives us the opportunity to remember a single person's history through generations as well as increase interest and cognitive empathy, as well as seeing a concrete story in a historical and complex social context. An exceptional opportunity for one part of the group was to get to know one of those individual stories and meet a survivor of the Shoah.

Fanny England was born and raised in Cologne, she went to the Jewish School called Jawne. To escape a possible deportation Fanny prepared herself in a hakhshara institution in Hamburg in 1940 to immigrate to British Mandate Palestine. Before making Aliyah, she was deported in December 1941 to Gutshof Jungfernhof and further to the Concentration Camp Kaiserwald und





Stuffhoff near Danzig where she had to perform forced labor. She survived the death march and was liberated in 1945 by the Soviet Army. In 1947, Fanny immigrated to Palestine to become an Israeli Citizen, homeland to her and her family. We could get another perspective on Israeli remembrance culture and dealing with the Shoah in pedagogical context by visiting the House of the Ghetto Fighters. The House of the Ghetto Fighters focuses on the aspects of Jewish resistance during the Shoah, especially in the Warsaw Ghetto and resistance fighters in various partisan groups.

Another specialty of the museum is the original glass cabin, which was used during the Eichmann trial in Jerusalem. This trial is a turning point in Israeli history and remembrance culture: there was a new and deeper understanding of national socialist crimes from the perspectives of Jewish survivors. It led to a fundamental recognition and possibility to speak about the Shoah in families as well as throughout Israeli society.

Yad LaYeled, part of the museum's complex, is especially designed for children who encounter the remembrance every year on Yom HaShoah at a young age. At the museum, they can find answers to their questions and learn about the Holocaust, the dark horrors and the small flecks of light such as Yanusz Korczak. The different parts of the Summer School were an excellent way for the students to discover multiple perspectives on and of Israel firsthand.

All participants of the summer school were able to acquire new experiences in the field of education for their further professionalization. They also broadened their professional competences regarding remembrance culture and the combat against anti-Semitism. In addition, they gathered knowledge on public and cultural diplomacy. Furthermore, promising contacts for future cooperation to students, educators, and researchers were maintained and established during our stay.

From the 19th until the 21st of February 2018, the third consecutive NANomed Summer School was held together with the international workshop on Advanced Materials Challenges for Health and Alternative Energy Solutions (AMAES-VII), however this time the Cologne 'tradition' was broken, and the event was held in Jaipur, India.

By organizing the Summer School to India, all participants could not only broaden their horizons in a scientific perspective but could also experience new culture, cuisine, and social structures, which resulted in an overwhelming and enriching experience. Besides the new surroundings, the NANomed Summer School was organized prior to and in conjunction with the International Symposium on Ecomaterials Processing and Design (ISEPD-2018), which offered the summer school participants the chance to also attend an international workshop that was supported by the Indo-German Science and Technology Center (IGSTC) in New Delhi.

The summer school program included internationally acknowledged and renowned speakers from Korea, France, Germany, Sweden, and Turkey, who presented basic lectures as well as current research issues on state-of-the-art synthetic and analytical methods for nanotechnology and their applications in nanomedicine and alternative energies.

Prof. Sanjay Mathur from the University of Cologne, academic host of the international summer school and Chair of ISEPD-2018 opened the event by emphasizing the spirit of Cologne Summer School (CSS) program and its importance in the educational and internationalization strategy of the University of Cologne. This was followed by the first scientific lecture by Prof. Taejin Hwang from Korea Institute of Indus-

trial Technology (KITECH), Korea. Dr. Hwang gave a comprehensive overview of current state-of-the-art technologies for materials synthesis but also critically evaluated the impact of artificial intelligence on the future of materials science.

This triggered a lively discussion with the audience, which was even continued during the following dinner that was held outside with traditional Indian food and other delicacies.

The next morning session started with a lecture by Prof. Gunnar Westin from Uppsala University, Sweden on the design of molecular precursors and was followed by very student-oriented fundamental lectures on nanomaterials by Prof. Mustafa Uergen from the Istanbul Technical University, Turkey, Prof. Shashank Mishra from Claude Bernard University Lyon, France, and Prof. Ausrine Bartasyste from University of Franche-Comté, France. In their talks they all stressed the importance of interdisciplinary approaches to advance science.

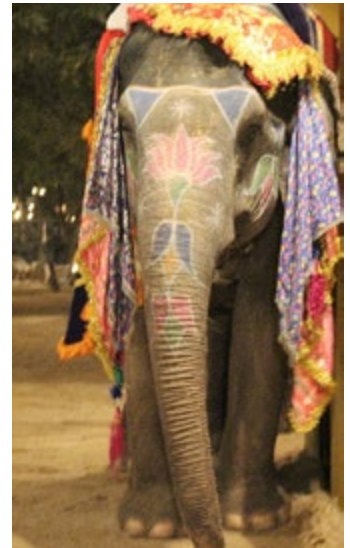
After a joint lunch break, the topic of the lectures changes to optical materials and dealt with hot topics such as the replacement of conventional light sources with energy saving LEDs. The lectures given by Prof. Claudia Wickleder from the University of Siegen, Germany and Dr. Francesco Enrichi from Luleå University of Technology, Sweden focused on the potential of luminescent materials for energy and health applications.

All lectures were interactive and followed by long and lively discussions with students and other professionals. In the evening, the scientific program was highlighted by a trip to Chokhi Dhani, a traditional Indian village that represents the ancient Rajasthani culture. All European participants were especially impressed by this place that

touched all the senses. Besides front-cooking and camel riding, traditional dances and magic shows were offered along with a broad variety of shops that advertised their hand-made clothes, jewelry, and paintings. This unique event finished with a traditional Indian dinner that was accompanied by live-music and variety shows leaving a long-lasting impression on the participants.

On Wednesday, a field trip was organized to Malaviya National Institute of Technology, a local university in Jaipur, which acted as the co-organizer of the summer school. This included not only an impressive tour through the excellent research facilities but also triggered a discussion among all participants regarding to potential research collaborations, especially between India and the University of Cologne. The participants of the summer school were received by the Dean of the MLV Engineering Faculty and Dean of International Relations.

All participants that joined our international summer school also got the chance to participate in the International Symposium on Eco-Materials Processing and Design (ISEPD) that took place from 21st until the 25th of February 2018 in Jaipur, India.



This symposium included a technical program with several parallel sessions filled with excellent research presentations, a keynote address, as well as large lectures. In this context, a poster session was jointly organized with our summer school, giving the students a chance to present their scientific achievements and goals and discuss with professionals and other international students.

Three poster prizes were awarded to the students who impressed the international jury with their presentation. These awards were kindly supported by INAM Innovationsinstitut für Nanotechnologie und korrelative Mikroskopie and the Materials Research Society University Chapter Cologne. The end of the scientific program of the symposium was celebrated with a traditional Rajasthani dancing performance followed by an open-air conference dinner.





As a final event, a city tour around the impressive sights of Jaipur was organized for all participants and included the visit of ancient forts and palaces as well as a walk through the local markets. The international summer school organized in Jaipur, India not only created a fantastic atmosphere for the scientific but also for the cultural exchange between Germany and India.

Learning the Tamil language was the first priority for the participants of the spring school on Tamil language and culture that started in March 2018. Although two participants were already well experienced in Tamil, they profited from being exposed to different 'real-life' speech acts. Therefore, they were conscious that being exposed to the Tamil culture is necessary to get a deeper understanding of the language.

The summer school started, as usual, in the premises of Karuppan-Agencies (Educational Services) in Korkkadu-village on Pondicherry Territory in South India. While the morning hours were dedicated to regular lessons, the afternoons were often spent with short excursions in the surroundings of Pondicherry, including markets where the students started to buy products using their knowledge of Tamil. We organized a tour to Nilgiris and a stay in a simple jungle camp within the range of wildlife sanctuaries.

We started from Korkkadu and continued on to the jungle region around Gudalur. The tour gave us the possibility to get a glimpse of everyday Tamil culture, especially while driving through villages and agricultural areas. In and around Ooty, we spent some time with people of the Tamil speaking Toda tribe. They have their own language and are able to speak Tamil as a secondary mother tongue. On a day trip, one young Toda man guided us into remote villages through high plains on the edge of the jungle. Thus, we had the chance to get an impression of how people live in the mountains and experienced some of the local wildlife.

We learned that due to the intrusion of non-tribal people there has been an increase in dramatic human-animal encounters. The South Indian newspapers had numerous reports about such events – which was one of the main reasons for the students' decision for a trip to this hilly region in order to get a first-hand impression of these events.

Also during our stay in the Jungle Camp, we held regular Tamil lessons in the morning or late afternoons, adapting the vocabulary to be learnt to the natural surrounding we were living in.

On March 29, we went for a one-day visit to Thanjavur to attend a conference at Periyar Maniammai University. There the students came into contact with the main figures and representatives active in the contemporary Dravidian Movement – a socio-political movement that from the late 19th early 20th century onwards has shaped the specific socio-political ideology of Tamilnadu and is responsible in large part for the differences of this state from the rest of India.

The Dravidian Movement is hence one very important topic in our course of studies – and generally for everybody who is interested in Tamil. The students had the great opportunity to meet Dr. K. Viramani, the present leader of movement and the direct successor of Periyar (the founder of the movement). He invited us for tea and snacks and held a short discussion with our group. Before the students left, the last days of the summer school were spent with discussions and reminiscences of things seen and learned.

COLOGNE
SUMMER
SCHOOLS
in Cologne

Summer school on challenges and opportunities in a multilingual society. Movement, migration, languages, psychology, and education

Welcome ceremony

A word that mostly stands out the most when learning new cultures and languages is 'welcome.' With great excitement and curiosity, the participants, as well as invited lectures and international guests, started arriving at our sunny summer-decorated venue, which took place in the Center for Molecular Medicine Cologne.

The topic of this year's Cologne Summer School on Challenges and Opportunities in a multilingual society was well reflected by our own participants, as they came from all corners of the world: Russia, China, US, Mexico, Nigeria, Germany, Brazil, and Turkey.

In an air-conditioned room – a welcome respite from the record-breaking summer heat – filled with so many cultures and nationalities, the group had the honor to be welcomed by the Vice-Head of the University of Cologne's International Office Christiane Biehl, Prof. Christiane Bongartz of the English Department, and Roger Schlerf, Head of Institutional Relationships of Santander Universitäten Deutschland. They held speeches regarding the importance of intercultural education in our globalized world, where multilingualism plays an essential role.

At the end, this year's Cologne Summer School assistants introduced every country represented by the summer school participants. The evening continued with a nice dinner, lovely conversations, and some of Cologne's local beer, Kölsch, in order to give the international students their first taste of the local culture. Although many did not know each other well enough yet, many participants from different nationalities were starting to get acquainted with the group, engaging in vibrant conversations and exchange.









Dinner at brewery 'zum Kornbrenner'

For this year's dinner at a typical German brewery we went to the quarter called Nippes to have our dinner at the 'Zum Kornbrenner'. After the long, hot, and interesting walk through Cologne, the group was able to get a delicious taste of typical German cuisine and a cold beer. We had two very kind waiters named Andy and Diddy who took care of us and rounded out our afternoon with 'Kölsch-humor' and an open-minded interaction. 'The world comes to the Kornbrenner!' said Diddy and Andy through the whole dinner, and they were happy to be able to meet such a big group of international young people. After the dinner some of us went to the event 'The singing Biergarten' which was the ending of an exciting and interesting day.



International dinner

The International Dinner, which the summer school organizes every year, enables all students to share any kind of food, drinks or music considered famous in their home country or city. This year's participants were excited to spend some time with not only with their fellow peers and the participants of the KölnAlumni WELTWEIT summer school but also with a student group from Kenya.

On every table, you could see all kinds of food and drinks and other culinary surprises from all over the globe. In addition to trying all sorts of food, this year's caterer provided us with a delicious and immense variety of Lebanese food. As the evening went on, food was no longer the focus as music and dance from every country represented in this dinner took center stage.

The first to take the stage, share some songs, and dances from their own country was the Kenyan group. Then, everyone made a circle to learn the traditional dance and other moves. This gave the other participants more courage to put their own music on and to celebrate with everyone.



Farewell dinner at 'Laden 1/3'

To celebrate the time spent together in Cologne we held our farewell dinner at a fancy restaurant called Laden 1/3. Stella, the owner, and her team spoiled us with a wonderful homemade burger buffet and cold drinks. The restaurant made us all feel very comfortable with its vintage look and its cozy atmosphere. After we all had our turn to get our hands on the delicious food, we sat down together to eat and chat for quite a while. In order to digest and have some fun, we went downstairs to the old-school German Kegelbahn. All of us were excited to test this German type of bowling, using a bowling ball without finger holes. We had a lot of fun while battling for high points or dancing to Britney Spears, Backstreet Boys, and other beloved songs. None of us could believe that the summer school was almost over. A whiff of melancholia was in the air.





Intercultural meeting and dialogue

Dr. R. Tkotzyk and V. Busch, M.A.

On the first day, students from nine different countries had the chance to start their summer school with an extraordinary workshop. During an icebreaker game, the students had to find their 'greeting counterpart' who whose culture use the same, sometimes, unfamiliar greeting ritual. Then Dr. Raphalla Tkotzyk, lecturer at Technical University Dortmund and guest lecturer during the summer school introduced different culture models and talked about the relationship between language and culture.

Four key constructs underlie the integral relationship between culture and language:

- 1) culture defines language, and language shapes culture;
- 2) language is a symbol of cultural and personal identity;
- 3) cultural groups have different worldviews based on their own culture's shared experiences; and
- 4) language is the medium through which individuals transmit culture from generation to generation.

Further, the model of Linguistic Awareness of Cultures (LAC), which is also used as a training concept, was introduced. It is based on the idea that all cultural differences are 'hidden' in linguistic manifestations.

These expressions of cultural difference are found in all languages and they can be classified in different grammatical and lexical categories or even be expressed non-verbally. They are presented in culture-specific explicit or implicit forms by both speakers and listeners. And by extension, this means that there is a source of mutual misunderstanding, when these linguistic indicators

or manifestations are not perceived by the interactors. (Müller, in prep.) During an intercultural game, the participants experienced a culture shock and learnt how to deal with it. While playing, the students experienced different kinds of situations like suddenly being a loser although they had been applying the same strategy as before when they had been a winner.

With new group members and different rules, the group was either shaping the new group member, the new group member was shaping the whole group, or they all had to find new ways of communication in order to be able to continue the game. These changes led to different emotions. After presenting the purpose of the game, the students were amazed by the meaning of the game. It showed that nobody is safe from a culture shock.

The students were relieved that this phenomenon is well known and experienced by many people who live abroad for a longer period of time. Still one has the chance to adjust and feel good again by being familiar with the right methods, which were discussed at the end of the course.





Qui am ich? Identity shapes in multilingual contexts

C. Volcinschi, M.A.

During the second day of the Cologne Summer School, students participated in a workshop dealing with the complex topic of identity. According to Erikson (1959), the human mind goes through several stages of psychosocial development in a person's life. During each stage, the person experiences a psychosocial crisis that could lead to a positive or negative outcome for personality development.

Moving beyond the theoretical framework, the workshop continued with an exercise on identity change in which the participants wrote down five words that would best describe them. Later, they would have to write down five words more to describe themselves in their future. This reflective exercise would then illustrate how identity is shaped not only by one's personality and experience but also by time, since we all are not the same as we were yesterday or will be tomorrow.

Since the main topic of our three-week program was multilingualism, Ms. Volcinschi introduced several poetry slam videos from artists expressing their thoughts on having more than one language in their linguistic repertoire. These captivating and energetic performances on a Spanish accent in English (Denice Frohman) and the codeswitching between English and Swedish (Agnes Török) opened a heated discussion within the group. Many considered codeswitching out of place in slam poetry, while others expressed their support for a more free expression of thought, even if these thoughts are not all in one language.





But here we all want to learn German. Practices and teacher beliefs about language(s) in classes for recently immigrated students

Professor H. Terhart and Dr. N. von Dewitz

The issue of recently immigrated students in German schools is, in fact, a recurrent topic in debates on how to run the German educational system at the present. In this workshop, Prof. Terhart and Dr. von Dewitz presented their research on the behavior of teachers in German school systems regarding the German language and children who speak a foreign language as a mother tongue.

One of the main concerns regarding this topic is the need to maintain a monolingual habitus in the classrooms, in this case, standard German. For recently immigrated children, who do not speak the-so-called 'prestige languages' such as French, Spanish or Italian, but rather languages from Arabic countries or Africa, tend to be forced to not speak their language of origin and 'adapt' to the sole use of standard German.

In response to this issue, a few bi- and multilingual schools launched initiatives around the country to change this negative view on being multilingual as a child. To investigate this issue a bit further, Prof. Terhart and Dr. von Dewitz's project focuses on class observation throughout ten schools in Cologne. As a part of a group exercise, the Summer School students had to rewrite a monolingual situation, seen in one of the cases, using a multilingual approach.

At the end, the participants offered some very creative ideas such as allowing the student research subjects to incorporate their language in a given lesson, or also to give extracurricular training to teachers about the benefits of multilingualism in the classroom.



Multilingual reciprocal teaching – developing reading comprehension by drawing on bilingual children’s whole linguistic repertoire

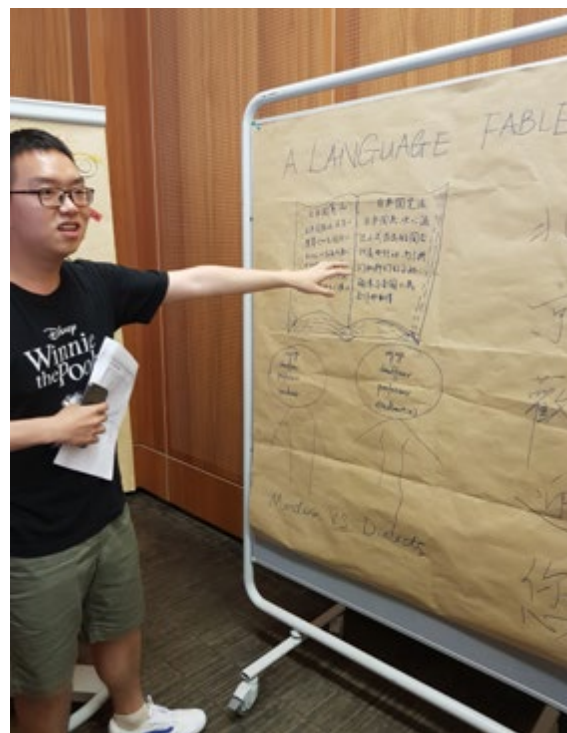
Dr. C. Gantefort and I. - M. Maahs, M.A.

When compared to other cities in Germany, Cologne seems to be the most multicultural and multilingual one in the country. Thus many assume that, just as in the restaurants and streets of the city the schools would embrace this multilingualism approach. Nevertheless, the reality in the German school system is completely different due to the misconception that children with immigrant parents using their mother tongue will have a disadvantage later integrating into German society and will be held back in their cognitive development.

As one way to address this misconception, Dr. Gantefort introduced the participants a new linguistic term, translanguageing, as a new way of perceiving being bi- or multilingual. According to this concept, many believe that the brain is an all-terrain vehicle that chooses the language it will use according to the linguistic situation. On this basis, Dr. Gantefort opened up a debate on whether or not translanguageing should present in the German schools.

Many argued that implementing such an approach could isolate the German monolingual children from those who can speak more than two languages. Since the discussion could not go on forever, Ms. Maahs proposed group work where the summer school students could express their thoughts more freely and in a creative way. The task was to draw posters called ‘Language cuisine’ exposing the multilingual perspective as well as new improvements for the implementation of multilingual teaching in German schools.

After completing this exercise, students came up with statements such as ‘language is not given, language is learned,’ ‘standard languages may lead to social inequalities,’ ‘there seems to be a hierarchy within languages,’ and, lastly, ‘prestige languages seem to be imposed over native/origin languages.’





Migrant voices of the autonomy of migration as a concept

A. Rodonò, M.A.

As a first introduction to the workshop, we had faced the fact that our learning spaces that we wanted to create ourselves were controlled by the rules of the university, which meant that the tables were attached to metal cables and locked to the floor, so we were only able to work with frontal teaching. In this workshop, we reflected on the concepts of the 'autonomy of migration' and the 'perspective of migration' (as discussed by Yann Moulier Boutang and Sandro Mezzadra) that understand migration as a social movement and a creative force within a migration regime that follows a racist logic.

We looked at the subjective practices, the desires, and the struggles of the migrants themselves. As an introduction to the topic, the workshop started with a individual introductions where every single participant had the chance to speak about own experience or thoughts about migration. Within this task, everybody in this room was stunned by the diversity of each person's different experiences with migration.

Some of the participants spoke up about how unprepared their country was, which in turn leads to bad living conditions. Some of them even went back to the time of colonialism and how they are still dealing with the fact that their country wishes they would have been colonised by a different country because that would have led to more opportunities today.

There were many different aspects that suited the theme of the workshops topic and made a good connection for the upcoming part, where we looked at old photos of the 60s and talked about guest workers coming to Germany. The whole time the course was filled with exciting discussions about this topic and ended with a big group of fans surrounding Ms. Aurora Rodonò.



Methods in bilingual and biliterate research

Dr. M. Andreou and Dr. C. Rizzo

The aim of that session was two-fold. Firstly, the two speakers presented an overview of the most influential literature about bilinguals' language and cognitive abilities, which was the starting point and the reason for conducting research in bilingual populations. Secondly, they gave an overview on methods used in bilingual research with children. They also gave the group an insight look into the differences in the design of the tasks and the interpretation of results between on-line and off-line tests.

Focusing on bilinguals' language ability, they briefly presented the tool of questionnaires. After this introduction, we expanded our discussion to include more common tools for measuring language abilities ((re)-telling of narratives) and an examination of a first exploratory online study of literacy abilities in bilingual children. Then the focus shifted to cognitive abilities.

After a short review of the most salient findings in bilingual research, the students were presented a number of tasks that were designed to exercise specific cognitive functions. Throughout the course, the participants were able to take part in several activities and benefit from direct insights from the fieldwork.

World literature and its multilingual-materialist challenges workshop

Professor G. Müller

Professor Müller's workshop began with an introduction into the diverse debates about world literature and the problem of national literature, i.e. authors who are not born in the country where their works are being published.

In this instance, Prof. Müller mentioned the example of an author born in Turkey, speaking Turkish as a first language, then having to migrate to Germany as a child and growing up there. If this author were to write and publish his work in German, he might not be recognized as a German author, but rather a foreign author. At this point, the professor and the students started sharing their thoughts about the literary situation in their home country, such as in Brazil, China, and Russia.

Many explained that their home countries promote and gravitate towards international authors rather than home-grown literature. At the end of the session, Prof. Müller concluded with the current debate surrounding the terms world literature and literatures of the world. The term world literature is the name of the genre for authors whose novels are translated in many languages and literatures of the world for authors who include multilingualism within their novels.

Multilingualism and hospitality

Professor A. Storch and her team
and F. Badaseraye

This course provided insights into multilingual practices, contested linguistic rights, gendered communication and language ideologies in a tourism setting. Given the fact that tourism is the largest and fastest growing industry of our time, the sites of encounters between tourists and their hosts are among those contexts where the study of multilingualism as diversity emerging out of work and of language as a commodified item is a timely undertaking.

Moreover, the mobilities of tourists and tourism workers in many places increasingly coincide with those of migrants and refugees, creating new inequalities, diversities, and relations. This course started with an introduction to the sociolinguistics of mass tourism and mass migration.

Focusing on Mallorca as an example, the course presented new perspectives on north and south, metropolis and postcolony, on linguistic gatekeeping, multilingual practices as work, monolingual performance as play and power, language and precarity, as well as on language ideology.

The course was split in two parts, an in-class lecture part, where the students had the chance to meet Festus Badaseraye, a man whose life was affected by these circumstances and who had to fight his way out of difficult living conditions.

The second part was an excursion to the Ehrenfeld neighbourhood in Cologne where mainly West Africans own shops and form a part of this multilingual and multicultural quarter. Throughout the tour, the students communicated with the shop owners and learned many interesting details on their opinions on multilingualism, life, culture, and business in this area of Cologne.





Educational professionalism, migration, and multilingualism in Canada, Germany, Greece, and the USA: insights into teachers views in multilingual settings

J. Strzykała, M.A.

The internationally comparative research project, Educational Professionalism, Migration and Multilingualism in Canada, Germany, Greece and the USA explores educational settings such as complementary schools and notably German schools abroad with the aim of reconstructing the views of teachers on multilingualism and multilingual pedagogies.

Drawing on a grounded theory analysis, the data pool encompassing more than 80 expert interviews as well as interactional data was used to examine how teachers describe the way they handle multilingualism in their classrooms considering transcultural lives and everyday translanguing practices.

The workshop started with an introduction into the design, research focus and data set of the greater project as well as a short presentation of the methodology at use, followed by a discussion on selected recent research data collected in Boston, USA, pertaining to the views on multilingualism in everyday school life of multilingual teachers at German schools abroad.

Language acquisition, bilingualism and bilingual education

Professor A. Rohde

In the first section of the workshop, Professor Rohde introduced some general concepts of bilingualism. In this introduction, the participants gained a better understanding of the nature of bilingualism through several interactive exercises, such as dividing into groups according to the number of the languages they could understand.

Many could understand up to five and four languages, which impressed the entire group. As the category of understanding a language to reading a language changed, so did the number of participants who could understand so many languages, at the end only a few could read and write in more than two languages.

This led to the conclusion that many people are bi- or multilingual without them even acknowledging it and many define their multilingualism in a very critical way as they compare their proficiency in the mother tongue with the one in their second or third language. The important point was the fact that defining bilingualism is not an easy task due to complex perspectives on this term, however, one thing must not be confused: bilinguals are not two monolinguals in one person. With such a statement, many raised their hands to discuss on the perception of being bilingual in their home country.

In the second section of this workshop, Professor Rohde shed some light on bilingual education in Germany and in the world in general. He explained that incorporating bilingual education in school systems around Europe was now a major aim of the European commission. At the end of this short presentation, the students were able to deepen their knowledge on specific English bilingual programs in Germany implemented in some kindergartens/preschools with children whose first language is German and not English.

Newly arrived migrant and refugee children and adolescents in Cologne schools and emergency shelters

B. Schön, B. Bakırcı, L. Müller von Baczko

The keynote introduced the general living conditions of newly arrived migrant and refugee children and adolescents in Cologne as well as the access to and integration into the local educational system including the public school in North Rhine-Westphalia. By now many of the newly arrived children—including refugee children living in emergency shelters—have been allocated to schools throughout the city. However, there are still many who have not yet been allocated to a municipality and are thus still do not have the possibility to participate in school. Therefore, the participants gained in-depth information on 'Prompt!', an exemplary project for language support and development that addresses both of these target groups.

The students learned that 'Prompt! Deutsch lernen' started as a vocational field internship for teacher trainees in the bachelor program in 2014 as a cooperation involving the Center for Teacher Education (CTE) at the University of Cologne, the City of Cologne, and the German Red Cross. They were informed that presently there are two subprojects combined in the internship program. As one of these projects, 'Prompt! Deutsch lernen' addresses asylum seeking children emergency shelters in Cologne.

As part of this vocational field internship, the teacher trainees support children and young adolescents in small learning groups in a team-teaching setting. Due to the increasing number of newly arrived migrant children in Cologne schools and the concomitant need for additional support of these pupils, the project was expanded with the second internship 'Prompt! In der Schule' in spring 2017. Teacher trainees opt for this internship support newcomer pupils in preparatory classes of all types of schools in cooperation with

regular school teachers. In this class setting the pupils receive language and homework support as well as assistance with other subjects. Both projects are accompanied by intensive methodological-didactical, socio-pedagogical as well as psychological support and are set up in three consecutive phases: the preparatory seminar, the realization phase, and the closing session. This workshop was designed to invite the participants to share their personal and professional experiences with the topic. Furthermore, we talked about opportunities and challenges for newly arrived migrant and refugee children in an international school context.



Creative writing

Professor F. DAI, Sun Yat-Sen University, China

The three creative writing classes that were held by Prof. Fan DAI gave the students a taste of elements of creative writing through a close reading of two stories, in-class writing, and a workshop on selected stories by participating students.

The Students were expected to learn about the craft of writing over the three sessions. In the first session, the students received a detailed introduction on the origins of creative writing as a subject and then on the different techniques and devices that can be used in writing. Creative writing as a subject of study started in 1936 at the University of Iowa and then spread in 1970 to the University of East Anglia and the University of Western Australia. Prof. Fan DAI first started teaching creative writing in English as a foreign language at the Sun Yat-sen University in China.

The creative writing programs in different universities vary. They can be fiction, poetry, (creative) nonfiction, screenwriting, play writing, children's literature, or science writing. The students were given an introduction on the basics of good writing in any form like point of view, voice, dialogue, characters, scene, specific, and detail as well as image and metaphor. The unique way these techniques are used is what makes a story special. Before the students were able to write their own stories, we examined how it is done in given stories that have been written by students of Prof. Fan Dai that were published in various books in Australia.

The abstracts of the short stories were looked at from the aspect of structure, titles, cultural elements, the opening of the story, characterization, perspective, giving details, the narrator's voice, speech and thought presentation, reflection, and the ending.

An important aspect that was also emphasized was that in creative writing the writer tries to show and not to tell, so the reader feels like he is surrounded by the scene instead of just knowing what is happening. After the introduction the students got two short stories written by Prof. Fan Dai herself, called 'Fruit Ninja' and 'In Hounor of...,' where the students had the chance to analyze the crafts and tools that were used in this stories in some detail and also to see how they can be applied in practice.

After this session, the students were able to create their own stories that were used in the upcoming course, which focused on analyses of the students' work. Throughout the whole course, the vibe within the course was filled with positive and happy emotions because of the funny and casual character of Prof. Fan Dai. In the next session, the students analyzed together some stories of their group members and discussed them in terms of their techniques and style of writing.

This was a good exercise to present each other's ideas and thoughts about other's writing and to reflect on their own stories even while analyzing someone else's. With this task, a wonderful and very open and creative workshop came to an end, which we all cherish as a new experience.



'Finding the extraordinary in the ordinary' – Prof. F. DAI –

Impact of multilingualism on the assessment of cognitive impairment in neurological disorders

Professor C. Eggers

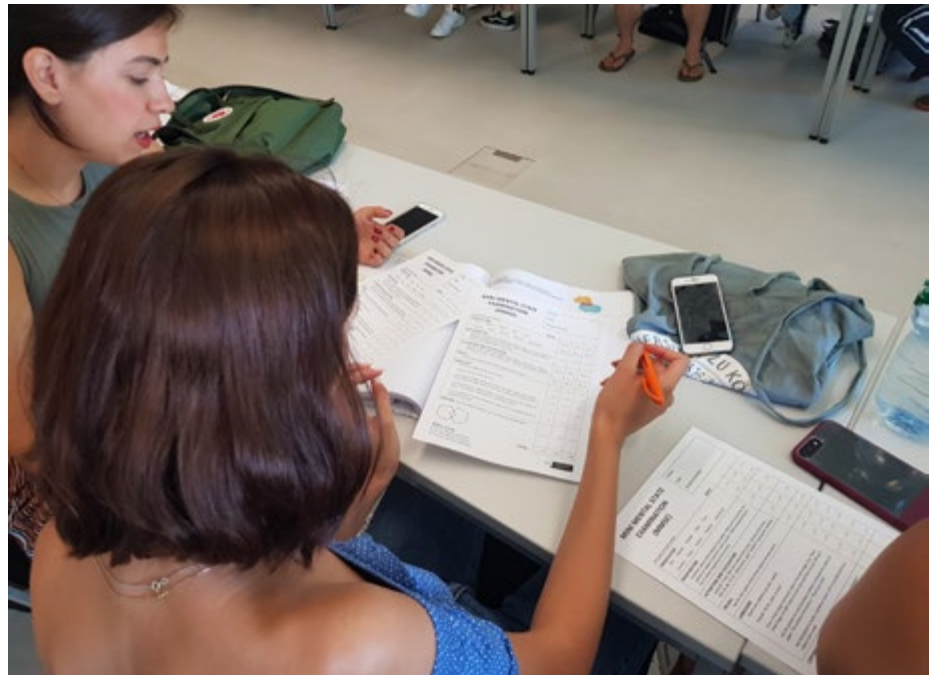
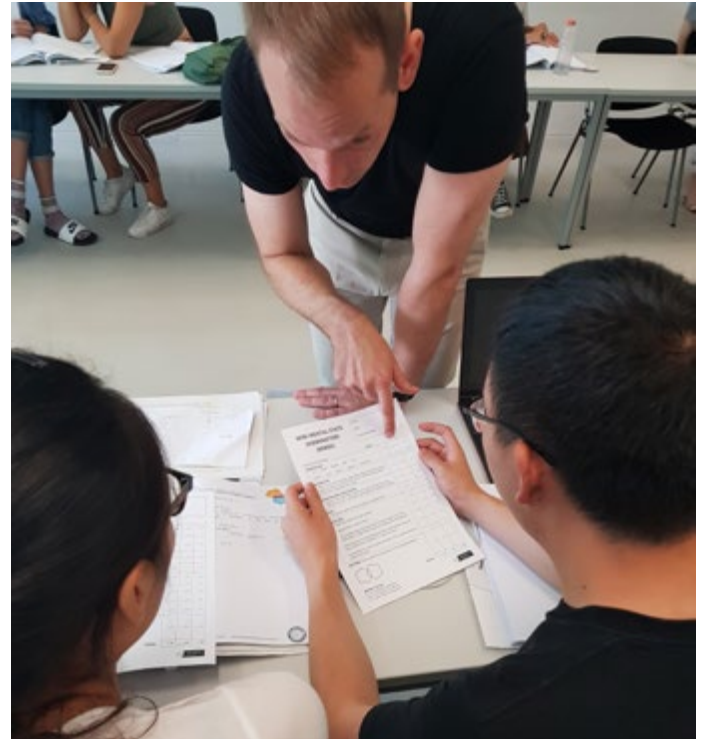
In the workshop given by Prof. Dr. Eggers, the students expanded their knowledge of and understanding for some major neurological disorders and their influence on speech, communication, and cognition, as well as methods to assess speech, the impact of multilingualism on speech, and communication in neurological disorders and the impact of multilingualism on professional assessment. To start with, the students were given the task to discuss the major influences on speech that neurological disorders have on communication, speech, and facial expressions.

The participants received an introduction to give them a deeper understanding of how much a neurological disorder can affect multiple factors of your speech, like speaking loudness/volume, clarity, tone, etc. Cognition has a lot to do with memory, attention, visuospatial abilities, language, and concentration.

If there is a dysfunction, the processing of language does not work anymore. To visualize how difficult it is to test these dysfunctions, we received a test called Mini Mental State Examination (MMSE). The test is designed to check where dysfunctions exist in the categories of orientation, registration, attention, calculation, copying, and language. This test showed that testing these dysfunctions is not as easy as it seems. Because of its Western design, it can cause difficulties for some subjects to complete the tasks.

The tasks were made for people who are English native speakers from a Western country. Therefore, if you score under 24 you will be diagnosed with a cognitive problem when, in fact, it just shows that there is a language barrier. People with culturally and linguistically different background (CALD) will have many problems completing this test. Another test called Montreal Cognitive Assessment (MOCA) had been translated into all languages, which made it understandable for everyone, but it still showed many cultural differences. As an example, we had to draw a flower, which was in English 'daisy,' but translated into German it was 'tulip', which leads to very different results. Therefore, the solution was to create a cultural adaptation within the test.

Because of its unfairness in an educational, cultural as well as in a linguistic way, there was a new test designed called EASY, which a German Institute in Cologne designed, where no language use is needed. We also talked a lot about the difficulties if you cannot speak the language of a country you live in. This can cause problems within the support such people receive from the health care system. Many people with CALD are misdiagnosed and are less likely to access mental health services. This topic taught us how important language is for expressing yourself and getting the support you need.



Insights into Indonesian grammar

Dr. P. Siahaan

Although this day was in fact one of the hottest days of the year in Germany, the students still were excited to learn some basic features of the Indonesian language. Dr. Siahaan's uncomplicated and straightforward teaching method capture everyone's attention in the room and kept the group motivated and interested in the topic.

The first feature of Indonesian introduced left every participant with their mouth wide open: there is no verb 'to be' or 'to have' in Indonesian. Then bursts of laughter started to go around the room like a domino effect, as she encouraged everyone to try and reproduced the rolling of the letter /r/, which is also another common feature of this language.

Many words were familiar to several of the participants especially to the Turkish and Brazilian speakers, such as the word pabrik for 'factory' and Jerman for 'German'. With joy and laughter many mastered the basic phrases for a conversation in Indonesian, such as 'what is your name' which in Indonesian is more of 'Who name you?' (Siapa nama Anda?).

The sociolinguistic lab goes to Cuba

A. Canes Nápoles, M.A.

The introduction to this seminar was accompanied by a vivid picture of people descending a Cubana Airlines airplane at the Havana airport, giving the students the feeling of an actual visit to the sunny island with the purpose of examining various aspects of Cuban Spanish.

Despite the existing similarities with other Caribbean Spanish dialects, Cuban Spanish differs from mainstream varieties by having specific phonological, syntactic, and lexical features stemming from the combination of several historical, geographical, political, and linguistic factors. Ms. Canes Nápoles did not spend much time on details regarding the historical background nor on theoretical framework, instead she presented the students various examples of the linguistic variations of Cuban Spanish.

At this point, it was quite remarkable to see that despite the low number of Spanish-speaking students, many were able to understand the different phonological and phonetic variations, as well as morphosyntactic variations mentioned in the presentation.

Psycho- and neurolinguistics investigations into processing first or second languages

Dr. F. Kretzschmar and Dr. C. Patterson

The last day of lectures for this year's Summer School focused on a scientific approach to language and more specifically language processing. The session began with a short discussion on the meaning of the concept of language.

Many proposed definitions such as language being a vehicle of communication or language as a culture-bounded phenomenon that traces back to humans. Followed by this discussion was a short introduction to some theoretical framework regarding neurolinguistics, which is interested in the way humans unconsciously represent and store language. Dr. Kretzschmar's enthusiastic approach to the subject captivated the audience and maintained the participants attention throughout the workshop.

For instance, mentioning the fact that it only takes the brain a half of second to understand language or language sounds. In addition, she presented several videos related to the so-called 'McGurk effect,' which says that humans are always trying to understand the other speaker even when the sounds/words might be ambiguous. The room later became a little quiet as she mentioned the 'Genie case' in which a child was kept isolated in a room by her parents from the age of 20 months until she was 13 years old.

This case was especially interesting among researchers who wanted to learn from her no-communication upbringing. They later found out that even though she could not speak a language, she still could communicate

her thoughts and feelings through signs, which indicated that language does not one hundred percent determines human cognitive. Before the long-awaited lunch break, Dr. Kretzschmar mentioned some research methods regarding language acquisition, such as experiments, surveys and observational methods. Unexpectedly, she asked one of the students to participate in one quick exercise to take a break from the theoretical presentation. The student had to repeat the word 'white' several times and answer the following question directly afterwards: 'what does a cow drink?' to which the student desperately responded: 'not milk.'

To conclude, she explained that by repeating the word 'white' so many times the student actually activated the network mental lexicon connected to the word 'white' that is also associated to the words cow and milk, forcing her to say at least one of those terms within the mental lexicon associated to the word 'white.' In the workshop, we focused on how language is processed and represented in a speaker's mind and brain as revealed by psycholinguistic and neurolinguistic experiments.



In the second part presented by Dr. Clare Paterson the workshop was centered around processing a second language and to what extent it is different or similar to processing a first language. This part covered the same linguistic core areas that have been identified for monolingual language processing, e.g. phonetics/phonology, semantics, syntax, and discourse.

For example, if a word or form has different meanings in a speaker's first and second language, will this make word recognition more difficult? In addition, if the languages differ vastly in their syntax, will sentence processing be fundamentally different? To experience these differences the students were split into a few groups to work on different tasks, which showed, while presenting these results to the others, how difficult processing a second language can be in the categories of sound, words, and sentences.

To visualize these differences between the processing a second language through mind and brain, the students had the chance to visit the XLinc Lab to get some hands-on practice in EEG and eye tracking, two of the most widely used psycholinguistic methods to study language processing. The students were able to test their own mind and brain working by reading a short abstract of the book *The Little Prince* while a camera was tracking their eye movements.

Afterwards we all got the chance to see the way the person was reading the abstract and processing it. Dr. Kretzschmar also gave us an explanation on what the results mean, particularly on the processing of first and second language and also that this method gets often used in marketing strategy testing. In another room, the students were able to watch a live EEG testing on a student, which showed how the brain was processing different words and meanings. All students were impressed by these psycholinguistic methods and were happy that they had the chance to be able to experience them on themselves.





Code-switching

PD Dr. V. Struckmeier

The workshop of Dr. Struckmeier investigated the phenomenon of code-switching. When speakers speak more than one language, they can not only choose to speak either one of them, they can also choose to switch between languages in the middle of a sentence. For example, you can start a sentence in English, und bring ihn auf Deutsch zuende [and end it in German].

This behavior is often the target of prescriptive criticism such as 'Kids these days, can't speak either language properly!', but code-switching, as the group was taught by PD Struckmeier, should be seen as a competence rather than a mistake since even speakers who are symmetrically bilingual often employ code-switching when they speak to other bilinguals. Various aspects of code-switching were vividly illustrated in this course.

These aspects were: code-switching as a special type of language use; code-switching as a special type of language knowledge; code-switching as highly rule-governed language (speakers intuitively know that some code-switches 'sound good,' while others 'somehow do not sound right'); code-switching as a window into the nature of language (since nobody is ever 'taught' to code-switch, we witness a language phenomenon unfold 'naturally,' i.e. without teachers' interventions). Code-switching is thus something that can be found more frequently in a multi-lingual city like Cologne.

The sociolinguistic lab goes to Sicily

A. Cassarà, M.A.

As in the majority of the southern regions of Italy, Sicily shows a sociolinguistic situation of diglossia: on the one hand, Italian, the language of the whole peninsula, is found in official documents and mass-media; on the other hand, the dialect used in everyday life is Sicilian. Although dialects are spoken in many Italian regions, Sicily is among those that seem to have maintained a stronger ideological connection with its regional variety, whose usage is not restricted only to the oldest generations but is also widely employed by young communities of speakers.

Ms. Cassarà started her lecture with an introduction on the socio-historical reasons that have contributed to the shaping of such a linguistic picture, focusing on factors, such as education and social status, traditionally considered responsible for determining the variety in usage. In a situation of diglossia, the main distinction between two varieties lies in the contexts in which they are employed: the high or 'prestige' variety is generally used in official occasions, while the 'low' one is rather spoken in informal situations.

In the case of Sicilian, this distinction is not clear cut. Rather, there are cases in which the 'low variety' becomes the prestige one. The need for a more accurate analysis of the relation that exists between variety and function stems from such a complex situation.

Ms. Cassarà illustrated the difficulties of a linguist in defining a unified picture of a dialect and asked the following question: given the great amount of variation that can be observed from one area to the other of the island, is it possible to speak about Sicilian as a compact and unified variety?

The comparison with Italian led to the introduction of the topic of contact-induced change. Firstly, the contact between Sicilian and Italian has resulted in a hybrid variety. Secondly, in the last 30 years, with the increasing use of social networks, the exposure to Italian has become more and more frequent. The group discusses vividly about the possible consequences this phenomenon has on the dialect.





Mother tongue, multilingualism and literary creativity in Middle Eastern European fiction

Junior Professor B. Hendrich

The relation between literature and mother tongue is mainly ignored in today's linguistics contexts. Many people may suggest that authors can only write well in their mother tongue since this one is supposed to be the most proficient.

However, in this workshop we learned that even your own mother tongue could be lost at some point in our lives. Prof. Hendrich discussed issues like language loss, identity, and even the connection to historical and political backgrounds as causes of detachment from one's own language and identity using the example of Mona Yahia's novel *When the Grey Beetles Took Over Baghdad*. The students had the chance to meet Mona Yahia herself during a reading at Forough bookstore, the perfect place for such an intercultural encounter. Mona Yahia read from her book and gladly answered all curious questions the audience asked her about her personal life and the relation to the novel's protagonist.

Some students, for example the Brazilian participants, mentioned the need in Brazil to differentiate the Portuguese spoken Portugal and the one in Brazil to somehow obtain their own national identity in the face of colonialism. More authors from the Middle East and Turkey were introduced, and the group was given the corresponding English, Turkish, and German translation of the texts according to their own mother tongues.

The participants from Turkey for example experienced big differences in the original version of a text written in Turkish and their translations into other languages and shared their observations with the others. The main conclusion after this discussion was that mother tongue is related to heritage and your own origins.

Author: Mona Yahia





Guided city tour through Cologne

Cologne is one of those cities in the world that reminds you what a multicultural society might look like in the future, for example, different languages being spoken on the streets, a wide range of cuisines to choose from, and all types of music to accompany a nice hot afternoon in the park.

That is the reason that the Cologne Summer School on Challenges and Opportunities in a Multilingual Society arranged for the international and German students to participate in a guided tour through Cologne. Our tour guide Mr. Jeremy Smith, a very kind and enthusiastic man originally from the United Kingdom, took us to the important sites of the city and brought the people who have shaped the history of Cologne to life for our participants. He showed pictures and took his time to answer all our questions.

The starting point was the Cologne Cathedral, which left a lasting impression on the participants due to its sheer size and unique character as well as its long and complex history. Afterwards, the participants learned more about the Roman influences on Cologne starting at one of the original gates built by the Romans, as well as visiting the Roman-Germanic Museum.

There, our tour guide highlighted connections to the home countries of our participants by describing political events that had taken place in that museum after the Second World War. For example, the G8 meeting in the year 1999 was located in Cologne, and the politicians literally sat on a very old carpet that the people from Cologne had dug up while building a shelter during World War II.

We then enjoyed a short walk along the Rhine, while Jeremy Smith pointed out the advantages and problems of living on this famous river. Sitting outside of the restaurants in the summer and enjoying your Kölsch is one way to spend your free time in good company. At this point, the heat wave was consuming most of the participant's energy, so we made a quick stop to purchase some water near the Rhine.

We then continued our walk to the Alter Markt (the 'old market') enjoying the narrow alleys and the feeling of being in another century in Germany. We moved on to the famous statues of Tünnes and Schäl, which are supposed to give you good luck if you rub Tünnes' big nose. Since good luck is always something helpful, everybody took his or her turn to give his nose a proper rubbing!

Last but not least, the tour ended on the stairs facing the impressive renaissance architecture of the City Hall of Cologne, where every 'real' inhabitant of Cologne wants to get married. The topic of weddings was a good transition to the theme of Cologne's famous perfume industry, such as Farina, which is the oldest and world-famous perfume of the city. After Mr. Smith let all participants try a bit of the Farina perfume, he kindly said his goodbyes, and we all took a group photo.



Excursions to Aachen, Monschau and the High Fens

For the first time after a long and arduous heat wave which stroke Cologne with the mercury hitting 30 to 40 degrees, Saturday morning started with nice cool breeze. All participants including the Cologne Summer Schools team were happy about this fact and excited about the two-day excursion to Aachen, Monschau, Mützenich and High Fens. The city of Aachen welcomed our group with open arms, its multicultural atmosphere, and its majestic cathedral.

Aachen is a beautiful city that fit this year's topic of a multilingual society very well since it is a multilingual city due to its location at the tri-border of Belgium, the Netherlands, and Germany. To get to know the city, we started our journey with a city tour. Our tour guide greeted us and handed to us green and red cards. The reason for that was that this tour was not a standard tour but a history tour based on truth and lies.

The tour guide was not always strictly telling the truth, so our participants had to listen closely to find out what actually happened and if they have guessed right or wrong. So did the devil have a hand in the construction of the Aachen Cathedral and lose his thumb inside the door of it? The tour guide walked us through the famous little side streets of Aachen and showed us important sights spread out all over the city.

During the tour and in between a few stops, we were lucky being able to taste some of the original and excellent Aachener Printen. After the tour, we held our lunchbreak at the restaurant Hanswurst where we recharged our batteries for the next guided tour through the majestic and beautiful cathedral of Aachen. After a little free time, the group met in front of the Aachener Dom where we split up into two groups to get an

up-close and interesting view of the inside of the cathedral. The cathedral gave us a glimpse into its 1200-year-old history. The cathedral is known for its range of architectural styles, which include Byzantine, Gothic, and Ottonian influences, as well as a chance to view the burial place of Charlemagne, the church where the Roman-German kings' coronations took place, and a site of pilgrimage attracting the faithful from all over the world every seven years.

After finishing two amazing tours in Aachen, we hopped back on the bus to make our way towards Castle Monschau, the oldest building in Monschau, where we were accommodated for two nights. The castle was far up on a hill, which was only accessible by foot. That gave our group a little first-hand experience of what it meant to live in the 13th century. After a 'million' stairs, we arrived at the Castle, where we had the most amazing view over the medieval town with its traditional houses and the beautiful nature of the Eifel Nature Park. To finish the day, we had a delicious dinner at the restaurant Flosdorff.

The next day started with a guided city tour through the historic town center with its half-timbered houses and narrow streets that have remained nearly unchanged for 300 years. Despite its unchanged appearance, the town's culture is rather multicultural due to the periods of past occupation by France, Belgium, and lastly Germany, making it a multilingual city where you can hear not only German but also Dutch, and French. Our journey started at the meeting point where our friendly guide and former English teacher Mr. Müsch was waiting for us.

'To have another language is to possess another soul' – Charlemagne –



From the beginning of the tour, we were impressed by the town's history and of course, delighted by the many snacks we received along the way, such as traditional mustard with sausage and Printen, a sweet gingerbread. We had the opportunity to discover a place frozen in time, nonetheless very much modern with all its cultural diversity. After the tour, the participants spent some free time taking breathtaking pictures of Monschau's landscape and architecture, as well as buying some souvenirs to take back home.

Our weekend excursion continued with a short stop by the little village of Mützenich at the Belgian-German border. Here we could discover the meaning of a rather unknown German term Heimatsverein (Homeland Club). Homeland clubs in Germany are associations responsible for the conservation, celebration, and promotion of local traditions and special features in a specific region or city. The connection to our previous stop, the town of Monschau, was undeniable since Mützenich also once belonged to Belgium.

From the very beginning as we were heading out of the bus, the atmosphere was unbelievably warm and welcoming. On this day, the Homeland Club of Mützenich was celebrating their 20th anniversary and so they prepared a BBQ outside of the village's museum. The participants enjoyed not only a delicious steaks, German sausages, potatoes, and beverages, but also had the opportunity to speak to elderly members of the homeland club who expressed how happy they were to meet young students from all over the globe and confirmed what we had heard about the village's history with their own personal stories.





Finally, the participants had the opportunity to visit Mützenich's museum and experience the way of life from more than a century ago. Then we went on to the next tour through the High Fens. The High Fens (German: Hohes Venn; French: Hautes Fagnes; Dutch: Hoge Venen), which were declared a nature reserve in 1957, are an upland area, a plateau region in the province of Liège, in the east of Belgium and adjoining parts of Germany between the Ardennes and the Eifel highlands.

The High Fens are the largest nature reserve or park in Belgium. Our tour guide greeted us and took us on his tour through the beautiful swampland. Being a former English teacher, his English was perfect with a mixture of a northern German humor and British wit. He also had an enormous knowledge about the swampland's vegetation; he told us he had learned the plants names from an English friend with whom he went on walking tours for more than 15 years. After two hours of walking, we reached our final destination, Charlemagne's bedstead, a huge quartzite rock that according to a legend had been his bed for a night during a hunting trip in the moors because he and his men had lost their way. A wonderful weekend had come to an end and we happily were driven back home to Cologne.

Expert talk with the staff of '180° Grad Wende'

A. Sari, M. Berrissoun and others

In order to introduce the participants to young role models working in the non-governmental sector and in a multilingual setting, we went to the headquarter of 180° Grad Wende (180° Degrees Turn), an organization doing social work for young people in Cologne. In 2008, a young man died in an incident, which involved criminality in the neighborhood Köln-Kalk. The police, the city's government and citizens felt the need to become active and met in a working group that should develop strategies and actions to help fight against racism, extremism, and criminality.

180° Grad Wende's team welcomed our group in their office in Köln-Mühlheim on a very hot day. They tried to make our stay as comfortable and refreshing as possible and offered us cold lemonade and fans. After a tour through the office and a poster exhibition that showed the organizations activities, we sat together and listened curiously to the different team members who told us about their motivations to work in this sector and for 180° Wende. They also introduced us to their different projects, and we had the chance to ask questions and discuss different topics of interest. All of us felt overwhelmed by the concept, the different projects run by the organization, and the power and strength of the whole network.

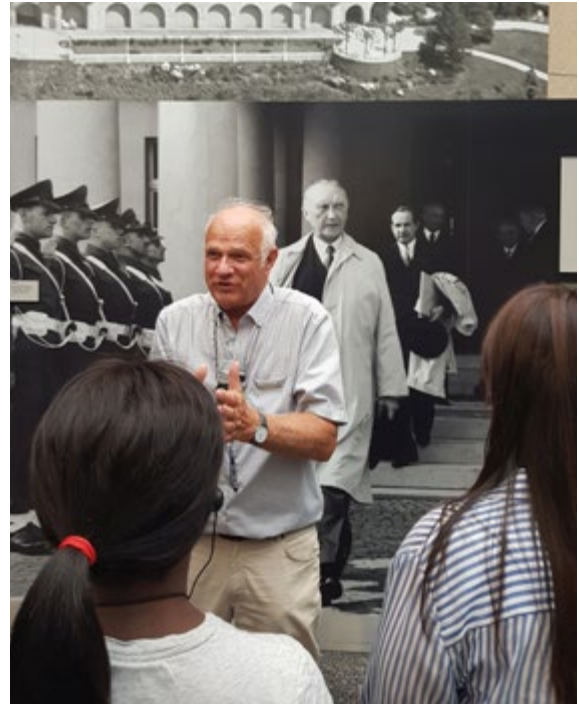
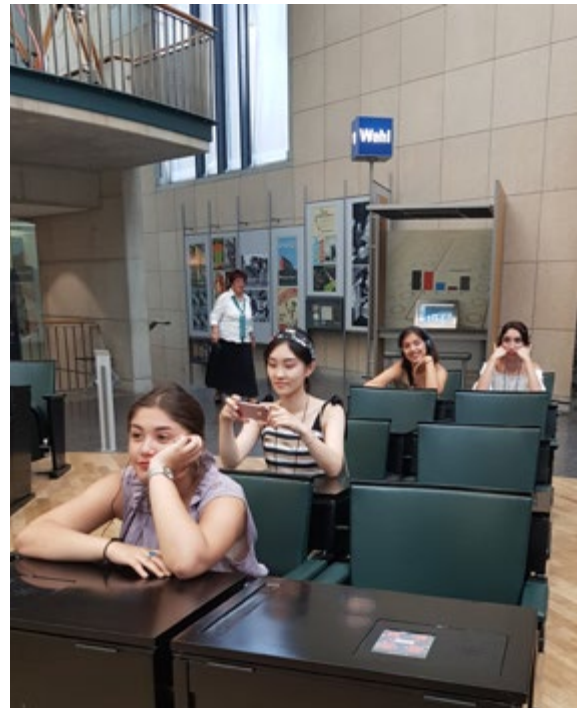




Visit of 'Haus der Geschichte'

Taking part in a summer school in Cologne implies that German culture and history are part of the program. Therefore, we went to visit the Haus der Geschichte ('House of History') in Bonn and met our tour guide at the museum. The tour started with the Second World War and went through the time period of Stalin and kept on going until the present year 2018.

Due to our tour guide's age and former status as a diplomat, he always had a personal story to tell regarding nearly every historic event. He invited us to have a little dance session in a reconstructed bar from the 50's to songs of Elvis Presley and other famous musicians of that time, which took us all back into the old days. Through the whole tour, we were able to ask questions and interact with the guide, who was always able to answer every question with a vivid story. When we arrived in the year of 2018, we said goodbye to our wonderful tour guide and to the robot called Eva.





Final Presentations and Certificate Award Ceremony

Three weeks of hard work, new experiences combined with making new friends from all over the world can only end with great presentations and creative ideas. The presentations of this year's summer school were based on the concept of 'Pecha Kucha,' which means that each group had to only use 20 slides in the form of pictures, that run for 20 seconds which means that each presentation had a maximum time of 6 minutes and 40 seconds.

In this time each person of the group had to present, their part as well as having to fit into the whole. Every group, that started their team work as strangers, was now working and presenting as a team and close class mates.

Each group had its very own topic, which they had found to be the most interesting point, lesson, or topic to present. We heard about Gender debates in language, about the power of language as well as the many differences even within one country in form of dialects, etc. Afterwards everybody had the chance to ask questions and discuss them and the topics.

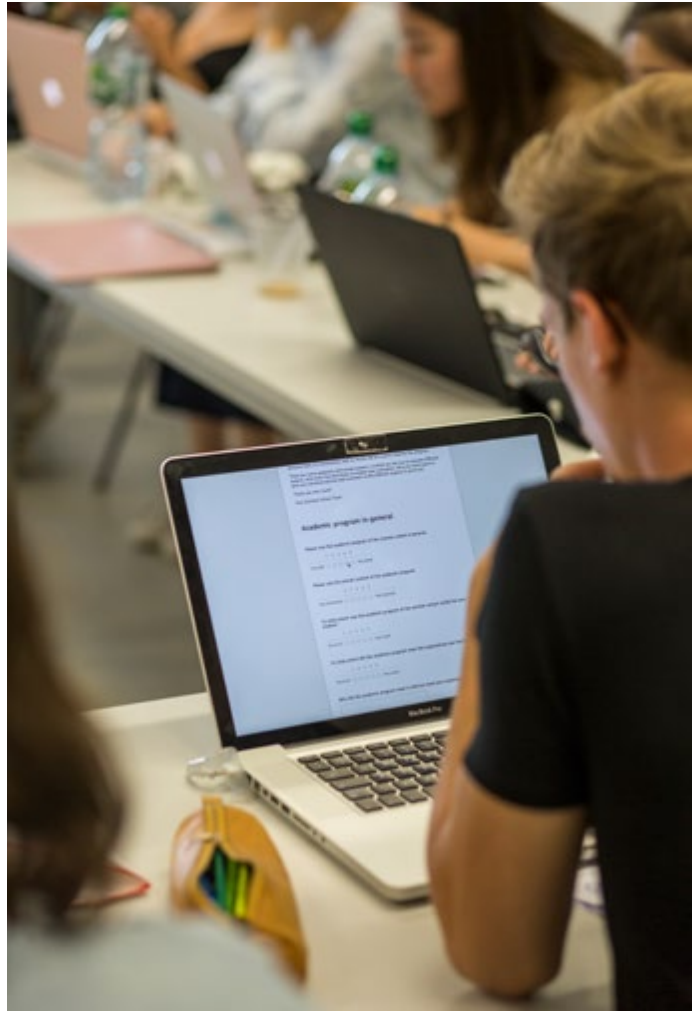
Each person was involved in the vivid exchange of knowledge and opinions. Then the group circled up to receive their well-earned Cologne Summer School certificates. The participants received their certificates from the Vice Head of the International Office, Christiane Biehl, the organizer of the Cologne Summer School Victoria Busch and this year's student assistant Olivia Goroncy. Afterwards we all went outside for a last group picture in front of the famous stature of Albertus Magnus.



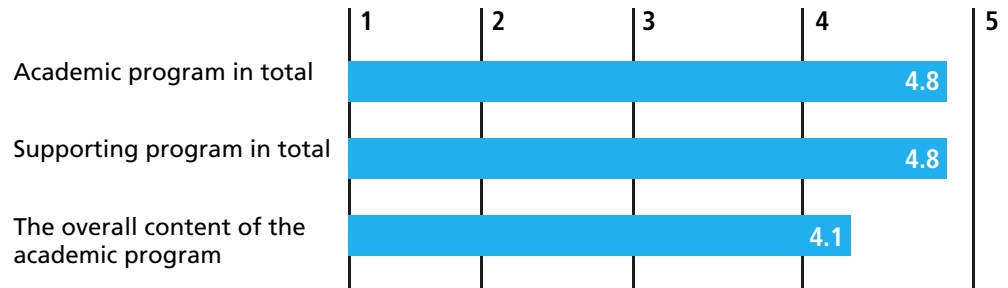


Evaluation and Number of Scholarship Holders

The steadily increasing numbers show that the brand COLOGNE SUMMER SCHOOLS has been successfully consolidated. Within this process also a new sub-brand, COLOGNE SPRING SCHOOLS, has been implemented. We strive for a further increase of at least ten percent in the number of Cologne Summer Schools per year.



The program was rated on a scale from 1 ('not at all' or 'very bad') to 5 ('very much' or 'very good'). The results showed that the participants were very satisfied with the program as a whole and felt they had come to a good place where they had been taken care of. We did an extensive evaluation of the summer school. The following summarizes the most important results.



**COLOGNE SUMMER SCHOOLS
SCHOLARSHIP HOLDERS IN 2018**

NUMBER OF SCHOLARSHIP HOLDERS

	COLOGNE SPRING SCHOOLS in Cologne	
1.	Language, music, and cognition: organizing events in time	39
2.	Patriarchy is over. Time to perform.	60
	COLOGNE SPRING SCHOOLS abroad	
3.	Views on and of the Israeli society (Israel)	10
4.	Tamil language and culture (India)	6
5.	NANOmed 3.0: advanced materials challenges for health and alternative energy solutions (India)	53
	COLOGNE SUMMER SCHOOLS in Cologne	
6.	Challenges and opportunities in a multilingual society	29
7.	KölnAlumni WELTWEIT summer school „Quo vadis, Europe?“	28
8.	[sic!] summer institute Cologne	51
9.	Virtual children’s media in a global perspective	6
10.	Summer study of European law in Cologne, Luxembourg and Strasbourg	14
11.	Cologne academies	63
12.	Georgian-German summer school on criminal law	12
13.	The Political system of Germany and Turkey in comparison	18
14.	Molecular mechanisms of aging associated diseases	19
15.	Summer school on learning skills and peer teaching	15
	COLOGNE SUMMER SCHOOLS abroad	
16.	Exploring urban heritage (Egypt)	13
17.	Reconociendo fronteras invisibles: tránsitos, cruces y agentes – recognizing invisible boundaries (Italy)	29
18.	Arts education on tour: Mediterranean thinking (Italy)	22
19.	Chinese language at Tongji University (China)	15
20.	CHINA global: Centers and margins (China)	20
21.	Cambodian history and culture (Cambodia)	5
22.	Education and social stratification in India (India)	15
	Number of scholarship holders in spring 2018	168
	Number of scholarship holders in summer 2018	374
	Total	542

In summer 2019, the University of Cologne (UoC) felt honored to host 30 international alumnae and alumni who returned to their former alma mater in order to attend the 10th Summer School of the network KölnAlumni WELTWEIT. This year, the participants came from 19 countries and were representatives of a wide range of disciplines. Together with researchers from the UoC, they discussed the question of 'Quo vadis, Europe?' from an interdisciplinary perspective during the one-week summer school from July 23 to 27. In Brussels, the group also had the opportunity to visit the European Parliament.

Brexit, right-wing populism, and migration – all these debates end with one question: quo vadis, Europe? Where are you going, Europe? Since the Brexit was adopted in Great Britain and Europe is increasingly becoming the target of migration movements, looking at this question has become even more relevant than before.

The University of Cologne is specialized on European issues in various disciplines: the research institute at the Jean Monnet Chair of Prof. Dr. Wolfgang Wessels is concerned with political science and European issues, and the Faculty of Human Sciences has a specialist in the field of legal populism, Prof. Dr. Gudrun Hentges. The Refugee Law Clinic Cologne, which was founded in 2013 by students of the University of Cologne as a non-profit registered association, combines theory

and practice by offering free legal advice and other assistance to migrants, especially to refugees and asylum seekers. The question 'Quo vadis, Europe?' addresses topics of high scientific, educational, and social relevance that form an internationally competitive research focus at the UoC. In addition to scientific input from UoC researchers, the participants also gained insight into local educational institutions such as the Federal Agency for Civic Education in Bonn and the European Commission.

The participants of the 10th Summer School also had the opportunity to help shape the content of the program: through lectures on different country-specific perspectives on Europe, the audience had the opportunity to get to know different perspectives.

However, the exchange among each other and with other summer school students was also particularly important. This year, two Summer Schools were opened on 23 July, as the three-week Cologne Summer School on Challenges and Opportunities in a Multilingual Society. Movement, Migration, Languages, Psychology, and Education also started in that last week of July. The joint opening ceremony was not the only opportunity to get in touch with other international students and representatives of the UoC; all participants brought specialties from their home country for the 'International Dinner,' which also offered opportunities for exchange.



The [sic!] Summer Institute Cologne took place for the sixth time from 27 August through 7th of September 2018. For two weeks, 51 Ph.D. and master's students from Cologne, Northwestern University (Evanston, USA), Jawaharlal Nehru University (New Delhi, India), the United Kingdom, Guatemala, the Philippines, the US, Switzerland, Australia, Japan, Russia, Korea, Austria, and Turkey together with six faculty members from the University of Cologne and Northwestern University, Evanston, explored this year's topic 'Construction Sites.'

A highlight of the Institute was a guided tour of the construction site of the Cologne opera house at the Offenbachplatz, which concluded, with a beautiful view of Cologne from the roof of the fly tower. Yet, 'Construction Sites' in the seminar discussion was not understood literally but as an invitation to reflect the way we 'do' research and to analyze the manifold ways history and media shape identities.

The Institute's directors, Prof. Peter W. Marx from Cologne and Prof. Tracy C. Davis from Northwestern, have continued their Theatre Historiography seminar, which has been a key part of the summer school for some time. Prof. Stephan Packard (Cologne) and Prof. Patrick Noonan (Northwestern) developed their Visual Narration seminar from 2017 further into a Comics seminar while Prof. Neil Verma (Northwestern) teamed up with Prof. Peter Moormann (Cologne) for a seminar on Sound at Work. Therefore, this year's Institute saw an inspiring continuation of dialogues that began in the past and were intensified by the diverse perspectives 2018's students from all over the world brought to Cologne.

Fitting with the topic, the social program invited students and faculty to delve deeper into the construction of Cologne identity. An

evening at the Brauhaus, a night in a local Veedelskeiße with a few rounds of German bowling called 'Kegeln', and a Büdchen Tour to explore small Cologne kiosks helped to understand the importance of fun and joy for the local identity.

The excursion, too, was dedicated to Cologne: it started with a guided tour of the Romano-Germanic Museum, which focused on the archaeological excavations in and around Cologne. Knowing about the historical layers below contemporary Cologne, [sic!] participants received folders suggesting different tours of the city. Equipped with information on the sites, the color of the bridges and with addresses of bakeries, small groups strolled through Cologne looking at the witnesses of the city's past and connecting the different witnesses to each other in order to create a story. Thus, the whole city became a site for constructing histories.

On the last day of the Institute Prof. Sandra Kurfüst, who co-taught a seminar in 2016, joined the program for an Alumni Lecture about her research project on hip-hop in Vietnam, which she started in 2016. Seeing how a project, whose beginning is closely connected to [sic!], has developed into such an exciting academic endeavor was a successful ending to 2018's Institute – which, again, celebrated its big finale with a barbecue hosted by the cooperation partner Northwestern University.



With a total of five expert lectures, an artist workshop, and very interesting project presentations by participants of the summer school, it was a very successful first summer school organized by the institute for children's and youth media research, ALEKI.

The summer school's concept stipulated that the expert lectures roughly outline the topic, while the project ideas should purposefully deepen individual aspects. This succeeded as the presentations of the participants were able to show how diverse the field of virtual children's media is. It was great to see the enormous potential within the students' creative and individual work on the topics and which methods they applied in order to demonstrate their findings.

In her opening lecture, Professor Julia Benner emphasized that that children's media today are more than ever influenced by global structures, both on the level of distribution and of narration. The digital streams that made possible a global media culture for children first recognize them as central to virtualization. Dr. Felix Giesa presented reflections on using children's and youth media in the context of visual cultures, and how to use visual culture studies for their analysis. Dr. Andre Kagelmann and Thomas Scholz talked about digital and transmedia storytelling as contemporary narrative formats for children and adolescents.

The participants deepened these thoughts and applied them on their projects. For example, Anna-Lena Demi and Annegret Montag examined the relevance of such digital media objects for contemporary learning settings at school. Anne Krischel took up the considerations of visibility and interpreted visual narrations in textless picture books as a preschool of visual understanding. Noelle Rensing finally recognized in the narrative

cosmos of Harry Potter the best-known transmedia network of the present and considered a visualization strategy. Using a specially written program, she was able to understand the development lines and relationships of the Harry Potter franchise.

The problems arising in the allocation of authorship in the digital world was vividly shown by Jana Vonderschmitt. She studied books written by famous Youtubers. Obviously, it seems questionable, if the authorship lies with them.

The workshop with Torben Kuhlmann showed how these artefacts are created for children. Here, the participants could understand how a picture book is created – and in the further development of it finally an audiobook and a video film. In addition, a visit to the Andy Warhol exhibition and one to a beer garden rounded off the program.

It was characterized by a high degree of professionalism, which was perceived as particularly productive among the participants. Another goal of this summer school was to bring together experts and youngsters and to start the creation of a network in such an unexplored research field, and this proved to be a successful start down this path.



Summer study of European law in Cologne, Luxembourg and Strasbourg

Prof. Dr. Junker, Chair in US Law at the University of Cologne, Faculty of Law, offered the sixth Summer Study of European Law for American students through Cologne's partner, Duquesne University School of Law, Pittsburgh, USA in May and June 2018. The three-week program offered three modules: one each in the study of European Data Protection Law, European Public Law, and the French Reception of European and International Law.

The summer school started with three introductory lectures including an introduction to comparative law by Prof. Dr. Junker, a lecture on German legal education by Ms. Münster, who is a doctoral student at the institute of US Law, and an introduction to German legal practices by Mr. Bünemann, who has recently been preparing for the second state examination. After the introductory part, Prof. Dr. Peifer held a seminar on the law of European data protection. In the second week, the students studied with Prof. Dr. Hobe the public law of the European Union, which explained the legal status of the Union, its various branch institutions, and the sources of law that it uses.

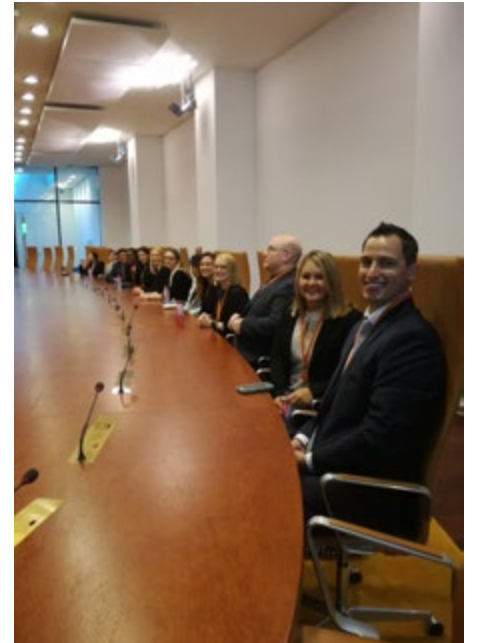
Furthermore, the group travelled to Luxembourg to see European Law applied during a visit to the European Court of Justice. Besides attending a hearing, The highlight was a lecture given by the Germany's European Court of Justice member, Judge Prof. Dr. von Danwitz. Afterwards, the students travelled to Strasbourg and took part in a lecture on the French reception of European and international law held by Prof. Dr. Hamann of the Faculty of Law at the University of Strasbourg.

During the third week, the students attended lectures at the Council of Europe, the European Parliament, and the European Court of Human Rights (ECHR). At the ECHR, they had the chance to meet Judge Prof. Dr. Nussberger. Back in Germany, Mr. Kraski, an international doctoral

candidate, gave a speech on how an American can obtain a doctoral degree in law. In addition to the lectures stated above, professional excursions in Germany, Luxembourg, and Strasbourg included: the European Parliament in Strasbourg, the EU Visitor center in Strasbourg, the District Court of Bonn, where students attended two criminal hearings and met with Judge Dr. Eumann for a lecture and a discussion.

At the Office of the Consulate General of the United States of America in Düsseldorf they met with the US Vice Consul Ben Chapman. Back in Cologne the program was rounded off by a lecture and a reception by Vice Mayor Dr. Heinen at the Cologne City Hall. Various social events together with Cologne students made the summer school a unique experience. During a weekend trip to Paris students got to know each other even better.

At the end of the summer school, the students took a comprehensive examination on all aspects of the program. Upon successful completion of the three-week course of study, the students were able to participate in an optional practical training under the tutelage of a practicing lawyers in various international law offices and companies in Germany.



The Cologne Academies 2018 took place at the University of Cologne during the first week of September. They consisted of two separate courses: Arbitration and Negotiation/Mediation. The 63 participants who came from around 18 different countries first met at a welcome reception. After a welcome speech by Professor Berger the participants got to know each other over delicious finger food and drinks.

The 16th Cologne Academy on International Commercial Arbitration started on Monday morning. Professor Berger, head of the Cologne Academies, started with an introduction to arbitration. Since the participants came from different backgrounds and had varying degrees of knowledge and experience regarding arbitration, the introduction into the topic was a perfect warm-up. In the first lecture, Professor Berger presented the case that was going to serve as a basis for all the practical tasks and role-plays in the following four days. Afterwards Professor Berger and Chun-Kyung Paulus Suh, a counsel from the German Arbitration Institute (DIS), taught us about the proceedings.

Mr. Suh gave an interesting presentation about the procedure and the rules of the DIS. After lunch in the university cafeteria, Stefan Hoffmann, a partner from Watson Farley & Williams in Hamburg, joined the teaching team. Together with Professor Berger, he presented insights about case management, case analysis, and strategies. Then, we were divided into two teams, one representing the claimant and the other one representing the respondent.

After some work within each group, we conducted plenary sessions. The workshop leaders helped throughout the group work and gave feedback after the plenary sessions. This was a great opportunity for us to interact with experienced arbitrators and to receive professional advice. The first day ended with a guided tour

through the city of Cologne and a dinner in a typical Cologne brewery called Malzmühle (the malt mill).

On Tuesday, the workshop continued to be well-balanced between theory and practical application: Professor Berger and Oliver Marsden, a principal associate at Freshfields, tackled the oral arguments. In order to improve our own abilities, we were divided into claimants and respondents once again and discussed our cases. Particularly interesting were the mock hearings, where volunteers could deliver their opening statements.

During and after the mock hearing, we received helpful feedback and suggestions for improvement from our workshop leaders. One of the summer school's highlights took place in the evening: a boat trip on the river Rhine, where all of us enjoyed delicious food and a great time with a beautiful view of Cologne. On Wednesday, Professor Berger and Duncan Speller, a partner at Wilmer Hale, introduced us to the process of taking of evidence in international arbitration proceedings.

We received numerous tips and tricks for the successful analysis and processing of evidence. Subsequently, some participants had the opportunity to take part in a cross-examination. This cross-examination was especially exciting as Professor Berger himself acted out the roles of the witnesses. On the last day we had the pleasure to hear a presentation about the procedural orders and awards of an arbitration by Dr. Torsten Lörcher, a partner at CMS Hasche Sigle.

Thus, we had the chance to learn the last steps of an arbitration and understand how an arbitrator comes to his or her decision. Afterwards we met the mediation summer school group in a huge joint session. In this joint session, Professor Berger explained the differences and similarities of arbitration and mediation. In the end, Professor Berger closed the Cologne Academies by handing out the certificates.



12th Cologne Academy on Business Negotiation and Mediation

The topic of the Mediation Academy's first day was negotiation, as mediation itself is in essence a moderated negotiation. We had the honor and the pleasure to listen to the wonderful Ian Macduff from New Zealand, who conducted workshop. After a comparative introduction into negotiation and mediation, we shared and discussed our ideas about the top qualities a good negotiator should possess, thereby stepping right into the practice of negotiation.

Further, we learned about different dynamics and processes that occur in negotiations. We did not only acquire theoretical knowledge but also put the strategies and techniques right into practice in a series of exercises. In this way, we could really grasp the complexity of a negotiation, had our attention drawn to the difficulties, and were encouraged to find ways to overcome them. We also implemented this new knowledge to analyze a case study developed specifically for our course.

The case study did not only show us what kind of situation we could face in the future, but it also allowed us to work through every aspect and stage of a negotiation. Throughout the day, Ian Macduff shared his own experiences. His insightful stories, along with a series of videos relating to the case study, showed the great potential a well-conducted negotiation offers as well as its limitations. On the second day, we moved on from negotiation to mediation. After an introduction to mediation by Ian Macduff, we learned how to structure the mediation process with the help of video clips that showed us the difficulties arising from the different positions of the parties. The lecture was accompanied by group work and a healthy dose of Ian Macduff's own experiences. On Wednesday, the mediation workshop was conducted by David Owen, QC, an experienced barrister

and a mediator in London. It was interesting and enriching to listen to David Owen's own experience with mediation and to get an in-depths perspective about mediation.

In the morning we explored the topic of information gathering and legal debate, and we learned about the role and the necessary skills of a mediator. As with Ian Macduff's contribution, David Owen's workshop was extremely interesting. In order to raise awareness of the important nuances in the use of language, we practiced reframing sentences and expressions. After the lunch break, we discussed settlement options and bargaining strategies while analyzing the videos from the case study. Professor Berger, who was Thursday's workshop leader, continued the topic of settlement agreements.

He taught us how to draft smart settlement terms. In the case study we had been exploring, the mediation eventually failed, and Professor Berger used this development to talk about the consequences of the failure of mediation. After the lunch break, we had a joint session together with the arbitration group. During this session Professor Berger compared negotiation, mediation, and arbitration, thereby building bridges between the three means of alternative dispute resolution. The Academy inspired us to dig deeper into the topics and to find out how to implement the new knowledge into our future work lives.



From 22 to 29 July 2018, a Georgian-German summer school on Criminal Law took place in Cologne, which helped Georgian students to become familiar with the main features of German, European, and international criminal law. The motivation was the fact that the European Union had concluded an association agreement with Georgia in 2014, which came into force in July 2016.

The aim of the agreement is not only to strengthen democracy, the rule of law, and human rights, but in particular to adopt legal standards. Therefore, it will be necessary for Georgia to adopt the European and international provisions on criminal law. Ten students of the University of Georgia attended the summer school. The participants were selected from a large number of applicants according to strict performance-related criteria. Furthermore, two students of the State University of Tbilisi took part, who were completing their studies in the Master Program Cologne/Tbilisi.

In addition, Prof. Bachana Jishkariani from the University of Georgia was able to participate from the Georgian side as a lecturer, spending time in Freiburg and Cologne for research purposes in July 2018. All students arrived on July 22 at Cologne/Bonn Airport and were accompanied to the hotel. Afterwards they took a first city walk with Prof. Jishkariani. During an opening ceremony that took place on July 23 the students were introduced to the summer school's program which also included a visit to the Barbarastollen, a demonstration coal mine located in a cellar under the main building of Cologne University.

The academic program was designed in such a way that the lecturers, after an introduction to German, European, and international criminal law, expanded on selected individual aspects in theory and practice. In the field of European criminal law, Prof. Waßmer presented the protection of the Euro against counterfeiting, while Prof. Marco Gercke dealt with the legal in-

struments on cybercrime and the initiatives on child online protection. In the field of international criminal law, Prof. Jishkariani discussed the current work of the International Criminal Court in The Hague on the Russian-Georgian war of 2008. Dr. Lars Berster analyzed the crime of genocide.

Prof. Waßmer also presented the main features of German criminal law, which nowadays is strongly influenced by European and international regulations. The cultural and social aspects were not neglected either. Thus, the Georgian students were exposed to Cologne's culture such as the Cologne Cathedral and many other sights. In addition, not only was Augustusburg Castle in the nearby town of Brühl visited, which is one of the most important buildings of the Baroque and Rococo periods and a UNESCO World Heritage Site, but also a trip to Bonn was undertaken.

A guided tour through breweries with dinner and the closing ceremony provided for the physical well-being. At the closing ceremony, the participants reflected together with the speakers on the numerous new impressions of an academic and cultural nature. Most of the participants had never been to Germany before and had not dealt intensively with European and international criminal law. The Summer School was perceived as a very great enrichment.



The joint winter school of the University of Cologne and the Turkish-German University in Istanbul took place in Cologne and Berlin from 10 to 24 January 2018. During this period, Turkish and German students engaged in an intercultural dialogue and had the chance to visit important political institutions.

In the recent years, Turkish-German relations have been negotiating a tricky period, which is simultaneously marked by incentives for intensified cooperation and a challenging framework of diplomatic conflicts and disputes.

Undergraduates from the Turkish-German University in Istanbul and the University of Cologne jointly participated in a simulation exercise of an EU-Turkey summit in a seminar at the University of Cologne. In order to stimulate critical reflections on different perspectives of the member states of the EU and Turkey, the groups were mixed, and students were encouraged to discuss and to deal with unfamiliar points of views.

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 the governmental institutions and provided the opportunity to gain an insight into the structures and scope of duties of the several institutions as well as the possibility of discussing multiple dimensions of the partnership between Germany and Turkey.

The program in Berlin included several visits at the German Federal Government, such as The Federal Ministry of the Interior, the German Parliament, the Federal Chancellery, the Federal Foreign Office, as well as the Turkish Embassy. The focus was on identifying implications for the partnership especially in light of the current migration situation.

Moreover, strategic collaboration in the fight against terrorism, the EU accession process of Turkey and prospects in terms of energy and economic cooperation were intensively discussed. In sum, students were provided with a comprehensive understanding of everyday proceedings and processes in EU-Turkey relations. They dealt with in-depth analyses of the partnership and engaged critically in the debate with German and Turkish authorities.



The summer school Molecular Mechanisms of Aging Associated Diseases took place at the Cologne Cluster of Excellence for Aging Research (CECAD) from August 27-31, 2018. The aim of the summer school was to draw the attention of young talents to aging mechanisms of aging associated diseases. 19 participants, covering different scientific subjects in their late B.Sc., early M.Sc. semesters and medical students from the University of Cologne (UoC), as well as from Canada, Japan, Greece, Czech Republic, Lithuania, Turkey, and Bosnia were invited to meet scientists from different CECAD laboratories and to get introduced to research in the early stages of their education and get first insights into CECAD's scientific questions, CECAD's translational research, and its career opportunities.

Due to the internationality of the participating group, the summer school was the ideal networking platform to strengthen the UoC's cooperation with universities from abroad. The program started with an intensive discussion about CECAD's major aims and potential future career opportunities, e.g. the doctoral program the Cologne Graduate School for Ageing Research. Further, the students were introduced to the impressive CECAD Imaging Facility. The head of the department, Dr. Astrid Schauss and her staff member Dr. Felix Babatz presented different high-resolution microscopes as well as electron microscopes.

Afterwards the students learnt the basics of an efficient journal club from CECAD's postdoctoral researchers Dr. Hien Ngyen and Dr. Gisela Slaats. At the end of the day, the group visited the Cologne Cathedral and had a breathtaking guided roof top. Finally, the participants went to a traditional brewery to socialize and to get to know the Cologne culture by drinking Kölsch beer and trying traditional dishes, such as Himmel un Ääd (literally, 'heaven and earth'—fried blood sausages and potatoes). An additional social event, the networking lunch, provided the participants direct contact with CECAD's current Ph.D. and MD stu-

dents to obtain important information on career opportunities in CECAD laboratories. During the lecture sessions on the following days, the students could gain firsthand insights into projects of CECAD's postdocs, group leaders, and professors.

The participants and the lecturers enjoyed the fruitful discussions after the lectures and took the opportunity to get to know each other better. Some students even arranged individual appointments with the lecturers to discuss with them potential future scientific projects. One afternoon was entirely dedicated to lab visits, where the participants could gain insights into four laboratories at CECAD and the Max Planck Institute for Biology of Ageing and to be part of the 'real science' by observing fluorescent worms (*C. elegans*) or differently colored fish (killifish) using a laser microscope or having a look at skin cells.

In the workshop 'Scientific Presentation' conducted by Dr. Ben Hartwig, who is not only a scientist, but also an excellent actor by training, the participants were taught how to control their tension during presentations and how to explain complex scientific topics to the audience in an understandable way. In order to immediately apply this knowledge, the participants prepared presentations on peer reviewed scientific publications from CECAD laboratories during the intensively supervised journal club group work.

Here, the participants trained their critical thinking skills by questioning unclear results in the publications and by working together to assess the presentations that were held on the last day of the summer school. Altogether, the CECAD summer school on Molecular Mechanisms of Aging Associated Diseases was a great opportunity for international students and students from the University of Cologne to network, to explore in detail career options at CECAD and to highlight CECAD and the University of Cologne as a unique research location in the field of aging research.



Between 5 and 11 September, 2018, the Cologne Summer School Learning Skills and Peer Teaching took place at the Medical Faculty in Cologne. Prepared by a four-year cooperation with the Medical University of Kaohsiung (KMU, Kaohsiung, Taiwan) in the field of medical education, 15 medical students of the KMU were able to attend the summer school in their third academic year.

The topic and focus of the summer school was the training of clinical-practical skills as they have been learned by the students in Cologne for 15 years and will soon be taught in Kaohsiung as well. These include, for example, skills such as taking blood, administering medication to a muscle, training in first aid, or hygiene measures such as hand disinfection or preparations for the operating room. In several workshops, the students were encouraged to practice these skills, partly together with and under the supervision of student assistant from the Cologne Interprofessional Skills Lab and Simulation Center (KISS) of the Medical Faculty. The focus was also on older students teaching of skills to their younger colleagues, so-called peer-assisted learning (PAL).

The KMU would like to use PAL in the development of their undergraduate Skills Lab. In the meantime, the students had time to experience Cologne's culture and idiosyncrasies up close, for example on a ride on the Bimmelbahn (a narrow-gauge railway), a guided tour through Cologne, a visit to the Chocolate Museum, and a typical Cologne brewery. Highlights of the summer school were among others the participation in three operations in a teaching hospital of the University of Cologne and learning about the previously unfamiliar method of peer teaching. The summer school was completed by taking a standard of examination for teaching clinical skills, the Objective Structured Clinical Examination (OSCE), in which the students showed how well they had learn clinical skills this week.





COLOGNE
SUMMER
SCHOOLS
abroad

Exploring urban heritage

More than half of the world's population is now living in urban environments, and the main problems of urbanity and urban development – e.g. population growth, land encroaching, mass tourism, social inequality, and gentrification – heavily impact the conservation and management of cultural and natural heritage in urban areas.

For this reason, Cologne Aswan Summer School in Heritage Studies 2018 was dedicated to Urban Heritage, Development, and City Brand Management. Thanks to generous funding by the Cologne Summer Schools program, the Greiss Foundation, and by the Friends of Egyptology at Cologne University, it was possible to bring together students from different disciplines from Aswan and Cologne to learn together about the specific problems of urban heritage conservation and management and to explore empirical research methods during two weeks in Aswan and one week in Cologne.

The focus of the program was on urban heritage, its connection to urban culture in general, and to the main aspects of sustainable urban development. The participants were introduced to the integrated approach of Historic Urban Landscape as well as to the relevant parts of the Sustainable Development Goals of the UN 2030 Agenda and the New Urban Agenda of Habitat III. After an introduction to methods and results of the study on streets in a city as important social spaces by Vikas Mehta, the participants started to take their first steps in empirical research at the Nile Corniche in Aswan. They tried – by conducting interviews and observation – to get to know more about this important street, its social role, its development, and its function as a heritage place. The main empirical research, done in research groups and based on Janet Pillai's outline of cultural mapping, was conducted at the Suq of Aswan, at Feryal Garden (a public park close to the Nile),

and at Elephantine Island with its Nubian villages and the archaeological remains of the former city from Pharaonic times. A SWOT-analysis helped to discern first strategies to develop a destination branding process for these sites.

The week in Germany began with a visit to the newly reconstructed historic city center of Frankfurt / Main – highly contested development among professionals as well as visitors – and to the business district of 'Mainhattan.' One day was dedicated to a short introduction to Archaeoinformatics as taught at the University of Cologne, and to two important documentation methods relevant for heritage, to structure from motion, which the students could explore themselves, and to RTI.

At the closing event of CASSHS 2018, the students were presenting the first results of their group work done on the three heritage places of Aswan mentioned above. The extraordinarily positive reaction of the audience to the students' presentation was received as a welcomed sign for the success of our rich intercultural experience at this summer school.



**Reconociendo fronteras invisibles:
tránsitos, cruces y agentes – recognizing
invisible boundaries: transits, crossroads,
and agents**

The Working Group on Spain-Portugal-Latin America / Centro Latinoamericano de Colonia (AS-PLA-CLAC) hosted – in cooperation with the Università degli Studi di Bergamo – the interdisciplinary Summer School Recognizing Invisible Boundaries: Transits, Crossroads and Agents from July 22–29, 2018 in Bergamo, Italy.

The summer school was a cooperative project with a consortium of European and Latin American universities chaired by Professor Christian Wentzlaff-Eggebert from the University of Cologne. The topic Recognizing Invisible Boundaries: Transits, Crossroads and Agents presented the lecturers with the task to illustrate different kinds of ‘invisible boundaries’ that are often neglected or denied by tradition or because of economic interests or political convictions.

While some participants made the linguistic ‘markers’ of invisible boundaries a subject of discussion in their papers, others lectured about boundaries that many may not perceive, as for example the possible frontier between testimony and truth. Further approaches included ‘boundary’ seen as the utmost limit of expression and the concept of visibility itself from an art-historical perspective. What’s more, many approached the phenomenon of invisible boundaries from a philosophical point of view, and in one specific case, from one of its subdisciplines, mathematics; eventually, we learned about strategies of how to overcome invisible frontiers with the help of constructed languages, therapeutic methods, and social integration. The summer school was interdisciplinary in nature and took on the character of an eight-day symposium. Apart from the professors from Cologne and Bergamo, there were 36 other participants including bachelor’s, master’s,

and Ph.D. students, as well as lecturers from different academic disciplines, such as Spanish and Latin American Literature, Culture and History, Translation Sciences, Clinic Linguistics, Media Studies, Philosophy, Classic Philology, Musicology, Art History, and Mathematics. The group was quite diverse given that the participants were from 20 different universities and institutions in Argentina, Austria, Ecuador, Germany, Great Britain, Italy, Poland, Romania, Spain, Switzerland, and the USA.

In the structured discussions, the participants reflected together in an undogmatic and open-ended manner on the necessary general framework of recognizing and overcoming boundaries. Lecturers made their own contribution in one of the twelve working sessions with a short presentation. Here, they presented relevant examples from their areas of expertise and put them forward for discussion.

The location at Bergamo in the Northern Italian region of Lombardy offered us a rich culturally and historically significant setting, which we had the chance to explore on several occasions. It started with a guided tour of Bergamo’s Città Alta, led by a local Ph.D. student. Further highlights were a performance of Giuseppe Verdi’s renowned opera *Aida* in the Roman Amphitheater of Verona, the Arena, and several museum visits, including the well-known Pinacoteca di Brera in nearby Milan with one of the participating professors acting as our guide.





Cologne Summer Schools in Italy



Arts education on tour: Mediterranean thinking

During the Summer Semester 2018, the Institute of Art and Art Theory of the University of Cologne organized an excursion under the title Arts Education on Tour: Mediterranean Thinking to the 12th edition of the European Nomadic Biennial for Contemporary Art MANIFESTA, which took place in the Sicilian capital of Palermo from June 16 to November 4, 2018. As a politically oriented and nomadic art exhibition founded in the early 1990s as a response to the reconfiguration of the World after the end of Cold War, Manifesta is held in a different host city every two years.

According to the Manifesta's title 'The Planetary Garden – Cultivating Coexistence' and the main themes this year of 'migration' and 'climate change,' the focus of the excursion, which was structured as summer school course, was on postcolonial theoretical perspectives, on reflections about the de/construction of the 'Global South,' and questions of a racism-critical art pedagogy. Under the guidance of Aurora Rodonò, M.A. and Prof. Dr. Manuel Zahn (Institute of Art and Art Theory, University of Cologne), a group of 22 students coming from the different degree courses such as Art Education, Aesthetic Education, and Intermedia, embarked on a journey for a one-week Cologne Summer School in Palermo, a place that for centuries has been an important hub of transcultural processes.

In order to dip into the Manifesta's concept and spirit, the participants did not only visit the exhibition venues spread all over the city of Palermo but also had the possibility to deepen their studies by attending different workshops and laboratories with some of the responsible persons of the Manifesta's curatorial and educational team: Yana Klichuk (Head of Education and Learning), Chiara Cartuccia (Curatorial and Public Program Coordinator), Giuseppe Arici (Visitors Service and Audience Development Coordinator), and Yodit Abraha (Community Liaison). With the organizers of the exhibition and its multi-layered program around,

these workshops in particular were extremely valuable for the students' learning processes, giving them the unique chance to look behind the scenes and exchange knowledge and ideas with some of the most interesting protagonists of the contemporary international art scene. Furthermore, the initiators of the excursion Aurora Rodonò and Manuel Zahn invited the internationally renowned art outreach experts Ayse Güleç to join the summer school as a teacher and to share with the students her expertise on the interface between arts and social practices as elaborated in the context of the world-famous exhibition documenta in Kassel, for which Ayse Güleç has been working for now three editions – most recently as responsible for the section 'Community Liaison' concerned with the collaborations between the (international) artists and the local communities.

Precisely because Sicily, and Palermo in particular, is a place of migration and continuous social changes, the Summer School offered the possibility to get together with local players and institutions, such as the association Borderline Europe/Sicily (engaged into the Monitoring of the European migration and border policy) or the association Moltivolti that works towards a more transnational society through cultural education. During the excursion, the students also participated at the guided tours with the so-called 'gardeners' (guides), who gave substantial information regarding the artistic works and the curatorial concept of the Manifesta by providing insights into specific local knowledges. In retrospect, the whole program was extremely intense and fruitful. The students were lastingly impressed by the exhibition, the hospitality and the expertise of the organizers of the Manifesta.

Overall, the students had the great opportunity to discover emerging artists and to engage in the professional discourse on contemporary art – a great experience that has enriched the students' studies.







Chinese language at the 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 world's fastest developing country – 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 allowed the students to make faster progress learning Chinese. The students learned basic communication skills, which already allowed them to order simple dishes or make basic conversation with the locals after first week. 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 universities also organized various weekend activities for the students. During the first weekend, 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 tour guided by a Chinese teacher and a Shanghai citizen allowed students to hear the firsthand experience of Shanghai's economic development.

During the second week, the University of Cologne organized a trip to the city of Hangzhou, a host of 2016 G20 Summit. Hangzhou is not only economically one of the most important cities in China, it has its 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.

Since one of the aims of the summer school was to develop the cross-cultural skills in order to foster the skills need to work for international companies or organizations, the University of Cologne also organized a visit to one of the leading German corporations working in China, the BMW Group. During the second week, the students visited the German Center in Shanghai, where they got an insight into the Chinese economy and its uniqueness.

Those visits allowed the students to talk to the staff from Germany, who have been in China for some years already and learn about the experience of working in an international company or organization 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.







Cologne Summer Schools in Asia



CHINA global: Centers and margins

The Excellence Forum CHINA global: ideas, values, practices organized the interdisciplinary Summer School CHINA global: Centers and Margins in Xiamen in cooperation with Xiamen University from the 10th until the 17th of September 2018. The Excellence Forum CHINA global was established at the University of Cologne in 2017 as part of the German Excellence Initiative, involving the Universities of Cologne, Fudan, Nottingham-Ningbo, and Xiamen, as well as the Stiftung Asienhaus (Cologne) as cooperating partners. For Master students and Ph.D. students at the University of Cologne, the Xiamen summer school was part of the graduate course CHINA global, organized jointly by Cultural and Social Anthropology, Philosophy, and Chinese Studies at the University of Cologne.

Students of this course attend two public lectures by invited speakers and two research seminars in Cologne, before the leaving for Xiamen. The first public lecture was given on May 7, 2018 by Prof. Dr. Prasenjit Duara (History, Irvine) and titled 'Spiritual Ecologies: Sustainability and Transcendence in Contemporary Asia.' In the research seminar, students had the opportunity to discuss Prof. Duara's recent book *The Crisis of Global Modernity: Asian Traditions and a Sustainable Future* with him. The second public lecture was given on July 9, 2018 by Prof. Dr. Wang Mingming (Anthropology, Beijing) and titled 'Historiographic Estrangement: Notes on Chronological Occidentalism in Post-traditional China.' In the research seminar with Prof. Wang, students discussed his book *The West as the Other: A Genealogy of Chinese Occidentalism*.

The summer school CHINA global: Centers and Margins focused on the philosophical, legal, social, and cultural aspects of a new China-centered globalization. Students heard lectures and discussed mainstream and marginal perspectives on globalization, the Chinese conception

of world order, Chinese universalism, and Chinese global strategies, as well as features of emergent local worlds of Chinese globalization. As a practical illustration of the theme, the summer school was complemented by an excursion to Gulangyu island (organized by Xiamen University). To enable intensive discussions and fruitful exchanges between Chinese and German students, the number of participants were limited to 20 Master and Ph.D. students in total.

There were eight participants from the University of Cologne, as well as eleven Chinese participants from various disciplines and universities. The Chinese participants had been independently recruited by China Global partners at Xiamen University.

The schedule of the summer school consisted of daily lectures followed by working groups and sessions with all the participants. Working groups, led by Dr. Roberta Zanetti and Ph.D. candidate (ABD) Sarah Hanisch from the University of Cologne, concentrated on developing questions or statements on the texts that accompanied the lectures. In the large group session, these were presented to the author who had presented the lecture session and discussed with all participants and teachers present.

The Keynote lecture of the summer school was given by Prof. Jeffrey Wasserstrom (History, Irvine) titled 'China's Global Cities in Historical and Comparative Perspective,' in which he raised the question of what globalization is, what it is not, and cleared up some common misconceptions about global cities. Prof. Dr. Björn Ahl (Chinese Legal Culture, Cologne) focused on the Universal Periodic Review of the United Nations Human Rights Council in his Monday lecture, where he explored the impact of China's official human rights position.





On Tuesday, Dr. habil. Nora Sausmikat, Director of China Program at Stiftung Asienhaus (Cologne), presented first insights into the policies of safeguarding environmental and social standards at the new Asian Infrastructure Investment Bank – a major financier of China new One Belt and One Road Initiative – and discussed the role of NGOs in highlighting negative impacts and enforcing international standards. On Friday, Prof. Dr. Susanne Brandtstädter (Anthropology, Cologne) focused on the values, practices, and ideas, which China exports not only as part of its global activities, but also in an active attempt to promote a new sino-centric ‘narrative’ for a new globalization. Prof. Dr. Wilfried Hinsch (Philosophy, Cologne) addressed in his lecture on Saturday fundamental conceptual and ethical issues concerning the nature of international human rights with an analytic focus on the relationship between rights and their corresponding duties.

Three guest lectures were given by professors of Xiamen University and by the Chinese visual artist Xu Tan during the Summer School. Prof. Song Ping (Anthropology, Xiamen) presented on Monday evening her work on Fujianese migrants to New York and the role that hometown associations play in organizing and distributing important economic, social and political resources. Prof. Dr. Lin Yi (Sociology, Xiamen) held evening a seminar on Thursday about ethnic minority education in China with a particular focus on the Tibetan community.

An important concern of the Summer School was to raise interest in the academic study of a globalizing China and to help to launch research projects on this topic at the University of Cologne. We used the summer school to provide intensive support for students interested in developing such projects. The summer school ended with intensive discussions the group session ‘What have we learned so far,’ a roundtable with all teachers and with presentations by individual students. Two new prospective Ph.D. students in anthropology at Cologne were recruited during the summer school.

The summer school in Xiamen was an excellent opportunity for all participants to grow academically and broaden their horizons. Master’s and Ph.D. students of different academic backgrounds profited particularly from the Summer School’s interdisciplinary approach and the different insights offered by the participating disciplines on the topic of Chinese globalization.

Cambodian history and culture

After arriving in Siem Reap on 5 August, we took one introduction day with a visit to a museum (with a short introductory PowerPoint talk on Angkor epigraphy by Dr. Kunthea Chhom) and a multimedia information center on Angkor. In the evening, we visited the Cambodian Circus Phare Ponleu Selpak which is a part of a social project to help children from very poor families to get schooling and support children and to help youngsters from traumatized families after Vietnam War, Khmer Rouge Terror regime, Vietnamese occupation to overcome their traumas through art, music, and circus.

The next day, we started our exploration of Cambodia's ancient history with a climb through the jungle towards the region where in the very early 9th century AD the Khmer empire had been declared. Near the jungle river we already had our first experience with the monsoon rains in a rainforest region. Luckily, we found shelter in a small restaurant where we ate lunch in the middle of a large open terrace before the rain started. But nevertheless, it was a great to experience this natural phenomena.

The next few days, we visited some of the major Angkor sites. We started with the first Angkor capital city in the plains – a place today called Roluos, situated about 20 km southeast of Siem Reap. Then, we visited some of the impressive temples inside Angkor Park (Kravanh, Angkor Vat, Ta Prohm) and some distance away in Banteay Srei.

On August 12, we took a boat tour on the Tonle Sap Lake, in order to visit the swimming town of Prek Toal and to inform ourselves more in detail about the huge lake and living conditions in such a water-based environment. Prek Toal is rich in small home-base industries, which we could visit and observe. Just when we had settled on the roofed terrace of a swimming restaurant in order to eat lunch, we were had a second, highly

impressive, encounter with Monsoon rainstorms, which was over as quickly as it had started.

After another day at Angkor park, visiting Bayon, Baphuon, and the palace region, we took one day to prepare for our big round-trip that started on August 15th with a two-days' journey to Preah Vihear – the Khmer temple on top of the Dangrek hills, which forms the border between Cambodia and Thailand. From the temple site, we could look down on one side onto Thailand and on the other onto Cambodia.

These places made students understand the potential for the conflict between the two countries, which until today vie for ownership of the cultural heritage from Angkor times. On the way to Preah Vihear, we visited Anlong Veng one of the last refuges of the 90th cadre of the Khmer Rouge. We spent the night in a hotel in a small country town to go to Koh Ker the next morning, an Angkor town which in the 10th century had been the Capital for approximately 25 years. Nevertheless, the place is dotted with temples among them and one of the highest temple pyramids of Angkor.

After another night in Siem Reap, we started towards the West, first heading to the temple Banteay Chhmar, built in the 12th century by King Jayavarman VII. This temple features a great number of historical reliefs which tell us a lot about battles and the life at the royal court as well as everyday life. We continued towards the city of Battambang, where we arrived just early enough to visit the circus and art school of Phare Ponleu Selpak.



We had dinner in a small open-air restaurant on the banks of the Battambang River where we had a bit of a 'French Colonial flair,' something that almost all Cambodian cities with riverfronts share. These are all well-constructed and well-kept boulevards along the river where people take evening walks and where small parks invite for get-togethers.

Sports equipment is even installed in several places, inviting people to do a little workout. The next day, on our way to Phnom Penh, along the western Shore of the Tonle Sap Lake, we stopped at Kampong Chhnang – the province that is famous for its pottery. The entire country is supplied with earthenware goods from here. We walked through the market, had a quick lunch, and then visited one of the potters' villages where we could witness the entire production process. In the evening we arrived in Phnom Penh, where we had booked a hotel on the riverfront.

August 19th was the day we dedicated to do the painful exploration of Cambodia's Khmer Rouge history. When we visited the torture prison S21 (also called Tuol Sleng) and the so-called 'Killing Fields' which were originally located outside the city but have now become a part of Phnom Penh's industrial suburbs. Visiting these places always creates a silent, somewhat shocked, and slightly depressed atmosphere in the group.

The next morning, we visited the audio-visual documentation center Bophana, founded and maintained by Cambodia's most important and internationally renowned documentary filmmaker Rithy Panh. Bophana is an audio-visual archive of Cambodian history focusing on the Khmer Rouge era but not limited to that period. When we visited the center on August 20, we were lucky enough to meet Mr. Rithy Panh in person and were able to have a short conversation with him. We finished the day at the central market of Phnom Penh and with a visit to Wat Phnom, the temple where the legendary founder of the city – Lady Penh – is worshipped.

On August 21, we started from Phnom Penh into Cambodia's south. We stopped at Phnom Chisor – an Angkor temple from the 11th century constructed on a hill 42 km South of Phnom Penh. On August 22, we left Takeo for the seashore city of Kep – with a stop at Phnom Chhnngok, an extraordinary site with a 7th century pre-Angkor brick-temple built into a quite impressive limestone cave. It was decidedly one of the highlights of our entire tour.

In Kep, we stayed for the remaining few days of the summer school in a small hotel directly on the seashore. From here, we made excursions to the famous pepper groves of Kampot province, where we saw red Kampot pepper which is among the most expensive peppers in the world, and it has a very special aroma. Then we visited Kampot city with its very rich market and with a beautiful city center of colonial-style houses.

This city also has a beautiful riverfront from where we had a view of the misty mountains of Bokor Station. Finally, we were able to hike through Kep National park – a beautiful jungle-hill from which it's possible to catch a glimpse of Vietnamese islands. The students used the last day for a trip to 'Rabbit Island' to relax at the beach there. The next morning, we left Kep for Phnom Penh airport, where some students departed on their way back home.



Education and social stratification in India

At our Cologne Summer School Education and Social Stratification in India students could get insights into the Indian educational system and Indian society. Organized by the University of Cologne in cooperation with the Symbiosis International University in Pune, 15 German students from different faculties and universities in North Rhine-Westphalia and ten students from Symbiosis International University participated in the fourth edition of the Cologne Summer School India. Lectures about the Indian Educational System, the Internationalization of Higher Education, as well as migration issues prepared both German and the Indian students to fruitfully debate educational and societal questions regarding India and Germany. This allowed the students to deepen their intercultural awareness on both sides: no longer talking about India, but with India.

The program not only consisted of lectures, but also covered various field trips and workshops. The exploration of the different sites of Pune took the students through the busy streets of the city center and included a visit to the Shaniwar Wada Fort and its beautiful garden area, the Jangli Maharaj Temple and the lively, colorful, and noisy marketplaces, where students could have an authentic Indian shopping experience.

During the time of the summer school, the Ganesha festival was celebrated, where numerous temporary temples were set up across the whole city to worship Lord Ganesha, a Hindu god in the shape of an elephant. A daytrip to the Kaas Plateau located a three-hours ride south of Pune gave students the opportunity to explore India's stunning nature by observing native flowers and insects.

Another field trip gave insights into Indian village life, including a farm visit. Workshops about Madhubani painting, an ancient Indian art form and the famous Indian Bollywood dancing were not missing either. The students also had the opportunity to get a Mehendi, a henna tattoo, which is typically painted on the hands. Needless to say, the students could try a lot of tasty Indian food, including the famous Thali, a meal that is made up of a selection of various dishes.

The Cologne Summer School Education and Social Stratification in India was a great chance to learn about the diversity of Indian society, including the influence of the caste system, the various religions, and the complex educational system, as well as its linkage to history.







Cologne Summer Schools in Asia



NOTES



www.colognesummersummerschools.uni-koeln.de

IMPRINT

Publisher

University of Cologne
International Office
Cologne Summer Schools

Editorial Staff

Victoria Busch, M. A.
Christiane Biehl, M.A.
Olivia Goroncy
Viviana Acuna

Lector

Dr. Carter Williams

Design Concept

Leon Schniewind,
Köln International School of Design

Coordination

Victoria Busch, M.A.

Print

University of Cologne

Photography

Cologne Summer Schools Participants and Team
(various pages)
Organizing Institutes of the University of Cologne
(various pages)

Photographers

Pascal Nordmann (83, 84, backside picture)
Matthias Kleinen (Cover picture, 78, 79)
Marco Piecuch (87)

See you next year!



Kindly supported by
Santander Universitäten

