

## **SYLLABUS FOR THE SEMINAR**

### **In-depth seminar: Bugs matter: Multispecies ethnography and the concept of 'species' (Realism/Positivism/Constructivism) (Seminar)**

#### **Lecturer(s):**

*Alexander I. Stingl, PhD*

**weekly | Tuesday | 16:15 - 17:45 | 18.10.2016 - 31.01.2017 | C 1.209**

#### **BE ADVISED:**

I NORMALLY DO NOT PROVIDE INFORMATION THAT IS ALREADY PROVIDED IN THE SYLLABUS! THEREFORE, READ THE SYLLABUS CAREFULLY AND IN ITS ENTIRETY AT THE BEGINNING OF THE SEMESTER AND CHECK AGAIN ON mystudy BEFORE PRODUCING (AND SUBMITTING) YOUR PRESENTATION FOR THE LATEST UPDATED VERSION.

*(Ich beantworte üblicherweise keine Fragen, deren Antworten aus dem Syllabus bereits bekannt sein müssten. Lesen Sie deshalb dieses Dokument zu Beginn des Semesters vollständig durch. Bevor Sie Ihre Abschlussarbeit abfassen, auf jeden Fall nochmals vor der Abgabe, konsultieren die letzte überarbeitete Fassung dieses Syllabus auf mystudy.)*

#### **Syllabus Structure:**

- Content of the course
- Learning goals
- On Presentations and Assignments
- Formal requirements
- Grading
- Office Hours
- Participation and Tutorials
- Requirements for course tasks
- Task and Session plan

#### **Course Description**

The seminar is text-based, drawing in an exemplary manner from contents of the lecture and discusses individual problematizations in-depth. In particular the following topics and lines of inquiry are being discussed following a recent story told by researcher Astrid Schrader about a student's outburst, why "should I care about bugs?" as, indeed, many students in the social sciences, anthropology, etc. wonder why non-humans are suddenly so important. Thus, discussions of the concept 'species/speciation' and the recently developed anthropological method of 'multispecies ethnography' (focusing especially on texts by Eben Kirksey and Stefan Helmreich) illustrate important questions in theory science: How do the relation between concepts and methods constitute a methodology? What are the relations between humans and non-humans, and why (and how) do they matter? How and why do concepts and practices of 'Environmental Justice' depend on the basic scientific categories we deploy for the entities that have the potential to be subject of justice?

## Goals of this course

Students are enabled to apply knowledge learned in the lecture, enhancing their performative competencies and powers of reflections. Particular goals of this seminar are, further:

- Understanding the difference between method and methodology
- Methodology as 'applied theory of science'
- Ethnography as a general tool to 'think with'
- Constructivism vs. Positivism
- Understanding the evolution of scientific concepts
- Difference between 'lab science' versus 'immersion'

Die Teilnahme an diesem englischsprachigen Seminar setzt die Teilnahme an der englischsprachigen Vorlesung „Philosophy of Science and Methods“ voraus. Die Veranstaltung kann nur von Studierenden im Leuphana Semester (1. Semester) des College besucht werden.

### **Teilnahmevoraussetzung:**

In order to participate in the English seminar it is required to participate in the English lecture “Philosophy of Science and Methods”. The lecture can only be attended by students within the Leuphana Semester (1. Semester) as part of the College.

Es gibt keine Studienleistung.

Die Prüfungleistung erfolgt im Rahmen des Seminars:

1. schriftlicher Test zu den Inhalten der Vorlesung am 31.01.2017 (50%)
2. mündliche Präsentation zu den Inhalten des Vertiefungsseminars (50%)

### **Studienleistung:**

None.

Examination will take place within the seminar:

1. Written test about the content of the lecture on 31.01.2017 (50%)
2. Verbal presentation about the content of the in-depth seminar (50%)

## On presentations, web-site, and homework assignments

The students will create a web-site for their group, which is an integral part of this seminar, around which you will structure your activities. On this website, you will:

- Present the project your group is working on, which will lead to your individual term project (paper/Hausarbeit or Group Presentation/Gruppenpräsentation)

Students will, during the course, present, individually and with their groups, content that they have prepared before each session. They will analyze and create arguments for discussion. When presenting, students should consider carefully whether they want to use a manuscript to read from, use cue cards or speak freely 'off the cuff'. Speaking without any aids is advisable only for those who already have gained experience in public talking. When preparing a manuscript for a talk or a speech, students should calculate the reading time for a single standard manuscript page to be two to three minutes. Students should practice reading out loud with a timer.

Presentations and written contributions should in general heed the following guidelines:

- ▲ Begin with an introduction into the topic you are talking about. You might want to consider presenting an actual case (for example referring to a news item) or a fictional

story that illustrates the problem or issue. Provide an overview of the structure of your talk or paper. Create curiosity among your audience, but also give some orientation.

- ⤴ Summarize the key-points of your argument and explain them, where necessary, explicate technical terms that you are using: Sometimes your goal is the introduction or elaboration of a particular concept.
- ⤴ Create an internal connection or a comparative perspective between your views and the texts.
- ⤴ Connect the dots in your presentation/paper by referencing what was said in your introduction, argue whether or not the problem raised there has been successfully described, analyzed or resolved by the tools or perspectives discussed.
- ⤴ Try to create interesting and provocative questions for further discussion in a conclusion. This may take the form of a provocative hypothesis, further perspectives and ideas that the text(s) under discussion could enable, or you could cite some unresolved questions that you feel still lurk in the text(s), and which you yourself have not yet been able to answer satisfyingly; you may also point out where you felt the text(s) you read was unclear or to something you find hard to understand, and would encourage others to help you make it clearer.
- ⤴ Use and make explicit citations
- ⤴ Have a bibliography at the end, at the very least referencing works cited.

Please consider, when using media and presentation software, such as Keynote, PowerPoint or Prezi, that content and form of your presentation should be appropriate for the use of media/software. Use slides, clips, etc. parsimoniously. Do not crowd slides with text nor use overly complex diagrams. You can find a humorous but quite illustrative depiction of “what not to do” here:

<http://progressivegeographies.com/2013/10/17/an-excellent-presentation-on-how-not-to-give-presentations/>

At this point, the literature for the seminar and your homework should be available through either the library, *mystudy*, or via the internet, while you should please obtain (i.e. buy, download, print) your own copy of the main texts, that you can bring to class. Please make sure you have obtained and read the texts and prepared the work in advance (**time-management**). Please do inform me immediately if you cannot obtain a text, after having explored all possible options, and let us know what you already have tried (usually, the library will give you some information, if a certain book or journal is unavailable). Also, make sure whether other participants have experienced the same problem. We will do our best to find an alternative, if needed.

Official Dates/Abgabetermine:

### **Methods Module**

Group-Presentations/Gruppenpräsentationen (50%) and Exam/Klausur (50%):

Prüfungs-/Abgabetermin Klausur: Di, 31.01.2017

Prüfungsanmeldung: Mo, 17.10.2016 - Di, 15.11.2016

Rücktrittsfrist: Di, 24.01.2017

In this seminar you will create the Group Presentation

**1) begründete Fragestellung/Question and Reasoning (see syllabus).**

I expect to see you/your group/or group representatives at least once, but preferably twice, during office hours to discuss your research question and approach for the paper.

**2) Title, Abstract, Keywords, and Website (10-14 days before your presentation is due)**

Send Abstract (300 – 500 words) and 5-6 Keywords as a pdf-document and post on your website. Please do note: The information provided with the abstract is final and cannot be changed. Any significant deviation will impact your grade according to the gravity of the change made (e.g. small change of title is less significant than if you are talking about an entirely different topic or use completely different examples than announced in the abstract).

**3) Group Presentation**

Your presentation should be 20 to 25 minutes in length (no more and no less), followed by a 25 minute discussion, which you and your group moderate as you see fit. (Please Note: If your group size, for any reason, drops to 3 or less members, the presentation time can be reduced.) Presentation must involve the use of a presentation software (PowerPoints, Prezi, Keynote, etc.) and the presentation must be handed in before your presentation is due via email AND accessible on your website.

Please Note:

The **Title Slide** must contain the title of the presentation, date of the presentation, reference to the seminar topic, and the names of all group members.

[In case you want to be graded individually rather than as a group, a **Second Slide**, must contain an itinerary for the presentation naming the group members individually assigned in order of their part presentation.]

Your presentation should make it clear when you use citations, as well as contain a bibliography (of works/videos/etc. cited or used) at the end on the **Final Slide**.

Do not use *neologisms* (technical terms you have made up)

Use established technical terms (*Fachbegriffe*) where appropriate. Be clear and concise.

Language/*Sprache*: English!!!!

It is imperative that you make references to texts used in the seminar. However, you should also use additional texts that were not part of the seminar.

The presentation is to be created along the following guide lines:

The presentation is meant to refer to both the seminar's contents, literatures, and perspectives, and the contents you were offered in the organisation of the *Methoden*-Module beyond the seminar.

## Grading:

Each student will receive a grade, reflecting their contribution to the group's presentation. It is YOUR choice how you communicate this in the presentation. IF you choose to separate the individual and mark clearly who contributed what part (e.g. by every speaking in order after the other), then grades will be given accordingly, but IF you choose to be graded as a group and share a grade (for example with only one or two people from your group speaking actively), this is also possible. However: This choice must be communicated to me along with your abstract in advance. If you do not do tell me in advance, I will assume as a default that in your group you all want to share the group grade. (There will be **no** changing between group and individual grade **after** you communicated your decision along with the abstract.)

In case you want to share the grade *but* a single student in your group does not collaborate well in preparation, please talk to me and we will try and have a meeting together during office hours to find a fair solution. [Please note: If I do notice that a student in a group is significantly less active and engaged in working towards the group presentation's goals, I retain the right to give this individual student a reduced grade even if the group has opted for group grade. So slacking off and free riding on the work of others will not be allowed.]

What will "your grade" be? The "grade" I give you will be marked on a point-sheet, which I will hand in, along with a short written review that gives a reasoning for the score, to the module coordinator, Dr. Blohm. Your final grade will be calculated by combining the results from the presentation and the exam (each weighted as 50%).

I consider three dimensions of your presentation when deciding on your score:

- ⤴ Technical Execution
- ⤴ Quality
- ⤴ Originality

The basis for the score is primarily the presentation (20-25 mins.), not so much the discussion afterward. However, the discussion may allow you to clarify or correct a point missed in the presentation to your favor and improving the grade. The discussion will be weighed negatively only if it reveals that you have not sufficiently engaged your topic and are unable to speak about it at all, outside of the material presented *or* if you fail to even attempt to create any kind of discussion with the audience. [Please note that as an audience you have some power to help while others will have that power next time. So be very active and be critical, but also be fair in the discussion.]

Technical Execution is the most important point and makes up for most of your grade and it is the deciding factor whether you can pass this class:

- ⤴ Did the presenters follow the structure and format?
- ⤴ Did the presenters manage to communicate their ideas clearly.
- ⤴ Did the presenters make references to the texts in the course?
- ⤴ Did the presenters make citations, and were these made in a coherent style?
- ⤴ Did the presenters show an understanding of the subject matter?
- ⤴ Did the presenters make use of appropriate technical vocabulary?
- ⤴ Did the presenters produce the **Title Slide [, Second Slide,] and Final Slide** correctly?

- ⤴ Did the presenters hand in the digital version(s) in a timely fashion?
- ⤴ Did the presenters stay in the 20-25 minute frame?
- ⤴ Did the presenters create their slides in a reasonable fashion (clear style, not too much information, readability, etc)?
- ⤴ Did the presenters use media in fashion that helped convey ideas and facts meaningfully (and did not distract from the topic, e.g. use of images of films only for their own sake)?
- ⤴ Did the presenters deliver the presentation in a good style (could speakers be heard, did they speak clearly and concise, using appropriate language, body language and appearance)
- ⤴ Did the presenters appear prepared?
- ⤴ Did the presenters seem well coordinated as a group?

Quality:

- ⤴ Did the presenters argue his/her points reasonably and convincingly?
- ⤴ Did the presenters use references beyond the course material?
- ⤴ Did the presenters individually cohere with his/her group's project presentation in the seminar?
- ⤴ Did the presenters provide a realistic evaluation of their conclusion(s)?
- ⤴ Did the presenters have a clear question and/or line of inquiry?
- ⤴ Did the presenters make the boundaries of their topic clear *and* refer to seminar's theme(s)?
- ⤴ Did the presenters present a reasonable conceptual, theoretical, methodological, and or empirical frame, situating their presentation?
- ⤴ Did the presenters make concepts and technical terms used clear?
- ⤴ Did the presenters use examples and did they use them reasonably
- ⤴ Did the presenters, if applicable(!), distinguish clearly between descriptive, analytical, and/or projective/speculative parts. (If they included speculative conclusions were these, justified?)
- ⤴ Did the presenters use research that can be considered timely and elaborate on the timeliness (timely may not always mean the same most recent and current, depending on the topic)?
- ⤴ Was there a structure and/or logic to the presentation?
- ⤴ Did the presenters come to a conclusion?
- ⤴ Did the presenters reference directly to one of the two key texts for the seminar?

Originality does not mean that you have to come up with a genius idea that no one else has, what we are looking for is whether or not you can think beyond the literature and argue your own point effectively rather than merely quoting and paraphrasing.

Once again: All the relevant literature should be available through the university library, the electronic journal access of the library or via open access. Please notify me if you have exhausted all means to get a copy of any one of items listed in the literature, and describe to me what you have tried already.

**Please note:** I will officially report plagiarism and make sure that anyone caught plagiarizing or actively involved in any action with the intent of plagiarizing or cheating is pursued to the full extent of legal possibilities.

Office hours:

During Wintersemester 2016/17 my office hours are Tuesdays, 14.00 - 16.00, Room 8.123.

PLEASE NOTE: I EXPECT TO HAVE AT LEAST ONE, BETTER TWO MEETINGS WITH EVERY GROUP OVER THE COURSE OF SEMESTER TO TALK ABOUT A) THE TOPIC (MID-SEMESTER) AND B) THE STRUCTURE (TOWARDS THE END OF THE SEMESTER) OF YOUR GROUP PRESENTATION.

I am conducting office hours every week during the semester. Consult *mystudy* for changes in times during the X-mas break and after semester end at Jan.31, which I will also announce in the second meeting. Office hours are intended to help you with academic and professional questions, i.e. everything to do with the content and formalities of the seminar (organization, literatures, essay, group presentation/term paper), questions about your professional or academic careers, or with other fields within the areas of our professional competence. I can only emphasize that you should use the office hours to your advantage. It is always better to have raised an issue immediately, and we have had a chance to find a solution or at least discuss some options, before having to deal with the consequences later and unprepared. It is a matter of experience that students who have made use of the variety of options for advise and tutoring (Tutorials, language center, writing workshops, office hours, etc.) also fare better in their exams and grades, and have to deal with less anxiety and stress. The language center of the university, in particular Eoin Ryan and Micha Endlich and their team of TAs, exist to help with writing academic papers in English.

Your tutor and I, as your lecturer, are committed to helping you to succeed, to learn, and also to experience a seminar that offers a cooperative, interesting and fun atmosphere for studying – however, that depends on your making use of the options for learning and getting advise. Please do inform your tutor (TA) and me – and when required also the administration of the Leuphana College – in a timely fashion about any problems you may experience, which may endanger your participation and success in the seminar.

### Tutorium and Active Participation

I do expect your presence and active participation in the seminar. I also assume that you will be present and actively participate in the tutorial (*Tutorium*). Let me reiterate, that it is a proven and reliable fact that there is a correlation between the measures of stress/anxiety, academic success, active participation, and the level of advance preparation.

If you have to miss a class (or tutorial) for a serious (!) reason, please do inform me (or your TA in the tutorial), and, of course, the members of any work-group you have been assigned to, for they might have to cover contents you should have prepared/presented, and they can in turn inform you about the seminar's proceedings and important information. There will be matters discussed in class that are crucial to your successfully passing the class. You do miss class and tutorial at your own peril.

### Requirements for class and group homework

A first thing that I would like you to do, before we begin the seminar, is that you should take a quiet moment at home, make yourself some tea or coffee (or whatever you prefer), arm yourself with pen and a sheet of paper and *just-so* reflect on what it is that does capture your interest when thinking about the semester theme as an issue, what you hope to understand or believe you will gain from our seminar in particular. Think, in particular, about the concepts and relations of public, state, and science/scholarship. Make a few notes, and try to write up one or two concise questions that you would consider writing about, whether in a small or a lengthy treatise. Keep not only your thoughts but also your notes, since we may need them at the end of the seminar. You will be assigned to a work group. You should meet with them at least two to three times before each seminar weekend and prepare the tasks you have been assigned. You may also work together in your group to prepare and discuss the general readings. Be smart about how you organize your studies and assignments!

For all presentations you prepare, bear in the mind the following advise: You may use presentation software, such as e.g. PowerPoint, as you see fit. For research, you may use the Internet along with the library, of course . However, do yourself a favor and do not merely copy and paste, nor use only a single source of information (be particularly careful with sites like Wikipedia). At the end of any presentation, name your sources (or show them on a slide) and provide at least five different academic/scholarly(!) sources per topic if possible. An encyclopedia, lexicon, or Wikipedia does not qualify as such.

Remember that the task of a presentation is to help define, distinguish and/or compare important concepts and technical terms or socio-historic phases, as well as creating questions and examples for discussion in class. Be a little competitive when researching: the first examples you may find may have already been used by many others abundantly.

One important task that your presentations and discussions should accomplish is to help us in arriving together at tentative definitions that will accompany us over the course of the seminar and carry into your writing process. In other words, we want to create a tentative conceptual frame, when speaking about something like “the State” or “Enlightenment” or “Postcolonialism”, that enables us to be confident that we are speaking about roughly the same things. When researching, you will quickly realize that many concepts that seem clear and easily understood at first, some of which you may have been using often without much reflection, suddenly obtain a quality of being multifarious and obscure: When Kant speaks about Enlightenment, for example, you will find that he does so in a very different way than historians do, you might also find that Kant was not a friend of the idea of *democracy* and that he created a



sharp distinction between a concept like *democracy* and that of a *republic*, while many current political theorists and philosophers treat these concepts as if they were interchangeable. Therefore, it is imperative that, when addressing these matters, you should always look for prudent examples to illustrate your use of a concept.

For the different readings, homework and preparatory tasks, see below.

#### Literature and Media:

I do expect you to have acquired and read the texts over the course of the seminar. Some but not all of the smaller texts will be uploaded to the materials folder in *mystudy*. If not available online via the library e-book system, in the Material folder you may find some of the longer texts for you to review before you acquire them. It is always good to check these options. However, since you also are required to learn and practice the use of a university library and other resources, some texts you will just have to try and find yourself.

I understand that for the majority of students as well as even many adjunct/part-time instructors, money is always an issue. I will try to make choices for the book, so that it should, if possible, not exceed a sum of ca. 28.00 Euro. I am aware that this is still a small investment, but an important and hopefully productive one. Please consider alternative avenues of obtaining the book.

## **Tasks & Sessions**

### *Please note:*

All assignments for texts, group presentations, etc. are to be prepared before each session. I do operate on the premise that you come prepared and, for example, I will ask questions that require familiarity with the texts.

You might be required to create a web-site with your group (we will have six groups of five people in this course; be smart with assignments), and use for uploads regarding your “project” as well as book reviews, etc.

Each group will develop a “project”. Your project can be a research project you would like to do, an activist project, or can involve existing research, social movements or political activism. The group’s “project” will be the presentation upon which you will receive your grade.

## **Schedule and Individual Sessions with Assignments**

wöchentlich | Dienstag | 16:15 - 17:45 | 18.10.2016 - 31.01.2017 | C 1.209

**18.10.2016**

### **"Species"-Thinking**

1. Ethnography: a first attempt
2. Discussion

Watch:

"An Interview with Anna Tsing" at: <https://www.youtube.com/watch?v=ji64XQRCV2U>  
and read:

Mol, Annemarie "I eat an apple", Material Folder on mystudy

**25.10.2016**

### **Animal Research.**

1. Groups and Presentation introduced
2. Discussion "How many and what kinds of 'species' do I encounter on my way to class, beginning in my room at home?", "How do I affect their lives and how do they affect mine?", "Which of these moments of 'being affected' is politically important?", "Which of these relations between these species and me are natural and which are not?"
3. How do you read and how do you watch (alone and in a group):

We will watch these videos together in this session:

Why do we use animals in research?

([https://www.youtube.com/watch?v=6RL\\_KZ2bAQE](https://www.youtube.com/watch?v=6RL_KZ2bAQE))

Peter Singer: Animal Equality

(<https://www.youtube.com/watch?v=av22cRQNBiQ>)

Will Kymlicka: Animals as Co-Citizens

(<https://www.youtube.com/watch?v=BUTpsn5N6vc>)

In your group, you will afterwards begin to discuss what your position is, how you can find a consensus for your positions in your group, and begin to consider how – using examples, you would present and defend your position on why (or why not) and in what way or intensity animals (and which) should be considered ethical subjects that should be afforded rights. (Prepare a 5 minute[!] presentation until next time).

**01.11.2016**

### **Ethnography**

1. Presentations by Groups "Animals as Ethical and Legal Subjects" [HOMEWORK]
2. What makes a good question or line of inquiry and how to pursue it?
3. You should all have watched at home before this session, we will discuss "what is the human relation to a non-human world" and how can we study it [HOMEWORK]:  
Training the Senses: Tim Ingold - The knowing body  
(<https://www.youtube.com/watch?v=OCCOkQMHTG4>)

**08.11.2016**

**Nature, Environment, Ecology, Nature Culture**

1. What makes an effective presentation? (example: Ruha Benjamin)
2. Discussion: What is “nature” and what are its Others?

Everybody should have watched in preparation [HOMEWORK]:

Eduardo Kohn “Thinking with Forests” (17 mins.)

(<https://www.youtube.com/watch?v=mSdrdY6vmDo>)

and

Everybody should have read

<http://www.umich.edu/~ifri/Publications/R051-9.pdf>

Arun Agrawal "Community, Intimate Government, and the Making of Environmental Subjects in Kumaon, India" in: *Current Anthropology* Volume 46 , Number 2 , April 2005: Text 161 - 181 (who wants to can read comments 181 - 187))

3. What is a “discourse”?

**15.11.2016**

**Multi-Species Ethnography I**

1. All groups should have prepared two power point (.ppt) slides (and sent to me via email in advance): one slide presenting, in a way you see fit, a description of “a species/Gattung/Art/etc.” from before 1850, one slide presenting arguments why you find this description wrong or outdated. [HOMEWORK]
2. One person in your group should have read [HOMEWORK]:

Despret, Vinciane “Sheep do have opinions” at:

<http://www.vincianedespret.be/2010/04/sheep-do-have-opinions/>

Another Person i your group should have read:

Canedea, Matei "I fell in love with Carlos the meerkat" in *The American Ethnologist*, Volume 37, Issue 2, May 2010, Pages 241–258 [at: <https://f.hypotheses.org/wp-content/blogs.dir/944/files/2013/03/I-fell-in-love-with-Carlos-the-meerkat.pdf>]

**22.11.2016**

**Multi-Species Ethnography II**

1. What is Multispecies Ethnography?
2. Distinctions: Theory, Method, Methodology.

Literature for all students [Please note: this is one of the two key texts for this seminar] [HOMEWORK]: Kirksey, Eben, Stefan Helmreich " The emergence of Multispecies Ethnography" *CULTURAL ANTHROPOLOGY*, Vol.25, Issue 4, pp. 545-576 ([https://anthropology.mit.edu/sites/default/files/documents/helmreich\\_multispecies\\_ethnography.pdf](https://anthropology.mit.edu/sites/default/files/documents/helmreich_multispecies_ethnography.pdf))

**29.11.2016**

**Multi-Species Ethnography III**

1. Groups announce their topics, line of inquiry and approach for the Group Presentations. Other groups discuss.
2. Experiments?

**06.12.2016**

**What is "species" beyond "species"?**

1. Discussion “what does species mean today”?  
Literature for all students [Please note: this is one of the two key texts for this seminar]  
[HOMEWORK]: Kirksey, Eben "Species: a praxiographic study" in: *Journal of the Royal Anthropological Institute* Volume 21, Issue 4 December 2015 Pages 758–780  
[<http://www.multispecies-salon.org/working/wp-content/uploads/2016/01/Kirksey-Species-JRAI.pdf>]
2. Dr. Stingl will give a talk on: “What is agency (in the context of environmental justice)?”

**13.12.2016**

**Ethics and justice for non-/extra-humans?**

1. Evaluation (ca. 10mins)
2. Final Questions for presentations
3. Each group should meet for an extensive, internal discussion before this week’s session on how they understand the term “agency” and who is, in their view, a subject and/or an agent of “justice”. They should take extensive notes or make a protocol and document whether they can find a consensus or if a conflict remains and what it is about. They should be able to report on their discussion, how it went, how they moderated it, what the rules of the discussion were, what they considered the goals for their discussion, and on the results (or lack of) .

**20.12.2016 Gruppenpräsentationen A und B**

**10.01.2017 Gruppenpräsentationen C und D**

**17.01.2017 Gruppenpräsentationen E und F**

**24.01.2017**

**Final Discussion**

**31.01.2017**

**Klausur/Exam “Theory of Science/Wissenschaftstheorie”**