

## Translation ke01e01

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*Prof. Dr. Yasemin Karakaşoğlu:* Welcome to the eGeneral Studies course "Diversity Competencies". With my colleague Kerstin Knopf, I would like to briefly introduce you to the basic idea behind this course, to the approach and what you can ultimately expect once you have worked through the 13 chapters, looked at them, familiarized yourself with them. And we will start with the question: Who is this course for? This course is aimed at all students who want to explore areas of discourse and action around the topic of diversity and expand their knowledge and skills in this regard. This includes diversity dimensions and perspectives, intersectionality, various theoretical approaches as well as social, political, and also legal aspects. The experts involved in this event - that is, many other people besides the two of us - will always try to establish a connection to you and your life as a student by making references to the college, the university, but also to the job market, to questions of housing, but also to the education system as a whole. So you and your fellow students come to this course with very different backgrounds and experiences, we are very aware of that, and we have tried to take that into account with our colleagues in the individual episodes. Some of you may already have had a lot of exposure to the topic of diversity, power, inequality and discrimination in the context of your studies or voluntary work, may have dealt with it, may have experienced discrimination yourself, and for others this is a completely new topic, perhaps even unfamiliar. And so we invite you all to get involved with the approach of this course, which, as I said, will certainly appeal to you in very different ways, and to actively create connections to your own lives and discover as many opportunities as possible for yourself where you can reflect, where you become curious, but also perhaps want to ask further questions. And we also think, because we talk so much about reflection and criticism, of course you should also be critical of the content that we have prepared here, you may not be able to accept everything just like that. That is okay, too, because then maybe that is the moment when you say, "I want to look into this a little deeper", then that would also be an important outcome of this course.

*Prof. Dr. Kerstin Knopf:* Yes, because for us it is of course very important that we educate students who are very critically engaged with all kinds of content, not only in politics, but also at the university itself, so they always criticize and critically look at what lecturers explain and present to them. How did this course come about? This new event "Diversity Competencies" was developed in cooperation with an academic committee, which includes both of us, Nadine Binder and other people at the University of Bremen, the Center for Multimedia in Teaching, the ZMML, and the International Office of the University of Bremen. And in designing this course, we were inspired by the guiding principles of the Diversity Strategy which the University of Bremen has had since 2015. And these guiding principles, with their focus on internationality and interculturality, inclusion - especially with regard to dealing with various dimensions of disability - as well as gender policy, i.e., gender as a social category, provided us with points of reference for setting priorities in terms of content. The diversity strategy of the University of Bremen also takes into account in particular the intersectional linkage of the dimensions of gender, sexual identity, ethnic and social origin, language, religion or belief, age, disability and chronic illness, which is why we repeatedly try to take an intersectional view of the individual topics in this course. We are pleased that we

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have now also been able to create a General Studies course specifically on diversity, with a lot of internal university expertise, but also external and also international expertise. So what are diversity competencies and why are they so important? Diversity competencies include raising awareness of the dissolution of identity formation according to so-called purist cultural understandings or national cultural understandings, i.e., identity formation beyond these island cultures or national cultures. So, what is German culture, for example, or what is Turkish culture? No one can define it, and of course it is not fixed; it is always fluid and heterogeneous in itself. So, there is also an awareness of this great heterogeneity and fluidity of cultures that are perceived as stable. There are differences within our cultures, which we experience in this way, or our cultural circles, in identity characteristics and attributions, for example - and this is mentioned again and again - with regard to age, with regard to gender, with regard to educational status, religious affiliation, ideology, sexual orientation, political and ideological conviction, social status is of course also very important and also food preferences. For us, diversity competence is also a self-reflective awareness of one's own diversified position or positionality. And of course also a sensitive approach to diversity, and here our four keywords are respect, tolerance, acceptance, recognition. Diversity competence is, of course, also sharpening awareness for structural, institutional, and individual discrimination and exclusion mechanisms that we encounter again and again, at the university, in society, in the structures of our society. And also recognizing the connection between discrimination and power relations. So, it is also an awareness of diversity and heterogeneity as a result of colonization on the one hand, of course, that has a very clear historical component, transnational mobility and migration, which of course also goes back in part to colonization, then of course also globalization and the accompanying circulation of people, of goods, of ideas, of knowledge and of mediality and all integrated into international power structures and inequalities. So, in this course, we also go into depth in the areas of diversity, in relation to universities, in relation to schools, in relation to the labor market, in relation to the housing market and to language. For us, diversity competencies are also referring to the critical examination of the dialectic of naming phenomena on the one hand and simultaneous destabilization or deconstruction of these phenomena and also the contradictoriness between the attribution of others and the attribution of oneself or the positioning of others and the positioning of oneself.

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*Prof. Dr. Yasemin Karakaşoğlu:* Yes, that is a whole set of considerations that we have, that we connect to competencies that we would like to promote with this course, and with regard to the perspective of what learning goals we connect with this course, I would like to accentuate a few more points, as to conclude. And here it would be important for us that you, i.e., the students, are able to recognize the social dimensions of inequality, power, and discrimination, that we sensitize you to them, that we enable you to deal with each other in a diversity-conscious, appreciative, and discrimination-critical manner and also develop such a perspective on the system in which you move. In other words, it is not only about human interaction, but also about developing a relationship to the institutions in which you operate and what these institutions open up for you, but also what they close off to you. And by that we mean dealing with the conditions and forms of exclusion and devaluation and enabling a comprehensive critique of discrimination as well as dealing with socially effective categories

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of difference, which we have just mentioned. Another goal of the course is to make the students, let's say hungry, interested in further courses and events that are offered at the University of Bremen in very different departments, to deepen the learning even further on issues of diversity competence or the examination of diversity theories and empirical findings on the subject. That is to say, go through the courses offered by the various departments and see if there are any courses on diversity, inequality, difference - these are terms under which you can find courses that actually complement what we offer here. And I say this with particular emphasis because it is of course clear to us that with 13 chapters, the whole range that is connected to this, to the topic of diversity, that we cannot represent that, we can only of examples on the way. We could, for example, deal with the topic of migration and university or give in-depth insights into postcolonial consequences or postcolonial perspectives on current life in Bremen, what connection has been or is there about the intertwining with colonialism. Or we could give isolated insights into questions such as what the topic of diversity actually means for the subject of physics. I am sure there are incredibly many other dimensions that can still be explored, looked at. But we really cannot do that within this scope. And that is why this is an offer to delve deeper into one or several other topics as an example within the framework of the course and then to continue to look for yourself, where can I find additional possibilities to educate myself about the topic and to sensitize myself further. And the last message, once again emphasized, is to always deal with all this information and also offers to continue educating yourself critically, self-critically, but also critically in relation to what is offered to you, and also ask yourself how you can make your own judgment, create your own picture, and what else do you need for this. And we hope that this would be something that you might know better by the end of this course than you know now.

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*Prof. Dr. Kerstin Knopf:* Yes, we wish a lot of fun while studying, browsing through the content, and learning.