



Global Justice

A Fair(y) Tale?



INFO BOOK



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INTRODUCTION

ISWI 2017 is dedicated to the topic of 'Global Justice'. In today's world, the affairs, needs and worries of people around the world are being brought to our attention more than ever before. This causes our intrinsic sense of justice to apply to a much wider range of situations. In this more global context, justice can represent solidarity, uniform distribution of resources, or free access to quality education for all, among other things. It encompasses aspects such as the balance between economic prosperity and social and environmental welfare, and the fight against discrimination based on ethnicity, religion, gender and sexual orientation. In essence, global justice means giving every human a fair chance to live their life with dignity and, thereby, to contribute to the global society. This society is experiencing unprecedented

connectedness, which calls for an extended global form of justice as a means to deal with today's widespread global challenges.

At ISWI 2017, we would like to discuss different interpretations of the idea of global justice and the possibility of establishing such a form of global justice. We want to provide a tolerant and understanding atmosphere for exchanging ideas in an open-minded dialogue. Under the motto "Global Justice – A Fair(y) Tale?" you will engage in 10 days of group work, lectures, workshops, discussions and presentations.

SEE YOU AT ISWI 2017!
THE ISWI 2017 ORGANISATION COMMITTEE

PATRONAGE

To be announced.



GREETING

There is hardly any other conference at this university to which I more enjoy welcoming guests than the International Students' Week Ilmenau, or "ISWI". Not only because this is the biggest conference of its kind throughout Germany; it is about quality rather than quantity. For ten days, the International Students' Week Ilmenau, ISWI, turns the Technische Universität Ilmenau into a peaceful microcosm crossing national borders. People from 70 different nations across all continents will gather in Ilmenau to discuss the question "Global Justice – A Fair(y) Tale?" in a peaceful atmosphere and to celebrate together. This is the reason why I am so happy to welcome you!

The guiding theme of ISWI – justice this year, or human rights and freedom in the past – reflects the values we aim to promote with our Campus Family initiative at the TU Ilmenau:

trust, openness, mutual respect, intercultural tolerance and diversity. I am very glad that ISWI fulfils this vision of a world family in having you, dear guests, here at the TU Ilmenau. During your days here, you become members of our Campus Family.

On each occasion, ISWI focuses on topics I very much support. Topics like justice, responsibility or human rights not only give the International Students' Week at the Technische Universität Ilmenau an unmistakable character, but also lend the university as a whole a friendly atmosphere and a welcoming face. And with a smile I would like to welcome you to our university and wish you a wonderful time in Ilmenau.



*Univ. - Prof. Dr. rer. nat. habil. Dr. h. c. mult.
Peter Scharff
Rector of Technische Universität Ilmenau*

IT'S YOUR TURN

ISWI prides itself on its thematic work. There will be many different ways for you to deal with the topic of 'Global Justice', such as lectures, debates, workshops and presentations, to name a few. However, the most important aspect of the thematic work will be the group work. We have created 27 groups which each deal with a different aspect of the topic; there are art groups, thematic groups and even a documentation group. You will find descriptions of each group over the next few pages. Have a look at each description and decide which group or groups interest you the most. Each group will consist of around 10 to 20 participants.

In your application, you will be able to choose your three favourite work groups. Because of the huge number of applications we receive, we cannot guarantee that you will get your first group choice, but we will, of course, try our best to fulfil your wishes.

If you have access to the Internet, you can already get involved in discussions about our topics before ISWI starts. Simply visit the forum on our website.



TOPICS

PURPOSE AND NEED FOR JUSTICE
PSYCHOLOGY AND SOCIOLOGY
PHILOSOPHY
LESSONS FROM THE PAST
JUSTICE THROUGH HUMAN RIGHTS
EVERYDAY ACTIONS
CRIME AND PUNISHMENT
SHARING IS CARING
ORGANISATION OF SOCIETY
ECONOMIC SYSTEMS
ENVIRONMENT
HEALTH AND HEALTHCARE
JUST DISTRIBUTION OF RESOURCES
THE GENDER MOVEMENT

SUSTAINABLE TOURISM
MIGRATION AND INTEGRATION
EDUCATION
TECHNOLOGY
MEDIA AND COMMUNICATION
RIGHTS OF INDIGENOUS PEOPLES
FINE ARTS
MUSIC
LITERATURE
THEATRE
DANCE
PHOTOGRAPHY
DOCUMENTATION

PURPOSE AND NEED FOR JUSTICE

There are many possible reasons for 400 students from all over the world to come to a little town called Ilmenau to talk about global justice. Maybe they already have a vague idea of this rather abstract term, or maybe they want to find out more about what justice is and how it is defined and interpreted by different people from different backgrounds. In this group, you can discuss, expand on and debate questions such as: What is global justice? Why should we pursue it, or why not? Would a world that, without exception, gives each person the opportunity to develop freely be considered just? Is there a contradiction between freedom and justice? Is it possible to bring justice to every single layer of our society? How would an ideal society look? What significance would justice have in such a world? Would it have any other consequences for our lives? To whom can we apply the term 'justice'? What respon-

sibilities do we have, not just towards other human beings but also to our offspring, other living creatures and the environment?

PSYCHOLOGY AND SOCIOLOGY

Conflicts, disputes and wars based on food, possessions, land and power have driven human interactions since the very beginnings of human society, often allowing the 'strong' to consolidate their position of power at the expense of the 'weak'. But to what extent are competing, jostling for power and harming others for our own gain evolutionary instincts? Are humans actually inherently just? In this group, you can investigate the suitability of human beings for a globally just society. You could discuss human tendencies such as greed, envy and dissatisfaction on the one hand and acceptance, tolerance and solidarity on the other hand. Furthermore, you can examine the influence of our society on our perception of (in)justice, the manner

in which each person's individual conception of justice is formed and how factors such as social status, education and cultural background affect our morals; as well as the effect of people's different systems of values on global justice. Finally, you can think about potential solutions to global injustice. What individual conditions are required to achieve and maintain global justice? What role do nationalist, racist and sexist attitudes play?

PHILOSOPHY

Throughout history, philosophers have debated the idea of justice, the debt owed by humans to society and ways of balancing individual and group interests. The concept of justice as a virtue and a philosophy has undergone considerable evolution from the earliest works of Aristotle to the more recent theories of Rawls. Along the way, it has been shaped by societies, religions and governments, and it continues to be refined to this day. In this day and age, with increasing interdependence in our society, economy, personal life and environment, the broadening and enhancement of our philosophy of justice deserves more attention. A new school of philosophy, combining the thoughts of various schools all around the world, is emerging along with our world's increasing connectedness. There are many new and old questions which need exploring, such as: Is global justice really possible or plausible? Does

increasing justice necessarily mean restricting individual freedoms? In this group, you can take a fresh new look at an individual's obligation to contribute towards equality in society. Some possibilities for inspiring philosophical debate are thought experiments and review/study of ideas from history.

LESSONS FROM THE PAST

Studying history allows us to learn useful lessons to guide our present and future actions. It is important to make people conscious of the reasons for and the consequences of historical events in order for them to evaluate their own actions with these events in mind. There is a huge variety of historical events which could serve as inspiration for your group work. These include the French Revolution, the supporters of which demanded "liberté" (freedom), "égalité" (equality) and "fraternité" (fraternity) by means of bloodshed and violence; the centuries-long fight for the abolition of slavery combined with the continuing demands for the equality of coloured people and ethnic minorities; and recent events such as the Arab Spring. With regard to global justice, you could discuss questions related to the success and failure of the peaceful coexistence of different cultures, and what lessons can be learned from

various historical attempts to bring about a more just society. Furthermore, you can discuss the significance of history and its recording. Bertolt Brecht, a famous German writer, once wrote in "The Trial of Lucullus": "It is always the winner who writes history, not the loser." To what extent does this apply? In what ways can history be manipulated for just or unjust purposes? How can historians ensure that they work as objective authorities? Can an excessive focus on history even be detrimental and hinder progress and open-mindedness?

JUSTICE THROUGH HUMAN RIGHTS

Human rights, a collection of civil rights meant to apply to all human beings and to prevent extreme injustice, are established by a resolution of the United Nations. In this group, you will be able to take a closer look

at the history of human rights as well as the reasons leading to their establishment. Furthermore, you could take into consideration development geography data, as well as distribution of resources, potential for development and empowerment/disempowerment of certain groups of people. How are human rights implemented nowadays, and how efficient are our existing mechanisms for enforcing them? Could their work strategies be improved and, if so, how? What role do human rights organisations play and what tools do they use to carry out their work? Do human rights in their current form cover every civil right worthy of protection, or should they be expanded? You could analyse and compare alternative ethical guidelines, as well as the latest models. Are human rights the one right way to enforce justice, and do they help to make people just? Also, you can use thought experiments order to visualise potential conflicts and gain new insights into other perspectives.



EVERYDAY ACTIONS

Globalisation connects humans all around the world. Besides the many positive effects of the growing global network, media provide us with daily news of catastrophes, wars and conflicts all over the world. In a globalised world, in which so many aspects of life are intertwined, the odds are slim that such problems are solely based on local sources, and so we must try to see them in a broader context. We sympathise with victims of catastrophes and violence, and often feel overwhelmed, not quite knowing how to help. But responsibility must not simply be transferred to higher institutions, just as our actions should not be limited to sympathy and possibly a donation or two. The goal of this group is to think of possible everyday actions as a sort of guideline to individuals in their everyday lives. A potential principle might be to think globally and act locally. How can we implement useful forms of action into our

everyday lives, preferably in a way that is accepted and even copied by other human beings of our society? What possibilities are there to communicate such ideas and principles to our environment, and of what help might the internet and other technologies be? You could exchange thoughts and ideas about global justice in daily situations, and could find out whether or not some of the ideas you come up with might even be applied on a greater scale than the local one. Furthermore, you will have the opportunity to evaluate the usefulness and feasibility of different actions. Based on ideas you collect you could even start a campaign or write down some guidelines for self-initiative.

CRIME AND PUNISHMENT

In order to ensure cohesion and to handle conflicts and crises in a society, rules and legislations, as well as consequences for their violation, are needed. Obviously, it is difficult or impossible to come up with complete or correct laws that cover every person or possible situation. In this group, you can discuss the discrepancy between the laws of nations and institutions and various people's definitions of what is morally right. For example, human rights such as freedom of speech are curtailed in some countries, where criticism of those in power is not tolerated. Is it justified to break laws that do not fit with one's own interpretation of right and wrong? What about laws that infringe on the rights of individuals? And how should we interpret actions that violate local laws but have a positive effect on a global scale, such as blockading coal-fired power stations and oil rigs? Furthermore, you can discuss

different approaches to dealing with crimes. Is locking people up behind bars the most effective way of getting criminals to reintegrate into society? Or are there other ways of re-integrating delinquents? What changes would a society have to make in order to realise these alternatives? Are there people that, by nature, are not able to integrate harmoniously into society, and if so, how should society proceed with them?

SHARING IS CARING

The concept of sharing one's possessions with others is not a new one. Even the first hunter-gatherer societies shared food and tools. Today, it may seem as though the widely-spread idea of capitalism promotes amassing as much wealth as possible for oneself without giving anyone else a share. But many new and innovative ways of sharing goods are now being created, such as carsharing, couchsurfing and crowdsourcing. Also, new technologies allow us to share more and more information with more and more people. Websites and video tutorials promising to teach anything from cooking to computer programming are popping up like mushrooms. It is easy to see the appeal of being able to use goods and services to their full extent and gain access to goods and knowledge that would otherwise be inaccessible or prohibitively expensive. But how far can the idea of sharing be extended? Are there nega-

tive sides too? In this group, you can discuss various historical and modern ways of sharing, various interpretations of the concept of sharing, advantages and disadvantages of sharing, as well as ways to improve the concept and use it to help attain global justice.

ORGANISATION OF SOCIETY

What came first: The chicken or the egg; economy, politics or law? The intertwined nature of these systems makes this question hard to answer. However, a certain hierarchy does become apparent on closer examina-

tion. The economy has a large influence on politics and global events, and governments are able to change laws more or less easily. Corruption and monopolies, which can subvert democracy, can spring from imbalances between economic, political and judicial interests and from the dominance of one system with respect to the others. In this group, you can think about how political and legal systems should be structured to ensure global justice and prevent corruption, bearing in mind the holistic structure of society on all levels, from local to global. You will have the chance to critically examine various models of economic, political and legal systems, be they purely theoretical or already in use in certain countries. Are they compatible with the idea of global justice? In what ways can they be improved? Also, you can examine the results of case studies and development geography, as well as coming up with and examining various utopian models of 'perfect societies' and discussing their feasibility.

ECONOMIC SYSTEMS

A banana is more than just a piece of fruit. It is part of a dense network of economic transactions that spans the globe, connecting local production and consumption with the global economy. In discussing the global economy, you could think about the role and privileges of the rich and powerful. Are certain economic processes reliant on monopolies of power? Where does corruption come from? You can think about ways in which economic systems can be made more globally just. Are ideas such as a universal basic income for all or an economy based on resources instead of money possible, feasible or useful? What responsibilities do states, entrepreneurs and consumers have with regard to working towards a more just economy? What consequences does an uneven distribution of resources have for the world and the climate? What would a society look like whose highest priority is no longer economic growth?

You will have the chance to investigate current economic systems as well as alternatives in terms of their compatibility with global justice. Also, you can look at data from indicators such as the Human Development Index, which helps to visualise the discrepancy in the living standards of people around the world.

ENVIRONMENT

In general, it is society's weakest that suffer the most from injustice. This does not only include socially and politically disadvantaged humans, but also animals, plants and our environment. Environmental pollution, exploitation of resources, deforestation, soil degradation and extinction of species are all links in a chain of unequal distribution, im-

balance and injustice. In many places, consequences such as natural disasters and pollution have a detrimental effect on people's daily lives. Indigenous peoples and local species are dispersed when their environment becomes less and less hospitable. Today, awareness of environmental issues is increasing, as people become more conscious of the effects of their actions, but we still have a long way to go. In this group, you can discuss causes of and potential solutions to environmental issues. What responsibilities do we have with regard to the protection of the environment? How do our local actions affect the environment as a whole? What restrictions and interventions are appropriate for protecting the environment? You will have the chance to discuss global justice in terms of not just humans, but also nature and the environment as an interconnected whole. You can also get creative and develop a campaign to spread awareness and inform others of the results of your group work.



HEALTH AND HEALTHCARE

Our highest good is not just life itself, but a fulfilling and meaningful life. Healthcare aims to ensure that this good is available for as many people as possible. But, as in any human industry, injustice is present in the healthcare system. Some people have more opportunities for quality healthcare than others, due to wealth, location and other factors. The health industry has a desire to turn a profit and, thus, a motivation to increase prices and restrict access to healthcare. In this group, you can examine the extent to which the healthcare system is just. To what extent is the value of human life reduced to how much money they have? Is it possible to extend equal access to healthcare to all human beings, and what would a healthcare system look like that is independent of individuals' financial means? Is medical research helped or hindered by the money and vested interests of wealthy corporations? And to

what extent should individuals themselves be able to decide what kinds of treatments they receive? You can also discuss ethical questions such as human and animal testing and stem-cell research, as well as the work of organisations such as Doctors Without Borders.

JUST DISTRIBUTION OF RESOURCES

The human population is rising constantly. According to the UN, approximately 9.2 billion people will be living on Earth by 2050. Some parts of the world are seeing massive shortages of critical resources, while other parts of the world produce massive amounts of waste. Surely, a globally just world would necessarily make resources available to all humans equally. In this group, you can investigate the extent of the imbalance in the distribution of resources today as well as potential solutions to these issues. How can the gap between different parts of the globe be bridged? How can and should the global north change their consumption patterns to allow living conditions in the global south to be improved? What laws would need to be established and how would societies and mindsets have to change in order to achieve this? Does our existing idea of appropriate living standards need changing? One import-

ant aspect of the distribution of resources is the availability of food and nourishment. Nowadays, more people die of obesity than of malnutrition. Could a redistribution of food resources change both of these statistics? What steps would have to be taken to achieve this? What role do economic and political interests play in the situation we have today? You will also have the opportunity to come up with alternative models for more a more globally just distribution of resources which could reduce starvation and poverty.

THE GENDER MOVEMENT

We are all born with at least one gender, and society in many cases dictates how different genders are raised and what particular behaviours and predilections correspond to each gender. This system often disregards or disadvantages certain members of society. LGBTQIA (Lesbian, Gay, Bisexual, Transgender, Queer, Intersex and Asexual) people do not conform to the traditional binary system of gender and sexual identity. Women, who make up more than 50% of our population, are routinely discriminated, both openly and subconsciously, by a patriarchal system that also has negative effects on men. Queer, feminist and other movements aim to reduce this discrimination and raise awareness of alternative points of view. In this group, you can discuss the current progress of such movements with regard to the present situation of discrimination against women and non-traditional genders and sexual-

ities as well as how the present issues can be solved. Is demanding equal treatment before the law enough, or should more be asked of society? Is true gender equality really possible, in spite of the clear binary segmentation of genders apparent today? If so, how can we work towards it? Is educating people enough, or should additional laws such as gender quotas be (at least temporarily) imposed? You will have the opportunity to discuss what is a highly emotional and ideologically influenced topic in a rational way and ask volatile questions in order to develop ideas and concepts for applying human rights to people of all genders and sexual orientations.

SUSTAINABLE TOURISM

Travelling is an educational experience that can give people many new impressions and ideas. The constitution of human rights of 1948 recognises the right to recovery, leisure and holiday. Ways to spend one's holiday are nearly endless and only limited by monetary reasons, especially for citizens of industrial nations. Tourism represents an important source of income for many countries. But many package deals and all-inclusive holidays leave little to no profit in the hands of locals in the visited countries. Even so-called 'voluntourism', where citizens of more affluent nations volunteer their services in developing areas, can have unintended negative consequences when the volunteers lack the necessary skills to make a real and lasting difference. In this group, you can discuss the consequences of various kinds of tourism and how it can be made more sustainable. Is it just to board a plane, and so cause dam-

age to the environment, for leisure purposes? To what extent is this human right made use of by all people, and how can this situation be improved? Against the backdrop of the UN Year of Sustainable Tourism for Development in 2017, you could develop some guidelines for making people aware of the consequences of their leisure trips and how they could add a degree of sustainability to their holidays.

MIGRATION AND INTEGRATION

Migration is defined as the permanent change of residence and often takes place due to personal reasons. But in many cases migration is the result of flight. Currently there are around 60 million people seeking refuge, the highest number since World War 2. They are running from violent conflicts, human rights abuse and political, ethnic and religious persecution. Natural disasters also provoke people to leave their homes. Usually this is limited to movement within the borders of their country or between neighbouring countries, but more and more people are risking the journey to faraway places, often without the intention of coming back any time soon. What possibilities do these refugees have for being integrated into the society that is taking them in? Is limiting immigration to maintain living standards and security in a country ever justified against the humanitarian obligation to support

those in need as far as possible? What responsibilities do countries, especially those industrial ones that export weapons, have with respect to those displaced by war? What long-term consequences does mass migration have? What, if anything, should be done about things such as parallel societies in receiving areas? How can disparate political and religious views be consolidated? To what extent is the freedom to move around the world part of a globally just world?

EDUCATION

Establishing global justice in education first requires the availability of education for everyone. This availability forms one of the Millennium Development Goals as formulated by the UN. In this group, you can discuss the current progress towards this goal and potential ways to come closer to it. What arrangements would have to be made around the world in order to spread education around the world, especially to young women and other minorities? How can global educational systems permanently secure a just and lasting education for all? What role do new technologies that allow knowledge to be spread all around the world within seconds play? You can also discuss the overall concept of education. Does more education necessarily bring with it a higher level of development? Should education be seen solely as a starting point for a career and a place in the economy? Or should educators also

have a responsibility to provide people with a diverse range of knowledge which allows them to formulate their own worldview and grow as individuals? How important are skills such as critical thinking, ethics and morals? How can an education system ensure that it produces human beings capable of thinking and seeing through prejudices and dogmas?

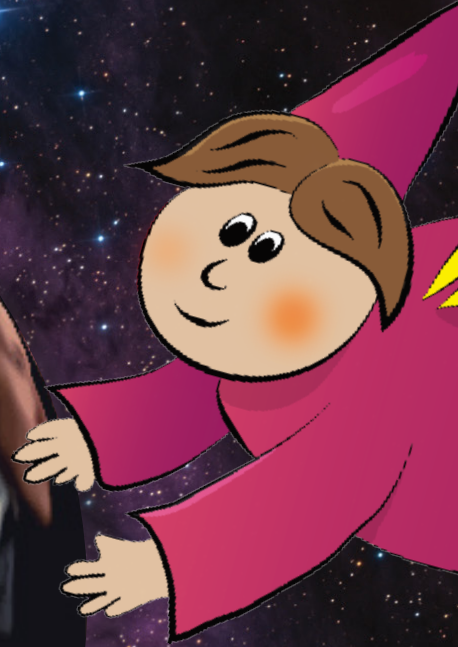
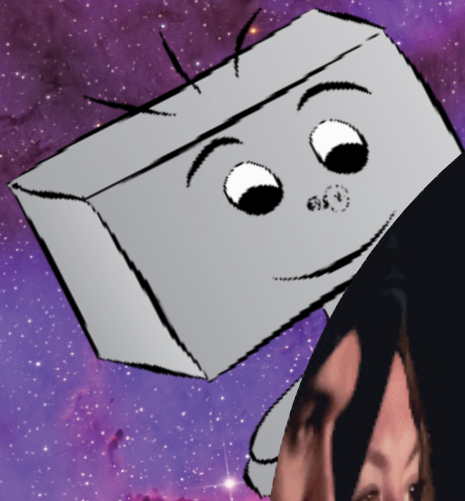
TECHNOLOGY

The industrial revolution brought huge changes to 19th-century society, introducing a new era of production, manufacturing and trade. Nowadays, the Internet is revolutionising communication and the transfer of knowledge, bringing with it seemingly endless possibilities. Production processes are

increasingly being automated and menial jobs replaced by robots. In this group, you can discuss the role of such technologies in workingtowardsglobaljustice. How can these technologies help in supplying every single person on this planet with food, clothing and housing? How can the negative environmental effects of a more and more technologically dependent society be reduced? And how will technological development affect society when more and more work is done by machines? How can we ensure that negative effects are neutralised? What can we do about the dark sides of further technological development, such as the increased potential of governments and corporations to infringe on the privacy of individuals or the development of autonomous weapon systems? Is all technological development useful? What about space travel, which has no immediate positive effect on life on Earth? Is it possible to solve the problems we have on Earth while simultaneously reaching for the stars?

MEDIA AND COMMUNICATION

A daily issue of the New York Times contains more information than the average citizen of 17th-century England was exposed to in their entire lifetime (Richard Wurman, 1989). We are exposed to a seemingly endless flow of information from traditional and online media each and every day. The Internet allows even the smallest and most trivial pieces of information to spread around the world like a wildfire, and brings disparate groups of hearers/viewers together like nothing that has gone before. Social media has a powerful position in the world which allows anyone with Internet access to contribute to discussions about politics, society and lifestyles; and it is normal for many people, politicians and celebrities (and even the odd animal) to be active on social media. But how easily can information on the Internet be manipulated by the companies that run search engines and social networks? Do traditional



media even have a place in our future? In this group, you can examine these questions as well as thinking about ways in which media can be used to help bring about global justice. For example, you can think about the role of social media in organising protests and other real actions that bring about real change. But you could also think about ways to inform others of the dangers of media, such as a pamphlet or other message.

RIGHTS OF INDIGENOUS PEOPLES

Nearly everywhere on our planet, there are indigenous peoples who prefer living in their own community than integrating into the society of former colonists and conquerors. Many people in developed areas imagine their life to be simple and free of the stress that accompanies modern life. But there are many examples which contradict this wishful thinking. There is a huge amount of discrimination against indigenous peoples, who are often forced to leave their homes and, in many cases, lack the opportunity to be a full part of society and its judicative structures. Numerous attempts have been made to support and help them, such as the work of human rights organisations and neutral observers. In this group, you can discuss the current situation of indigenous peoples all around the world. Where does injustice against them come from? Is it only governments and large corporations who are at

fault or are all people, including the indigenous peoples themselves, part of the problem? How can their situation be improved? How do special scholarships or seats in parliament help, and how can they be justified? How can the interests of several different peoples be balanced?

FINE ARTS

Art can inspire, provoke and challenge like no other medium. The work that artists do to represent their ideas about life and society is invaluable to us. Yet, in general, they are not entitled to the same wages and privileges as people in supposedly more “constructive”

professions; and they are questioned as to the relevance of their work. Also, injustice is a feature in the art business, with many peoples’ art remaining unseen or unappreciated. Many artists are faced with a decision between staying true to themselves, producing the art which they want to; and gaining more money and recognition by producing more easily digestible art. However, art is also a powerful tool for combatting global injustice, due in part to its ability to present social issues in a very direct form. Modern technologies and media now allow art and the messages in it to reach larger audiences. In this group, you can investigate the issues and injustices inherent in today’s art business and think of some possibilities for fixing them. You can look at some possibilities for bringing about global justice through art. Also, you can use the conference motto to inspire your own pieces and display them during the conference and at the closing ceremony.

MUSIC

Music plays a huge role in many people's lives. It can evoke a wide range of emotions, inspire thoughts and aid in relaxation and self-discovery. It is also very well-suited to combatting societal issues, due to the fast-paced and wide distribution of songs which allows messages contained in them to spread between large numbers of people very quickly. On the other hand, the same factors allow prejudiced and bigoted opinions to be spread just as easily. Injustice is also prevalent in the music industry, with minorities often discriminated against and a small number of stars earning huge amounts of money while most musicians struggle to earn a living and gain recognition. Illegal distribution of music is also hurting the industry. In this group you can investigate the justice and injustice in the music industry and the ways in which it can be used to promote or hinder global justice. How can a balance be

found between consumer friendliness and proper compensation of artists' work? What challenges and opportunities do streaming platforms present? Also, you will have the opportunity to write and practice your own music, and perform it at the closing ceremony or as a flashmob during the conference. You can bring your own instruments or ask the team to provide you with some.

LITERATURE

Literature offers an abstract and creative way to draw attention to social and political issues. Through novels, short stories, poems and other texts, writers can express their criticisms of society and address injustices. In this group, you can study different literary texts that deal with injustices as well as utopian representations of a globally just world, among other things. How much of an influence do these texts have? Inspired by the conference motto, you could also have a look at fairy tales, with their often simplified representation of injustice. What lessons can fairy tales teach us? How do fairy tales differ in different cultures, and what does this tell us about these cultures? Furthermore, you are invited to produce your own texts and maybe present them at the closing ceremony.

THEATRE

Theatre is an age-old medium which uses simple means to be entertaining, touching, critical and thought-provoking at the same time. Social injustices are often touched upon in dramatic performances which represent feelings and emotions in creative ways. In this group, you will be able to talk about your own theatrical experiences as well as the situation of theatre where you come from. You can discuss plays and playwrights that inspire you and deal with current events or the concept of justice. How is justice represented in plays, and what role might theatres play in establishing justice? You will also have the opportunity to create your own play, possibly analysing social/political injustices in a dramatic, comical or critical way. The many opportunities for non-verbal communication in plays may allow you to overcome language barriers and create a universally understandable piece of art.

DANCE

Be it the fury and passion of a tango, the joy and ecstasy of a Charleston or the peace and harmony of a slow waltz, dancing allows people to express a very wide range of emotions. Ballet and free dance allow whole stories to be told, while dances such as capoeira are also forms of social protest. Dance is a universal language which is perfect for bringing together people of different cultures and getting mutually active to work towards global justice. In this group, you can analyse and try out various dance forms. You could come up with your own choreography to embody the ISWI 2017 motto and present it at the closing ceremony. Also, you could try motivating other participants to dance with you by means of a flashmob.

PHOTOGRAPHY

A picture says more than a thousand words. Photography combines documentation with art, so a picture represents information and memories as well as feelings and moods. This makes photography a great way to capture an atmosphere or important moment. The right photograph can also display uncomfortable situations and motivate the viewer to take action. The work of this group is full of artistic activity, but is also a very important means of capturing ISWI 2017's most important and impressive events. You are welcome to bring and use your own cameras and can take photos which the documentation group can use for their conference brochure, cooperate with the organisation committee to provide photos of the week, publicise your work in a photo exhibition or share them with the world on the internet or with other media.



DOCUMENTATION

The 'job' of the documentation group is to produce a documentation brochure to capture all of the many great memories produced during ISWI 2017. This can include descriptions of the events, presentations, discussions and results of the conference, as well as of the group work. The aim is to give a copy of this brochure to every participant and thus allow them to look back on the week. In this group, you will be able to collect information about the conference activities themselves and use photos from the photography group. Also, they can cooperate with the PR and Design teams of the organisation committee for public relations activities and help document the conference on social media. Furthermore, you can cooperate with the student radio 'ISWIradio' and student television 'ISWIsion' to carry out interviews and possibly make a documentary.

Of course, you are welcome to bring your own ideas for documenting the conference as well.



Apply Now

APPLICATION PROCEDURE AND CONDITIONS

ISWI 2017 is open to all students of universities and colleges, no matter where you are from or where you live. For insurance and liability reasons, you have to be at least 18 years old on the 12th of May, 2017.

If you would like to participate, you can apply online at 2017.iswi.org. If you have little or no access to the Internet, please fill out the application form accurately and send it to the Organisation Committee of ISWI 2017 by post. Obviously, both application methods are treated equally during the selection process. Remember to submit your application as soon as possible, and no later than the **11th of November 2016**.

To apply for ISWI 2017 you will have to write two short essays, each between 200 and 500 words.

Essay 1: The topic of ISWI 2017 is 'Global Justice – A Fair(y) Tale?'. What does 'Global Justice' mean to you? What comes to your mind when you read our motto? What motivation do you have for taking part in ISWI 2017?

Essay 2: Above, you gave your preferences for which work groups you would like to be part of during ISWI 2017. What was the reason for your 1st choice? What personal connection do you have to that topic? Please explain your choice briefly.

Please use your own words and ideas and do not copy any texts from the Internet or newspapers etc. (Applications with plagiarised essays will not be considered!). We will be selecting which participants to invite on the basis of these essays.

You will know whether or not you have been accepted as soon as you receive the Official Invitation Letter, which will be sent by post in December 2016 or January 2017 – we would appreciate your patience until the letters arrive.

CULTURAL ENTERTAINMENT

The week's programme also includes many cultural events. We are organising an open-air concert, a film night, a World Food Festival and much, much more. Participants will also have some time to discover Ilmenau and its surroundings. Additionally, the four student clubs on campus will offer a varied programme on each night during the week.

LANGUAGE

As it is the conference language, all participants are expected to be fluent in both written and spoken English.

TRAVEL AND ACCOMMODATION

You will have to pay your own travel expenses and visa costs, but there is no fee for participating in ISWI 2017. Accommodation and meals, as well as all of our festival events, will be free of charge for all participants. You will be accommodated in the homes of local students and citizens, who will be your personal hosts. Please bring a sleeping bag and bed roll if you can. You will also be covered by free health insurance for the time of ISWI 2017. We will do our best to enable handicapped students to take part in our festival (please add a note in your application if you have need of special care).

VISA

Each participant has to make sure that they fulfil the necessary passport and visa requirements for Germany and any transit countries. You can ask at the nearest German embassy or consulate for details on any applicable regulations. If you need a visa, please apply as soon as possible at the appropriate institution after you have received your Official Invitation Letter from us. The Official Invitations, signed by our university, will, in general, help you acquire your visa. A proof of your student status from the rector/officials of your university might also support your visa application. You can find the nearest German embassy on the Internet at www.auswaertiges-amt.de.

GETTING INVOLVED

Participants will be given the chance to get actively involved in the festival programme. If you would like to give any sort of lecture, please get in touch. Please send us an abstract of your lecture together with your application or at least a few weeks before the festival starts, so that we can organise a room and the materials you need. If you can play an instrument or have a national costume, bring it along if you can. You may also give a musical contribution in one of the student clubs or perform a dance from your culture. Or, you can cook a meal from your region... Please contact us as soon as possible if you want to do anything special at ISWI 2017.

ILMENAU

Ilmenau is a town located in the heart of Germany, at the edge of the Thuringian Forest. It is one of the largest towns in the state of Thuringia and is situated very close to other

university towns, such as Erfurt, Weimar or Jena.

Now, if you were thinking that Ilmenau is huge, full of car noises, hurried people and sleepless nights, or if you haven't Googled it yet, well, surprise: it's not like that at all! Ilmenau is that city where, once you arrive, you start to feel part of a big family! Only about 26,000 people live here and, surprisingly, one out of four people who live here is a student!

The city certainly has its own magic. No, we're not talking about fairy tales! It is real, and you will be convinced as soon as you arrive. Even Goethe, the famous German writer, was happy to spend time in this town! ("I was always happy to spend time here, and still am. Methinks the reason lies in the harmony that is struck here ..."), according to one of his letters sent to Schiller back in 1795.

If you are a nature lover, Ilmenau might just be your 'Wonderland'. You could explore the forests around here or just sit and watch Il-

menau's famous blue skies all day. But beautiful nature is not the only thing Ilmenau has to offer. You could also visit the historical buildings and monuments in town, take part in the many and varied recreational activities taking place here or, best of all, have a great time with the people who live here. All of these things are definitely worth checking out!

TECHNISCHE UNIVERSITÄT ILMENAU

The "Technische Universität Ilmenau" was founded as an Institute for Technology in 1894. Many of its 6600 students - enrolled in technical, economic and scientific faculties - live in dormitories on campus. There are several student clubs, a student café, a student radio station and a student TV stations. There is also a variety of cultural associations like the folk and jazz clubs, the university orchestra, big band and choir, as well as several sports clubs.

IMPRESSUM

ISWI e.V.
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98693 Ilmenau

VISDP

Andreas Viereggs
Bahnhofstraße 20
98693 Ilmenau

DESIGN

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SATZ

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TECHNISCHE UNIVERSITÄT
ILMENAU



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International Student Week in Ilmenau 2017



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