



IPC Course Catalogue

Contents

- 1 Welcome Message
- 2 Philosophy behind our teaching
- 3 Course Descriptions
- 4 FAQ



GLOBAL CAMPUS DENMARK
POLITICS INTERNATIONAL LEARN
RESPONSIBILITY CULTURE ENGLISH
HIGH SCHOOL CREATIVE EDUCATION
EQUALITY SUSTAINABILITY
UNIVERSITY TRAVEL
ACADEMY SEMESTER HUMAN RIGHTS
INTERNATIONAL
SINCE 1921 LOVE
EMPOWERMENT FRIENDSHIP
WORLD EXPERIENCE AWARENESS
STUDY TOGETHER
PEACE

Welcome Message



If you looking for the perfect combo of globetrotting and enlightenment, IPC is the perfect match for you. Maybe you have finished high school and still don't know what to study in college? Or you have finished college and are not quite ready to dive into the work world? Maybe you simply need a break from your work life to get new knowledge and re-evaluate what you wish to do? At our Folk High School you can dive into nearly 40 different subjects and classes and gain new skills, nurture your personal growth, and find fresh goals in your life.

We offer a wide range of interesting classes to choose from when you create your own timetable. We highlight 'the world' and international studies, but you are totally free to choose among all the different subjects emphasizing personal development, professional skills, communication, community, sports and creativity, not involving any grades or exams.

At IPC we champion the idea of Global Citizenship and we educate Global Minds to become Active Global Citizen. We try to encourage students to take an active part in the world, seek cultural understanding, and celebrate diversity around the globe. It is a state of mind; a way of discovering your own potential through a global perspective and community. A life changing experience.

Santiago

FORMER STUDENT FROM
MEXICO

It's a world where many worlds fit together. You exchange thoughts with people from all over the world and get your own unique concepts of what is success, love and happiness!

Philosophy behind our teaching

Life Enlightenment

Is the purpose of education to make a living or to live a life? At IPC we seek not to necessarily give answers to these big questions but to give space and encouragement to think about who you are, what you believe and how you want to put those things into action in your life. A Højskole education is about more than facts and figures it is also about exploration, questioning and feeling. In every class we aim to bring in perspectives beyond the subject specific and into what kind of world you want to be a part of making

Community/ People's Enlightenment

How can the folk high school build communities in a polarizing world? At IPC we believe very much in the concept of peace and respect, through our educational opportunities we aim to build the tools and reflections for our students to think about how we can all cohabit in this world, and not only just the humans. We build practical skills in community through living together, but we also engage in activities and sharing beyond borders, we believe that knowing someone else is to know yourself

Democratic Education

Who should lead the way? and how should they lead? Our education is founded on thinking, feeling and imagining from a multitude of perspectives, we cannot have democracy without understanding, and without communication, our education aims to build these two core skills



Holistic Education



At IPC we believe in educating the whole human, and very much follow a 3H (Head, Heart and Hands) approach



HEAD

Head education is about intellectual development, building on our capacity for critical reflection around issues and concepts. Increasing our skills in problem solving and analysis and improving our ability to think of pathways to changes and improvement



HEART

Heart education is about increasing our capacity to communicate and understand ourselves and others. Through heart education we increase our level of engagement with other people, our resiliency and our respect for the world around us.



HANDS

Last but not least hands education is about taking our cognitive and emotional awareness and taking action with this. In addition to strengthening our mental and physical health through movement and coordination.



List of Courses & Course Descriptions

AFRICAN DRUM AND DANCE
AFRICAN STUDIES
APPROACHING THE MIDDLE EAST I AND II
ARTS & CRAFTS 2D
ASIA UNVEILED- RICH TAPESTRY OF ASIAN BELIEF SYSTEMS AND CULTURE
BANDPLAYING
CERAMICS
CHOIR
COMMUNICATION AND MEDIA ANALYSIS
CREATIVE WRITING
CRITIQUING CAPITALISM
CULTURAL HERITAGE STUDIES
DANISH 1
DANISH 2
DEBATE CLASS
DESIGN AND ARCHITECTURE
DEVELOPMENT MANAGEMENT
DRAMA
DOCUMENTARIES AND DISCUSSIONS
EDUCATION AND DEVELOPMENT
ENGLISH 1, 2 AND 3
ENVIRONMENT STUDIES
GEOPOLITICS OF POST-SOVIET SPACE- MAKING SENSE OF PUTIN'S REGRET, SOUTH CAUCASUS, AND THE CENTRAL ASIA
EXISTENTIAL PHILOSOPHY
EXPLORING DENMARK
GLOBAL CHALLENGES
HUMAN RIGHTS
HUMAN EXPERIENCE
INTERCULTURAL COMMUNICATION
INTERNATIONAL RELATIONS, POLITICS & ORGANIZATION
(INTERPERSONAL) CONFLICT RESOLUTION
LATIN AMERICAN STUDIES
LEADERSHIP DEVELOPMENT
LIFE & THE CITY
LIVING LAKES LAB
MIND THE HEART
MONEY MAKES THE WORLD GO ROUND
MOVE FOR JOY
MOVIEMAKING
MUSIC IN CULTURE
(100 YEARS OF) MUSICAL REVOLUTIONS
ONE WITH NATURE
PASSION PROJECTS
PEACE, LOVE AND VIOLENCE
PEOPLE ON THE MOVE
PEOPLE & THINGS
PERMACULTURE DESIGN
PHOTOGRAPHY
POLITICAL PHILOSOPHY & ETHICS
QUEER STUDIES
QUEERILLA ARTS
RELIGION, CULTURE & SOCIETY
REVOLTS, REBELLIONS AND REVOLUTIONS
SCIENCE OF WELL-BEING
STATE-BUILDING IN THE 20TH CENTURY: FROM SOVIET TO POST-SOVIET STATES
SUSTAINABLE DEVELOPMENT GOALS
SUSTAINABLE GARDENING (APPLIED)
TABLETOP GAMING
UNDERSTANDING EUROPE
US& THEM
UTOPIAS AND DYSTOPIAS IN POPULAR CULTURE
VOICES OF OTHERS
WEDNESDAY FELLOWSHIP
WORLD CINEMA
WORKOUT
YOGA



African Drum and Dance



African Drum and Dance is not just happily dancing around, it is an audiovisual and bodily expression of emotion, a recitation of history and a great celebration of tradition and value for all who participates. In this Folk High School African Drum and Dance Class You will learn key dances, basic drumming and have fun!

Sellasi is from Ghana and has practiced African Drum and Dance for years. He will make sure that even the most shy dancer will let loose and experience the joy of singing and dancing to the beat of Africa.

English Level

1

2

3

Number of
Lessons

2



African Studies



English Level

2

3

Number of
Lessons

4

African Studies is not simply the study of a geographical continent containing 54 countries, but it is a lens through which we can understand the global world and ourselves in it. Africa is often misrepresented in the media, and portrayed as a continent riddled with poverty and war in need of “saving” by the West, and in this class, we ask some deep questions about the history of this portrayal and interrogate alternative understandings of the continent.

We will learn about the diverse cultures and societies that live and have lived on the continent, both in pre-modern and modern times, herein the slave-trade era, the colonial era, and the on-going era of decolonization. Through looking at specific cultures, countries, and historical moments, we will discuss bigger themes such as the nature of conflicts, religions, development, migration, inequality, power, saviourism, resistance, gender, climate change and much more. Through these discussions we will interrogate what it means to “study Africa” today, and how we can put this enormous, diverse, and dynamic place up on the blackboard, without simplifying and reducing the continent and its complex history.

Objectives:

- Obtain knowledge on the complex, multifaceted, social, political, and cultural life in Africa
- Understand and critically assess the role of Africa in the global world
- Interrogate past and present narratives and discourses concerning Africa

Teaching Methods:

This class will focus in on specific cases and their geographical and historical contexts. There will be some introductory lectures, as well as group work where students are expected to research and present on different topics. Movies and documentaries will also be screened, and some fictional literature will be provided. The class encourages asking questions and debating different topics, and a lot of the class will therefore be introductory lectures followed by presentations and/or discussion.



Approaching the Middle East I & II



English Level

2 3

("THE PEOPLE WANT THE FALL OF THE REGIME!")
- POLITICAL SLOGAN OF THE ARAB SPRING

Number of Lessons

4

Since a street venter named Mohamed Bouazizi set himself on fire in late-2010 to protest political and social injustice, becoming a catalyst for the Tunisian Revolution and other uprisings throughout the region, the Middle East has been thrust more directly onto the global stage. Despite this, the area is frequently portrayed in the media as an unstable region marked by conflict and teeming with "dangerous Muslims." Rarely does news of the Middle East offer more than stereotypical images based on well-rehearsed themes of terror and violence. This course seeks to counter that trend by approaching the Middle East in a more nuanced fashion and from a wide range of topics, including (but not limited to): ethnicity, gender, belief, history, geography, popular culture, the media, and everyday life.

Throughout the course, students will:

- Sharpen critical thinking skills and challenge preconceived notions about the Middle East.
- Become familiar with everyday life and customs of the region in a variety of cultures and contexts.
- Critically explore the social, political, and historical processes that have made the region what it is today.

In contrast to the stereotypes, students in this class will find the Middle East to have a rich and complex history and comprised of a diverse multitude of cultures, societies, and beliefs. While the first half of the term will focus primarily on the historical development of the region (from the rise of Islam until the early Ottoman Period), the second will centre specifically on the modern era (circa mid-19th century to present). Although it is not required to take both halves, it is recommended.

Methodologically, the course will employ a variety of methods, including lectures, small- and large-group discussions, independent research, in-class films and other multi-media tools, project work, and presentations on topics of interest to you. In addition, to facilitate class discussion, some light reading may be required. Finally students will have the opportunity to see some of the world's finest examples of Islamic Art outside the Middle East today through an excursion to the David Collection of Islamic Art in Copenhagen.



Arts & Crafts 2D



The process of creating art invites a student to enter an authentic relationship with themselves, their environment, and their culture. Self-Expression through art provides creative opportunities for self-discovery and reflection.

In these classes it is possible to work alone or in a group of your choice. The students do not need to have any background in art or ceramics and bought Arts and Crafts and Ceramics are practical classes.

English Level



Number of Lessons



The object to this class is to introduce students to basic materials and techniques associated with arts and crafts.

We are working with different techniques such as: classical figure drawing/painting, expressive drawing/painting and comic/manga drawing, wood carving, embroidery, beads, stone carving and what the students may bring to the class.

You will be introduced to materials like pencils, charcoal, crayons, pastels, acrylic paint, water colours, embroidery, beads, recycling art and collage. We will be working on canvas, paper, and other surfaces. If you work digital, you must bring your one device to class.

Asia Unveiled

English Level

2 3

Number of Lessons

4

The first 12 weeks introduce the student to the rich tapestry of Asian belief systems and how these are reflected in daily life. It aims to familiarize students with the core beliefs, rituals, and festivals of the major belief systems in Asia (East Asia, South Asia, and Southeast Asia) such as Hinduism, Buddhism, Jainism, Confucianism, Taoism, Shinto, and Islam. Students will gain insights into the different ways people in Asia have approached questions like What is the good life? What is a good person? What is the relationship between the individual and society? What is the relationship between spirit and nature? Students will understand how these belief systems influenced the development of an immensely diverse cultural landscape and uncover the intricate threads that connect Asian societies. Students will engage in individual and team activities that include discussions, multimedia presentations, food tasting, and exploration of traditional art forms.

The last 12 weeks will delve into the diverse ways in which Asia's economic, technological, geopolitical, and cultural developments impact on the world. Case studies include the rapid economic growth of China and its rise as an influential geopolitical actor, Covid-19 pandemic response (the cases of Bhutan, Taiwan, Vietnam), Technology & Innovation (China's AI, India's Space Program), Asian Pop Culture in the West (Japanese anime, Korean Hallyu, BTS, Chinese & Indian films). Students will engage in presentations and critical discussions of these cases, investigating the impacts and implications on local and global scales. Resource persons may be invited via online platform to speak on selected topics.



Bandplaying

English Level

1 2 3

Number of Lessons

4

Love of music has a fantastic ability to unite people despite differences in age, gender, culture, and language. The social activity of playing music together with other people who share the same passion as you is one that can create great happiness and spiritual elevation when things work well, but also frustrations and anger when they don't. Team spirit is therefore as important as music virtuosity.

Objectives:

To challenge yourself by playing your instrument (or singing) in a band together with others. To prepare yourself to go onstage in front of an audience. To improve your ability to analyze a song and prepare it for a band. And finally: To have fun while doing it, but also to learn to handle the problems that might arise within a group.

Content:

Playing different music styles, such as blues, pop, reggae, rock, etc.
Understanding basic music theory, such as notes, harmonies, rhythms, breaks, scales, keys, and song structure.
Understanding the basic functionality of a mixer, microphone, speaker, and effect machines.

Method:

A few classes will be based on theoretical musical instruction, but most will take place in the IPC Band Playing Room, where we will analyze songs and rehearse them.

Important: This class is only for people who already have some experience playing an instrument or singing. The class can consist of maximum two bands, each containing: 1 drummer, 1 percussionist, 1 bass player, 2 guitar players, 2 keyboard players, 2 horn players (saxophone, trumpet, etc), and 3 singers (lead and backup.) Ideal size is 5 people per band, The final composition of the bands will be based on interviews with the teacher.

Ceramics



The process of creating art invites a student to enter an authentic relationship with themselves, their environment, and their culture. Self-Expression through art provides creative opportunities for self-discovery and reflection.

English Level



In these classes it is possible to work alone or in a group of your choice. The students do not need to have any background in art or ceramics and bought Arts and Crafts and Ceramics are practical classes.

Number of Lessons



The object to this class is to introduce students to the basic techniques of sculpturing, pottery, relief.
You will work with clay, Methods: Hand-modelling. The ceramics produced will be bisque fired. For decoration of your work, you will be introduced to different materials and methods of glazing before the final firing.





It is a lot of fun to sing – and it is even more fun to sing together in a choir.

English Level

1 2 3

Number of Lessons

4

Besides being fun, singing in a choir requires patience, concentration, and teamwork. It also requires each singer to warm up the whole body as well as the remarkable instrument that is the human voice.

In this class, we will mostly be singing a number of rhythmical arrangements (i.e. pop/rock stuff) but we might very well also try on some folk, musical, and even classical arrangements on for size. We will start with some very simple arrangements and then – slowly but surely – move onto arrangements that are a little bit more difficult. That being said: no other musical “skill” is required from the participants than the willingness to sing and have fun with it.

Usually, we will do arrangements for four voice groups: Sopranos, altos, tenors, and basses. For the pleasure of singing together for its own sake, we aim to build a repertoire for concerts and other arrangements at the IPC. We might do collaborations with other local choirs, just as we will hopefully have the occasion to attend a couple of concerts in the local region.

Communication and Media Analysis



English Level

2 3

Number of Lessons

4

The Navigating the Ecology of Communication, Media, and Technology course is a comprehensive exploration of fundamental concepts in communication and media studies. On the first 12 weeks, the course begins with an overview of communication theories, then progresses to examine the role of media in societal development, covering topics such as media literacy, cultural influences, and ethical considerations. A significant portion of the course is dedicated to understanding the impact of technology on communication, digital platforms, and the complexities of social media, including marketing, personal branding, and addressing issues like misinformation, disinformation, and fake news.

The last 12 weeks delves into pertinent issues in communication and media, such as media regulation, political influences, and crisis communication. Students will engage in practical application of skills in unmasking fake news, fact-checking, critical evaluation of online content. There will be group projects focused on media campaigns on selected topics. Students are encouraged to critically analyze, engage in thoughtful discussions, and develop practical skills applicable in real-world communication and media contexts.

Creative Writing



English Level



Number of Lessons

4

Writing and travel broaden your ass if not your mind and I like to write standing

E. Hemingway

Aims:

This course is based on the idea that powerful writing is NOT about good spelling and grammar, but about expressing ourselves openly and freely. What blocks creative writing is often our fear, and internal editors – voices that stop our ability to think out of the box and write original stories. Each of us is a writer – it's just about tapping into our unique voices.

Content:

The course takes students through different exercises to free creativity in writing and to get 'the strong idea'. We will use free writing, listening and observation exercises to explore different ways of expressing ourselves. Furthermore, we will look at stylistic elements and techniques that can improve our writing.

Methods: The course require that students write stories and are ready to receive constructive feed-back. The classes will start with exercises or sharing of stories followed by time where students can write on their stories.

Critiquing Capitalism



English Level



Number of Lessons

4

Capitalism is all around us, yet very hard to see and grasp. It is an invisible force that shapes our lives, what we see, what we do and what opportunities we have or don't have.

We often talk about capitalism as one of the reasons behind climate change, mental health issues and other major challenges in today's world, but do we actually know what we mean when we talk about capitalism? Is it economic power? Ideology? Violence? In this class we interrogate Capitalism as a system of oppression both on a global and local scale. We will look at fast fashion, the plastic industry, economic inequality, the medicinal industry, billionaires, nepotism, feminist economies, poverty, inheritance and much much more. We will ask: how can we consume ethically in todays world? Is our worth as humans only related to what we produce? What could alternatives to capitalism be? And most, importantly, why has the world not changed yet? Students will be able to do presentations on aspects of capitalism from their home countries, and help shape the contents of the course. After understanding what capitalism is, we will explore some alternatives, for example Marxism, communism, anarchism and socialism, and discuss if we think these systems would be able to solve the challenges of today.



Objectives:

- To understand the complicated concept of Capitalism in its many forms
- To interrogate and critique Capitalism's effect on humans, animals and plants on a global scale
- To discuss potential alternatives to Capitalism, their shortcomings and potentials

Teaching methods:

Introductory lecture, discussions, documentaries, readings, presentations.



Cultural Heritage Studies



English Level

2

3

Number of Lessons

4

Ever wondered about the stories behind the term "heritage"? According to UNESCO, it's what we inherit from the past, carry into our present, and pass on to future generations. But what does heritage really mean? Join us in this captivating class as we journey into the world of heritage on local, national, and global scales, unraveling its meaning, impact, and why it matters today.

What You'll Explore:

- Discover key themes and concepts in Cultural Heritage Studies
- Dive into the stories behind the preservation of objects, sites, and traditions labeled as "heritage"
- Reflect on your own cultural heritage—what it means, what it does, and why it matters to you

What's Inside: Our exploration covers a range of topics, from current challenges facing heritage sites to the influence of public opinion, tourism, development, authenticity, identity, and ethics. We'll also delve into the impact of historical factors like colonialism, nationalism, and war on cultural heritage. Engage in discussions about modern threats, such as armed conflict, environmental issues, and illicit trade, and participate in real-world case studies to deepen your understanding.

How We Learn: Through a mix of engaging methods—lectures, group discussions, films, and multimedia tools—we'll make the study of heritage accessible and exciting. You'll also get hands-on with independent research and projects, sharing aspects of your own cultural heritage. And who knows, we might even explore local museums and heritage sites in Denmark together, adding a touch of real-world adventure to our exploration. Join us as we uncover the layers of heritage, understanding its significance in shaping our past, present, and future. Heritage is not just a word—it's a fascinating journey waiting to be explored!



Danish 1

English Level

1 2 3

Number of Lessons

4

Objectives

What even is that funny sound? How do these people even manage to understand each other? This class is for everyone who has interest in languages and who is not afraid to put in the work that goes into learning a new language - whether you like a more practical or theoretical approach. We each have our own general knowledge of language and together we will help each other getting closer to the Danish language by both getting very nerdy and technical, but also having fun playing our way around in this funny language!

Content

In this Danish 1 class for beginners we will work with one of the key approaches to getting closer to understanding the Danish culture: understand the Danish language. We will begin with the very basics: introducing ourselves, small talks about everyday subjects, ordering at a café. You will quickly discover that even with just a small set of tools you can easily work your way around in the language and in everyday situations.

Methods

We will study the very unique Danish pronunciation, the Danish grammar, and we will also practice how to actually speak the language by listening to spoken language from recorded conversations, music, playing games, reading short texts and stories. We will also work in groups, and there will be short exercises of different types for the students to prepare to class, and, if we get so far - written assignments and oral presentations.

Danish 2

English Level

2 3

Number of Lessons

4

The Danish language is a part of Danish identity. It has a certain pronunciation and sound that many of you may find quite difficult to imitate. But it is also fun to try it out and you will get a little closer to understanding the Danes by learning some of their language. Learning another language is also trying to communicate even though it may be rather difficult. It is having the courage to try and the motivation to learn more about the characteristics of the structure and pronunciation of the Danish language. Danish 2 is for those of you who already know some Danish and want to continue learning in a folk high school setting.

Objectives

The objective of this class is a more in-depth exploration of Danish Language and Culture. The aim is for students to be able to take part in discussions and make personal presentations for the class.

Methods

We will listen to and practice Danish dialogue, stories and pronunciation as well as go deeper into Danish grammar. We read texts, present to each other, do grammar exercises, play games and listen to and learn Danish songs and watch and analyse/discuss the themes and content of Danish films.



Debate Class



“The test of a first-rate intelligence is the ability to hold two opposed ideas in mind at the same time and still retain the ability to function.”

English Level

2

3

Number of Lessons

4

The art of reading, thinking, and speaking are brought into one place! Sticking to the core values, this class focuses on taking up issues through heated debates. Through this way of learning, students will reap significant intellectual benefits, and rewarding academic skills: quick thinking, sound argument, and confident speaking. In this class, one is placed in a position to argue not only their viewpoints but sometimes asked to argue from a perspective that they wouldn't normally agree with. In this way, one can end up seeing perspectives of those they do not necessarily share the same viewpoints with.

It is not always easy to head straight into a debate hence, the class will include some background research, note taking and discussions on the debating language, speaking confidently as well as to articulate points with clarity. Students will be able to explain their own ideas and assess different viewpoints, not just during the debating sessions but can perfect this skill in any other discussions - and use this even in written essay.

Topics could include:

- Refugees are entitled to assistance from countries they chose to live in.
 - Should developing countries continue to receive aid?
 - Should they be financial reparations for slavery?
 - Is the international Community entitled to meddle into the Hong Kong /China politics?
 - Whale hunting should be banned.
 - Do examinations and grading systems kill education?
- Students are more than welcome to suggest topics that they feel are interesting to debate on.



Design & Architecture



English Level

2

3

Number of Lessons

4

Architecture and Design is for the students, who want to be able to recognize and understand aesthetically, functional and sustainable architecture and design. Understanding architecture and design opens a world of experiences and this can be tool to a prosperous, healthy and sustainable culture.

Focus will be on architecture and design from Scandinavia in the 20th and 21st century. Students will learn about different phases of an architectural work, space planning, classical and new Danish furniture, and the designers behind. Get insights in what makes a special atmosphere in a room and the geographical location of a building in relation to the use of light.

Method:

The class will evolve around lectures, group research, workshops, guided tours and work with materials and drawings. We find inspiration in the city (Helsingør and Copenhagen) and the area around us. We do this through site-specific analyzes and registrations, as well as visiting current exhibitions that museums in Helsingør and Copenhagen offer. We use these experiences to better understand and to form an opinion about architecture and design in our surroundings.

We also get inspiration and insight in other countries architecture and way of living through presentations and talks, by our own students from all over the world.

The professional and technical topic, will be put into everyday language in order to make it understandable for all the students.

Contents:

The subjects will draw parallels to their contemporaries, historically and culturally. We will try to understand the idea behind and relate to it, in the present we are in. We work with different methods that promote abstract thinking and help to understand and decode:

- Welfare Design / Design for the Common Good
- Style history from the Vikings up till today
- Space, form and flexibility.
- Design that improves life (3. world)
- Ways to build sustainable houses
- Design in recyclable materials
- UN's 17 goals

Works by architects as Arne Jacobsen, Jørn Utzon, Lundgaard and Tranberg, Henning Larsen, Bjarke Ingels a.o.

- Design by Hans Wegener, Casper Salto, Louise Campell, Kerstin Kongsted a.o.



Development Management

English Level

2 3

Number of Lessons

4

Are you serious about being an agent of change? And would you like to develop a concrete development project focused on improving the economic, social or environmental well-being in your local community?

In this class, you will be introduced to internationally recognized project management methods and tools, such as 'Theory of Change', 'Appreciative Inquiry' and 'Logical Framework Approach'. Tools will be introduced step by step, while you are developing your own project – alone or in groups of 2-3 persons.

Projects can address many different challenges, such as youth unemployment, loneliness, climate change or discrimination.

Taking point of departure in a specific project of your own choice, you will learn and practice how to:

- Define the problem and a project goal
- Conduct context and stakeholder analyses
- Develop a 'theory of change' and preconditions for success
- Formulate project objectives, outputs and activities
 - Measure project results and progress
 - Present and fundraise for your project

You will also be introduced to concrete examples of development projects and the challenges and risks that can be encountered when developing and implementing a development project.

This class is for students who wish to work independently and actively with a concrete project idea that is feasible for implementation.

Drama

English Level

1 2 3

Number of Lessons

4

Sending and receiving signals of all kinds is the essence of drama. Through your work you will increase your awareness of physical, emotional, and verbal ways of expressing yourself. The class aims to provide students the fundamental knowledge, skills and attitude in drama.

Class Description:

The drama class will provide a creative, fun, and safe space for you to get to know yourself better and the group/community you are a part of. Through individual and group improvisational creative games. Through engaging in drama, we also get a chance to deepen discussions on relevant topics or issues, to try to understand the situations of others with empathy and curiosity.

There is no need for previous drama or theater experience to be a part of this class. All that is needed is to be willing to tell a story, your story, our story.

Class Objectives:

At the end of the course, the students will be able to:

Identify the elements of the arts and the principles of composition and apply the qualities of a good performance by using their tools as an actor (body, voice, imagination).

Distinguish the elements of drama and apply them in their presentations.

Determine the principles of improvisation and use them in their performances.

Develop an original story and create a relevant performance.

Gain a higher sense of self-esteem and confidence towards better personality development.

Realize their importance and roles in the communities they are a part of.

Engage and share with others in a fun and friendly creative space.



Documentaires & Discussions



English Level

1 2 3

Number of
Lessons

4

Several documentaries are available online today and we tend to watch these without digging deeper or questioning the reasoning behind. In this class, we will watch selected documentaries and together - discuss, debate, reflect on issues and themes brought out in these different documentaries. By visualising the different lifestyles, challenges and cultures, documentaries can provoke feelings and appeal to one's emotional intelligence. In addition, students will be challenged to question the motive behind the documentaries and to improve on their critical thinking and reflections. Whilst we can watch just about all the documentaries we can access, we will pay special attention on the themes of Democracy, Peace, Social Justice, Equality, Human Rights, climate change amongst others. Students are encouraged to suggest documentaries that the whole class can analyse.

How do we do it?

Videos, Documentaries and discussing the themes portrayed as well as linking them to our experiences

Debating after scenarios presented

Presenting based on your own background/ experiences

Assessing, understanding, reflecting, reacting, and criticizing research findings as well as documentaries linked to topic under discussion

Requirement:

This class relies on your auditory and visual senses, and in addition requires students to engage in general discussions. Students should be reflective, questioning and be willing to share opinions and experiences, are active and participate in class as well as appreciate diversity and other people's ways of approaching life.



Education & Development



English Level



Number of Lessons



The Education for Development: Global Perspectives and Case Studies of Education Systems is a dynamic 12-week exploration of why education serves as both a challenge and a solution in achieving societal progress. Rooted in a foundation of frameworks, the course begins by introducing students to key concepts, historical perspectives, and the crucial role education plays in development. Students will be acquainted with influential theories such as Human Capital Theory, the Capability Approach, Critical Pedagogy, and Comparative & International Education Theories, gaining a nuanced understanding of the complex interplay between education and broader development goals. Building on the students' knowledge and experience of their own education systems, the course then navigates through global critical issues in education such as access, quality, and governance. Case studies, both international and local, will be used to dissect successful interventions, assess educational quality, and showcase innovative approaches that transform the educational landscape. The course's structure encourages critical thinking, analysis, and practical application, ensuring that students emerge with a holistic perspective on the vital role education plays in fostering sustainable development and addressing global challenges. Students will engage in individual and group activities such as discussions, presentations, reflections, multimedia presentations that bring out their knowledge and experiences of education and development in their own specific contexts.



English 1, 2 & 3



English Level

1 2 3

Number of Lessons

4

WHY: This course will help you develop skills to communicate to communicate effectively and confidently in English. The objective is to gain self-confidence in using English inside and outside of IPC.

WHAT: The starting point for this course is your knowledge, experience and interests. We will cover all language skills (speaking, reading, writing, listening). However, we will try to focus on speaking and developing skills to talk about oneself, one's culture and background, describing feelings, expressing needs and opinions.

HOW: In addition to group discussions, role-playing, mock interviews, playing games, listening to music, watching video clips, reading short articles etc., we will use your own experiences as a basis for various speaking activities. The main goal is to have fun while gaining the self-confidence to express oneself effectively!

The requirements for this course are being curious and participate actively

English 3 Description

If you have taken English 2 in the first 12 weeks, this class is for you. We will build on what we've learn in the first 12 weeks and perhaps try more challenging activities. Those who did not take English 2 in the first 12 weeks are also welcomed to join if your English level is around B2.

Rationale:

Coming to IPC means to join an English-speaking community. Those who already have a fair knowledge of English might want to learn to use it more effectively for a particular purpose. This course helps you build the necessary English language skills to make you feel confident talking about your interests and hobbies.

Objectives:

To encourage students to share their special interests with the IPC community while using the English language. Confidence building in respect to expressing oneself inside and outside IPC is a goal.

Content:

In addition to grammar drills, listening to audio, watching video clips, reading short articles, playing games etc., we will use the students' own experiences as a basis for various speaking activities. Topics will be determined by the students' own interests.

Method:

We will focus on the communicative approach to allow students to gain confidence in their speaking skills. Thus, the main goal is to have fun while gaining the self-confidence to express oneself effectively through individual, pair, and group work. The course will require active participation and willingness to do some homework after classes.



Environment Studies



Aim:

English Level

2

3

Number of Lessons

4

The aim of the course is for you to strengthen your understanding of environmental problems and their complexities.

Content and Methods:

In this class we will explore some of the major environmental challenges that the world is facing today. Throughout the course we will focus on: - Global climate change, understanding IPCC reports and scientific basis. - Energy transition - fossil fuel and renewable energy, what are the dilemmas? - Water: management, scarcity, and pollution. - Air pollution - how it's affecting health of millions of people. - Environmental conflict and protection - understanding the complexities. The class will include lectures, discussions, documentary movies and excursions. Throughout the course we will go on excursions, for example to visit the local power plant and recycling station. We will engage in student research and presentations.



Geopolitics of Post-Soviet Space



Making sense of Putin's regret, South Caucasus and Central Asia

English Level

2

3

Number of Lessons

4

Objectives: When the world as we know it ends, how do we build a different and a better future on the ruins of the past on a state level? When the Berlin Wall came down and the grand state of the Union of Soviet Socialist Republics (USSR) broke down in 1990s, what were the causes and consequences of these massive transformation processes in politics, economy and social life? What were the options that fifteen post-Soviet states faced in their course of self-determination and national state formation? How and why planned economy and autocracy were replaced by varieties of capitalist regimes and (democratic, hybrid and/or non-democratic) political structures? Can we view the transition in the prism of 'de-colonisation'? Has the post-Soviet transition been so unique that we cannot draw parallels with other regions? Where are we now after thirty years of transition process and what can we learn from it? Among others, the questions above are what our course will dwell on and get in-depth with during the classes and group discussions.

Content:

The course combines the fields of comparative politics and area studies in order to get an in-depth understanding of the political, economic and social processes and institutions in the countries ranging from the Eastern Europe to the South Caucasus and the Central Asia, territories that in this course have been pinned as 'Eurasia'. The course will be structured so that it will cover regions and countries, such as Ukraine (Eastern European part of the 'Commonwealth of Independent States'), Georgia (country in the South Caucasus) and Kazakhstan (as part of the Central Asian region) in a comparative manner making reference to the Baltics and the Visegrad Group of states.

While started with the events taking place prior and during the Soviet regime collapse, such as the armed conflicts in the South Caucasus Region and a wave of 'Coloured Revolutions' that swept all the regions covered in this course, the course will also tackle current affairs affecting the relationship among the countries in the region, such as the ongoing war in Ukraine. Further, the course will also discuss the engagement of the global players, such as the European Union (EU) and the United States of America (USA) in the context of the political and economic changes in Eurasia.

Methods:

The method of the course will be derived from 'blended-learning' method, where the course materials will range from articles and book-chapters to videos and audio material. Actual teaching will be participatory and will require students to engage in discussions among their classmates.



Existential Philosophy



English Level

2 3

Number of Lessons

4

The Danish philosopher Søren Kierkegaard once noted that to »become human does not come that easily«. But what does it mean to be a human being – and how can we understand the human world?

From the point of view of existential philosophy, an existing human being cannot be understood as a being with a predetermined essence. Unlike the way in which an acorn must necessarily become an oak tree, thus, a human does not automatically turn into anything nearly as specific. Instead, human beings – at least in part – become who they are because of the way they choose to live.

Exclusively human phenomena such as anxiety, hope, consciousness, despair, irony, and humor ultimately hinges on this both terrifying and wondrous indeterminateness of human existence. And how about the world in which we – as Heidegger puts it – always already find ourselves? Is it a world of material objects, a world of useable tools, a world ordered by divine reason or – at least – by physical laws, a world made of thinkable ideas and moral ideals, a world of culturally formed identities and differences, a world of aggressive beasts, or simply a world of singular individuals?

In this class, we will consider the quarrels of becoming an individual in the world through the lenses of existentialist thinkers such as Sartre, Heidegger, Arendt, Augustine, Socrates, de Beauvoir and Nietzsche. We will also draw upon thinkers (such as Descartes, Wittgenstein, and Martha Nussbaum) that have different and even opposite ideas about the nature of the self as well as the world and see if we can get into a genuine dialogue about what it means to exist.



Exploring Denmark



English Level

1 2 3

Number of Lessons

4

Aim:

The aim of this course is to learn more about Denmark and the Danes.

Method:

This class uses an active approach to learning to explore Danish mentality, culture, and society through a wide-range of methods, including lecture and discussion, excursions, and project-based learning.

Content:

Throughout the course, we will explore what is unique about Denmark and the Danish path of development. We will deal with topics, such as education and Danish pedagogy, the Danish self-understanding, the welfare state, socio-political challenges, work-life balance in DK as well as the notion of “the world’s happiest country” and the meaning and concept of “hygge.” While we will mainly focus on contemporary issues, we will also take a look at the historical development of Denmark. The course will be a mixture of excursions to interesting places and institutions, discussions, getting to know interesting Danes of past and present, and small student presentations.



Global Challenges



Richest 1 % now owns half of the world's wealth, how could this happen, and is it fair?

English Level

2 3

Number of Lessons

4

Content:

We will deal with the following themes:

Status of inequality, the cool facts – HDI, Gini

Understanding the political- economic development that have shaped our time – from Keynes to Neo-liberalism, a fast, participatory journey through time.

Corruption - a driver of inequality and poverty?

The role of multinational corporations – the case of pharmaceutical companies and tax evasion.

The old story of poverty – power structures and who owns the land?

Finance sector and inequality.

Consequences of inequality and where are we heading:
growing populism – fascism?

Loss of 'democracy' and terrorism?

Or are there also more positive trends and alternatives?

Methods:

Lectures, films, group discussions, student presentations, mapping

Human Rights



***” To deny people their human rights is to challenge their very humanity”
Nelson Mandela***

English Level

1 2 3

Number of Lessons

4

In this course we will explore human rights both from a historical and institutional view, for example how did the declaration we use today come about, and which institutions can decide and protect our human rights. This means we will look at specific cases where human rights have been under threat on a global scale, for example what rights do Facebook, X and Instagram have to our data, water conflicts in Yemen, the war in Ukraine, Gaza, Sudan, Myanmar, the list unfortunately goes on and on. As well as of course looking at some success stories, like indigenous communities in Brazil protecting the Amazon, and more. We will also be looking at our own governments and how they are contributing to protecting or destroying our human rights, for example what is their stance on asylum seekers, how are disabled people treated in the workplace and so much more. In short, we will look at, critique and think about improvements that could be made to the protection of human rights in a very concrete way.

Yet even more than that we will really explore what Mandela is speaking about above, about when is it and who is it that has the right to be fully human. Our media, our governments, our history, our families, and our education are all based on humanizing and dehumanizing groups and individuals. Our perception of other people and cultures contributes to our ability to protect their rights. So we will speak about how we feel about other humans, and indeed other living beings and things, for example do we have more rights than mushrooms, than banana flies than those that have lived before or will live after. We can also consider what rights we have to take away rights, for example for those committing crimes, for the elderly for the young.

Of course, we will also not just accept human rights for what they are now and will also speak about which rights if any need to be protected and how we think it would be best to do that. It's always nice to have a space to think about how we would make a fairer, more comfortable and more livable world for all.

If you would like to deeply consider the world we live in and why it might be the way it is, and maybe even more what it could be, then please come and join the journey.

Methods:

Discussions and debates, Videos and Presentations, Visits from and to experts, interest groups etc. Art projects, Role plays, podcast production and whatever else we can think of



Human Experience



“ 8 billion people experienced today in a different way”

Being a human is at once all we know and all we do not know. We have never had a chance (as far as we consciously remember) to be anything else, so this form, this consciousness, this society, is how we experience the world, our life, and our meaning. Through this class we seek to dig into what it really means to be human; to open up and ask the questions we are usually afraid or embarrassed to ask, to dig deeper in to our own and other psyche so that we might know internal and external peace through understanding, to have fun and question everything...

Topics include:

What does it mean to be human? Attempting to define what a human actually is, through phenomena such as the Human Rights Declaration, Science, Literature, Emotions etc.

-Age? A number? a definition? the number of years our body has inhabited the planet both frees and inhibits us, we will look in to how and why

-Stories of Humans- creating a Living library of different experiences to share both within and outside of IPC

-Ableism- is our society built only on one type of body- a fully functioning, with all limbs kind of body? What does the world look like if you are not in this body? This includes looking at Fat Shaming, Physical Disabilities, Skinny Shaming etc.

English Level

1 2 3

Number of Lessons

4

- Your Beautiful Mind- an exploration into mental health, looking at where it might go wrong and what can be done to strengthen it
- The Future of Humans- imagining the future and where Humanity might go- the good the bad and the ugly
- Fetish, Sexiness and a world without sex- looking at supposedly one of the “basic” human drives and how it effects our lives in different shapes and forms
- Health and Healthism- what does this mean? Can it be measured in Kilograms and hours at the gym or is there something more? Why have we built a diet culture? How do we tackle fat-shaming and Disordered eating
- Conservatism- why is this taboo, where do we identify on this scale?
- Home- what is this? How does this concept contribute to our sense of self? Does everyone need or have a home?
- Family- is it biological? Is it value based? Is it the healthiest environment for you?
- Productivity and Stress- two values that dominant and impact on one another in modern society, how do they touch you, tips and tricks for surviving
- Modern Society- the values, the purpose, the goals, the problems
- Creativity- is this a natural born talent, something we can build, why is it so highly prized in modern society
- Beautiful Anonymous (Taken from a popular podcast)- space every lesson for you to ask the questions you want to about being a “human”, interacting with humans, human impact on the world etc.
- Relationships and love- why do we base this on fairytales? Analysing literature, art, etc. to find out what this means in our own lives
- All this and more depending on what you wish to look in to...



Intercultural Communication



English Level



Number of Lessons



“Learning objectives

Understand cultural diversity, its added value and the challenges around it. Reflect on and improve communication skills in a multicultural/international context with an intercultural approach.

Manage cooperation, dialogue, negotiation and conflict transformation with in a multicultural environment.

To improve the ability to express ourselves clearly in multicultural environments.

Content

Communication processes are at the heart of the class. We will analyze situations with the focus on exploring the multicultural context in which communication occurs and understanding where the gaps between cultures are and how can we bridge the gaps and to construct a common intercultural ground for collaboration, cooperation and conflict transformation.

We will learn to understand different cultures, people's points of views, needs, interests and concerns in order to find "win-win" solutions in multicultural contexts.

We will also work in developing positive, empathetic and non-violent communication. We will also look at facilitation and leadership skills in multicultural contexts.

Learning methods

The learning methods will include some theoretical aspects but mainly analysis of real-life situations, simulations, role-plays, games, discussions, etc.



International Relations, Politics & Organisation



English Level

2 3

Number of Lessons

4

Learning objectives

To introduce students to:

The main principles of international relations and international politics

Diplomacy as one of the key tools for managing international relations and politics and reducing the risks of instability, confrontation & violent conflicts

The main international organizations, mainly the United Nations System and its Specialized Agencies, Funds & Programmes

The students will improve their skills and knowledge to be able to understand and analyze the role of international politics and diplomacy in a globalized and interconnected world.

Content

The class will focus on understanding, analyzing and discussing diplomacy and its tools, the way international organizations and mainly the United Nations System works, not only in general aspects of international politics, policies and norms, but also in relation to specific issues that affect our daily life: from security and peacebuilding, to refugees, poverty, health, workers rights, migration, food, agriculture, environment, etc.

We will discuss and analyze with a critical approach the 15 Specialized Agencies of the UN System and its 13 more than Programmes and Funds.

We will discuss the role that international politics and diplomacy plays in domestic and international decision-making processes.

We will discuss the role of World powers and superpower historically and nowadays, from the USA to China, the EU, Russia, etc.

We will pay special attention to the UN System role in support to development through international legislation, policies and projects.

Learning methods

The learning methods will include lectures, group work and research, class discussions, role-plays, etc.



(Interpersonal) Conflict resolution

English Level

2 3

Number of Lessons

4

Do you ever feel that you have not achieved all that you wanted in a negotiation situation?

Have your emotions or the desire to win ever undermined your success?

Does even the smell of conflict in the air make you run for cover?

Is there a conflict in your life that you would like to resolve?

Would you like to be a peacemaker?

Then this is the class for you!

Make no mistake: conflict is a part of life. Whether at work, at home, on the street, or on the global stage, conflict is everywhere. All of us have been in conflicts before, and all of us will be in conflicts again. Maybe you're even in the middle of a conflict right now. That's okay! Not all conflict is bad, nor is it inherently negative. How conflict is handled makes all the difference.

This course takes an active approach to learning to help students improve their ability to manage and resolve conflict. Because all conflict – whether between two individuals or two nations – is ultimately a function of the relationship between persons, in this course, particular emphasis will be given to the “interpersonal” nature of conflict. We will explore key theories, models, and frameworks for understanding and resolving conflict in use today and actively work towards becoming better peacekeepers in our own lives.

In this class, students will:

Content

The class will focus on understanding, analyzing and discussing diplomacy and its tools, the way international organizations and mainly the United Nations System works, not only in general aspects of international politics, policies and norms, but also in relation to specific issues that affect our daily life: from security and peacebuilding, to refugees, poverty, health, workers rights, migration, food, agriculture, environment, etc.

We will discuss and analyze with a critical approach the 15 Specialized Agencies of the UN System and its 13 more than Programmes and Funds.

We will discuss the role that international politics and diplomacy plays in domestic and international decision-making processes.

We will discuss the role of World powers and superpower historically and nowadays, from the USA to China, the EU, Russia, etc.

We will pay special attention to the UN System role in support to development through international legislation, policies and projects.

Learning methods

The learning methods will include lectures, group work and research, class discussions, role-plays, etc.



Latin American Studies



English Level

2 3

Number of Lessons

4

Rationale

Since Christopher Columbus' arrival by mistake to America in 1492 the newly "discovered" continent began its role in the rapidly globalising world.

Unfortunately, its role in the global scene started after being conquered and subjugated to become colonies of European countries with greater economic and military power. Ever since, these European powers have exploited the huge resources of Latin America, followed centuries later by the United States and in the recent decades also by China. Latin America's history has been and still is a long and constant fight against exploitation and totalitarianism.

Objectives

To understand the historical forces which have given shape to today's prevalent situation in most countries of the subcontinent and to have a wider understanding of their different cultures and forms of art.

Content

In this class we study the past and present of Latin American society and culture. Special emphasis on the contrast between the European and the Pre-Hispanic cultures and how they mixed through centuries to create what we know as Latin American.

Method

The course consists of a theoretical part where we learn about the historical facts and cultural characteristics of the region through presentations, films, slide shows, readings and round table debates. This is combined with research, design, development and implementation of projects.



Leadership Development



English Level

2

3

This Leadership Development course will empower students to take up an ethical leadership role in inspiring a positive transformation of mindsets, attitudes and behaviours within themselves and their community.

Number of Lessons

4

The course deals with the challenges and opportunities of leadership and intercultural literacy in a multicultural world and will target students with a desire to make a significant positive contribution to society, and who are open minded, curious and willing to share their own experiences and at the same time actively seek new perspectives.

Thematic issues will include non-discrimination and respect for diversity, inter-cultural dialogue, social inclusion and violence prevention.

The course will equip students with interpersonal skills, such as empathy, active listening, critical thinking, non-judgement, non-violent communication, negotiation, conflict resolution and personal resilience. Acquiring and applying these skills will allow the students to embody values of tolerance, dignity, respect for diversity, inclusiveness, teamwork, cooperation, and responsibility and interact peacefully as leadership role models.

The course will take a participant-centered, experiential learning approach. In addition to lectures and workshops, students are introduced to thematic issues and develop skills through games, role-plays, simulation, visualization exercises, storytelling, experience sharing and reflection with their peers.

By the end of the course the students will:

- Have deepened self-confidence, strengthened ethical leadership skills and enhanced self-resilience.
- Be better prepared to take act as leaders, who exhibit high emotional intelligence and navigate within and between different cultures and who are aware of their own cultural backgrounds.
- Have improved conditions to fulfil their leadership potential and foster cooperation that contributes to a peaceful co-existence.



Life and the City



English Level

2

3

Number of Lessons

4

Learning objectives

To equip the students to be able to understand, analyze and discuss:

How cities work in different countries and contexts, which services they provide to citizens, enterprises & institutions and which function they have in social, economic, political and cultural life.

The on-going process of urbanization at international level and the impact of cities and towns in our daily life.

The importance of citizens' participation in the development and consolidation of sustainable and inclusive cities.

The importance of thinking global and acting locally

The importance of being able of becoming a good city "explorer" instead of a main-stream tourist

Content

We will discuss the evolution of cities in Europe and other continents as well as the increasing process of urbanization worldwide.

We will map, analyze and discuss the functions and services provided by cities to people in different continents, countries, cultures and political systems

We will analyze and discuss different approaches to citizens' participation in city life at different levels and fields.

We will analyze and discuss core issues related to local governance, sustainability of cities, multiculturalism and social inclusion.

We will learn to become a good city explorer analyzing concrete cities around the world (and our own city or town)

Learning methods

The learning methods will include some theoretical aspects but mainly analysis of real-life situations (including local field trips), simulations, role-plays, games, discussions, research and project development.



Living Lakes Lab



The Living Lakes Project is a multi-term project currently in the design phase at IPC that aims to strengthen and support environmental and social sustainability at our college. However, the details of the project still need to be worked out. For the Living Lakes Project to be successful, student involvement and co-ownership are essential!

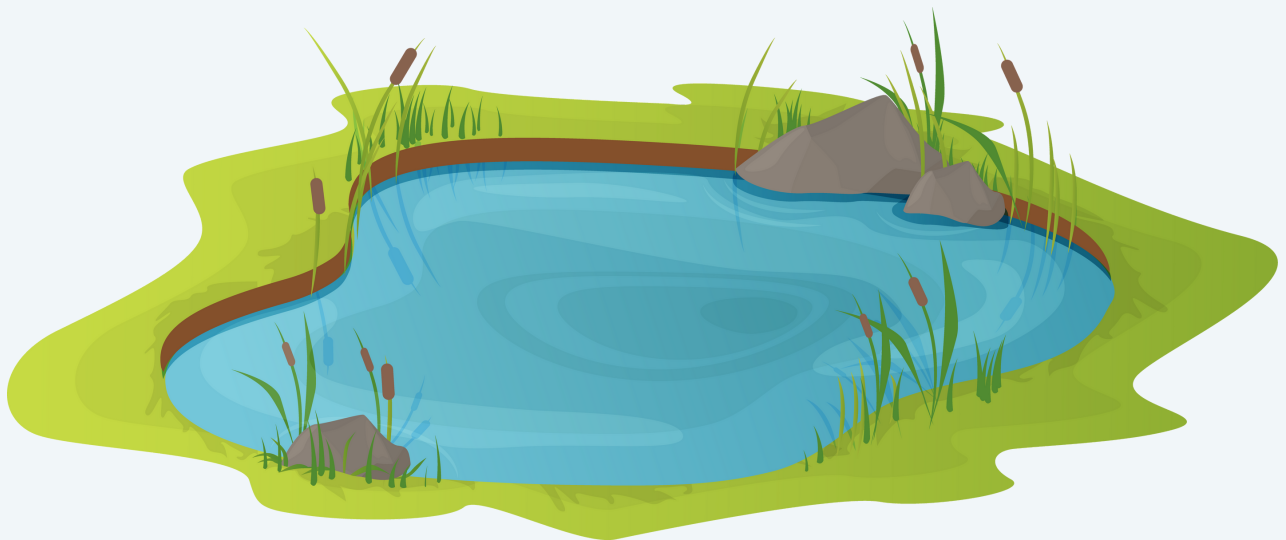
That is why we are launching the “Living Lakes Lab” as a project class to co-develop the Living Lakes Project in a collaborative and hands-on way. Envisioned as a series of project-driven activities where we will work together on all aspects of real-time project development, the Living Lakes Lab is particularly relevant for those wishing to start their own project after IPC. The course offers participants a thorough introduction to the landscape of the IPC campus, its rich history, and present challenges, while also providing transferrable, hands-on skills building a grassroots community project from the ground up.

IPC has been through some rough years of heavy construction the last few years, as can clearly be observed throughout the landscape. Now that the main construction phase is over, however, our focus is slowly turning to rehabilitation, regeneration, and preservation of IPC’s unique lakes, meadows, and woodlands. Participants on this course will thus have a direct hand creating better outdoor environments at IPC, while also learning essential skills in holistic planning, the social use of space, regenerative agriculture, and biodiversity conservation. Think global – act local!

Together, participants on the course will work as a team to plan, delegate, implement, document and analyze our work. In addition to learning practical skills such as wattle-fence construction for biodiversity and landscape mapping and modeling, participants will gain hands-on experience with:

- Re-wilding and biodiversity conservation
- Watershed management
- Participatory needs assessments and stakeholder analysis
- Environmental impact assessments
- Analyzing the social life of landscape
- And more...

Expect that most of the course work will be outdoor project work on campus. It is an advantage if you have your own proper outdoor shoes and are willing to work hard – whether rain or shine!





Mind the Heart



English Level

Rationale and methods

1 2 3

Number of Lessons

4

Here's a weird paradox: In this day and age we are wealthier, live longer lives, have more possessions and more fancy technology than ever before in human history. At the same time more and more people are suffering from depression, anxiety, loneliness, eating disorders, stress, suicidal tendencies, and other existential or psychosomatic pains. Sometimes the thought of finding peace and joy in our modern world can seem impossible. But is it really impossible, or are there some tools at our disposal which we can use to carry the weight of existence, maybe even with an occasional smile on our faces? (Hint: yes, there are some.)

Using tools from a variety of disciplines (such as yogic, buddhist, taoist, shamanistic, psychosomatic therapies) we will learn to work with our minds, hearts, and bodies in such a way that we can initiate constructive change processes within ourselves as well as in the way we relate to other living beings.

What we do and how we do it:

Our primary focus will be on various meditation techniques (both of spiritual and secular nature), but to prepare our minds and hearts for meditation we will first work with our bodies through yoga positions (Asanas), free movement / free dancing, Qi Gong, relaxation exercises, and more.

Another important part of the class will be "Dharma talks", in which I'll introduce you to some of the basic philosophies of the world's major wisdoms traditions (in Buddhism, Yogic Philosophy, Sufism, Mystical Christianity, and more...)

It doesn't matter whether you have any experience with these practices. or not, as long as you are ready to try something new and step outside your normal 'comfort zone'.



Money makes the World go round

English Level

What is money? Where does it come from? How many types of money are there? Can we 'print' as much money as we want or who decides how much money to 'print' in each country? What are the theories of 'money' and how is money connected with such notions as 'democracy', 'fairness', 'equality'?

2 3

Number of Lessons

4

The aim of the course will be to discuss the emergence and the conception of 'money'. Further, the course will discuss the understanding of 'money' and the way it was created and it entered the lives of diverse societies and states over the time till today, where we have 'cashless societies' (using only online payments) and the virtual moneys, such as 'Bitcoins'. How did the notion of money emerge and transformed over the time? Can money account for the transformation of the relations among the states and within the countries? Is debt something only individuals have or can countries also be indebted? Why do states opt for 'debt' when they can 'tax' and extract money from the people. Have countries have experienced uprisings due to taxes? Who gets to create money? And why some nations are rich and others are poor? Can't everyone learn to 'print' money so all get to have as much as they want to? The time period and the focus of the course in terms of geography will vary across centuries and regions.

Move for Joy

English Level

1 2 3

Number of Lessons

4

Let's dance. Let's play. Let's shake it and be silly, serious, silent, spirited, joyful and energetic. Let's move our bodies, be creative, stretch and bring vitality to our muscles and joints and break a sweat while playing, dancing and performing to each other and ourselves, coming back to the world with a happy hum inside!

In Move for Joy we will try out different kinds of creative movement, with or without rhythm and body percussion, martial arts, fighting monkey exercises, conscious dance, dance fitness warm-ups, physical voice preparation exercises if we feel for it and dance, drawing inspiration from around the globe, almost forgetting that we're sweating!

The idea is to connect to our bodies, become conscious of the way we move, get grounded and experience our bodies' magic potential to change our moods and generally just enjoy kickass moves and have fun together. You also get a chance to share YOUR favorite moves – be it sharing folk dance/popular dances from your country, different hobbies or creative games. And of course, everything will take place in the company of great music 😊

Moviemaking

English Level

1 2 3

Number of Lessons

4

The objective of this course is to put passion and responsibility together, by experimenting the movie making process through the role of an actor, director or crew member. We aim to produce several short films to present at the end of the term and later share on the student's YouTube channel. The post-production is not part of this learning experience due to the extensive time it needs. But if you have a strong interest in movie editing and you have a powerful computer with the appropriate software, you can take such responsibilities.

Methods: The teacher will bring challenges to class with scripts and ideas, the students will divide and fill in the blanks. For each project, the crew will be composed by volunteers and each new crew will be prepared by the teacher for each function.

Areas to explore include: fiction, documentary, music videos, commercials, etc.



Music in Culture



English Level

1 2 3

Number of Lessons

4

Every culture in the world has music. Its melodies, rhythms, songs and dances reverberate through our minds and bodies, religious rituals, stories and histories and it lets us connect across cultures, religions, national and social boundaries. However, we may not always immediately get the meaning of music coming from other cultures or from social environments different to our own. It can sometimes be hard to “open”, since the “raw materials” – scales, rhythms, singing techniques, harmonies and more – are different from the ones we grew up with. In Music in Culture we will look at different ways to unpack the musics of the world – and also, the other way around, gain some insight into the cultures that produce them. from West Bengal to Greenland and from neo-shamanic Viking Rock to the Greek philosophers.

In order to do that, we need not only open our ears and minds but also to start building an understanding of the context the music comes from. Who made it? What is it used for? What does it express? The way we will do this in this class is through introductory lectures, listening to music and musicians, analyzing and discussing music, presenting our own thoughts and ideas and sometimes even moving our bodies around as well. No musical training is required as this is not a class in which to learn to play but to understand music in a cultural context – the class is for everyone with curiosity and wide-open ears!



(100 years of) Musical Revolutions



English Level

1 2 3

Number of Lessons

4

Rationale and methods

Few products of human creativity are as popular as music. In all cultures all around the world, music lifts us up and lets us forget our daily struggles. But moreover, few products of human creativity have the potential and capacity to influence or even revolutionise human behaviour the way music does.

In this class we'll be looking at the history of a number of music revolutions over the past 100 years, from 1920's American jazz to rhythm & blues, rock'n'roll, folk, protest songs, disco, reggae, psychedelic rock, punk, grunge, hip hop, electronic dance music, and more. We'll attempt to understand how they have influenced our societies and changed the way people dress, talk, think, act, and relate to each other. We'll analyse the music itself, the lyrics, music videos, the attitudes, values and ideologies of the artists and their followers, and the societal context that surrounded these music revolutions.

A class for all lovers of music as well as anyone who wants to understand how music has shaped human civilisations from antiquity up to now.



One with Nature



English Level

2 3

Number of Lessons

4

We have a climate crisis and we have a biodiversity crisis. The two crises are linked. If we don't find solutions - civilization as we know it might end. But there is still hope.

In One With Nature class we will explore problems and solutions and possible ways of influencing.

Different kind of biodiversity

- The sea. We have Øresund very close by, and we will visit and cooperate with the aquarium (Copenhagen University)
- Agriculture. We will visit different kinds of farming – gardening systems.
- Forest, bogs and open land. We will visit the areas and explore the biodiversity in wild – and semi wild nature.



Solutions and influencing require knowledge

In the class we will look at the following themes:

- Capitalism and consumerism
- Eco – systems, biodiversity and the interaction with climate change
- The global food systems, monoculture, use of pesticides and who owns the seeds?
- Circular economy versus linear economy
- Corporate social responsibility and sustainability
- Cooperation with authorities/institutions and how to influence.
- Influencing and campaigning

Nature and mental health

The class will also explore how nature can have a positive influence on our mental health. This will include:

- Forest meditation
- Silent trekking
- Cooking wild food
- Nordic sea mindfulness

Methods and structure of the class

- The class will be a combination of lectures, mapping, students sharing and research, group work and documentaries.
- Most Wednesday mornings we will go on trips. We go on bikes.



Passion Projects



English Level

1 2 3

Number of Lessons

4

Subject Description

Independent/collaborative project where students pursue their own topic that is linked to our core-values. Instead of being stirred in the teacher's or educational facilitators direction, the students become excited, engaged, and inspired in self-selected topics. The aim of the class is for students to conduct own self-guided research in area of interest.

Motivation to attend classes and to participate is expected to be high as students are motivated and driven by interest and curiosity. By making it a requirement that their research should include comparison or reflections/input from locals, IPC staff or a fellow student's country- students are encouraged to depend on their fellows as sparring partners or sources of knowledge. The approach does not necessarily call for theories and authorities/ experts' opinions but that students learn with and from each other. Thus, students tap into the lived experiences of their fellows.

Skills: Communicating with other students, problem solving, creativity, developing research skills, dialoguing, critical reflections, presentation skills, social skills.

Examples of topics:

Youths' urgency in addressing current challenges in the world.

Micro initiatives to empower the youths.

Mental health solutions around the globe

Social problems faced in local neighborhoods.

Academic or vocational education?

Avoiding food waste.

Presentations

In class or as student led presentations outside of class

Can be students giving a talk, sharing video, blog, posters in the corridors- students' have the freedom to choose how they will share their passion project.

WHAT ARE YOU ENTHUSIASTIC ABOUT?



Peace, Love and Violence



"Love is the whole thing, we are only pieces"

Rumi

English Level

2 3

Number of
Lessons

4

In 1921 Peter Manniche the founder of IPC (International Peoples College ;-)) had observed that in a world of violence, (for him Europe during World War I), love could fix things, love for a fellow human being could bring Peace, it wasn't easy, but it was possible, and it is on this legacy along with many others that this class is built.

In our time together we will explore the three concepts of the title, from different directions and perspectives.

We will observe and analyse the presence of violence in our world;

·violence on a large and direct scale through the of committing genocide, colonization, fighting of wars and more

·violence on a hidden structural level through racist, sexist, ableist etc. policies

·violence on a cultural level through our media and storytelling

·perhaps even violence on a personal level through the internalization of different values

We will consider the impact that violence has on ourselves, our societies and our world (not just the human world and beyond that). We will try to explore where this violence comes from, looking at theorists like Stanley Milgram and Philip Zimbardo, but perhaps more importantly how we might reduce the amount of violence that there is.

In terms of Peace we will look in to:

-Theories of Peace: a dive into what researchers and academics have thought and written about the phenomenon of peace. We will explore, analyse, critique and maybe even praise the theories of others, and if we are feeling brave or inspired, perhaps we will even come up with theories of our own.

-People for Peace: In this section we will look at how we use our bodies to campaign and innovate for peace. We will explore how in Liberia women stripped for Peace, using societies standards and restrictions around bodies to push peace on to the agenda. We will look at non-violent techniques such as the sit-in, lie-in and die-in to see how the presence and indeed absence of human bodies can sometimes draw attention to where it is wanted. The art of the street protest, for example the women's march, climate marching, and Pride parade will be examined to critically analyse what impact these events have politically and socially. We will also explore and be inspired by the stories and struggles of people in our world who have fought for, innovated for, written for, played for and done what they could for peace in our world.

-Non-violence, as an approach, a way of life, a tool. We will discover the complexity of non-violence as a concept, compare this to violence and be open minded to where we stand in this debate. We can use this investigation and evaluation to perhaps design our own protest get involved with other organisation's work, or maybe just become the anachists of IPC.

Finally with the concept of love we will look in to:

-Love as a tool for social justice- how Buddhism, Non-violence, Anarchists, extremists and more can teach us how to take our passion and care and turn it in to a tool to help others.

-Problematise the idea that we can and should love all of humanity- is it possible, will it make a difference to our behaviour

-Looking like Jane Goodall at how the ideas of hope and love are connected.

-And maybe just practicing with weekly hug fests!! ☺

Teaching Methods:

Powerpoint Presentations

Class Discussions and Debates

Short Videos

Research Projects

Experiments



People on the Move



E pur si muove
(Any yet it moves)

English Level

2 3

Number of
Lessons

4

PHRASE ATTRIBUTED TO THE ITALIAN MATHEMATICIAN, PHYSICIST AND PHILOSOPHER GALILEO GALILEI (1564-1642) AFTER BEING FORCED TO RECANT HIS CLAIM THAT THE EARTH MOVES AROUND THE SUN RATHER THAN THE OTHER WAY AROUND.

The course dives into the fascinating theme of human migration, challenging the notion that it's solely a modern phenomenon. While often considered a defining aspect of our time, people have been on the move throughout history, with nomadic lifestyles dominating 99% of human existence.

This class takes an interdisciplinary approach to explore the dynamics of people "on the move," covering historical, contemporary, and cross-cultural case studies collaboratively chosen by both students and the instructor.

Throughout the course, we examine human mobility globally and historically, shedding light on essential themes such as push and pull factors, the distinctions between "voluntary" and "forced" migration, global diasporas, immigrant narratives, refugee experiences, and the material culture of migration. The goal is to provide a comprehensive understanding of the complexities surrounding human mobility.

Methodologically, the course combines various teaching approaches, including lectures, small- and large-group discussions, in-class documentaries, film screenings, and other audio-visual media. Students will also engage in independent research and contribute to a class project that involves using their own family as a case study. This unique approach allows students to not only grasp historic and contemporary migration trends but also gain a personal and intimate understanding of its implications. Join us as we explore the rich tapestry of human movement across time and culture



People & Things



English Level

2 3

Number of Lessons

4

Have you ever stopped to think about the stories your everyday things tell? From the art on your walls to the gadgets in your hands, each item has a tale to share about who you are and the world around you. Join us on a fascinating exploration of the relationship between people and things in this down-to-earth class that brings the study of Material Culture to life.

Bridging the gap between everyday experiences and Socio-Cultural Anthropology, this course takes a hands-on approach to unravel the mysteries of human-object connections. We'll dive into key themes like art, architecture, visual culture, museums & cultural heritage, landscape, technology & body techniques, consumption, and the digital world, blending theory with practical insights.

Expect a mix of engaging lectures, lively discussions, and fun fieldwork exercises that let you get your hands dirty (metaphorically speaking) exploring the impact of "stuff" on your identity, relationships, and the broader world. Keep a field notebook to capture your discoveries and share them with others. By the end of the journey, you'll not only grasp the core concepts of Material Culture Studies but also have a practical toolkit for decoding the fascinating stories behind the things we encounter every day.

Whether you're curious about the art on your friend's wall, the design of your favorite gadget, or the cultural significance of the spaces you inhabit, this class will open your eyes to a new way of understanding the world through the lens of the stuff that surrounds us.



Permaculture Design



English Level

2 3

Number of Lessons

4

Theory

"Permaculture is a philosophy of working with, rather than against nature." (Bill Mollison)

Rationale and Objectives:

Understanding the permaculture principles, make your own design and get experience working with gardening.

Content and Methods:

Globally, biodiversity and ecosystems are under pressure and risks of collapses and extinctions of animal species are increasing. One of the main reasons for this development is industrial mono-culture farming systems, where only one kind of plant, crop or livestock is produced in large scale in an area, often relying heavily on inputs such as chemical fertilizer, energy, pesticides, water and seeds

In this class you will learn how to develop sustainable designs for gardening and farming systems. You will get a good understanding of the dynamics of nature, nutrient cycles, biodiversity and the permaculture principles, which we will apply in our designs.

We will work with planning and preparing the next gardening season in the IPC Garden, and we will do practical work (outdoor and indoor), such as mushroom growing, compost management, and seed management.

This class will include a series of introduction to permaculture design, practical exercises such as mapping, making birds-food, and preparing the garden for the changing seasons.



Photography



English Level

1 2 3

Number of Lessons

4

Rationale

The saying “a picture is worth a thousand words” has been heard and experienced by most of us as we see hundreds of printed and digital images everyday, but we take little time to think about what all these images are telling us and why some get more of our attention than others. It is also fascinating that, even though we have seen millions of images during our lives, an endless amount of images are always out there, waiting to be frozen. Photography is a powerful and limitless tool to convey ideas, meanings, feelings and views that everybody around the world can comprehend, and still, some image interpretations can have different meanings depending on the cultural context and background from which they are seen.

Objectives

- To understand and communicate through visual language.
- To learn how to read and analyse photographs.
- To develop our photographic “eye”.
- To train our technical and aesthetic skills needed for visual communication.

Content

Introduction to photography – history and theory, basic technical and subjective elements. Creation of exhibitions and social media projects. Creation of individual as well as collective portfolios.

Method

A combination of theory practice and reflection.

Political Philosophy & Ethics



English Level

2 3

Number of Lessons

4

How ought we to act? When we try to answer this question, we are not describing what the world is actually like. Instead, we attempt to think about, how the world ought to be like, and what we can do in order to make it so.

To be more precise, we must distinguish between two kinds of ought-questions, namely ethical and political ones. Whereas ethics deals with how we should act towards each other in general, political philosophy tries to address the nature of a just society.

Philosophers have disagreed on whether ethics depends on a virtuous character (Aristotle), our universal duties and rights (Kant), or on bringing about the most happy-making consequences (Mill). When it comes to political philosophy, we have to get into considerations about the form of government (democracy or monarchy?), the role of the state (big or small?), the laws (favoring the collective or the individual?), the economy (capitalism or communism?), as well as into questions about the significance of phenomena such as gender, media, climate change, and technology.

In this class, we will have a look at classical texts (such as Plato, Hobbes, and Rousseau) as well as some modern theories (such as Foucault, Butler, Arendt, and Žižek). During the whole class, we will apply all the abstract theory to concrete cases from contemporary life, culture and society in the early 21st Century.

This class is not about doing theory for the sake of theory. Instead, we shall try to understand the world a little better in order to go on to make it a little better afterwards.

Queer Studies



English Level

2 3

Number of Lessons

4

“and i said to my body. softly. ‘i want to be your friend.’ it took a long breath. and replied ‘i have been waiting my whole life for this”

Nayyirah Waheed

You’re a boy, she’s a girl, they’re queer, ze is disabled, ey is coloured, xie is an immigrant... we spend a large part of our life placing labels on people, putting ourselves and others in boxes, some of which feel comfortable and some which might feel incredibly uncomfortable, fit badly, or even cause harm.

Labels and boxes are a way for our brains to cope with the vast amounts of information that we absorb about the world and the people in it every day. Yet where do these boxes and labels come from, who decides the size, shape and criteria of each group? Do we agree with these criteria?

In these classes, we will look into the characteristics of these boxes and labels, such as boy, girl, trans*, heterosexual, homosexual, queer, disabled, feminist, immigrant, and so on. We will explore historically where they come from, globally how they might differ, how they might have changed over time, and the effect that putting people in boxes has.

We will explore not only the identity boxes by themselves, but acknowledge and explore that each of us is like a Matryoshka Doll with layered and intersecting identities, so we will explore what happens between and across the layers of our identities, for example Kimberlé Crenshaw talks about a car manufacturing firm that was sued by a group of woman of colour, the firm won the legal case, claiming that they were not discriminating against women; they had women working there, but they were all white; and not racist, as there were people of colour working there, but they were all men. So, you see the layers of these women’s identities, as with many other humans, meant that they were discriminated against and yet the person, system, organisation doing it, were not technically/legally doing anything “wrong”.

If you want to explore issues of equality and inequality, understand and deconstruct oppression and discrimination, know more about LGBTQIA+ issues, expand your knowledge of Intersectionalism and just challenge the status quo of the world we live in, then maybe this is the safe space for you!

Teaching Methodologies:

Discussion (lots of discussion, big groups and small groups)

PowerPoint Presentations

Creative Activities- photo projects, personal diaries, drawing/ painting

Research projects

Student presentations

Laughter and other emotions (☒)

Academic Fields linked to:

Gender Studies

Cultural Studies



Queerilla Arts



English Level

2

3

Number of Lessons

4

"When we speak, we are afraid our words will not be heard or welcomed. But when we are silent, we are still afraid. So it is better to speak."

Audre Lorde

To speak, to draw, to dance, to act, to exist is to tell a story, and story is the foundation of what it is to exist in this world, and yet ever noticed that some stories get told more than others...Joseph Campbell researched and concluded that there were only a few different shapes of stories, but as societies, as cultures, we have also constricted, repressed and silenced many different people and identities from stories. If you aren't white, European, able-bodied, heterosexual, neurotypical, literate, fertile, English speaking, you might start to think that you are not normal, for where are all the fairytales written about you, where are all the pop songs written about your experience, where are you hanging on the walls of museums and galleries.

In this course we aim to queer the human story, exploring, discovering, analysing and making queer art. We will explore ballet pieces written for those in wheelchairs, Japanese animations depicting matriarchal worlds, Lesbian Cinema, transgender photography, Barbie Movies, Vagina art and so much more. We will perform, watch and read pieces created by others, and if we are feeling brave create pieces of our own inspired by those.

To create is also to subvert, to change, and we will explore how queer arts are changing our view on the world, how we can rebel and destroy oppressive systems with images, dances and films. Thus explaining the strange title of this course, it is inspired by feminist artists the “Guerrilla Girls” who have used a street advertising/ poster campaign to try to change the patriarchal art world to be more inclusive, amongst other things they have done. Thus this course is about how to use queer art like a guerrilla fighter, changing hearts and minds from the inside in creative and beautiful ways.

Teaching Methodologies:

Discussion (lots of discussion, big groups and small groups)

PowerPoint Presentations

Creative Activities- photo projects, personal diaries, drawing/ painting

Research projects

Student presentations

Laughter and other emotions (☺)

Religion, Culture & Society

English Level

2

3

Number of Lessons

4

What is “religion”? How can we define it?

Is religion universal, or is it simply a “Western” construct?

What purpose does religion serve – for individuals and society, more broadly?

Why do elaborate symbolic systems and ritual processes exist?

Is there an “ultimate reality”?

How can we develop our full potential as human beings?

Ever wondered why religion sparks such intense emotions and discussions?

Whether it's a powerful force in your life or just something you've heard about, this course invites you on an exciting exploration of religion. No matter your background, we're here to unpack the complexities and diverse aspects of this tricky topic.

In this class, participants will:

1. Investigate different scholarly approaches to the study of religion.
2. Gain insight into the rich tapestry of religious traditions worldwide.
3. Reflect on how personal perspectives and cultural influences shape our worldview.
4. Examine the contemporary relevance of religion and culture.

Course Highlights: This exploration encompasses a broad spectrum of perspectives on religion, covering topics such as rituals, magic, witchcraft, healing practices, and myths. The course challenges preconceived notions and encourages critical thinking about the role of religion in our everyday lives.

Engage in informative lectures, stimulating group discussions, thought-provoking films, and multimedia tools.

The primary goal of this course is to acquaint students with the diverse landscape of religious behavior and belief in today's world, fostering a capacity for critical thinking on ongoing debates related to religious practices. To achieve this objective, a variety of pedagogical approaches will be employed, encompassing traditional lectures, dynamic small- and large-group discussions, in-class films, and other multimedia tools. In addition, students will also pursue their own research projects to deepen their understanding of a particular aspect of religion and culture of interest to them. By the course's conclusion, students will possess both the theoretical knowledge and practical skills necessary to critically analyze the sociocultural dimensions of religion, positioning them within the intricate tapestry of global and historical processes.



Revolts, Rebellions & Revolutions



English Level

2 3

Number of Lessons

4

For as long as hierarchies have existed in society, there have been people trying to change it for the better. They do this through rebelling against existing regimes, creating uprisings and revolutions. In this class we interrogate the different strategies that people use when they attempt at transforming society through protest, such as demonstrations, civil disobedience, violence, sit-downs, hunger-strikes and many more. Through looking at different historical movements, such as the Suffragettes, the Occupy Movement, The Arab Spring, the fight against Apartheid, The Palestinian Intifadas, the #BlackLivesMatter protests, the Iranian revolution etc. we will discuss why and when revolutions happen, what makes them successful and what makes them fail. Students will debate the difference between revolts aiming at independence, anti-war protests, protests against elections, women's-rights protests, student protests, and their different strategies, momentums and outcomes. We will discuss how some revolutionary theory links together with different revolutions and read excerpts from different revolutionary thinkers such as Karl Marx, Frantz Fanon, Martin Luther King jr., Angela Davis and more, and we will discuss if and how we can use these ideas and theories to change the world we live in today for the better.

Objectives:

To differentiate between different types of societal transformations/revolutions and their methods, aims, successes and/or failures

To reflect upon humans as being both creators of history, as well as shaped by history

To discuss our current society and the potential need for change.

Teaching methods:

Introductory lectures that present different historical revolutions and their contexts, as well as some revolutionary theory. Students are expected to choose a protest/revolution in groups and present during the class, and this class is focused on discussions/debates that will take place after the introductory lectures and student presentations.



Science of Well-Being



English Level

2 3

Number of Lessons

4

In this class, we will investigate the science and theory behind well-being and happiness on a psychological and anthropological level. The class will provide students with evidence-based practical knowledge and practices that promote well-being, mental health, and social-emotional learning.

All classes will be built around a specific topic within the field of well-being and explore it in three different stages:

- A scientific approach – learning about research and theory
- A personal approach – talking about your personal experiences
- A practical approach – trying out different methods

Most classes will end with a mindfulness session (studies have shown that mindfulness can change the structure of the brain and benefit your general well-being if you do it on a regular basis).

The class is experimental, and all students will have to be prepared to challenge themselves and engage in activities out of their comfort zone. All students should furthermore be ready to share personal stories – at a level they are comfortable with – and be interested in self-development.

The aim of the class is for students to know themselves better and have specific tools for dealing with life based on scientific studies within the field of well-being.



State-building in the 20th Century: From Soviet to Post-Soviet States



English Level

1 2 3

Number of Lessons

4

Course content:

What does it take to build a state? Can our beloved IPC one day turn into an independent state and separate itself from the city of Helsingør? When and how do states stop existing? Can a state have a democratic institutional structure almost like the USA, but in fact be as closed and undemocratic as North Korea is nowadays. The Soviet Union was such a state when it was born on the ruins of the Russian Empire in 1922. It lasted for seventy years until in 1991 fifteen countries like the Baltic states, those in the Central Asia, the South Caucasus or the Eastern Europe broke free and turned from 'Soviet' into the 'post-Soviet states'.

This course will trace the roots of the Soviet past that some claim we need to do to make sense of the complex geopolitics of Ukraine and Russia. By the end of the course we will know more on how approximately 300 million people managed to overcome their religious, linguistic and ethnic differences to form a 'mega-state' and co-exist for 70 years. The course will combine comparative politics with history by covering events such as the Bolshevik Revolution, rise of communism, and the Cold War, among others. Furthermore, the course topics will range from centrally planned economy to propaganda, state-terror, art and underground intellectual life in the context of a state censorship. The course teaching encompasses films, lectures, documentaries, class discussions and out-of-the-school visits.



Sustainable Development Goals



English Level

2 3

Number of Lessons

4

This course will provide an introduction to the United Nations Sustainable Development Goals, its history, purpose, and evolution. It will delve into the dimensions of development and key principles of sustainability. It encourages students to explore the interconnectedness of global challenges and to develop actionable plans for contributing to the achievement of the SDGs. The class will try to find answers to the questions:

How can ordinary people contribute to achieving the SDGs?

How can we integrate the SDGs in our daily lives?

How can we hold governments accountable for the SDGs?

What are some success stories and challenges in achieving the SDGs? We would draw inspiration from the success stories and help understand the progress made and the work that still needs to be done. Students will explore case studies of success on their choice of SDG and share this in class. This way, students learn from other countries experiences and understand the interconnectedness of the goals. Class activities include presentations, discussions, podcasts, TED talks. Students will work in teams, small groups or individually.



Sustainable Gardening



English Level

1 2 3

Number of Lessons

4

Applied:

Do you like to get your hands in the soil and get friendly with the earthworms?

Rationale and Objectives:

To enjoy gardening, apply knowledge and get skills to grow food without harming the environment.

Content and Methods:

Sustainable food systems are essential for human survival, but many kinds of food are not being produced in a sustainable way and hence animals, ecosystems and fellow human beings suffer.

We will follow the changing seasons of the year and work accordingly with harvesting, preserving food and maintaining the garden. This work will include compost management, plant care, management of invasive species, and soil improvement.

We will work with permaculture principles and small construction projects, e.g. permaculture beds and walkways.



Tabletop Gaming



English Level

1 2 3

Number of Lessons

4

Aims:

Playing tabletop games not only reduces stress but it makes you more empathic towards others. Simply put, it makes you a better person. The main goal is to discover how board games, role-play games and strategy games, can improve your social skills, stimulate your brain and challenge the way you solve problems.

Content:

Tabletop games offer face-to-face time, with no devices in the way. This experience can be competitive or cooperative problem solving, but it is as much a social bond as it is personal development. To look at games from a more critical point of view, we will be analyzing and discussing the benefits of the games we test.

To boost our creativity, we approach board games as an ongoing project that we can improve upon, creating new versions, or new expansions. This means delving a bit into board game design.





Understanding Europe



English Level

Learning objectives

2 3

To introduce students to key themes in European culture, history, politics and society from the 19th to the 21st century and to give a bird's-eye view of major trends in culture and arts (from visual arts to literature and including music, cinema, architecture and design, food, etc.) within the European historical and political context.

Number of Lessons

4

To be able to appreciate and understand the fascinating diversity of Europe from the cultural, social, political and historical points of view.

To understand and discuss the complexity of the European Union, its past, present and future

Content

The class will focus on an analysis and interpretation of selected trends and issues from European culture, history and politics since middle of the 19th century until today.

We will discuss and understand in which degree artworks and cultural trends influenced by history and politics and how Europe culture, history and politics have influenced and influence –in positive and negative- other cultures.

We will also discuss how other cultures have influenced and influence European cultural & political environment.

We will pay special attention to the countries that are members of the European Union and also to countries that have influenced and will influence European affairs such as Russia or Turkey.

Learning methods

The learning methods will include lectures, group work, class discussion based on audio-visual material, hand-outs, etc. We will also do research work, individually and in groups.



Us & Them



A divided world: Racism, Islamophobia, Anti-Semitism, Apartheid, Xenophobia, Homophobia, Rich-Poor divide, Caste system etc.

English Level

2 3

We talk about shrinking borders, a global world and melting pots. The language is fancy and catchy but in reality – what's on the ground? Borders are being erected, terror attacks seem to be growing by the day targeting those different from "us" and we are witnessing clear hatred and fear of "them". Lately, George Floyd and Black Lives Matter became famous and they are synonymous with racial injustice. In this polarized world, who is US though, and who are THEM?

Given such divisions, discrimination and in some cases hostilities- are people afraid, hateful, violent or simply uninformed and limited in knowledge of who the others are?

Number of Lessons

4

Students will look back from Slave Trade Period, holocaust days, apartheid, terrorism, anti-migration, anti-gay discussions amongst others. The subject also seeks to find out our role as global citizens and as future leaders and being at a school that was founded on Peace Initiatives. What role can we play, and can we be the agents the world needs to create "WE"- ending these separating divisions based on color, religion, class, sexuality and nationality?

Teaching and learning about the above topics can be sensitive and painful for most people. Instead of avoiding talking about it, the course provides a safe environment where students can ask the sensitive and burning questions, air out their opinions and deepen their understanding without being judged.

Teaching Methods: Critical thinking, and knowledge synthesizing will be exercised regularly through readings, writings, films, documentaries and class discussions.



Utopias and Dystopias in Popular Culture



English Level

1 2 3

Number of Lessons

4

Stories of dystopian and utopian futures are taking up more and more space in the media today. From *Handmaid's Tale* to *Westworld*, *Black Mirror* and the *Hunger Games*: Stories of nightmarish societies and heroes and heroines working for change are everywhere to be found. More recently, stories about the incomprehensible consequences of climate change are getting more and more attention, as we are moving closer to a real dystopian existence with the threat of the collapse of the ecosystem. In this class we interrogate the long history of writing and creating other worlds that contain dystopias and/or utopias, and what this can tell us about the world we live in.

We will watch episodes of sci-fi/fantasy tv-shows and read excerpts from novels by authors such as Ursula Le Guin, George Orwell, Octavia Butler, Margaret Atwood, Mary Wollstonecraft, Aldous Huxley and Nnedi Okorafor, examine the different types of dystopias they create, and discuss what it is they are critiquing through their writing



Through this we will consider different genres such as feminist sci-fi, afro-futurism, speculative fiction, eco-critical fiction etc., and understand literature and television as mirrors through which we can understand our own world. Through these discussions, students will attempt in groups to do their own world-building, discuss what a potential utopian world would look like, and present their ideas to each other.

Learning objectives:

To recognize different popular culture genres and understand their historical contexts

To analyze and discuss what the configuration of fictional worlds can reveal about our current society, and the different utopias and dystopias we inhabit today

To debate the potential creation of a “perfect” world, and critically reflect upon what that would look like in praxis.

Teaching methods:

As this course has popular culture at its core, a lot of the class will concern reading excerpts from books and watching excerpts from movies and tv-shows. This will sometimes be followed by an introductory lecture for students to understand the historical context of the text, but most often it will be followed by class discussion. The class will culminate in students going into groups and do a “world-building” exercise, where they have to create their own utopia.



Voices of Others



English Level



Number of Lessons



“Voices of Others” is a thought-provoking literary course that delves into the exploration of censored texts through history and across diverse cultures. This class focuses on literature that has faced suppression, censorship or challenges, and what it means when states and societies chooses to censor certain voices. We will examine novels, short stories and poetry, and discuss the themes in the texts and why these texts have been censored. Through this we will explore themes such as cancel culture, silencing and freedom of expression and ask: who gets to speak and why? Is it okay to say anything we want?

Should some voices be censored or should everyone be allowed to speak, even if what they say is harmful to others? We will read excerpts from *Animal Farm*, *Persepolis*, *To Kill a Mockingbird*, *The Bluest Eye*, *Lolita* and many more, and students will find literature that has been censored in their own country, which we will read and discuss. In short, in this class we will attempt to understand the power of words and the power of silencing those words, in the past and today.

Teaching methods:

In this class you must be ready to read! This class is 50% reading and 50% discussion/student presentations. We will read a text and discuss it in groups and in the class, and students will make short presentations about literature from their own country.

Wednesday Fellowship



English Level

1 2 3

Number of Lessons

4

“Every Wednesday at 4 pm we will host this class which is mandatory for everybody. Different teachers and lecturers will present lectures, workshops and activities with a focus on issues with a very special relevance for IPC students. One focus is the school’s strategy to create active global citizens and focus on 4 clear pillars of: Social Justice, Democracy, Peace and Sustainability. Another is to create a beautiful community, with activities that bring us together in different ways and groups.



World Cinema



English Level

1 2 3

Number of Lessons

4

Aims:

Cinema is a passion and a way to learn about the world. This class is the opportunity to take a different look at movies, directors and cinema cultures. By understanding movie subtexts, you can also realize the influence that it has on audiences and on you. What can we learn from movies?

Contents:

Mainstream/Author/Independent cinema.

Storytelling voice and different story designs

Contemporary movies analysis

Study cases: Alfonso Cuarón, David Lynch, Hayao Miyazaki, Denis Villeneuve...)

Trends: Time loop, Underground, Anti-plot, Dystopian future...)

Classes:

We will have opportunity to watch full movies or excerpts, to debate in groups and to analyse different narratives. Students' film choices will influence the direction of the class, all under a global perspective on how cinema cultures interact.

Workout



English Level



Number of Lessons



“Aims:

This is a space for your personal development and sharing, focused on your health improvement. Every student has different limits so we do a collective workout with different individual intensity. The class should serve as a guide for your weekly workout, doing it twice a week will not be enough to see results but it's a beginning. We will dedicate some time to also share our hopes, goals and personal challenges for the term.

Content:

The workouts include:

Body Pump (using weights)

Cardio programs

Outdoor running

Just Dance videos



“Nordic” Yoga



English Level



Number of Lessons



‘If it doesn't challenge you, then it doesn't change you’
(Fred DeVito)

“Exercise; because Zombies will eat the slow ones first”
(Unknown)

Aim:

- to learn and share our abilities with regard to Yoga
- to provide you with a space to develop your physical form
- to create a space where different discussions and issues can be raised
- to develop a better understanding of your body and mind, it's needs and capabilities
- to try some winter and wild-bathing

Content:

The intention of this course is; to stretch, to sweat, to get pulses racing and to give your body what it needs to grow in strength and happiness. Exercise is about challenging and feeding both your body and mind, so that you are able to think more clearly, feel happier and strengthen yourself. The course will mainly concentrate on practising Yoga, of various forms, but there will also be space for discussing and thinking about the relationship we have with our body, and how we might like to change this.

In addition Yoga actually translates as balance, so we journal and maybe discuss some of the issues and topics that might assist us in becoming more balanced, for example looking at the issue of who we are, what we want out of life, what is happiness, what is loneliness, what are my sources of inspiration and so on.

We will stretch our minds and bodies, creating a safe space where the things that give us balance and calm can be brought to the front of our minds, giving us the energy and motivation to go and change the world.





What does it take to become a student at Folk High Schools?

No certain background or specific degree is acquired – you just need a desire to learn and an open mind. At International People's College we appreciate our core values and would like all students to follow them as guideline when living together at campus. Furthermore, you need to be interested in the world.

How long is a school day in Folk High Schools in Denmark?

There is no 'typical day' at Folk High Schools. Each day is filled with a diverse array of activities, classes, workshops, sports and arts, great evening programs and special events. You will typically participate in 2-3 classes a day depending on the subjects you pick and choose.

ARE THERE ANY EXAMS AT INTERNATIONAL PEOPLE'S COLLEGE?

No. The Danish Folk High School system is not based on exams. The philosophy is that learning at International People's College is a total experience that cannot be measured through traditional exam methods. Active participation, however, is the important factor and the International People's College's certificate, awarded at the end of each term, reflects this focus.

CAN I SIGN UP FOR MY FAVORITE CLASSES PRIOR TO MY ARRIVAL AT THE SCHOOL?

It is not possible to sign up for certain classes prior to your arrival. You put together your own personal timetable and thereby make your choice of classes within the first week of your stay at International People's College. Read more about the subjects and classes [here](#).

WHAT IS THE TEACHING LANGUAGE AT INTERNATIONAL PEOPLE'S COLLEGE?

English.

NO EXAMS? NO GRADES? WILL I LEARN ANYTHING USEFUL AT INTERNATIONAL PEOPLE'S COLLEGE?

Yes, most definitely! But what you get out of your stay at our Danish Folk High School is very much up to yourself. For most students, International People's College will be a life-changing experience. They will gain friends for life and knowledge that cannot be measured or easily accounted for. Have a look at what previous students have said about International People's College,

WHAT KIND OF STUDENTS COME TO STUDY AT INTERNATIONAL PEOPLE'S COLLEGE?

People from all walks of life and all parts of the globe study at International People's College. Usually they are young people age 18-28, but we always have people attending of all ages. Our students often want to find fresh ways to explore and be open to the many global issues in the world today. Many are seeking an international experience and want to learn how to live alongside people of different cultural backgrounds. Our Danish Folk Highschool also receives an annual contingent of students whose parents or grandparents come from Denmark or Scandinavia.

 **Hopefully see you soon**

