

Sociology and
Anthropology

Newsletter

2025/1, No 3

April 25 - September 25



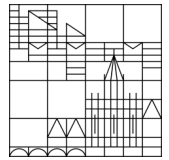
[Health and Life Course Sociology –
Interview with Ariane Bertogg](#)

[The Hilde Domin Training Program –
A Project Portrait with Leila Dedial](#)

[AI in Higher Education –
Changing Student Experiences](#)

Table of Contents

1. News from the Working Groups.....	1
Interview with Ariane Bertogg –	
Health and Life Course Sociology – A Fresh Breeze in the Department.....	1
The Hilde Domin Training Program – A Project Portrait with Leila Dedial.....	3
New Staff Members	5
Job Postings and Internships.....	6
2. News from the Degree Programs.....	7
Citizens Consider(ed): Sustainability and AI in the Lake Constance Region.....	7
AI in Higher Education – Changing Student Experiences.....	8
Hey Noah, what do one actually do as a Student Assistant?.....	9
3. Research Highlights.....	9
Working Group on Higher Education Research.....	10
Discrimination at German Universities (DiHo).....	10
Antisemitism and Pro-Palestinian Protests at German Universities:	
Survey Findings from Students and University Leadership.....	10
4. Recent Publications	11
5. The Department in the Media.....	15
6. Events and Dates.....	16
Collateral Publics: Navigating the Unfolding of Anthropological Publics - Workshop.....	16
Practice of Ethnographic Film – Summer School.....	16
Student Council Party	16
Empirical Social Research Colloquium.....	17
Forschungskolloquien Allgemeine Soziologie.....	18
In_equality Colloquium.....	19



Foreword

Dear readers,

With this newsletter, we aim to regularly provide you with insights into the diverse activities taking place within our Department of Sociology and Anthropology.

In this edition, you can look forward to engaging interviews with members of our department, offering personal perspectives on their research, teaching, and everyday work life. You'll also find announcements for upcoming events and important dates to keep on your radar. Additionally, we present recent publications from our department, showcasing the breadth and relevance of our scholarly work. Last but not least, we are pleased to introduce and welcome our new staff members.

This newsletter thrives on the contributions of everyone involved. We warmly invite you to participate—whether through articles, ideas, or feedback—and help make it a shared and evolving project.

Enjoy reading and exploring!

Best regards,

Your editors of the newsletter
[Sociology and Anthropology Section](#)

If you like the newsletter, you can subscribe to keep up to date. Please subscribe to one of the following mailing lists (according to your affiliation). If you like the newsletter, you can subscribe to one of the following **mailing lists** (according to your affiliation), so that you are always up to date.

[BA Sociology Students](#), [MA Sociology Students](#),
[MA Sociology of Inequality Students](#), [MA Anthropology and Sociology Students](#),
[Alumni Sociology and Anthropology](#)

News from the Working Groups

Interview with Ariane Bertogg – Health and Life Course Sociology – A Fresh Breeze in the Department

by Sina Schäfer

Dear Ariane, thank you so much for taking the time for this interview.

You've been with the Department of Sociology at the University of Konstanz since 2017. Before that, you completed your PhD in Zurich and taught at LMU Munich. What personally led you to sociology in Konstanz?

Actually, I came across the Handbook of Labor Market Sociology by Thomas Hinz and Martin Abraham while I was in Zurich, and I thought, "Wow, this is really cool—the kind of research they're doing in Konstanz."

Then, by chance, a postdoc position opened up with Susanne Strauß, and I saw my opportunity. That's how I ended up here—and stayed.

A lucky coincidence! What would you say are the biggest differences between Zurich and Konstanz for you personally?

Back then, Zurich was more theoretically oriented, although that changed over the course of my time there.

Overall, Zurich has also become more empirically and quantitatively focused today. That's why I always like to say that I received a broad and well-rounded sociological education.

Your research focuses on life course, health, social inequality, and welfare states. What inspired you to place your focus on these particular topics?

To be honest, I'm not even sure anymore.

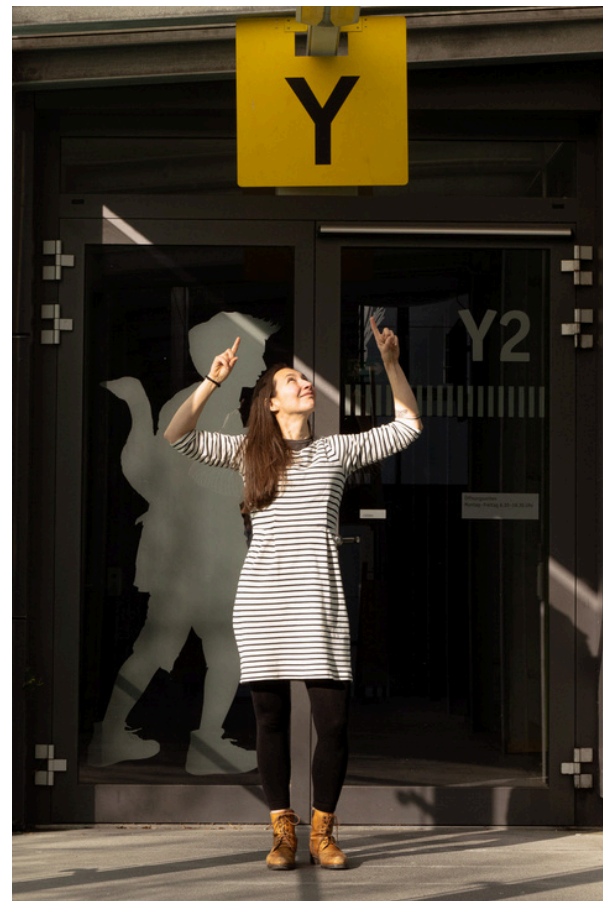
You read something that sparks your interest, maybe you publish on it and it gets some attention. One research question leads to five more, and suddenly you find yourself immersed in a whole new field.

That said, I've always approached new topics with an open mind and explored different lines of research. Over time, you naturally develop a personal profile.

I've really just followed my own interests all along—and now, what I find especially rewarding is that all the different research strands I've pursued over the years are coming together in my new project.

A year ago, you were awarded not only the Excellence Prize from the European Society for Health and Medical Sociology (ESHMS), but also an Emmy Noether Fellowship for your new project *Social Inequalities in Aging Societies*. Could you tell us more about the project and what makes it so relevant?

The project is relevant because it brings together the challenges of aging societies with the various forms of inequality—such as in migration contexts, between genders, or across socioeconomic groups—and links them to the life course determinants of aging processes.





We ask questions like: How long have I worked? Did I leave the labor market to care for someone? And what are the consequences of those choices for my health later in life?

The project connects health inequalities with questions of work-life balance across the life span, as well as with the issue of how care needs in later life are managed—between families, the state, and the market.

All of this is analyzed from a comparative welfare state perspective, because I'm particularly interested in how state structures shape life courses and, in doing so, can either reinforce or mitigate social inequalities.

Will there be opportunities in the future to gain insights into your current research through one of your seminars?

Yes, though for this year my teaching schedule is already fully set with other courses.

That said, I always try to make research—especially my own—an integral part of my teaching. For example, I offer insights into my projects or include research-related “hands-on” activities, like small data collection or exploration exercises.

In the long term, my goal is to bring the social inequalities I study even more directly into the classroom.

Do you think there will be opportunities to work with you as a student research assistant in the coming years?

Yes, that will definitely be possible.

Looking back on your own path, what do you wish you had known earlier as a sociology student? And what advice would you give to today's sociology students as they begin their journey?

My studies in Zurich were quite broad in terms of theory. But what I felt was missing was real exposure to the research actually being done at the department.

If you weren't working as a student assistant, you didn't really get to see much of it.

That's something I would absolutely recommend: apply for tutoring or student research assistant positions!

First of all, it's valuable work experience—especially if you're considering an academic or research-related career.

And second, it really helps with knowledge transfer; you gain a deeper understanding of what's being taught in lectures and seminars.

When you're actively involved in different stages of the research process, you might even be able to contribute your own small piece to the bigger puzzle.

If you hadn't become a sociologist, what do you think you'd be doing instead—your alternative life path, so to speak?

That really depends on when in my life you would have asked me.

In my early twenties, I probably would have said I'd be traveling the world as a musician.

In my early thirties, I might have decided to go back to university—maybe to study neurobiology, because I find that fascinating.

If you'd asked me as a teenager, I would have told you I'd become a writer and politician—a “public intellectual,” so to speak—because I read a lot of clever, socially critical books back then and gave presentations about them in school.

I believe that people's interests are dynamic, and that preferences shift throughout the life course.

I don't see anything wrong with that—on the contrary, I see it as a driving force for lifelong learning and personal growth.

What kind of musician do you think you would have become?

I had a blues rock band—we played music inspired by the '60s and '70s, mostly instrumental and psychedelic. I was the bassist.

Thank you so much for the interview!

The Hilde Domin Training Program – A Project Portrait

Shifting Landscape

One must be able to walk away
and yet be like a tree:
as if the roots were staying in the ground,
as if the landscape were moving and we stood still

Hilde Domin, 1955

by Sina Schäfer

My phone shows exactly 9:30 a.m. The sky is gray, the weather mild—it's a Tuesday in April. Leila Dedial is sitting across from me, next to her a silver MacBook and a bottle of water. She is the project coordinator of the Hilde Domin Training Program at the University of Konstanz—or as she describes it: “the communicative hub and networking point of the project.”

Before her role in the training program, she completed her master's degree in Anthropology and Sociology at the University of Konstanz. Now, as part of the Beyer research group, she coordinates the program. I ask her what exactly her responsibilities are, and she smiles: “I feel like my job is to know the answer to questions—or to know who has the answer.”

The Hilde Domin Program is funded by the Federal Foreign Office and was initiated by the DAAD (German Academic Exchange Service). Its aim is to give students and doctoral candidates at risk worldwide the opportunity to begin or continue their studies and research in Germany. The program is named after the German writer, poet, and essayist Hilde Domin, whose poetry is largely shaped by her time in exile and experiences of losing her homeland. The scholarship recipients come from countries where not only their right to education but also other basic rights are formally or de facto denied.

The first scholarship recipient of the Hilde Domin Program, Nicky Diamond, comes from Myanmar. He is pursuing a PhD at the University of Konstanz on the topic of “Anti-Muslim Hate Speech in Myanmar.”

61 percent of the scholarship recipients come from Afghanistan, with the second largest group from Iran.



Since 2023, all Hilde Domin scholarship recipients of a given cohort have met three times a year for the in-person sessions of the Hilde Domin Training Program at the University of Konstanz. A cohort cycle lasts one year in total and consists of three in-person phases in Konstanz, each connected by two online semesters.

The goal of this supplementary offering is not only to support the nearly 160 scholarship recipients in their academic and professional development, but also to assist them in settling into life in Germany and navigating everyday challenges.

Zu Anfang unseres Gesprches sprechen wir ber die Herausforderungen eines solchen Projektes und Leila Dedial erzhlt, wie anstrengend es dabei sein kann, alles zu planen, zu koordinieren, schlicht die Kontrolle zu behalten. Und wenn dann zu Anfang einer Vortragsreihe nur zwei Personen den Seminarraum fllen, sie zuckt lssig mit den Schultern „Ja dann beginnt das Programm eben spter. Denn bei alle dem gilt: die Teilnehmenden sind das Programm“.

“The participants are the program.”

Dedial explains that the refugee backgrounds of the scholarship recipients play a significant role in shaping the structure of the training program. During the three-day workshop series—the first in-person phase—experiential educators are present to conduct guided group training sessions that respond to the individual needs of the participants. The goal is to create a safe, trusting space for listening and sharing. As the program has progressed, it became clear that there is a need for psychotherapeutic counseling. Among the participants, there are varying levels of knowledge regarding mental health. To address this, Susanne Wendlandt, head of Psychotherapeutic Counseling at Seezeit, gave a talk about the concept of psychotherapeutic support at German universities, Dedial reports. In all of this, she emphasizes, it's crucial to raise awareness about available support services. “What’s the point of all the helpful resources at universities if no one knows they exist?” To help scholarship recipients engage with these new—often bureaucratic—structures and adjust to life in Germany, the second in-person phase, titled “Approaching Individual Structures and Lives in Germany”, focuses specifically on these topics. It not only addresses questions like “What is perceived as typically German—and what isn’t?” or “What have my experiences in Germany been so far?” but also emphasizes the message that every scholarship recipient is a part of Germany, regardless of where they were born.

The final in-person phase of the training program focuses on the future of the scholarship recipients—their perspectives and next steps. Together, they discuss how their lives might unfold after completing their studies. The conversation also touches on both personal and bureaucratic challenges.

To support them in navigating these crucial questions, representatives from the university’s Career Service and the Zukunftscolleg are present. After all, for example, renewing expired identity documents isn’t exactly straightforward when it involves the embassy of an authoritarian regime.

Shortly after the New Year, in February, the scholarship recipients receive their certificates during a closing ceremony on the last day of the workshop.

Unlike the typically gray February weather in Konstanz, the sky above the tables at the university beer garden has cleared. I glance down at my notebook: “One last question—over the nearly three years of this training program, when have your eyes lit up the most?”

Leila Dedial doesn’t hesitate. A smile spreads across her face as she replies:

“When the participants—many of whom actually don’t know each other all that well—greet one another during the second or third in-person phase. It’s beautiful to see them fall into each other’s arms, chatting excitedly in their native languages.

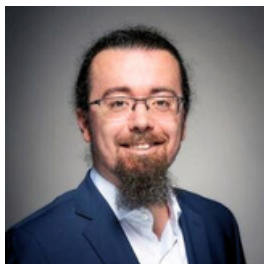
Those are truly the most wonderful moments.”

For more details please visit:

<https://www.sozioologie.uni-konstanz.de/beyer/lehre/hilde-domin-trainingsprogramm/>



New Staff Members



Dr. Fabian Thiel has transitioned from a temporary position to a permanent, budget-funded role within the Diehl Research Group.

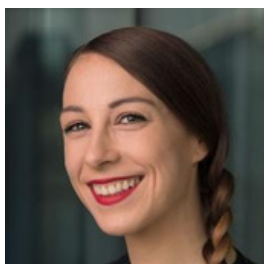
His research interests include methods of empirical social research, environmental sociology, and social inequality (particularly discrimination).



Antonia Velicu is a research associate at the Institute of Sociology at the University of Zurich.

During the summer semester, she will be teaching the seminar “Deviance & Social Control – The Sociology of Deviant Behavior” as a substitute for Sebastian Koos.

Her research interests include the sociology of science, deviance, intersectional inequalities, and survey research.



Dr. Ilona Pap is a postdoctoral researcher at the Institute of Sociology at the University of Zurich. She will be teaching a seminar titled “Who Gets Ahead? Exploring Gender Inequalities in Education and Careers” as a substitute for Sebastian Koos during the summer term.

Her research primarily focuses on questions within the sociology of migration.



Dr. Oliver Tappe will serve as a visiting professor during the summer semester, covering the teaching responsibilities of Judith Beyer.

His research focuses on historical discourses and commemorative practices in the Lao People's Democratic Republic.

He is particularly interested in daily life, social relations, and religious beliefs among the people of this ethnically diverse country.



Job Postings and Internships

Teaching Assistant for the Lecture “Sociological Theory” in the Winter Semester 25/26

General Information

- Teaching Assistant (graduate or undergraduate)
- Approximately 100 hours in total
- part of the teaching activities within the General Sociology and Macrosociology chair led by Boris Holzer.

Website: [University of Konstanz](#) → [Sociology](#) → [Boris Holzer](#)

Responsibilities:

- Preparation and facilitation of tutorial sessions accompanying the lecture
- Supporting students with questions related to the lecture content

Requirements:

- Strong communication and teamwork skills
- Confident use of standard computer applications and the ILIAS learning platform
- Reliability and ability to work independently

Application:

- Short application (cover letter and CV)
- By May 31, 2025
- Via email to Diana Burchardt / Macrosociology Research Group: Diana.Burchardt@uni-konstanz.de

Internship Database

For detailed information and current internship opportunities, please visit the department's internship database.

After logging in on the website, you'll have access to the online database, which includes:

- Over 300 internship listings
- Helpful final reports written by fellow students

You can easily access the internship portal via this link:

→ <https://www.sociologie.uni-konstanz.de/studium/praktika/>



News from the Degree Programs

Citizens Consider(ed):

Sustainability and AI in the Lake Constance Region

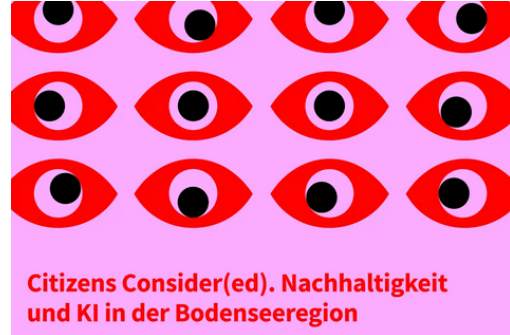
The cross-border project seminar “Citizens Consider(ed): Sustainability and AI in the Lake Constance Region” is being continued in Konstanz.

In the summer semester of 2025, the cross-border project seminar “Citizens Consider(ed): Sustainability and AI in the Lake Constance Region” will continue in Konstanz. The seminar began in February 2025 with students from the University of Zurich (UZH) and ETH Zurich.

The central question of the project seminar is:

How can we better or differently understand AI-based solutions for sustainability in the Lake Constance region—beyond dystopias and utopias—by looking at their everyday relevance?

Possible topics include the use of AI in caregiving, waste and emissions reduction, and biodiversity projects. Methodologically, the seminar draws on both ethnographic approaches and citizen science as a research method. Supported by the Wissenschaftsverbund Vierländerregion Bodensee (Four-Country Region Lake Constance Research Network), students receive financial resources to carry out their projects. The title of the BA project seminar in Konstanz is: “What Kind of Future Do We Want to Live In? Researching AI in the Lake Constance Region Together with Citizens.”



The project is jointly coordinated by [Melanie Brand](#) (Citizen Science Zurich, UZH and ETH) and [Dr. Eva Riedke](#) (Chair of Social and Cultural Anthropology, University of Konstanz), who share leadership equally. Both project leaders are anthropologists with extensive experience in teaching and applied research.

For more information, please visit:

www.citizensconsidered.com

AI in Higher Education – Changing Student Experiences

by Denis Weber

Since the winter semester 2023/24, students in the Department of Sociology have been conducting qualitative interviews on the use of artificial intelligence (AI) in everyday university life as part of the BA seminar Practice-Oriented Data Analysis (Qualitative).

Under the guidance of Dr. Thorsten Berndt and with tutorial support from master's student Denis Weber, participants learn how to work with self-collected data using the Grounded Theory approach. The software MAXQDA is among the tools used in the course. The seminar aims to build methodological skills while also offering insights into the evolving realities of student life.

The interviews are conducted using an open interview guide and are not limited to sociology students—they also include peers from other academic disciplines. The focus is on individual experiences and perceptions of using AI in university studies. In addition to hopes and concerns, the project also explores everyday aspects of students' academic routines.

The dataset now includes over 60 anonymized interviews collected across three semesters, each analyzed within the context of the course. This material also documents how student perspectives on AI and its applications have shifted over a period of one and a half years—providing a valuable basis for developing future didactic strategies and policy frameworks in higher education teaching.



Mehr Infos unter:

www.soziologie.uni-konstanz.de/berndt/

Kontakt:

thorsten.berndt@uni-konstanz.de

Hey Noah - what does one actually do as a...

... student assistant?

by Sina Schäfer

Who are you?

My name is Noah Yahja. I'm currently in my fourth semester, studying Sociology and Political Science.

Who do you work for as a student research assistant (HiWi)? And how did you get the job?

I work with the Hinz Research Group, usually around 20 hours a month, sometimes a bit less. At first, I was asked if I'd be interested in taking on a tutor position. But by then, all of those had already been filled—however, there was still an open HiWi position available, and that's the one I got.

What tasks have you taken on as a student research assistant (HiWi) so far?

The tasks are assigned to us during our weekly HiWi meetings, depending on everyone's availability. For example, I once worked with Sandra Walzenbach, who teaches an introductory lecture for the Master's program in Sociology of Inequality. I supported the preparation and follow-up for the course, which was more on the administrative side.

For a research project, I also checked school addresses in an Excel spreadsheet to verify their accuracy. In addition, I helped with setup, takedown, and general support at one of the sessions of the Colloquium Empirical Social Research.

What do you enjoy about your HiWi job?

The job has given me extra motivation in my studies, because it offered me a deeper look into everyday academic work. That really reinforced my decision to work in this field.

Since I'm particularly interested in social justice, it was especially exciting for me to gain insight into the Master's program in Sociology of Inequality through my work with Sandra Walzenbach.

Also, the atmosphere within the research group is very friendly and supportive on a personal level.



For example, we had a really fun Christmas party.

First, we attended a talk by one of our colleagues, then we went to the Christmas market to grab something to eat together, and we wrapped up the evening at a bowling alley.

3 Quick Questions...

What's your favorite place in Konstanz?

The Seestraße.

What's one of your go-to university life hacks?

Sitting in the sun.

What's your favorite movie?

Oh, I can't name just one.

But The Grand Budapest Hotel is definitely one I'd love to watch again sometime.

Research Highlights

Working Group on Higher Education Research

Discrimination at German Universities (DiHo)

Starting in June 2025, the Higher Education Research Group will launch a new research project on discrimination at German universities (DiHo). The project is led by [Prof. Susanne Strauß](#) and [Prof. Thomas Hinz](#). Team members include Dr. Anna Marczuk and Dr. Frank Multrus. The planned duration of the project is three years. The project is funded by the German Federal Ministry of Education and Research (BMBF) with €666,000 under the funding program “[Thematic, Personnel, and International Expansion of Research in Science and Higher Education \(WiHo\)](#).”

The project focuses on the following [four key research questions](#):

1. To what extent do students perceive discrimination based on ethnicity, social background, and gender?
2. What are the risk and protective factors related to perceived discrimination—both across and within higher education institutions?
3. How does perceived discrimination affect vulnerable groups, particularly regarding psychological stress, anxiety, and academic success?
4. How do students understand and interpret discrimination?
This will be explored through additional data collection (focus groups and survey experiments) to gain deeper insight into students’ concepts of fairness, inequality, identity, and attribution.

Antisemitism and Pro-Palestinian Protests at German Universities: Survey Findings from Students and University Leadership

[Presentation of the Second Rapid Survey on Antisemitism at German Universities at the Federal Ministry of Education and Research \(BMBF\)](#)

On April 9, Federal Research Minister Cem Özdemir presented the findings of the second rapid-response survey on antisemitism at universities, commissioned by the Federal Ministry of Education and Research (BMBF).

The survey, conducted by Thomas Hinz and the Higher Education Research Group, included both students and university leadership as respondents. [BMBF press release](#)

The detailed results are published in Working Paper Series No. 43 of the cluster The Politics of Inequality: Thomas Hinz, Anna Marczuk, and Frank Multrus (2025).

Antisemitism and Pro-Palestinian Protests at German Universities: Survey Results from Students and University Leadership. [Working Paper Series No. 43](#).

Recent Publications



Diehl Research Group – Microsociology

Journal Articles

[Diehl, C., & Preisendörfer, P.](#) (2024). Inefficiencies in the division of labor in human societies. *Philosophical Transactions of the Royal Society B*.

[Diehl, C., & Trittler, S.](#) (2024). Highly skilled and highly skeptical? How education and origin shape newcomers' relationship with their new home. *Journal of Ethnic and Migration Studies*, 50(7), 1777–1802.

[Diehl, C., & Trittler, S.](#) (2025). Newcomers' self-assessed visibility and their perceptions of discrimination: The case of Turks and Syrians in Germany. *European Sociological Review*. Online first.

[Diehl, C.](#) (2024). Ethnic and racial inequality in the UK: A comment from a German perspective. *IFS Deaton Review of Inequalities*. *Oxford Open Economics*, Volume 3, Issue Supplement_1, 2024, Pages i474–i479

Book Chapters and Edited Volume Contributions

[Diehl, C.](#) (2024). Migration und ethnische Ungleichheiten. In: D. Konietzka & P. Böhnke (Eds.), *Handbuch Sozialstrukturanalyse* (pp. 1–25). Wiesbaden: Springer VS.

Working Paper

[Diehl, C., Lang, J., Strauß, S., & Brüggemann, O.](#) (2024). Is my wage fair? Validating fairness perceptions among women and men. Cluster of Excellence “The Politics of Inequality” Working Paper Series, N° 33

Working Group on Higher Education Research

Working Paper/ Policy Briefs

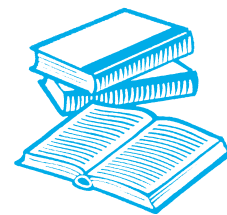
[Hinz, T., Marcuk, A. & Multrus, F.](#) (2025). Antisemitismus und pro-palästinensische Proteste an deutschen Hochschulen: Befragungsergebnisse bei Studierenden und Hochschulleitungen. Working Paper Series N° 44 of the Cluster “The Politics of Inequality”

[Marczuk, A., Multrus, F., Hinz, T., & Strauß, S.](#) (2025). Künstliche Intelligenz (KI) im Studienalltag: Einschätzungen von Studierenden zum Einsatz von KI an deutschen Hochschulen. (DZHW Brief 02| 2025). Hannover: DZHW.

Journal Articles

[Zamberlan, A., Galos, D. R., Strauß, S. & Hinz, T.](#) (2025). Fairness Evaluations of Higher Education Graduates' Earnings: The Role of Female Preference for Equality and Self-Interest. In *British Journal of Sociology*, online first.

[Marczuk, A.](#) (2024). Literature review of comparative school-to-work research: How institutional settings shape individual labour market outcomes. *Journal for Labour Market Research*, 58, 19.



Holzer Research Group – General Sociology and Macrosociology

Monographs

Bohle, M., Holzer, B., Sklair, L., & Will, F. (2025). *The Anthropocene Working Group and the Global Debate Around a New Geological Epoch*. Cham: Springer.

Journal Articles

Holzer, B. (2024). Netzwerke. *Klangakt*, 2(2).

Holzer, B. (2025). Ideengeschichte des Regierens (Rezension von Vincent August, *Technologisches Regieren*, Bielefeld: transcript 2021). *Kölner Zeitschrift für Soziologie und Sozialpsychologie*. Online first.

Zhao, Y.-J., Wu, K.-T., and Okura, Y. (2025). "The Lessons from Export Re-concentration Strategy for Carbon Fee Policy: A Case Study of Taiwan Pineapple Incident." *Wenti Yu Yanjiu* 64(1): 141-199.

Zhao, Y.-J., Wu, K.-T., & Wang, J.-H. (2025). Rethinking sustainable food supply chains: The role of stakeholders' place identity. *Journal of Agriculture, Food Systems, and Community Development*. (Accepted for publication)

Koos Research Group – Sociology with a Focus on Social Movements

Journal Articles

Korman, B. A., Reinwald, M., Kunze, F., & Koos, S. (2025). How political context affects immigrant newcomers' social undermining dynamics and well-being at work. *Academy of Management Journal*.

Settels, J., & Bertogg, A. (2025). Did internet use protect older adults' mental health during the COVID-19 pandemic? It depends on their pre-pandemic social connectedness. *Computers in Human Behavior Reports*, 18, 100659.

Bertogg, A., Dotti Sani, G. M., Zamberlan, A., & Bashevskaja, M. (2025). Housework and psychological distress during the COVID-19 crisis: A gender-and context-sensitive relationship?. *Acta Sociologica*, 0(0).

Isaacson, S., Jagers, S. C., Helferich, M., & Bergquist, M. (2024). The role of perceived fairness in public opinion on sustainable transportation policy: A meta-analytic structural equation model. *The International Journal of Climate Change: Impacts and Responses*, 17(1), 1–24.

Book Chapters and Edited Volume Contributions

G. D'Amato & M. Bitschnau (2025). Migration–Mobility Nexus. In: L. Oso Casas, N. Ribas-Mateos & M. Moralli (Eds.), *Elgar Encyclopedia of Global Migration: New Mobilities and Activism* 386–388.



Meyer Research Group – General and Cultural Sociology

Journal Articles

[Meyer, C.](#) (2024). Alfred Schütz, Aron Gurwitsch, and Harold Garfinkel: The phenomenological origins of ethnomethodology. In: A. Carlin, A. Dennis, K. N. Jenkins, O. Lindwall, & M. Mair (Eds.), *Routledge International Handbook of Ethnomethodology* (pp. 105–114). London: Routledge.

Book Chapters and Edited Volume Contributions

[Meier zu Verl, C.](#), [Meyer, C.](#), & [Grauert, H.](#) (2024). Hermeneutiken des Verdachts: Institutionelle Diskriminierungspraktiken und Rassismus in öffentlichen und privaten Räumen der post-migrantischen Gesellschaft. In: M. Middell (Ed.), *Varianzen des Zusammenhalts: Historisch und transregional vergleichende Perspektiven* (pp. 393–424). Frankfurt: Campus.

[Meyer, C.](#) (2024). Kollektivität in fortlaufender Verfertigung. In: S. Kluck & M. Wunsch (Eds.), *Geistige Allmende und objektiver Geist* (pp. 135–174). Leiden: Brill.

[Meyer, C.](#), & [Meier zu Verl, C.](#) (2025). Daten über Daten über Daten: Das wissenschaftssoziologische Projekt in Konstanz (1978–1982). In: R. Wilke & H. Knoblauch (Eds.), *Audio-visuelle Daten in der empirischen qualitativen Sozialforschung* (pp. 40–61). Weinheim: Beltz Juventa.

[Meyer, C.](#), [Grauert, H.](#), & [Oberzaucher, F.](#) (2025). Videoanalytische Rassismusforschung. In: R. Wilke & H. Knoblauch (Eds.), *Audio-visuelle Daten in der empirischen qualitativen Sozialforschung* (pp. 98–119). Weinheim: Beltz Juventa.

Strauß Research Group – Gender Studies in Sociology

Journal Articles

[Strauß, S.](#), [Brüggemann, O.](#), & [Lang, J.](#) (2025). Who perceives lower wages for women to be fair? How perceptions of the fairness of men's and women's wages vary by firm and workplace characteristics. *European Sociological Review*, jcaf013.

[Zamberlan, A.](#), [Galos, D. R.](#), [Strauß, S.](#), & [Hinz, T.](#) (2025). Fairness evaluations of higher education graduates' earnings: The role of female preference for equality and self-interest. *British Journal of Sociology*.

[Piolatto, M.](#), [Bertogg, A.](#), [Yerkes, M.](#), & [Strauß, S.](#) (2024). Women's stress during the COVID-19 pandemic in Germany and the Netherlands: A longitudinal perspective on the role of part-time employment and parenthood for different educational groups. *Community, Work & Family*.

Working Paper/ Policy Briefs

[Brüggemann, O.](#), [Hinz, T.](#), [Lang, J.](#), [Strauß, S.](#), & [Zubanov, N.](#) (2025). Wie fair empfinde ich meinen Lohn? Das Arbeitsumfeld macht den Unterschied. IAB-Forum, 3. Februar 2025.



Kirsch Research Group – Social and Cultural Anthropology

Journal Articles

[Bodirsky, K.](#) (2025). On value and the commons. *Critique of Anthropology*, 45(1), 37–47.

[Kirsch, T. G.](#) (2024). Securosociality: Reconceptualizing the social lives of security. *Conflict and Society*, 10(1), 128–143.

Book Chapters and Edited Volume Contributions

[Bodirsky, K.](#) (2024). Dispossession as a manifold: Frontlines of authoritarian populist politics in Turkey. In: D. Kalb (Ed.), *Insidious Capital: Frontlines of Value at the End of the Global Cycle* (pp. 180–210). New York: Berghahn Books.

[Rottenburg, R., & Riedke](#) (2024) 'On Technicisation: How to Create a Zone of Decolonial Translation?' In: Rottenburg, R., & Riedke, E. (Eds.) *Translating Technology in Africa. Volume 2: Technicisation*. pp. 1-52. Leiden: Brill.

[Kirsch, T. G.](#) (2024). Plausibilität als Zwischenschritt und Zwischenraum: Die soziale Bewertung konjunktivischer Wissenspraktiken. In: T. G. Kirsch & C. Wald (Eds.), *Vorläufige Gewissheiten: Plausibilität als soziokulturelle Praxis* (pp. 151–170). Bielefeld: transcript Verlag.

Collected volume

[Kirsch, T. G., & Wald, C. \(Eds.\)](#). (2024). *Vorläufige Gewissheiten: Plausibilität als soziokulturelle Praxis*. Bielefeld: transcript Verlag.

[Kirsch, T. G., & Wald, C.](#) (2024). Gewissheitsökologien und der Möglichkeitssinn des Plausibilisierens. In: T. G. Kirsch & C. Wald (Eds.), *Vorläufige Gewissheiten: Plausibilität als soziokulturelle Praxis* (pp. 9–32). Bielefeld: transcript Verlag.

[Rottenburg, R., & Riedke, E. \(Eds.\)](#) (2024) *Translating Technology in Africa. Volume 2: Technicisation*. Leiden: Brill.

The Department in the Media



Diehl Working Group

campus-schulmanagement.de (08.04.2025)
"Zwischen Herkunft und Zukunft: Schulische Identität und gerechte Übergänge gestalten",
with Claudia Diehl

rnd.de (24.03.2025) "Masern-Ausbruch in Europa: Was das für Deutschland bedeutet",
with Claudia Diehl

[Deutschlandfunk Kultur](https://deutschlandfunkkultur.de) (22.03.2025) "Eine Frage der sozialen Herkunft", with Claudia Diehl

Holzer Working Group

Kolumne „Soziale Systeme“ / column „Social systems“

[Frankfurter Allgemeine](https://frankfurter-allgemeine.de) (10.03.2025)
„Scheinriesen des Wirtschaftswachstums“ by Boris Holzer

[Frankfurter Allgemeine](https://frankfurter-allgemeine.de) (17.02.2025) „Warum attraktive Menschen nicht immer die besten Stellen bekommen“ by Boris Holzer

[Frankfurter Allgemeine](https://frankfurter-allgemeine.de) (31.01.2025) „Die Herausforderung der Krawatte“ by Boris Holzer

[Frankfurter Allgemeine](https://frankfurter-allgemeine.de) (03.01.2025) „Kann man Falschinformationen bei Facebook Herr werden?“ by Boris Holzer

[SWR Kultur](https://swr-kultur.de), „Impuls“ (14.03.2025):
„Gewohnheiten aus der Pandemie: Was ist geblieben?“ with Hannah Hoffschulz and Julia Nestlen

Hinz Working Group

fr.de (09.04.2025) "Wenig Antisemitismus an Unis",
with Thomas Hinz

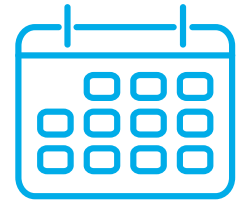
Koos Working Group

tagesspiegel.de (02.03.2025) "Wenn AfD und Linke den Ton vorgeben: Wie populistisch wird die Opposition – und ist daran irgendetwas gut?", with Marco Bitschnau

[Green European Journal](https://green-european-journal.com) (13.02.2025) "What Happened to Germany's Climate Movement?", with Marco Bitschnau

ipg-journal.de (14.01.2025) "Facebook ohne Filter",
by Marco Bitschnau

Dates and Events



Collateral Publics.

Navigating the Unfolding of Anthropological Publics Workshop

International Workshop organized by Thomas G. Kirsch and Marion Näser-Lather, University of Konstanz,

May 9–10, 2025

<https://www.soziologie.uni-konstanz.de/fach/aktuelles/aktuelles-detail/collateral-publics-navigating-the-unfolding-of-anthropological-publics-1/>

The Practice of Ethnographic Film

Summer School

From July 21 to August 8, 2025 (including weekends), the Summer School “The Practice of Ethnographic Film” will take place at the Institute of Cultural Anthropology/European Ethnology at the University of Göttingen.

The three-week summer school offers students of the cultural and social sciences the opportunity to gain hands-on experience with film as a medium.

The goal is to explore fundamental methodological approaches through the production of a short film and to engage deeply with the potential of film as a tool for both research and representation in empirical cultural studies. The 2025 summer school will focus on **water and its culturalanthropological "states of matter."**

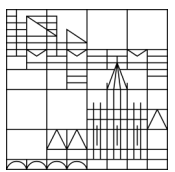
The application deadline for the Summer School is May 15, 2025.

You can find all the important information [here](#).

Student Council Party



R-Building Party hosted by the Student Councils of Sociology and Psychology, May 23, 2025



Department of History,
Sociology, Empirical
Educational Research and
Sport Science

Empirical Social Research



Colloquium Empirical Social Research Summer Term 2025 Hybrid events in Y 213 and on Zoom

Wednesday, 30 April 2025 (11:45–13:15, speaker online) Coming of Age in Senegal: Young Adults' Narratives of Delayed Family Formation
[Anette Fasang](#), Humboldt University of Berlin

Tuesday, 6 May 2025 (18:15–19:45)
Challenges in the Educational Integration of Young Refugees – Current Research Findings from the EDIREG Project
[Oliver Winkler](#), University of Halle-Wittenberg

Wednesday, 21 May 2025 (11:45–13:15)
New (?) Challenges in Ageing Societies: Inequalities in Care and Support in Context
[Martina Brandt](#), Technical University Dortmund

Wednesday, 28 May 2025 (11:45–13:15)
Partnership Penalties for Working in Gender-Atypical Occupations? Observational and Experimental Evidence from Germany
[Lena Hipp](#), University of Potsdam, and WZB

Tuesday, 3 June 2025 (18:15–19:45 in R512)
Israelbezogener Antisemitismus als Brückenideologie – Befunde aus den Leipziger Autoritarismus Studien
[Oliver Decker](#), University of Leipzig

Tuesday, 24 June 2025 (18:15–19:45) A Life Course Approach on Displaced Ukrainians' Adaptation in Berlin, Budapest and Warsaw
[Céline Teney](#), FU Berlin

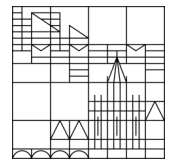
Wednesday, 2 July 2025 (11:45–13:15 in R512)
Global Mega-Science: Universities, Research Collaborations, and Knowledge Production
[Justin Powell](#), University of Luxembourg

Thursday, 10 July 2025 (18:15–19:45)
The Intergenerational Effects of Forced Migration on Human Capital and Personality Traits
[Dominik Hangartner](#), ETH Zurich

Wednesday, 16 July 2025 (11:45–13:15)
Gender Productivity Gap in Academia
[Ilona Pap](#) and [Antonia Velicu](#), University of Zurich

– Claudia Diehl
– Thomas Hinz
– Sebastian Koos
– Susanne Strauß
– soziologie.uni.kn

For online participation please register at sek.hinz@uni-konstanz.de or on ILIAS



Fachbereich Geschichte
und Soziologie

Forschungs- kolloquien Allgemeine Soziologie

Vorträge der Forschungskolloquien Allgemeine Soziologie Sommersemester 2025

Dienstag, 06.05.2025, 17.00–18.30 Uhr
Krise, Polykrise, Metakrise
[Marco Bitschnau](#), Konstanz C 421

Dienstag, 27.05.2025, 17.00–18.30 Uhr
Zwischen Stigma und Stärke:
mediensoziologische Überlegungen zur
Ambivalenz des Opferstatus in hybriden
Öffentlichkeiten
[Heike Greschke](#), Bielefeld

Dienstag, 10.06.2025, 17.00–18.30 Uhr
Abfälle in der Kette: Wie Beratung die
Gastronomie vor Stigmatisierung schützt und
zu Verantwortung anregt
[Nadine Arnold](#), Luzern

Dienstag, 01.07.2025, 17.30–19.00 Uhr
Grenzinfrastrukturen
[Annett Bochmann](#), Berlin
[ZKF Konstanz – Bischofsvilla](#)

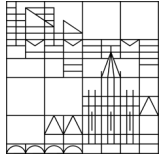
Dienstag, 15.07.2025, 17.00–18.30 Uhr Die
KI der Gesellschaft. Zur Inklusion von
Maschinen
[Sascha Dickel](#), Mainz

dienstags, 17.00 Uhr in Raum C 202
– soziologie.uni-konstanz.de

Sommer Semester 2025

Prof. Boris Holzer, Ph.D.
Allgemeine Soziologie und
Makrosoziologie

Prof. Dr. Christian Meyer
Allgemeine Soziologie und
Kultursoziologie



In_equality Colloquium



The research colloquium organised by the **Cluster of Excellence 'The Politics of Inequality'** takes place on **Tuesdays from 11:45-13:15 in Y213 and online via Zoom.**

Tuesday, 29 April 2025

Conflict-driven income inequality in the 21st century

[Halvard Buhaug](#) (Norwegian University of Science and Technology (NTNU))

Tuesday, 06 May 2025

Getting Better: The Politics and Policy of Reducing Health Inequalities

[Julia Lynch](#) (University of Pennsylvania)

Tuesday, 20 May 2025

[Eric Schoon](#) (The Ohio State University)

Tuesday, 27 May 2025

Raising futures: Innovations in narrowing the skill gap between advantaged and disadvantaged children

[Ariel Kalil](#) (The University of Chicago)

Tuesday, 03 June 2025

Navigating vulnerabilities: Unpacking the work of street-level bureaucrats in vulnerable contexts

[Gabriela Lotta](#) (Fundação Getulio Vargas, São Paulo)

Tuesday, 10 June 2025

Dictator games with different endowment sources

[Diego Aycinena](#) (University of Pennsylvania)

Tuesday, 24 June 2025

The Shadow Side of Rootedness: How Geographic Stability Across Generations Increases Radical-Right Attitudes

[Andreas Wimmer](#) (Columbia University)

Tuesday, 01 July 2025

The politics of militant democracy: insights from Eastern and Western Europe

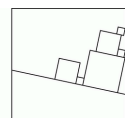
[Isabela Mares](#) (Yale University)

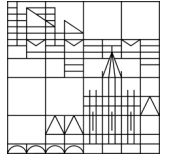
Tuesday, 15 July 2025

Multidimensional Skills on LinkedIn Profiles: Measuring Human Capital and the Gender Skill Gap

[Ludger Wößmann](#) (LMU Munich / ifo Center for the Economics of Education)

Cluster of Excellence
The Politics of Inequality





Imprint

Published by Department of Sociology and Anthropology
University of Konstanz 8457 Konstanz Room Y309 Phone: +49 7531 88-5292
Office.koos@uni.kn
www.soziologie.uni-konstanz.de
Responsible for content Prof. Dr. Sebastian Koos
Editorial team Allegra Brunner, Sina Sophie Schäfer
Layout and typesetting Allegra Brunner, Sina Sophie Schäfer
Photos University of Konstanz, Sina Sophie Schäfer, unless otherwise stated