

UNIVERSITÄT
BAYREUTH

INTERNATIONAL OFFICE

General Overview of English-Taught Courses at the University of Bayreuth

Available during Summer Semester 2024

An overview for Winter Semester 2024/25 is expected to be available as of 01.10.2024



Humanities and Social Sciences

| Number | Course Title | Duration | Type | ECTS / Credits | Module Description |
|--------|---|----------|----------|--------------------|--|
| 00106 | Recent Trends in Anthropology (Anthropology in Action) | 2 | Sem | 5 | Since its inception, anthropology has grappled with the ethical imperative of getting involved in the social issues we study - and the political risks, pitfalls, and unpredictable consequences of doing so. From public debates on race and eugenics through covert advice on military interventions (in multiple wars), from serving to resisting colonial projects and apartheid governments, from providing marketing insights to corporations and behavioural insights to pandemic responses, socially-engaged anthropology has had a chequered past. Academic anthropology is not insulated from these risks, either; it, too, has social effects, as much as 'applied', 'activist', or 'action' research does. What, then, should the role of the anthropologist be in confronting contemporary crises? On this course, we will engage these questions through both academic literature and public media, and students will have the opportunity to speak to anthropologists pursuing 'applied' careers in government, NGOs and parastatal institutions around the world. By the end of this course, students will have a critical grasp of anthropology's fraught history of socio-political engagement, and will be able to describe and assess possible ways and means for the discipline to engage major topics of current social concern. |
| 00335 | Interlocking (Wittgenstein - Lecture 2024 (CI1)) | 2 | Lec | 2 | |
| 00336 | Interlocking (Wittgenstein - Colloquium 2024 (CI1)) | 2 | Sem | 8 | |
| 00446 | Master Seminar / Colloquium (Historical Peace and Conflict Studies Historical Peace and Conflict Studies) | 2 | Adv. Sem | 2 / 4 / 8 | How do you conduct historical research on war, conflicts and violence on the one hand, and peace, diplomacy and coming to terms with the past on the other? What links these two fields? This seminar is aimed at MA students and PhD students of history and other disciplines with an interest in historical peace and conflict research. For advanced BA students, participation is possible after consultation. Sessions will be divided between 1) presentation and discussion of MA theses or other work in progress, 2) 'technical' sessions focussing on aspects of academic writing, and 3) thematic sessions discussing the field of Historical Peace and Conflict Studies. During the summer semester 204, our focus for the thematic sessions will be on 'Communication and Crises', and we will read and discuss selected primary sources and secondary literature on the topic (e.g. regarding propaganda, speeches, diplomatic communication). Work in progress presentations by participants (on MA or BA theses, term papers, etc) are welcome on any topic linked to Historical Peace and Conflict Studies. |
| 00517 | Narrating the Past: Writing Workshop | 2 | Coll | 4 / 5 / 6 / 8 / 10 | Academic writing not only poses challenges as a craft, but we are also faced with distinct national and linguistic traditions of what is thought of as 'good' academic practice that remain often unspoken. The seminar invites students from different academic traditions and fields to explore and share these traditions and develop our writing together through workshops. While the teaching language is English, the Seminar explicitly addresses both students who want to write in English and German at MA and doctoral level, as well as BA Students writing their thesis in German. Selected methodological texts as well as examples of thesis outlines, sources from archival and field studies, draft chapters or articles are presented and discussed regarding all typical steps and challenges occurring in a research projects: planning a thesis, conducting research and evaluation, and situating results in the context of current debates about topics and methods in the broad fields of 'European historical cultures', public history and heritage in global perspective. Presentations and sharing of writing samples are expected from the participants as well as from invited guests. |
| 00528 | The Politics of Heritage | 2 | Adv. Sem | 6 / 8 / 9 / 12 | Wherever you look, 'heritage' is around you. But why do we preserve the past? Why do we think that nations have a 'heritage'? And what should be included in such a heritage? Who decides what is 'our heritage'? Why is 'heritage' protected by national and international law; and why is it one of the first things to be attacked during conflict, not only in the two world wars but more recently from Iraq, Afghanistan, Lybia and Syria to Ukraine? The module studies how and why 'heritage' became such an omnipresent and defining feature of modern societies across the globe. It introduces how political, social, economic and cultural factors shaped the development of the concept of heritage since the eighteenth century and how, in turn, ideas about the past contributed to major conflicts and developments in modern history from the French Revolution, nationalism and imperialism, world war, genocide, fascism and communism as well as decolonisation, Europeanisation and globalisation. The modules shows the impact of well-known figures, but also examines how ideas about 'heritage' gave ordinary people and marginalised groups a change to reclaim their position in history and shape a different future. Offering both a possibility to think about tensions between the local and the global, and about the relevance of 'history' beyond the university, the course draws on a broad range of textual, visual and material sources in class and through excursions. Understanding the development of the concept of heritage and of the historical nature of current debates will enabeling you to intervene in these debates theoretically and practically for instance, as a researcher, a teacher, a policy maker or by working in the heritage sector. |

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| 00545 | Culture and life in the post-Ottoman Balkans | 2 | Tut | 4 / 5 / 6 / 8 / 10 | The decline and ultimate dissolution of the Ottoman Empire (1923) was far from a series of political, diplomatic, or even military events. It was a slow process of radical social reorganisation expressed through and advanced by nationalist organisations and institutions, that culminated in the violent reorganisation of the Balkan peninsula. In this course we will focus on the lived experience of the ailing Empire's subjects in order to understand the cultural and social choices different local ethnic communities had to make in order to survive and sometimes thrive during the multiple regional political realignments of the early 20th century. |
| 00661 | Philosophy of Medicine | 2 | Sem | 5 | In this course, we will engage with a broad set of issues in the philosophy of medicine. We will begin with the debate about how to distinguish health from illness. Further ontological questions regard the actual workings of our bodies: can we reduce macro-level phenomena to their micro-level bases? How can we describe and model the relevant mechanisms that are responsible for certain medical outcomes? How should we analyse causes and outcomes in medicine and the life sciences? After discussing these ontological issues, we will turn to the epistemology of medical research: what makes a research method a good one? What kind of inferences do these methods warrant? Are randomised controlled trials the 'gold standard' of medical research? Is it possible to demarcate between science and pseudo-science? Lastly, we will turn to some of the ethical and social implications. What are the ethical boundaries of medical research? Is it justifiable to prescribe alternative treatments, which are demonstrably ineffective? Should medical research be socialised? |
| 50008 | Research Seminar in Comparative African Politics | 2 | Adv. Sem | 4 / 5 | This class addresses general trends in the field of comparative African politics, issues of comparative methodology and research design. Students writing their Doctoral and Master thesis in comparative African politics and development policy are invited to join. |
| 50013 | PPE Classics: Morality, Rationality, Markets, Justice (V4 / V5) | 2 | Sem | 5 / 6 | Excursion for Bayreuth students as part of the PPE Double Degree Prague and also takes place in Prague. |
| 50021 | Explainable Intelligent Systems Research Seminar (P4*, P5*, P6.v, CP4*, CP5*, SPhilT) | 2 | Sem | 2 / 5 | Explainable Intelligent Systems (EIS) is a highly interdisciplinary and innovative research project investigating how the explainability of artificial intelligent systems contributes to the fulfilment of important societal desiderata such as responsible decision-making, trustworthiness, and many more. As artificial intelligent (AI) systems increasingly augment or take over tasks previously performed by humans, a variety of moral, legal, and institutional challenges arise. This concerns not only low-stakes tasks, such as recommending books or movies, but also high-stakes tasks, such as suggesting which applicant to give a job, what medical treatment to give to a patient, or how to navigate autonomous cars through heavy traffic. In all of these scenarios, we want to be sure that if we defer human decisions (partially) to artificial systems these systems are safe, fair, reliable, do not interfere with responsibility attribution, and that their recommendations are in line with important legal norms and moral values. To this end, it is often claimed, we need to ensure that AI systems deliver understandable explanations for their decisions. But how can this be achieved? EIS brings together experts from computer science, law, philosophy and psychology. It is based in Bayreuth, Dortmund, and Saarbrücken (for details see: www.eis.science). With this course, you have the opportunity to join the projects' research seminar. We will discuss contemporary research that is still work in progress as well as seminal new literature in the field. |
| 50022 | Explainable Intelligent Systems Research Seminar (MA Electives) | 2 | Sem | 6 | Explainable Intelligent Systems (EIS) is a highly interdisciplinary and innovative research project investigating how the explainability of artificial intelligent systems contributes to the fulfilment of important societal desiderata such as responsible decision-making, trustworthiness, and many more. As artificial intelligent (AI) systems increasingly augment or take over tasks previously performed by humans, a variety of moral, legal, and institutional challenges arise. This concerns not only low-stakes tasks, such as recommending books or movies, but also high-stakes tasks, such as suggesting which applicant to give a job, what medical treatment to give to a patient, or how to navigate autonomous cars through heavy traffic. In all of these scenarios, we want to be sure that if we defer human decisions (partially) to artificial systems these systems are safe, fair, reliable, do not interfere with responsibility attribution, and that their recommendations are in line with important legal norms and moral values. To this end, it is often claimed, we need to ensure that AI systems deliver understandable explanations for their decisions. But how can this be achieved? EIS brings together experts from computer science, law, philosophy and psychology. It is based in Bayreuth, Dortmund, and Saarbrücken (for details see: www.eis.science). With this course, you have the opportunity to join the projects' research seminar. We will discuss contemporary research that is still work in progress as well as seminal new literature in the field. |
| 50023 | Philosophy of AI (CP5*, P5*, P6.v, SPhilT) | 2 | Sem | 2 / 5 | The philosophy of artificial intelligence (AI) explores fundamental questions, concepts, and implications arising from the development, deployment, and utilization of AI (and modern information technologies more broadly) by individuals as well as societies. It encompasses a wide range of questions, including but not limited to: What is the nature of intelligence? How is artificial intelligence different from biological intelligence? How realistic is the prospect of superintelligence? What is machine learning and how is it different from neural learning in the brain? What is the relation between minds, brains, and machines? Can machines have intentionality and/or consciousness? Are AI systems moral agents? How can we make AI ethical, responsible, and trustworthy? What are the risks of employing AI on large scale in society? How can regulation keep up with rapid technological developments? What do we want from AI in everyday life? How can we best understand AI systems? Etc. |
| 50024 | Philosophy of AI (MA Electives) | 2 | Sem | 6 | The philosophy of artificial intelligence (AI) explores fundamental questions, concepts, and implications arising from the development, deployment, and utilization of AI (and modern information technologies more broadly) by individuals as well as societies. It encompasses a wide range of questions, including but not limited to: What is the nature of intelligence? How is artificial intelligence different from biological intelligence? How realistic is the prospect of superintelligence? What is machine learning and how is it different from neural learning in the brain? What is the relation between minds, brains, and machines? Can machines have intentionality and/or consciousness? Are AI systems moral agents? How can we make AI ethical, responsible, and trustworthy? What are the risks of employing AI on large scale in society? How can regulation keep up with rapid technological developments? What do we want from AI in everyday life? How can we best understand AI systems? Etc. |

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| 50025 | AI Governance: (Fairness, Transparency & Workshop AI Governance BA - V4, V5, SI1, SI2) | 2 | Sem | 2 / 5 | Societies and lawmakers around the world are grappling intensely with the question of how to ensure fast innovations in artificial intelligence - and information technologies more generally - can serve the common good. This raises several pressing questions for AI governance affecting virtually any aspect of modern everyday life - from scheduling at work to choosing leisure activities to essential administrative issues such as banking. In this seminar, we shall consider central questions arising in this context, including the following: How can we ensure regulation quickly adapts to fast changing and fundamentally new technologies? How should we structure interactions between humans and machines? How do we justly distribute the gains from AI and protect citizens from its negative consequences? How can we do all that under conditions of deep uncertainty? As part of this course, you will have to opportunity to meet internationally renowned experts working on AI ethics, public policy, AI applications for businesses, law, and AI regulation during the 1st Bayreuth Workshop on AI Governance. We will prepare for the workshop by delving right into the most contemporary discussions within in the realm of AI governance while focusing specifically on issues relating to the fairness, transparency, and trustworthiness of modern AI systems. |
| 50026 | AI Governance: (Fairness, Transparency & Trustworthiness + Workshop AI Governance) - MA Electives) | 2 | Sem | 6 | Societies and lawmakers around the world are grappling intensely with the question of how to ensure fast innovations in artificial intelligence - and information technologies more generally - can serve the common good. This raises several pressing questions for AI governance affecting virtually any aspect of modern everyday life - from scheduling at work to choosing leisure activities to essential administrative issues such as banking. In this seminar, we shall consider central questions arising in this context, including the following: How can we ensure regulation quickly adapts to fast changing and fundamentally new technologies? How should we structure interactions between humans and machines? How do we justly distribute the gains from AI and protect citizens from its negative consequences? How can we do all that under conditions of deep uncertainty? As part of this course, you will have to opportunity to meet internationally renowned experts working on AI ethics, public policy, AI applications for businesses, law, and AI regulation during the 1st Bayreuth Workshop on AI Governance. We will prepare for the workshop by delving right into the most contemporary discussions within in the realm of AI governance while focusing specifically on issues relating to the fairness, transparency, and trustworthiness of modern AI systems. |
| 50029 | MA: (Political Philosophy) | 4 | Lec & Tut | 8 / 10 | |
| 50031 | Democratic Development in Sub-Saharan Africa | 2 | Adv. Sem | 2 / 5 / 8 | Democracy is often considered both an aim of development and a feature that influences or is influenced by development. The course will shed light on the relationship between democracy and development. Therefore, the relevant terminology will be clarified, including the term Democracy itself. Afterwards, the course will focus on democratic development as a process. We will discuss specific issues of democratic development such as the meaning and manipulation of elections, institutional constraints on the executive, the representation of women in politics, and the structural impact of international dependencies. Empirical observations will be drawn from Africa and selected African cases will be studied in working groups. |
| 50033 | The Developmental State in Africa and beyond | 2 | Adv. Sem | 2 / 5 / 8 | The concept of the Developmental State (DS) builds on the assumption that (economic) development requires strong and determined political leadership and allocates a crucial role to the state in the economy. The state is the crucial development actor. DS proposes an approach alternative to neoliberal economics that is different from socialist planned economies. Briefly, it uses a technocratic, bureaucratic and meritocratic approach creating efficient alliances between the state and business that fully focus on economic progress as principal source of state legitimacy. Strong leadership and a determined political will is required to keep the DS going and therefore raises the question of the concept's relation to democracy. Chalmers Johnson established the term in the early 1980s to describe economic progress in East Asian autocracies. Interestingly, these 'Asian Tigers' democratised subsequent to significant economic development. Today, the term is also associated with countries in South East Asia and Africa that did not (yet?) democratise to the same extent. This does not exclude the analysis of democracies, such as Botswana and Mauritius, from a DS perspective. The seminar will deal with the origins of the concept, interrogate its more recent potential as an alternative development approach in a post-Washington consensus era, and enquire into the relationship between developmental states and democracy based on African case studies. |
| 50034 | Causal Inference | 2 | Sem | 5 / 6 | Why can't we just run a linear regression and claim that its estimates tell us something about how the world works? While methodological advances have made it easier than ever to run complex models of all kinds, the causal revolution tells us that it is at least as important to be aware what our research design can tell us about actual effects - and when they fail to do so. This course introduces the fundamental problem of causal inference and the limitations of regression-based analysis. Combining theory and practice, we will discuss the foundations of identification strategies that allows us to make causal claims and apply them in our weekly labs. |
| 50035 | Causal Inference (MA Electives) | 2 | Sem | 5 / 6 | Why can't we just run a linear regression and claim that its estimates tell us something about how the world works? While methodological advances have made it easier than ever to run complex models of all kinds, the causal revolution tells us that it is at least as important to be aware what our research design can tell us about actual effects - and when they fail to do so. This course introduces the fundamental problem of causal inference and the limitations of regression-based analysis. Combining theory and practice, we will discuss the foundations of identification strategies that allows us to make causal claims and apply them in our weekly labs. |
| 50037 | International Cooperation (P6.vii 4,6) | 2 | Sem | 5 | |
| 50038 | International Political Economy (MA Electives) | 2 | Sem | 6 | |

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|--------|---|----------|------|----------------|--|
| 50050 | Gender and Armed Conflict | 2 | Sem | 2 / 5 / 8 | This course investigates two core concepts - gender and violence - within and surrounding situations of armed conflict. How do our framings of gender and violence shape the ways we see and make sense of war and its (before- & afterlives? We will examine 'gender' as a social construct, gender-based violence and the gendered dimensions of war, and ask whether 'violence' is confined to physical acts of force or also comprises structural inequalities, which may have their own profound effects upon bodies and lives. We will also explore gender, feminism and intersectionality as they relate to the security-development nexus, international law, militarism, wartime sexual violence, and 'post-conflict' peace-building. The course is interdisciplinary, gives weight to both theory and practice, and pays particular attention to policy implications. Case studies focus predominantly on Africa. IMPORTANT: 2h online (every first week), no class (every second week), 4h in person (every third week) |
| 50059 | Current Research Topics (Anthropology of Computing) | 2 | Sem | 5 / 8 | |
| 50061 | Criminality and Finance (V4, P6.VII) | 2 | Sem | 5 / 6 | This course aims to address origin, development, structures, business strategies, and modi operandi of criminal organisations. The focus of the course is on mafias, and the analysis of the phenomenon will be case-based: one of the most powerful mafias in Germany and in the world will be studied in detail and compared with other criminal organisations. The study material together with the precise schedule of lectures and student presentations will be provided a couple of weeks before the beginning of the course, based on the number of students enrolled. |
| 50062 | Introduction to the Philosophy of Time (CP5*, P5*, P6.v, SPhilT) | 2 | Sem | 2 / 5 | In our course, we will engage with the current debate on the philosophy of time. Amongst the questions we will address are: What is the ontological status of past, present, and future facts? Is there an objective present? Is there something like temporal progression? How can we understand temporal asymmetry, i.e. that the future appears to be open but the past fixed? Is time travel possible? What does it mean for an object to persist through time? A further, presently much debated, question is whether we have an actual experience of temporal progression, and what that tells us about the plausibility of the various different accounts of time. Over and above these theoretical issues, we will also discuss some of the practical ramifications views about time have for us as agents: How central is the notion of an open future for the concept of free will? How do accounts of rationality and decision making deal with diachronic scenarios? Is there a difference how well the various views about time can accommodate approaches to analyse decision making about the future and for future agents? |
| 50076 | Political Ecology, Power and Social Movements in the Global South | 2 | Sem | 2 / 5 / 8 | The course aims to introduce the interdisciplinary field of political ecology. Political ecology analyses power dynamics rooted in the relationships between humans and their environments or humans and nature. In particular, the course uses a political ecology perspective to critically evaluate the roots of environmental degradation and ecological crisis and the rise of social movements addressing this crisis in the Global South. It will provide a background on the foundations of human-environment relations, environmental justice and climate justice movements, and alternatives to the development paradigm. The seminar will consist of three main parts. The first part will focus on foundations of and theoretical debates in political ecology. This part will enable us to understand the political ecology perspective, power dynamics behind human(s)-environment relations, and critical tools to human(s)-environment relations beyond mainstream approaches to the environment. The second part will discuss environmental justice, ecological conflicts, and gendered effects of environmental degradation through political ecology lenses. This part will specifically focus on case studies from the Global South. The third part of the course aims to examine alternatives to development and the ways in which environmental justice movements aim to achieve such alternative, socially and ecologically sustainable futures. Upon completion of this course, students will have a comprehension of the main theoretical debates of political ecology and the relationships between humans and their environments, are able to link theory with empirical cases overall can use the political ecology perspective as a critical tool to analyse and understand power relations and contentious politics around environmental degradation and climate crisis. |
| 50078 | Development in postcolonial Africa | 2 | Sem | 2 / 5 / 8 | This module examines the development initiatives embarked on by African leaders since the time of attainment of political independence. Throughout the study issues of ideology, conceptions of development, as well as linkages of issues of development with nationalism, nation-building, state-making, and the politics of belonging, citizenship, social cohesion and poverty reduction in Africa will be explored. Case studies will be used throughout the module to elaborate on specific development plans, declarations, and charters as well as practical steps that were taken to implement development. Why development eluded Africa will be subjected to class debates. |
| 50079 | Epistemologies of the Global South: Contributions to Reconfiguration of African Studies | 2 | Sem | 5 / 8 | Epistemologies of the Global South embody knowledges that have been silenced and displaced as a result of the unfolding of Euromodernity and its constitutive elements of racism, empire, capitalism and patriarchy. The epistemologies of the Global South are resilient and they confront the problem of cognitive injustice, that is, the practice of non-recognition of diverse ways through which diverse people make sense of the world and themselves. Therefore, epistemologies of the Global South are directly linked to struggles for re-existence of those people who were subjected to coloniality but maintain their will to live. Throughout the seminar, the decolonial analytical category of intersectionality and engendering of knowledge production is deployed as an intrinsic component of decolonisation as it highlights how historically and socially produced modes life and living are aggravated by race, gender, class, sexuality, religion, able-bodied-ness, among other cultural and political identity vectors. As a decolonial critical praxis, intersectionality clears space for marginalised groups to articulate new and old realities from their situated standpoints. Therefore, the seminar series and discussions draw insights from epistemologies of the Global South and decoloniality to test their contribution and applicability to the reconfiguration of African Studies. The seminar is divided into four broad sections: A: Creating an intellectual community of practice and ethics of engagement (3 sessions) B: Doctoral thesis writing through collective learning and exchange of ideas (3 sessions) C: Writing for publication in the course of doctoral studies and sharing of experiences (2 sessions) D: The politics of knowledge and the present conjuncture (5 sessions) Each seminar participant should choose a text and be a 'session expert', where they find 3 useful points in the text to discuss, using 3 questions to address these. Mode of delivery of seminars - Facilitated discussions - Presentations - Invited speakers - Debates & conversations PLEASE NOTE THAT ALL TEXTS AND MATERIAL WILL BE AVAILABLE ON THE E-LEARNING PLATFORM. |

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| 50083 | Current Research Topics (Writing for Anthropologists) | 2 | Sem | 5 | Since the Writing Culture turn, 'writing has emerged as central to what anthropologists do' (Clifford and Marcus 1986: 2). Anthropologists have developed an acute awareness of the politics of representation, the knowledge claims made in and through text, and the ethical imperative of situating themselves as authors. Anthropology, and specifically ethnography, is no longer just a kind of research practice, but a kind of writing (Spencer 1989). And yet, students of anthropology are seldom trained to write, and have few opportunities to develop writing as a craft. This course is designed to address that gap. On this course, students will engage in a series of practical exercises designed to develop and hone their writing skills. From writing people and places to conversations and vignettes, from finding to losing the plot, students will be encouraged to identify and develop their own writing voice. We will learn to write from lived experience and/or research material to stories, and from stories to ideas, and will explore what makes for a clear structure and a strong argument. Since good reading makes for good writing, students will also engage with a variety of texts, in genres ranging from creative non-fiction to journalism, blogs to poetry, travel writing to novels, to learn what makes texts readable, engaging and compelling. And they will learn to apply these insights in effectively editing their own and others' writing. Students will also have opportunities to discuss and develop creative solutions to the barriers, blockages and hangups that writing can bring. By the end of this course, students will have experience with a range of practical writing skills necessary for composing everything from term papers to literature- or research-based theses and academic articles. This course is open to bachelor's, master's, and PhD students. It will be taught in English, offering a rare opportunity for formal training in the current lingua franca of academic publishing - but the vast majority of skills involved will prove transferrable to writing in any language. |
| 50084 | World Anthropologies | 2 | Sem | 10 | The seminar presents anthropology as a discipline with multiple histories rather than as a unified field emerging from a universalist Western science. Through relevant debates and selected case studies, students engage with the discipline's embeddedness in the socio-cultural and political contexts where it is taught and practiced. This attention to anthropology's multiple genealogies also allows students to critically reflect on forms of anthropological knowledge production and circulation. |
| 50090 | Guided Research Project (Practical Preparation and Research Proposal) | 2 | Sem | 5 | In this course, MA students prepare their own research project in terms of content and methodology. The aim of the seminar is to develop an elaborated research exposé as well as a portfolio that maps the relevant methods. |
| 50094 | Criminality and Finance (Master elective) | 2 | Sem | 6 | This course aims to address origin, development, structures, business strategies, and modi operandi of criminal organisations. The focus of the course is on mafias, and the analysis of the phenomenon will be case-based: one of the most powerful mafias in Germany and in the world will be studied in detail and compared with other criminal organisations. The study material together with the precise schedule of lectures and student presentations will be provided a couple of weeks before the beginning of the course, based on the number of students enrolled. |
| 50132 | Business Ethics & Social Entrepreneurship (Lehrexport / P6.vi) | 2 | Lec | 5 | PART One The Theory of Business Ethics Week 1-6 Mid-Term Exam: Week 7 Prof Dr Julian Fink PART Two The Practice of Social Entrepreneurship Week 7-12 Final Presentation: Week 13 Prof Dr Eva Jakob PART 1 The Theory of Business Ethics Prof Fink Tue: 2.15-3.45pm Week 1 The Business of Ethics: Trolleys, Definitions & A Justification for Business Ethics Reading: Sandbu M (2011): Just Business: Arguments in Business Ethics, Chapter 1: The Business of Ethics: Reasoning about Right and Wrong Week 2 Shareholder vs Stakeholder Ethics I Reading: Sandbu M (2011): Just Business: Arguments in Business Ethics, Chapter 2: Two Extreme Views: Managing for Shareholders or Stakeholders? Week 3 Shareholder vs Stakeholder Ethics II Reading: Sandbu M (2011): Just Business: Arguments in Business Ethics, Chapter 2: Two Extreme Views: Managing for Shareholders or Stakeholders? Week 4 Business Ethics & Market Failure: Perfect Markets as an Ethical Ideal Reading: Heath, Joseph (2004): "A Market Failures Approach to Business Ethics". In: B. Hodgson (ed) The Invisible Hand and the Common Good. Studies in Economic Ethics and Philosophy. Springer, Berlin, Heidelberg. Week 5 Consequentialism & Business Ethics Reading: Sandbu M (2011): Just Business: Arguments in Business Ethics, Chapter 5: Ethics as Efficiency: Making Everyone better off. Week 6 Kantian Business Ethics Reading: (i) Sandbu M (2011): Just Business: Arguments in Business Ethics, Chapter 10: Ethics as Equal Freedom: Respecting Each Person's Dignity and (ii) Bowie, Norman (1999): "A Kantian approach to business ethics". In: Robert E. Frederick (ed) A Companion to Business Ethics. Blackwell Publishers. Week 7 Mid-Term Exam PART 2 The Practice of Social Entrepreneurship Prof Jakob Introductory Session & Live Talk with Social Entrepreneur In this session you will learn what social entrepreneurship is. Furthermore, you will get to know your classmates and their interests to be able to form a team. During this session you will also get to know a social entrepreneur who will talk about the journey to become a social entrepreneur. date tba Social Entrepreneurship - Build the world you want to live in This year's course will have the theme: SDG 11 - Sustainable cities and communities. In the two-day workshop you will learn to use Design Thinking and Lean Startup methods to craft a social entrepreneurial idea that contributes to keeping and building peace. date tba Implementing Your Business Model and Preparing a Pitch You will intensively work on the idea that you have developed in two-day workshop. The focus will be on getting in contact with your target group, deepening all components of your idea and analysing your competition. Optional: Coaching session date tba Pitch event Present your idea to convince about the contribution of your idea to keep and build sustainable cities and at the same time show how your idea is self-sustaining. date tba Implementing the Feedback and Deepening your Business Model You will intensively work on your idea by taking into account the feedback that you received during the pitch event. date tba Upload Video and Pitch Deck |
| 50149 | Research Forum (MA B2) | 2 | Sem | 4 | |

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| 50097 | Introduction to the Philosophy of Time (MA electives) | 2 | Sem | 6 | In our course, we will engage with the current debate on the philosophy of time. Amongst the questions we will address are: What is the ontological status of past, present, and future facts? Is there an objective present? Is there something like temporal progression? How can we understand temporal asymmetry, i.e. that the future appears to be open but the past fixed? Is time travel possible? What does it mean for an object to persist through time? A further, presently much debated, question is whether we have an actual experience of temporal progression, and what that tells us about the plausibility of the various different accounts of time. Over and above these theoretical issues, we will also discuss some of the practical ramifications views about time have for us as agents: How central is the notion of an open future for the concept of free will? How do accounts of rationality and decision making deal with diachronic scenarios? Is there a difference how well the various views about time can accommodate approaches to analyse decision making about the future and for future agents? |
| 50103 | MA Specialisation (Thesis Seminar) | 2 | Sem | | |
| 50104 | Integrative Seminar (MA) | 2 | Crs | 8 | |
| 50300 | Minds and Machines (P4*, P5*, P6.v, CP4*, CP5*, SPhilT) | 2 | Sem | 5 | Philosophical questions about natural and artificial intelligence (AI) are becoming increasingly important as AI continues to transform our world. While some questions raised by the rapid developments in computer science and AI research are very well-known from traditional discussions in cognitive science and the philosophy of mind, others are entirely new. This course explores both classic and contemporary debates about the nature of human intelligence and the relationship between minds and machines. Among the questions we shall encounter are the following: Can machines think? In what sense are brains like computers? Are machines conscious? What does it take to develop intelligent machines? How can we ensure that AI is aligned with human values and interests? |
| 50301 | Minds and Machines (MA Electives) | 2 | Crs | 6 | Philosophical questions about natural and artificial intelligence (AI) are becoming increasingly important as AI continues to transform our world. While some questions raised by the rapid developments in computer science and AI research are very well-known from traditional discussions in cognitive science and the philosophy of mind, others are entirely new. This course explores both classic and contemporary debates about the nature of human intelligence and the relationship between minds and machines. Among the questions we shall encounter are the following: Can machines think? In what sense are brains like computers? Are machines conscious? What does it take to develop intelligent machines? How can we ensure that AI is aligned with human values and interests? |
| 53003 | Globalised Antisemitism in Historical Perspective | 2 | Sem | 5 /6 /7 /10 | In this seminar, we will be exploring and discussing historical formations of antisemitism - to hopefully develop a better understanding of recent antisemitic discourses and learn about arguments for challenging and deconstructing the alleged cogency of antisemitic thoughts and (hi)stories. Our aim is to uncover the roots of antisemitic tropes, stereotypes, and forms of violence against Jews within Christian and Muslim communities from their beginning until the 19th and early 20th centuries. While antisemitism is neither necessarily inherent nor undisputable within these religious (but often secularised) communities, it is important to acknowledge the religious groundings of antisemitism in its intersectional and globalised entanglements. Please also register for this course on our E-Learning platform. Literature: Steven T. Katz (ed.), The Cambridge companion to antisemitism (The Cambridge companions to philosophy and religion), Cambridge et al., Cambridge University Press 2022; Jonathan Adams / Cordelia Heß (edd.), The medieval roots of antisemitism. Continuities and discontinuities from the Middle Ages to the present day, New York & London, Routledge 2018; Abdelwahab Meddeb / Benjamin Stora (edd.), A history of Jewish-Muslim relations. From the origins to the present day, Princeton, NJ, Princeton University Press 2013; Mark R. Cohen, Under crescent and cross. The Jews in the Middle Ages. Princeton, NJ, Princeton University Press 2008. |
| 53009 | Religion and Development | 2 | Sem | 5 /6 /7 /10 | Until the early 2000s, religion was not a big issue in development theories or the work of international development agencies. If it was, religion was rather considered an obstacle on the way to a modern secular society. Today, many development agencies, including the World Bank, present cooperation with religious actors and the acknowledgment of religious values as an asset for development work. In the seminar, we will study how this change came about and discuss the role of religion in the project of development. We will trace the historical, ideological, and practical connections between religion and development - here understood as ideas and actions relating to the 'improvement' of life. We will start with texts about Christian mission in the 19th century and review the place of religion in development theories of the 20th century. However, the main focus of the seminar is on contemporary debates about the role of religious ideas, practices, and actors in development work. We will study the positions of social scientists, development institutions, and political and religious actors, such as religious communities and so-called Faith Based Organisations (FBOs). Examples mostly from Africa will illustrate these positions and show different approaches to development. This seminar aims to provide insight into the changing relationship between religion and development on a theoretical and an applied level and to become acquainted with different discourses and actors and their attitudes towards the religion-development-nexus. The seminar is based on weekly readings, supplemented by short presentations. |
| 53014 | Between Reform and Islamism - Global Trends in Islam | 2 | Sem | 5 /6 /7 /10 | Ideas of reform and renewal have a long history in the Islamic tradition, but especially since the 19th century, issues of transformation and adaptation have led to the development of important global movements that negotiate the future of Islam while competing with each other. This course will provide the historical background for understanding some of the major currents in contemporary global Islam, such as Salafiya and Neo-Salafism or the Muslim Brotherhood. In the second half of the semester, we will take a closer look at individual movements depending on the participants' interests: Islamic feminism, queer Islam, "green Islam" or the global networks of various Islamist groups. Please also register for this course on our E-Learning platform. |

| Number | Course Title | Duration | Type | ECTS / Credits | Module Description |
|--------|---|----------|------|----------------|--|
| 53018 | African Traditional Religion | 2 | Sem | 5 /6 /7 /10 | Looking at statistics on religion in Africa we usually encounter categories such as 'Christianity', 'Islam' or 'Hinduism' - the so-called world religions - which are distinguished from so-called 'folk', 'ethnic', 'indigenous' or 'African traditional' religions. In the first part of this seminar, we will examine the history and rationale behind these classifications and explore the debates surrounding the term African Traditional Religion(s) /ATR. We will delve into questions such as who coined the term, why it was criticised, whether the term ATR refers to one or many religions, how it differs from 'indigenous religion', and why it is not considered a world religion. We will also critically analyse how the 'invention' of world religions has led to the marginalisation of religious traditions that do not fit into this category and discuss the political implications of naming religious traditions. In the second part of the seminar, we will be joined by Dr Justice Arthur, a religious studies scholar from Ghana. Together, we will explore the ideas, practices, communities, and spaces typically associated with the term 'African Traditional Religion'. African religious traditions come in many forms and serve different purposes in society, which may be influenced by their relationship with other religious traditions like Islam and Christianity, as well as the nation-state. We will examine empirical studies on aspects such as healing, possession, divination, and witchcraft, contextualise them, and discuss what we can learn from them about African religious traditions and religion in general. |
| 53021 | Post /De-colonial Approaches in the Study of Religion | 2 | Sem | 5 /6 /7 /10 | What role does "religion" play in postcolonial approaches and early and current debates on decolonisation? How is, for example, the connection between colonialism and the Christian mission interpreted? What role does the meta-category 'religion' play in the critique of coloniality and the dominance of Western epistemology? The seminar aims to introduce post-/de-colonial approaches in the study of religion and discuss the general question of the role of religion in processes of colonisation and decolonization. In the first half of the seminar, we read texts that develop postcolonial approaches and decolonial perspectives and discuss the role 'religion' plays in them. In the second part of the semester, we will discuss works in the study of religion and ask how postcolonial questions are approached here. Thus, the seminar also raises questions about how to deal with the colonial legacy in the study of religion and its curriculum, the positionality of the religion researcher, and the forms of knowledge production in an entangled world. The basis of the seminar is weekly reading of the texts given at the beginning of the semester. In the second part of the seminar, the reading is complemented by short student presentations. |
| 53022 | Research Seminar I / Research Workshop | 2 | Sem | 5 | The Research Seminar I supports the development and realisation of research projects by students and doctoral candidates in the Department for the Study of Religion. In the Religion and Global Futures-programme the seminar accompanies the Study Project as well as the writing of the Master's Thesis. The seminar offers space to discuss possible research topics and guides you in developing a research design: How do you get from an idea to the formulation of a problem statement? Which methods are appropriate for the research field and how do you create research questions? What are the methodological basics of qualitative empirical research, what are post-/decolonial research methods, and which are the ethical issues of research? In the seminar, you are invited to present your project (ideas) and to give feedback and constructive criticism on other projects. In addition, we will read and critically discuss texts that show examples of empirical research. |
| 53024 | Coloniality in Lusophone Africa: Society, Politics and Religion | 2 | Sem | 5 /6 /7 /10 | Drawing on an interdisciplinary approach, i.e. combining the perspectives of the study of religion and political science, this seminar explores the social, political, and religious dynamics of Lusophone Africa. It aims to: stimulate students to engage with different viewpoints, think analytically, and reflect on different perspectives and epistemological questions related to economic, cultural, political, and religious objects; enable them with a coloniality approach to understanding questions of belonging, inequalities (inter)dependence, and global connections; and train them with a comparative approach to analyse state and society in Africa. From a comparative perspective, the reflections will be based on the cases of Angola and Mozambique, two Lusophone African countries with similar historical trajectories. Not held weekly, partly as block seminar. |
| 53025 | Religion and Feminism in Africa | 2 | Sem | 5 /6 /7 /10 | This introductory seminar is designed to offer a broader overview of the state of debates in Africa about feminism and religions. Due to the assumption that feminism has its roots in the West and that Africans are notoriously religious (which implies conservative), religion and feminism in Africa are usually seen as anti-thesis; it goes something like a spiritual or religious woman cannot be a feminist. If she is, she practices the wrong kind of feminism that upholds patriarchal values. Or African religious leaders, who tend to be mainly men, discourage women's liberation and are threatened by feminists who fight for women's equality. Such simplistic assumptions become a problem for various reasons the main one being that they foreclose critical engagement and cloud the possibility to see the complex and messy interactions. While the issue, as we glean from the vast literature, is much more nuanced, we tend to dismiss the idea that the messy entanglement in religion and feminism should be explored. This seminar intends to move away from simplifications and explores the entanglement between different denominations of African Religions and various forms and positions of feminism. Due consideration is given to three main religious groups, so-called African Traditional Religions, Christianity, and Islam. The readings are also diversified across time and geography. The choice of materials is made deliberately to transcend academic literature to facilitate conversation with those who are thinking and doing religion while embedding African feminisms in their meaning-making processes. As opposed to just reading about these knowledge makers, we read from them, we listen to them to foster a more direct engagement. As such, theoretically oriented articles and book chapters are accompanied by lightweight and quick readings (eg. Blogs) that draw on the lived experiences of those who wrote them. Equally, audiovisual materials like podcasts and documentaries are included. The materials are, thus, organised in such a way that they can be engaging and inclusive of different ways of learning. The seminar is prepared with a consideration of participants at different stages of their studies, BA, MA, and PhD levels. The main requirement for this block seminar on the part of participants is to read, listen to, and watch course materials so that there will be a more vibrant discussion and debate in the classroom. In that way, learning together and from each other becomes easier and more lively. For those who are interested in credit points (of course based on what is stated in the Modulhandbuch), we will discuss how best we can accommodate your interest; depending on whether you want to make a presentation or write an essay at the end of the seminar. For any queries, write an email to serawit.debele@uni-bayreuth.de |

| Number | Course Title | Duration | Type | ECTS / Credits | Module Description |
|--------|--|----------|------|----------------|---|
| 53028 | Extinction, Apocalypse, Survival | 2 | Sem | 5 /6 /7 /10 | This is a seminar about apocalyptic thinking and practice in the world today. It explores how people imagine future catastrophes and how they prepare for their global consequences (e.g., societal collapse, human/mass extinction). Focusing especially on European and North American societies, some of the phenomena we will discuss include: - Anxieties about existential risks to human/biological life, both real and imagined (e.g., anthropogenic climate change, artificial intelligence takeover, pandemics, nuclear war, population collapse/overshoot, asteroid impact, extraterrestrial/zombie invasion, the 'Great Replacement' conspiracy theory). - Crisis-oriented social movements that are pessimistic about whether some or all humans should survive (e.g., antinatalism, the Voluntary Human Extinction Movement, racist ecofascism). - 'DIY' and utopian strategies for overcoming a 'doomsday' event and even death itself (e.g., survivalism/prepper culture, interplanetary colonisation, technological immortality, transhumanism). Throughout the seminar, we will pay critical attention to how such thinking often mirrors that of previous historical eras, and especially how it draws on religious idioms - including Jewish and Christian notions of eschatology, salvation, eternal life, human sin, etc., but also currents of esotericism and alternative spirituality. In examining the social and political influence of such apocalyptic thinking and practice, we will discuss how it shapes our collective capacities to practically address impending crises. Finally, we will also ask what all this might reveal about our collective assumptions concerning human life in the world. In the latter part of the semester, you will also have the opportunity to choose particular readings or topics that you wish to discuss within the seminar. |
| 53030 | Religion, Health and Healing in East Africa | 2 | Sem | 5 /6 /7 /10 | This seminar investigates the relationship between religion, concepts of health, and health-seeking behaviours in East African contexts (including in Kenya, Tanzania, Uganda, and beyond). It will adopt a broad view of physical and mental health and healing, exploring traditional, Christian, Muslim, and secular biomedical practices - as well as practices that bridge more than one of these categories. Topics that we will discuss include: - The impact of colonialism and globalisation on health concepts and healing practices. - The role of spiritual beings, forces, and objects in experiences of illness and practices of healing. - Travel for therapy, travel as therapy. - 'Medical pluralism' (i.e., the use of multiple therapeutic modalities at once, e.g., combining traditional and biomedical healing practices). - Health as a site of conflict and entanglement between different religious (and secular) traditions. - The role of religion in relation to health-related stigma. - The exclusion and integration of traditional healing practices into biomedical healthcare. - Gendered experiences of illness, healing, and access to (religious and secular) healthcare. - Ongoing debates about decolonising global health. Using specific case studies, the seminar will draw closely on qualitative and historical research conducted in different East African contexts. In doing so, we will speak back to broader debates in contemporary global health policy, particularly in relation to HIV/AIDS epidemics and COVID-19. In the latter part of the semester, you will also have the opportunity to choose particular readings or topics that you wish to discuss within the seminar. |
| 54000 | Social Anthropological Writing Workshop | 2 | Sem | 5 | In a protected space, text productions from dissertations and advanced theses, essay manuscripts or research proposals are read, discussed and commented on critically and respectfully at the same time. Reading the texts produced by colleagues forms the basis for individual and joint learning. At the same time, the aim is to improve one's own critical and writing skills. The event is primarily aimed at staff and doctoral students of social anthropology; in addition, doctoral students from BIGSAS and other post-docs from neighbouring disciplines can participate by arrangement. |
| 54006 | Current Research Topics (Anthropology in Action) | 2 | Sem | 5 /8 | Since its inception, anthropology has grappled with the ethical imperative of getting involved in the social issues we study - and the political risks, pitfalls, and unpredictable consequences of doing so. From public debates on race and eugenics through covert advice on military interventions (in multiple wars), from serving to resisting colonial projects and apartheid governments, from providing marketing insights to corporations and behavioural insights to pandemic responses, socially-engaged anthropology has had a chequered past. Academic anthropology is not insulated from these risks, either; it, too, has social effects, as much as 'applied', 'activist', or 'action' research does. What, then, should the role of the anthropologist be in confronting contemporary crises? On this course, we will engage these questions through both academic literature and public media, and students will have the opportunity to speak to anthropologists pursuing 'applied' careers in government, NGOs and parastatal institutions around the world. By the end of this course, students will have a critical grasp of anthropology's fraught history of socio-political engagement, and will be able to describe and assess possible ways and means for the discipline to engage major topics of current social concern. |
| 54040 | Anthropology Lecture Series | 2 | Coll | 2 /5 | The Anthropology Lecture Series is the central discussion forum for anthropologists in Bayreuth and the interested public. Each week during the lecture period, a guest speaker is invited to present their work. Guests are invited who offer contemporary perspectives on research, theory, or methodology. This module offers MA students the opportunity to actively participate in the lecture series. |
| 55013 | Excursion (Rome and Ostia, 4-13.10.24) | 2 | Exc | 4 | The excursion will deepen the content of the proseminar, advanced seminar and tutorial; participation in one of the three courses and the presentation of a paper on site is a prerequisite for participation in the excursion. The excursion will focus on the Roman monuments from the archaic period to late antiquity and the excavations in Ostia as well as their significance for the political, economic and social history of Rome. In addition, questions of the political and propagandistic use of Roman monuments in the 20th century as well as the museum treatment and presentation on site will be discussed. International Students at the Department of History with a passive knowledge of German are warmly welcome. Student presentations in English are possible: The study trip will build upon the topics of the seminars "The City of Rome in Imperial Times" and "Christianizing the City of Rome"; attending one of them is a prerequisite to joining the study trip. It will focus on the monuments of the city of Rome from Archaic times through Late Antiquity as well as the excavations in Ostia, investigating their importance for the political, economic and social history of Rome. In addition, questions of political and propagandistic use of Roman monuments in the 20th century, and of their presentation in museums and on site will be discussed. |

| Number | Course Title | Duration | Type | ECTS / Credits | Module Description |
|--------|---|----------|----------|----------------|--|
| 55015 | Ancient History (The City of Rome in Imperial Times) | 2 | Adv. Sem | 8 | Imperial Rome is the political centre of an empire, and at the same time it is a fascinating example of the social, ethnic and religious diversity of Roman society at large. The capital attracted people from all over the empire, whose ethnic background, social relations, working conditions, leisure and religious life will be treated in the seminar. Along with Rome's rôle as basis of (and stage for) imperial rule, economic and social developments will thus be treated, taking into account the entire population of the city. The seminar also prepares for a study trip to Rome. Attending either this seminar in the summer term is prerequisite to joining the study trip. This is the English version of the Hauptseminar 'Die Stadt Rom in der Kaiserzeit.' Both courses will be taught together. Language in class will generally be German, hence participants should have some (passive) German, but are invited to make their own contributions - written or oral - in English if they so wish. Course material will be provided in both languages |
| 55016 | Seminar in Ancient History (Christianising Rome) | 3 | Sem | 5 / 8 | Nowhere can the rise of Christianity and later, of the Papacy be studied better than in the capital of the Roman Empire. This seminar will trace the development of Christianity from a cult of foreigners and immigrant to a religion of large parts of the population; it will follow the development of ecclesiastical institutions and changing concepts of religion that were developing at the same time. It will also look at the interrelationship between Christians and state authorities, from persecution through toleration towards the ascent to official state religion. In doing so, it will give special place to the study of monuments such as churches and catacombs as well as other objects of material culture. The seminar also prepares for a study trip to Rome. Attending either this seminar in the summer term is prerequisite to joining the study trip. This is the English version of the Proseminar 'Die Christianisierung der Stadt Rom.' Both courses will be taught together. Language in class will generally be German, hence participants should have some (passive) German, but are invited to make their own contributions - written or oral - in English if they so wish. Course material will be provided in both languages. |
| 55105 | Seminar (Globalised Antisemitism in historical perspective) | 2 | Sem | 5 / 8 | In this seminar we will be exploring and discussing historical formations of antisemitism - to hopefully develop a better understanding of recent antisemitic discourses and learn about arguments for challenging and deconstructing them. Our aim is to uncover the roots of antisemitic tropes, stereotypes, and forms of violence against Jews within Christian and Muslim communities from their beginning until the 19th and 20th centuries. While antisemitism is neither necessarily inherent nor uncontested within these religious (but often secularised) communities, it is important to acknowledge the religious groundings of antisemitism in its intersectional and globalised entanglements. Please register for this course on our E-Learning platform. |
| 55509 | African History Research Seminar | 2 | Sem | 5 / 8 | This seminar is reserved for advanced Masters students and doctoral candidates specialising in African and global history. We focus on the theories and methods of the global history of Africa, through the study of classic texts and current research. Each student has the opportunity to present their own work. |
| 55900 | Advanced Seminar Master Global History (Between Justice and Politics. The Genesis of War Crimes Trials in 20th. Century Europe) | 2 | Adv. Sem | 4 / 5 / 8 / 10 | The question of how and if perpetrators of war crimes can be held responsible by law are ubiquitous in current debate. Ukrainian Nobel prize winner Olexandra Matwijtschuk and others call for 'a trial like Nuremberg'. Syrian war criminals have been brought before German courts. Hamas attacks and Israeli bombing are being brought before the International Criminal Court and discussed with regard to their legal responsibilities. These current debates rely heavily on the origins and development of war crime trials and international humanitarian and international criminal law in 20th Century European history. The development of law can only be understood in its historical and political context. We will use the genesis of war crimes trials as an entry point to learn about the links between international history and legal history, looking at political debates, trial records and biographies of central protagonists. Due to their centrality, the seminar will focus on the International Military Tribunal at Nuremberg and other German war crime trials after the Second World War, but will also include the prehistory with its political and legal debates as well as the later development and adaptation in other war crime trials. |
| 56400 | Social Theories | 2 | Lec | 3 / 5 / 7 | The basic task of sociological social theory is to formulate answers to the question of the kind of society in which we live. In this respect, the course pursues two interrelated goals: Firstly, it serves as an introduction to current sociological theories. To this end, a number of competing approaches will be presented (systems theory, social science hermeneutics, practice theories, theory of communicative action, etc.). Secondly, we will examine the diagnoses of the times made from the respective perspectives of these theories and the forecasts derived from them ("world society", "experience society", "globalisation", "colonisation of the lifeworld", "individualisation", "pluralisation", "reflexive modernisation", "post-traditional communitisation"). |
| 56402 | Error, Stupidity, Ignorance - Sociology of Knowledge of the Imperfect | 2 | Sem | 5 | The seminar is dedicated to the question of the limits of knowledge. Firstly, we will look at research on errors and then address questions that are conceptualised using ambitious terms such as ignorance, stupidity and oblivionism. Using selected cases, we will examine whether and how a sociology of stupidity could be developed as an alternative. |
| 56404 | Videography and interpretative video analysis | 2 | Sem | 5 | Videography is a method for the detailed recording of social interactions and the exploration of social worlds. The course serves as an introduction to interpretative videography. This includes teaching the methodological basics as well as collecting, analysing and interpreting your own video data, going through all phases of a videographic research process. The seminar is aimed at advanced students who want to learn the methods of videography and video analysis using data they have collected themselves and through practical exercises. The seminar is essential for those planning qualification work based on videographic research. The data will be collected in the field and analysed in the video analysis laboratory. |
| 56413 | Research workshop: Analysing audiovisual and verbal data | 2 | Sem | 5 | The seminar is aimed at students who carry out empirical analyses. Students who wish to write a thesis with Schnettler or Kaden attend this course as an accompanying seminar. |

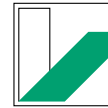
| Number | Course Title | Duration | Type | ECTS / Credits | Module Description |
|--------|--|----------|------|----------------|--|
| 56414 | Reading seminar Durkheim and Durkheim School | 2 | Sem | 5 / 11 | The work of Emile Durkheim plays a fundamental role in sociology. In numerous contributions - including on method, religion, the division of labour, anomie, suicide, etc. - Durkheim developed the foundations of a functional social analysis and critical diagnosis of the times, which also represent a lasting challenge for the discipline today. However, his impact extends far beyond sociology, which is due to his extremely effective networking with numerous other academics (historians, ethnologists, religious scholars, philosophers, linguists, etc.). In addition to analysing his main works, in this seminar we will therefore also look at writings from the Durkheim school, such as those by Hertz, Mauss and Halbwachs. |
| 57212 | Qualitative Research Methods | 2 | Sem | 5 | The premise of qualitative social research is the assumption that the social world is not simply a given, 'objective' reality, but that it is constituted through constructions of meaning and in material social practice, and hence always already interpreted and pre-structured. The qualitative researchers' aim is to reconstruct how members of societies, groups, or practice fields make sense of and construct their everyday reality in the first place, and to develop methodically controlled 'second order constructions' (Alfred Schütz) of these processes. To this end, qualitative researchers collect and produce mainly non-standardised data. Over the last decades, many different methods and methodical approaches of data collection and data analysis have been established in the field of qualitative research. The seminar 'Qualitative Research Methods' provides an overview of three key qualitative strategies: participant observation, interviews, and discourse analysis. Building on a general introduction to basic qualitative research principles, we develop both a theoretical and practical understanding of these three methods. We address their epistemological premises, the practice of data collection and production, typical types of data, as well as strategies for data analysis. |

Key/Abbreviations:

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|-------|------------------|-----|----------|
| Adv.S | Advanced seminar | Lec | Lecture |
| Coll | Colloquium | Pro | Project |
| Crs | Course | Sem | Seminar |
| ECTS | Credit Points | Tut | Tutorial |
| Exc | Excursion | | |

Please check availability of your chosen subject/course by contacting the respective faculty.

You can find contact details at www.uni-bayreuth.de/en/study



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University of Bayreuth
International Office
Universitätsstraße 30 | ZUV
95447 Bayreuth

www.international-office.uni-bayreuth.de