



UNIVERSITÄT
BAYREUTH

INTERNATIONAL OFFICE

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

Available during the Winter Semester 2023/24

An overview for the summer semester 2024 is expected to be available as of 01.04.2024



Humanities and Social Sciences

Number	Course Title	Type	ECTS / Credits	Duration	Module Description
56334	African History Research Seminar	S	5 /6 /8 /9 /11 /13	2	The seminar mainly addresses MA and doctoral students from History, African Studies and other disciplines with an interest in current research work in modern history, heritage and memory in Africa. 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 graduate research projects: planning a thesis, conducting research and evaluation, and situating results in the context of current debates about topics and methods in the historical study of Africa. Presentations are expected from the participants as well as from invited guests. All interested participants are requested to contact cassandra.thiesen-mark@uni-bayreuth.de before the first session.
50080	African Phenomenologists: An Introduction	S	5	2	
54027	Anthropology and the Black Mediterranean	S	5	2	This seminar addresses current debates about labour, migration, citizenship, criminalization and resistance in the Mediterranean with a focus on the ongoing legacy of colonialisms and imperialisms. We engage critically with different anthropological approaches to the study of the Mediterranean and their implications beyond anthropology, and we draw from literary texts, essays, films and other disciplines that help us think across and against apparently immovable boundaries and borders. Guest speakers studying and engaging in antiracist struggles across the Mediterranean and beyond will present their work and join the seminar discussion.
50026	An Introduction to Philosophical Analysis	Le	5 /10	2	
50077	Analyzing Political Violence in Sub-Saharan Africa	Ad. S	5 /6 /15	2	This seminar discusses political violence in sub-Saharan Africa. Drawing on contemporary literature, it seeks to provide theoretical approaches, techniques and tools to analyze recent successive coups d'état, recurrent electoral violence, and insurgency/terrorism in sub-Saharan Africa. In the first phase, the socio-economic, institutional, and cleavage factors that have dominated the debate around political violence will be discussed. This will be anchored in systematically selected case studies of current developments. Finally, the seminar will end with practical exercises on identifying drivers of political violence and the design of possible scenarios on a particular type of political violence in specific countries. Overall, the seminar aims to: <ul style="list-style-type: none"> - Discuss with students the main drivers of current political violence in sub-Saharan Africa - taking into account each type of political violence and the specificities of each state and; - Train students to use appropriate analytical tool for current events and to design likely scenarios in the short term, after and/or during electoral violence, insurgency/terrorism, or a coup d'état.
54046	Anthropology Lecture Series	Le	2 /5	2	
00634	Anthropology of Global Inequalities	Cq		2	In this colloquium we discuss theoretical texts of joint interest as well as work in progress. Participation is by invitation only.
56418	Image and Social Sciences: Theory and Method	S	5 /6	2	The seminar is aimed at MA students and advanced BA students. Basic knowledge of qualitative social research methods is a prerequisite. Students receive an introduction to the basics of visual methods and an overview of their history and development. Three methods are dealt with in depth: Videography, hermeneutics and visual discourse analysis. The seminar is held in combination with face-to-face and digital components and includes practical research work.
50009	Chinese Moral and Political Thought (P3* / P6.iii)	S	2 /5	2	Overview of the course Part I: Classical Chinese Philosophy The first part of this course is devoted to a close reading of the texts that have become to be understood as foundational for the Chinese philosophical tradition. The majority of these sources dates to the Warring States Period (475-221 BCE), a time of political upheaval but also intellectual proliferation. The aim is, on the one hand, to familiarise students with the diverse range of ethical, political, and cosmological ideas that determined early Chinese philosophical debates, and, on the other hand, to allow students to engage in depth with different stylistic and argumentative approaches to philosophy. Whereas the focus of this first part is primarily interpretive, i.e., we shall seek to properly understand the concepts and ideas of these early texts (also within their historical context), we want to rely on the debates we encounter to think creatively and critically about moral and political life more generally. Part II: Contemporary Chinese Thought The second part of this course is designed to allow for a critical engagement with contemporary developments of the traditions that were encountered in Part I, with a particular focus on Confucianism. What does Confucian philosophy have to offer to contemporary moral, political, and economic debates? How can Confucian thought offer new perspectives on established divisions in moral and political theory? Topics that will be discussed include Confucian Role Ethics, Progressive Confucianism, and Confucian approaches in feminist ethics. Topics and ideas that we will encounter: Self-cultivation in ethics and its role for the cultivation of an ideal society; The resources that human beings can rely on for achieving moral and ethical personhood; Negotiating harmony, stability, and plurality in both personal and political sphere; The personal and the political: Individual moral effort and cosmological world-ordering; The sources of (political) authority; Established institutions as means of political control vs. individuals as sources of cosmological efficacy Primacy of personal relationships vs. demands of justice and impartiality

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Number	Course Title	Type	ECTS / Credits	Duration	Module Description
53040	Christianity in/from Africa	S	2 /5 /6 /7 /11	2	With approximately 2.5 billion followers, "Christianity" is considered the largest religious community in the world, and it is estimated that today about a quarter of Christians live on the African continent. However, Christian communities, practices and beliefs on the African continent (and beyond) are so diverse that some authors speak only of African Christianities in the plural. But is there a specifically "African" Christianity at all? And how does it relate to Christianity as a global religion? Which global entanglements did constitute and shape what is now known as Christianity on the African continent, and how have the practices and ideas on the continent in turn shaped what is now globally perceived as "Christianity"? The aim of the seminar is to give a first insight into the historical developments, global entanglements and the manifold forms of Christianity in and from Africa. It will also introduce current topics in the study of Christianity in African Studies. In addition to mission, especially in the 19th century, we will deal with the emergence of independent African churches in the 20th century, with the boom of Pentecostal and charismatic movements since the 1980s, as well as with topics concerning contemporary Christianity in and from Africa. In particular, we will study the socio-political role of Christian actors - also in situations of crisis and conflict, the relations between Christians and other-religious groups, as well as forms of global mission carried out by African Christians. The seminar is based on weekly reading of texts, supplemented by short presentations.
56420	Classical Social Theory in German Sociology	S	5 /12	2	Authors writing in German have undoubtedly made a significant contribution to the development of sociological theory, especially in its first classical or formative phase. But the question remains whether there is something like German Sociology. Methodological and theoretical nationalisms aside, in this seminar we will read and discuss selected works by German authors in order to gain a deeper understanding of their historical and contemporary significance for our discipline.
50040	Climate Negotiations (V4 / V5 BA)	S	2 /5 /6	2	Negotiation Exercise 'Climate Club' The idea of a 'climate club' aims at the formation of a coalition of countries which achieve faster, broader, and more binding agreements on the mitigation of GHG emissions than the inclusive COP negotiation process. Climate clubs have most notably been promoted by William Nordhaus, winner of the 2018 Nobel Prize in economics, and in the political sphere by Germany at the G7 meeting in June 2022. So far, no conceptual and political agreement exists on which specific regulations the members of a climate club should focus. In the discussion are border tariffs for GHG emissions in the production of goods, emission reduction targets, trade agreements, technological cooperation, and shared aims of climate policy. This variety is a starting point for our simulation. We will explore which contributions to a climate club two international agents would offer to each other in a first round of negotiations aiming at the formation of the club. The agents are the EU (represented by a German team) and the Arab Gulf States (represented by an AGDA/UAE team). For simplicity's sake only these two club members are highlighted. The simulation will also try to explore the expectations which both sides have with respect to the initial offer of the other side. The teams will separately work on their initial offer and their expectation concerning the other side's offer. They will communicate and discuss their results in a first round of talks and based on this exchange formulate a revised offer for a second round of talks. The German team will be from the University of Bayreuth and partners. The German team will meet in Berlin with the support of PD, the in-house consultancy of the German public sector. The German and AGDA teams will meet online for their two talks (or the AGDA team chooses to travel to Berlin). Planned date for the exercise is November 3rd or 10th, but this date is still flexible.
53002	Cognitive Science of Religion	S	5 /6 /7 /10	2	This seminar introduces the Cognitive Science of Religion (CSR). The field of CSR remains somewhat marginal when it comes to research on religion, but its influence has seen significant growth in recent years. CSR is distinctive for its focus on how cognitive processes shape religious thought, behaviour, and experience. The field draws on insights from cognitive and evolutionary sciences, among other disciplines. Over the course of the seminar, we will engage with a wide range of concepts and questions that this field has taken up, for instance: Why have so many people, situated in very different times and places, come to perceive the influence of gods and supernatural beings in their lives? What allows religious notions and narratives to spread successfully? How do religious practices shape practitioners? How might religion enable people to navigate the environments and social worlds that they inhabit? How does religion shape dynamics of social conflict and cooperation? The seminar will interrogate the advantages and limitations of CSR approaches with respect to understanding religion. We will also examine how compatible CSR may be with other, more established approaches to researching religion. This seminar is not only open to students who are familiar with cognitive science and the study of religion, but also those who are interested in these subjects.
54028	Contemporary Themes in Anthropology (Multiplicities of parenting as a way of future making)	S	8 /13	2	In our course, we want to re-think concepts of parenting in a plural way: not only focussing on biological parenting, mothering as well as fathering, but also examining sperm donors, foster parents, godparenting or refusing and/or regretting parenthood. Our hypothesis is that parenting is key for practices of future making in any society because it encompasses every activity towards the next generation, organising transmissions of property as well as (gendered) education and care. Parenting is an under-theorised concept in anthropology, often reduced to parental and even more often to women's actions with (small) children. The course will open up this narrow picture and seek to explore how parenting can be conceptualized in a changing world and throughout the life course.
50050	Cristina Bicchieri: Norms in the Wild (P6.iv / P6.v / P6.vii / V4 / V5)	S	4 /5	2	
50043	Data Analysis in R (BA E6)	S	5	2	
50042	Data Analysis in R (MA electives)	S	5 /6	2	
54018	Decolonial Thought and Theory	S	5	2	This module introduces the concept of decoloniality, the key units of analysis in decolonial theory, ideas of leading decolonial theorists as well as the genealogies, trajectories horizons and contributions of decolonial thought/theory to knowledge and praxis.

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Number	Course Title	Type	ECTS / Credits	Duration	Module Description
56220	Development Studies between Concepts and Practices: An Interdisciplinary Perspective (Introduction to Development Studies)	S	5/8 /16	2	The seminar introduces the study of development from multiple disciplinary angles, including economics, geography, political science and sociology. Next to a general introduction that will be accompanied by a mandatory tutorial, which provides orientation about expectations and working methods to students of various disciplinary and often international backgrounds, seminal contributions to the development debate in the age of Global Agenda politics that had significant impact on the practitioners' discussions will be discussed. The selection of topics represents perspectives that shape the research and teaching of a wide range of lecturers in the Development Studies programme. One session is reserved for participants seeking to invite a practitioner for a discussion of topical development issues.
50044	Doing Ethnography	S	10	2	Doing ethnographic fieldwork is a central, if not defining, practice in social and cultural anthropology. Ethnography, however, is more than just a methodology: it is a way of engaging with the world and it also describes a creative form of theorizing. In this introductory graduate course, students will learn about the power and scope of ethnography by engaging with important conversations in anthropology about ethnographic practice, including matters of reflexivity, collaboration, multimodal engagements and decolonial approaches. In addition, students will engage in concrete exercises and field assignments, including close observation/ethnographic descriptions, interviews and different forms of visualization.
50119	Emergence and Dynamics of Conventions and Social Norms - Dates (V4, V5 (BA))	S	5/6	2	
54044	Empire, Colonialism, and Decolonization	S	5/8 /10 /13	2	This seminar introduces participants to the complex histories and politics of empire building, colonial practices, as well as anti-colonial resistance and decolonial struggles in the modern period with a focus on the twentieth century. Drawing on works by historians, sociologists, anthropologists, and philosophers, participants can expect to explore the structural, processual, cognitive, and epistemological dimensions of modern colonialism and decolonial projects.
50745	Epistemologies of the Global South: Contributions to Reconfiguration of African Studies	S	4/5 /8	2	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 decolonization 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 margin-alized 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.
50100	Ethics (MA)	Le & Tu	8	4	
54032	Social/Cultural Anthropology Field Research: Theory	S	5	2	
54042	Social/Cultural Anthropology Colloquium	Cq	1/2	2	The Anthropology Lecture Series is the central discussion forum for Bayreuth social and cultural anthropology: guests from Germany and abroad, lecturers, doctoral students and exam candidates provide insights into their research and discuss new trends. Here, students can not only familiarise themselves with research, academic debates and the lecturers in their respective fields of research and viewpoints, but also become active themselves.
57023	Event Management 1	Ad. S	5	2	
00370	Explainable AI with Large Language Models: opportunities, challenges and risks	Le	5	2	Artificial intelligence systems based on machine learning algorithms (ML models) are often presented as black boxes, which means that it is difficult for users to understand how and why they produce their outcomes. In literature, this is usually referred to as the black box problem. Resolving this problem constitutes the fundamental objective of the recently-born research programme of Explainable Artificial Intelligence (XAI). One major challenge in XAI involves formulating explanations of ML models' reasoning and outcomes that are understandable to users with limited expertise in AI and related fields. This challenge requires the development of XAI tools that can scrutinise the complex low-level and sub-symbolic inferences executed by an ML model and translate them into natural language explanations that non-expert users can easily read and grasp. Next-generation large language models (LLMs), in particular chatbots based on generalised pre-trained transformers, e.g., OpenAI ChatGPT, seem to be particularly suitable for this task. These models can be easily trained to recognize inferences made by black-box AI systems and explain them via natural language texts that are easily comprehensible to users. The quality of these explanations might also be improved through reinforcement learning mechanisms that leverage users' feedback. However, the use of LLMs as XAI tools introduces unexpected risks and presents us with new challenges. Unlike conventional XAI techniques, LLMs themselves are equally, if not more, opaque than the ML models they should explain. This raises an additional 'meta' black-box problem: how can one place trust in an explanation provided by an LLM-based XAI tool if one does not understand how this explanation has been generated? In his lecture, Alberto Termini will explore more in-depth the challenges and risks raised by the use of LLMs for XAI purposes. He will particularly focus on the phenomenon of hallucination, i.e., the tendency of LLMs to produce explanations that seem reliable but, in reality, include a plethora of false and potentially misleading information. He will contend that hallucination severely undermines the reliability of LLMs as XAI tools, and that addressing this issue constitutes the primary challenge in the development of safe, fair, and trustworthy LLM-based XAI systems. The lecture is given by Alberto Termini. It is part of the lecture series [Bayreuth Lectures] (https://www.uni-bayreuth.de/bayreuth-lectures).

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Number	Course Title	Type	ECTS / Credits	Duration	Module Description
50041	Famous Philosophical Puzzles and Paradoxes (P1*)	S	2	2	Course Description: Philosophers spend most of their time in a state of deep puzzlement. This course will introduce you to some of the most mind-twisting problems and paradoxes that have kept philosophers up at night over the centuries. You'll learn about important protagonists of philosophical discourse, such as butterflies and asses, ships and heaps of sand, torturers and toxins. And if you weren't already, this course will get you wondering if you really know anything, if you will still be you tomorrow, and if you can really make choices morally, rationally, or indeed at all.
00716	Anthropology of Belonging	S	3 /5 /8 /13	2	Belonging is an evocative, ambivalent, and slippery notion. In a world shaped by deep inequality, it connotes social connection, but also difference and exclusion. Belonging reflects an universal human need to build collective attachment, but is also a source of rejection, estrangement and alienation. It emphasizes people's capacity to actively shape the world around them, while being deployed by powerful regimes perpetuating global injustice and acting in the name of an elite few. Belonging, in other words, points to a multiplicity of human engagements, which can be simultaneously intimate and deeply harmful, or spatially distanced but inseparably linked. It stretches over time and space, reaching from imperial histories to utopian and dystopian futures. The course draws on phenomenological and intersectional approaches to engage belonging as a cross-cutting anthropological theme. It invites students to rethink politics, ethics, kinship, culture, and law, and the ways they are embedded in hegemonic orders of domination. The course uses belonging as an analytical framework and a reflexive tool to understand the broad spectre of emotions, practices, ideas, and performances through which people connect with others and the world, as well as to delineate boundaries of difference and axes of discrimination that shape social fields of interaction. It encourages students to explore how belonging opens new perspectives on topics like the state, colonialism, violent conflict, asylum, gender, the body, development, care, and crime, and raises the question of how these perspectives can contribute to the decolonization of anthropological knowledge production.
54029	Research fields of anthropology / Africa regional (state and non-state in Africa south and north of the Sahara)	S	2 /5	2	Colonial expansion and the subsequent global imposition of statehood in the 19th and first half of the 20th century seemed to support the notion that the modern bureaucratic state of Western origin is the inevitable form of political organisation for human societies. Since the end of the Cold War, however, the crisis and actual erosion of the state in the former USSR and sub-Saharan Africa, and more recently in North Africa and the Middle East, have triggered a debate on the transformation of statehood. Transformations of statehood are given numerous additional attributes, such as "network state", a term that refers to the links between the state and networks of non-state actors; "cunning state", which describes a weak state that relies on development cooperation and international aid to survive; or, in relation to Africa, the "command state", which operates behind the façade of modern statehood and favours clientelism, corruption and the appropriation of development aid. Some pessimistic voices even speak of an "apocalyptic triad" of "state failure, state collapse and state collapse". At the same time, numerous non-state actors have entered the political arena, competing with the states and changing the complexity of politics. The seminar will trace these processes using concrete examples from various African countries. Contrary to the still existing (academic) divide between Arab North Africa, the Sahel and Sub-Saharan Africa (which is also visible in academic sub-disciplines such as African Studies and Middle Eastern/North African Anthropology), the seminar will emphasise the neglected similarities and connections between them.
55720	Foundations of Economic History III: States and Institutions	Le	4 /5 /6 /8 /10	2	The course will discuss the question, how economic policy contributed to economic evolution using examples from European and US-American economic history. Can we identify cases in which economic policy promoted or hindered economic growth? How did politics interfere with the economy? And in general: What kind of formal and informal institutions do we need to generate an increase of the wealth of nations? The course will start off with an overview over historical periods of state intervention, reaching from mercantilism to modern "neoliberalism" and the "ideologies" behind them. This will cover especially the size of state expenditure over time and the evolution of sovereign debt in the "western" countries. The second half the class will be dedicated to three fields, in that students will work on case studies: the impact of business on modern economic growth, social security and system of old age insurance across time and countries, trade politics and international trade. The course requires a good knowledge of and interest in the economic history of the "western world" and is organized on the base of cases, for that the context should be known. The historical overview of the lecture will be deepened in the seminar.
55721	Foundations of Economic History III: States and Institutions	S	10	2	The historical overview of the lecture will be deepened in the seminar. Students are asked to focus on one particular topic from the lecture, draft a concise research question and present on it during the seminar programme. At the end of the term, students have to submit a 15-20 page paper.
50064	Foundations of Philosophical Writing and Argumentation (MA Crash Course)	S		2	In this course for new MA students, we explore the basic methods and know-how that students who are new to philosophy will need in order to get started in their studies. The course will provide students with the foundations of philosophical argumentation and writing, and will help them along the way of preparing their first student essays and exams. Over and above a general introduction, the course will be taught in coordination with the A1 Ethics lecture. We will use some of the seminal texts discussed in the lecture as a foil to explore philosophical argumentation and writing. Towards the end of the course, we will help the students prepare their first philosophical essays for the courses they take in their first year. The students will prepare short essay outlines to be discussed in the course. Exchanging their essay outline with their fellow students for peer feedback will help them get a third person view on their own writing and recognize both common pitfalls of philosophical writing and the benefits of clarity and precision. We will also take a look at other forms of writing the students will encounter while studying philosophy, such as short answer questions in exams.
53030	From Jakarta to Dakar: Islam, Popular Economies, and the City yet to Come	S	4 /5 /7 /9 /11	2	In this seminar we will explore the work of AbdouMaliq Simone: one of the most influential theorists of society and space today. Above all, Simone seeks to understand the making of everyday urban life from the perspective of rapidly transforming cities in Africa and Asia. He is particularly interested in how ordinary people and places come together to act, influencing urban processes in ways that are often overlooked. In doing so, Simone challenges representations of so-called 'Southern' cities as sites of 'crisis' and stagnated development. AbdouMaliq Simone will himself be here in Bayreuth to deliver a block seminar (5-9 February) on themes that connect with those we will discuss in this class.
50103	Integrative Seminar (MA B1)	Le	4 /8	2	

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54060	Politics of Memory (in Africa)	S	2 /3 /5 /8	2	Murmurs of the past can currently be heard of the lips of many individuals and institutions across the globe. Memory, in other words, is playing a crucial role in our daily politics, informing processes related to commemoration, customs, culture, resistance and much more. This course will delve into how and why political agents use the past to act in the present and shape the future. How do societies and communities remember? What do they remember? What role does active “forgetting” play? How is the past recalled following situations of violence or trauma? Should nation-states deal with the difficult past or should they move on? How does memory travel and what are the consequences thereof? How does memory interact with (national) history and archives? What can we learn from exploring memory in different medial forms: literature, television, as monuments, etc.? We will use an interdisciplinary approach, multimedia, and diverse global historical and ethnographic case studies to address these concerns.
50082	Globalization, unequal development and social movements: Towards alternative futures?	S	2 /5 /6 /8 /13	2	This course engages with theories related to development, social movements, and globalization in order to explore, through selected case studies, how the burdens of development unequally distribute among communities, and in which ways communities respond to inequalities. The course consists of two main parts. The first part focuses on theoretical debates around globalization, development, and social movements. It pays particular attention to postcolonial and decolonial approaches therein to enable a better understanding of the role of colonization and slavery in enabling unequal development and an unequal distribution of environmental hazards. The class will then examine how this entangled world creates new global politics that include the emergence of transnational social movements in Africa and beyond. The second part thus looks at how social movements and other forms of activism have responded to such inequality and environmental injustice. The seminar will focus on the cases of the Zapatistas, World Global Social Forum, Indigenous Women's Struggles, human rights struggles and rural women's struggles on the Africa continent. For example, it will try to explain how the World Social Forum organized in Johannesburg in 2002 provoked protests, how the relationship between dominant power and protestors have shaped in this kind of mobilization, which kinds of networks and relationships protestors can forge with those struggling beyond the Africa continent, and in which ways global interest in a “green economy” lead to challenges in both Southern and Northern Africa. Additionally, the seminar examines discussions around alternative paths of development and globalization towards “just transition”, again engaging different examples from the Africa continent. On the completion of this course, students will have a comprehension of the main theoretical debates on globalization, development, and social movements, establish the links of theory with the empirical cases, and use globalization theories and their critiques to understand the historical transformation of the world from slavery to coloniality, from coloniality to postcoloniality, from postcoloniality to today's entangled world and global politics of social movements.
00552	Imperialism and Culture in the Modern Mediterranean	Ad. S	5 /6 /8 /12	2	The seminar explores how imperialism and culture have shaped each other across the Modern Mediterranean. It will introduce and evaluate a range of theoretical perspectives and confront them with a number of empirical case studies based on archival material to assess existing research and reflect on directions for future studies. Using textual, material and visual sources, the course will examine how imperial conquest and rule was influenced by, and in turn fostered, the emergence of modern disciplines of the past, developments in conservation and urban planning, trends in entertainment and popular culture, and the development of informal internationalism and formal international institutions. By comparing the experience in different European empires, it highlights the importance of local agency and the role played by cultural transfers. The case studies span the period from the late eighteenth century to the present. While centred on the imperialism of the nineteenth and early-twentieth centuries, the module also reflects on the nationalisation of culture during decolonisation and how the legacies of empire shape contemporary cultural policies and international relations. The course will also offer you the opportunity to think about how to explore and bring together archival collections that have been dispersed and ‘nationalised’ at the time of decolonization. The course can be taken with English only - but you will have also have access to French, German, Italian, Greek, (Ottoman) Turkish, Arabic, Maltese and Hebrew and Latin. Hence, the course offers you three main learning outcomes: Exploring the relationship between imperialism and culture theoretically, rethinking the writing of modern history in the Mediterranean in relation to wider geographical spaces, and explore multiperspectival and multilingual archival material prior to starting your own thesis.
55900	Master's Global History (Historical Peace & Conflict Studies)	Ad. S	5 /6 /8 /10 /12	2	How to 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? 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 other students in the advanced stage (BA), participation is possible after consultation. The aim is to read and discuss together selected, central, especially methodological texts within the framework of Historical Peace and Conflict Studies. Current topics of HPCS will be discussed as well as the positioning to related fields such as military history, history of violence, history of diplomacy, history of international relations etc.. In addition, there will be space to discuss work in progress or planned, from brainstorming to archival research to writing and peer review. The seminar will take place on block dates, the dates will be decided in the first session. At least one date will be a writing workshop. Language will be agreed upon according to the needs of the participants or, if necessary, alternate between German and English with individual sessions.
50060	International Relations (BA E6, P6.vii)	Le	5 /6	4	This general introductory lecture series provides an overview of international politics. The course begins with the most important theories and concepts of international relations concentrating mainly on the major and contemporary international relations theories. These include positivist theories such as (neo-) realism, (neo-)classical liberalism, democratic peace theory, (neo-)institutionalism, social constructivism, but also engage anti-positivist, post-positivist, and normative approaches to international relations. In the second half, the course addresses substantive problems, debates, and developments in contemporary international relations including topics like power, security and conflict, and post-war reconstruction; imperialism, decolonization, nationalism, and self-determination; domestic politics and foreign policy; the impact of law and norms in IR; economic interdependence, globalization; transnationalism and justice; etc. This course lays the groundwork for more specialized courses in international relations.
50015	Introduction to Machine Learning (MA Electives)	S	6	2	

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50037	International Relations (MA electives)	Le	6	4	This general introductory lecture series provides an overview of international politics. The course begins with the most important theories and concepts of international relations concentrating mainly on the major and contemporary international relations theories. These include positivist theories such as (neo-)realism, (neo-)classical liberalism, democratic peace theory, (neo-)institutionalism, social constructivism, but also engage anti-positivist, post-positivist, and normative approaches to international relations. In the second half, the course addresses substantive problems, debates, and developments in contemporary international relations including topics like power, security & conflict, and post-war reconstruction; imperialism, decolonization, nationalism, and self-determination; domestic politics and foreign policy; the impact of law and norms in IR; economic interdependence, globalization; transnationalism and justice; etc. This course lays the groundwork for more specialized courses in international relations.
50078	Introduction to Development Studies / Tutorial (Tutorial for Seminar Development Studies between Concept and Practice)	Tu		1	Assuming that the master's programme Development Studies is a gateway for many students from different academic backgrounds, the Tutorial is designed to help integrate graduate students into the University of Bayreuth (UBT) academic culture. Therefore, it serves as a forum for questions and answers about studying at UBT. Among other issues, information will be shared on accessing academic resources, especially through the university's digital platforms; examination procedures, types of assignments, and administrative systems; good scientific practices; specific contacts; advice, and recommendations. The Tutorial is also a space where students can address their personal concerns about their experiences.
55710	Introduction to Economic History	Le	6	2	The objective of this course is to provide a basic overview of some of the central topics, debates and episodes in economic history. This includes the historical foundations of capitalism and its central explanations, the development of money from specie to e-cash and its institutional foundations, the complex and changing interrelation of states and the economy, the development of consumer societies, as well as the role of small businesses, giant firms and multinationals. Rather than providing a comprehensive overview of historical development, the course will focus on economic history as a theoretically oriented discipline with a critical but also strong focus on quantifiable data like prices, income, output or consumption. By discussing historical examples and case studies students will be taught about the differences between quantitative and qualitative approaches in economic history. They will learn to scrutinize the notion of a static and ahistorical operation of the economy and acquire tools to understand its dynamic.
55711	Introduction to Economic History	Tu	5 /6	2	In the tutorial we will discuss selected sources and research papers in greater detail that extend the knowledge of the lectures. Students will be trained in evaluating historical sources critically and place them in their historical context. The articles will be uploaded in e-learning and should be prepared by the students in advance. The tutorial should be attended only in connection with the attendance of the lecture "Introduction to Economic History" and is intended to prepare for the examination at the end of the lecture.
50014	Introduction to Machine Learning (BA P6.viii)	S	5	2	
53011	Introduction to the Study of Religion and Global Futures	S	5	2	This seminar introduces the study of religion as a discipline, some of its most important topics and debates, as well as the major perspectives of our study programme: what is the history behind our concepts of religion, and how is it linked to academia as well as politics? How can we study religion? Is religion on the decline or experiencing a revival in our societies? What are the peculiarities of religion in our contemporary and future worlds - and how can we take those into account in terms of theory and methods?
53037	Introduction to the Study of Religion with focus on Africa	S	4 /5 /8 /10 /11	2	Who studied religion in and from Africa - how and with which interests? What is considered religion? and how do researchers conceptualize Africa? In the seminar, we will deal with the changing central questions, methods and concepts in Africa-related research on religion since the beginning of the 20th century. Research is always influenced by historical and social contexts, which is why we are looking at colonial power relations and how they have shaped research and continue to have an impact today. Connected to this is the question of how academic work influences, feeds back into and thus co-constitutes what it studies. The aim of the seminar is to gain a first insight into the field of research through text reading and discussion, to be able to critically reflect on common concepts (for instance religion, belief) and classifications (e.g. world religions) and finally to raise awareness for today's forms and challenges in the study of religion.
50079	Kant and Colonial Africa	S	2 /5	2	The tension between Kant's apparently universalist and egalitarian ethics of the Categorical Imperative and his racist views concerning a hierarchy of human 'races' have sparked a voluminous discussion on how these elements of his thought should be interpreted. Was Kant simply inconsistent or can both strands of thought be rendered coherent? What does this all mean for the understanding of the enlightenment project in modern Western philosophy? After a short introduction to Kant's ethics, the seminar will discuss different approaches to answering these questions combined with a reading of passages from Kant's texts in which racist views but also thoughts on slavery are formulated. Finally, we will ask how the respective views influence Kant's position on colonialism and his ideas about a global community of peoples. The seminar is jointly conducted by Prof. Dr. Joseph Agbakoba from the University of Nigeria in Nsukka, this year's awardee of the Georg Forster Award of the Alexander von Humboldt Foundation, who is working in Bayreuth this winter, and Prof. Dr. Rudolf Schübler. Further information can be found on E-learning.
56331	Global History (Introduction to Global History)	Le	5 /6 /8 /12	2	This course provides an overview of approaches to global history, including commodities and labour systems, knowledge transfer, migration, and gender. It asks students to appreciate the scaling of history on a broader, global scale. The course also aims to discuss some of the debates in the field, e.g. related to epistemological eurocentrism, populism and pluralism in terms of temporalities.
50113	Logic and Argumentation Theory (G1)	Le	4 /5 /6 /9	4	This is an introduction to propositional and first-order (predicate) logic. For each of these formal languages we will look at their grammar (the syntax), define truth and validity (the semantics), as well as formal derivations (the proof theory). In the third part of the semester we will look at argumentation theory.

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Number	Course Title	Type	ECTS / Credits	Duration	Module Description
50021	Machine Explainability (MA Electives)	S	5 /6	2	<p>Modern software systems are becoming increasingly complex. Among other things, both the increasing use of Artificial Intelligence (AI) and the increase in components interacting with each other are contributing to this phenomenon. As a consequence, such systems become more and more opaque: it becomes difficult, especially for laypeople, to understand how they work. At the same time, software systems are being used in more and more areas of life: be it self-driving cars, assistance systems in hospitals, or simply vacuum cleaner robots just about everything that surrounds us contains software components. With this increasing pervasiveness in our everyday lives, however, it can also happen that software systems harm humans. Think, for instance, about flight assistance systems failing or medical treatments being misapplied. In such situations, it is important to understand how the damage occurred in order to assign responsibility and determine who is liable. As a remedy for the opacity of software systems, the concept of explainability has recently become more and more established. While explainability originated more in the context of AI systems, it has since expanded to software systems in general. The goal of explainability is to provide information about complex systems in such a way that different recipients can understand different aspects of them (e.g., how they came to a conclusion, why they exhibited a particular behaviour, etc.). In this course, we will explore the concept of explainability from the ground up. We will look at what explainability aims at and how this is to be achieved. Although explainability is a topic that many research disciplines are concerned with, we will mostly focus on philosophical texts on the topic. Nevertheless, we will also try to look at some technical procedures together.</p> <p>There are no prerequisites for this course, and all participants are welcome to attend.</p> <p>To register for this course, please join the MS Teams group with the following code: j2qp6xl</p>
50022	Machine Explainability (P5* / P6.v ab BA 5)	S	2 /5 /6	2	<p>Modern software systems are becoming increasingly complex. Among other things, both the increasing use of Artificial Intelligence (AI) and the increase in components interacting with each other are contributing to this phenomenon. As a consequence, such systems become more and more opaque: it becomes difficult, especially for laypeople, to understand how they work. At the same time, software systems are being used in more and more areas of life: be it self-driving cars, assistance systems in hospitals, or simply vacuum cleaner robots just about everything that surrounds us contains software components. With this increasing pervasiveness in our everyday lives, however, it can also happen that software systems harm humans. Think, for instance, about flight assistance systems failing or medical treatments being misapplied. In such situations, it is important to understand how the damage occurred in order to assign responsibility and determine who is liable. As a remedy for the opacity of software systems, the concept of explainability has recently become more and more established. While explainability originated more in the context of AI systems, it has since expanded to software systems in general. The goal of explainability is to provide information about complex systems in such a way that different recipients can understand different aspects of them (e.g., how they came to a conclusion, why they exhibited a particular behavior, etc.). In this course, we will explore the concept of explainability from the ground up. We will look at what explainability aims at and how this is to be achieved. Although explainability is a topic that many research disciplines are concerned with, we will mostly focus on philosophical texts on the topic. Nevertheless, we will also try to look at some technical procedures together.</p> <p>There are no prerequisites for this course, and all participants are welcome to attend.</p> <p>To register for this course, please join the MS Teams Team with the following code: j2qp6xl</p>
00293	Master's Seminar / Colloquium (Historical Peace & Conflict Studies)	Ad. S	2 /8	2	<p>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? 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 other students in the advanced stage (BA), participation is possible after consultation. The aim is to read and discuss together selected, central, especially methodological texts within the framework of Historical Peace and Conflict Studies. Current topics of HFKF will be discussed as well as the positioning to related fields such as military history, history of violence, history of diplomacy, history of international relations etc.. In addition, there will be space to discuss work in progress or planned, from brainstorming to archival research to writing and peer review. The language will be decided together according to the needs of the participants or alternate between German and English with individual sessions.</p>
53038	Methodology I: Practical Tools for the Study of Religion	S	5	2	<p>The seminar introduces central methodological questions and key methods in the Study of Religion. After a more general introduction, the focus will be on qualitative methods and in particular on an ethnographic approach to "religion in action" (R. Orsi). With the help of texts and exercises, we will explore the possibilities and limitations of an approach that studies religious practices, objects, views, media and actors in and through the close encounter between researchers and the people who live, create and shape religion. Ethnographic studies of "lived religion" (M. McGuire) do not ignore texts, institutions, history or structures of power but rather look at them from the perspective of contemporary processes and practices. In addition to learning about forms of interview/conversation, participant observation and the use of our senses, the seminar also addresses questions of research ethics and reflexivity and the (postcolonial) critique of ethnographic methods. The basis of the joint discussion is the weekly reading of texts and three research exercises. Short reports on these exercises are to be written during the semester (= learning portfolio (not graded)). Readings will be provided at the beginning of the semester.</p>
55205	Postgraduate Seminar, Master Class (Historical Cultures in Europe and Beyond)	S		2	<p>The Research Seminar provides a forum to explore and present current research. Historical Cultures in Modern Europe are being approached from a transcultural and global perspective. 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 and final thesis planning: planning a thesis, conducting research and evaluation, and situating results in the context of current debates. Presentations and sharing of writing samples are expected from the participants as well as from invited guests.</p>
50076	Regional Integration for Development	Ad. S	5 /6 /8 /15	2	<p>The creation of regional economic integration schemes has become one of the preferred development strategies in the world. This seminar will introduce key integration theories and then focus on specific examples and challenges of regional integration efforts with a focus on, but not limited to Africa. What are the promises of regional integration for development? What are the ambitions of specific regional economic communities in the Global South? What are the obstacles to regional integration? What is the role of the European Union model for regional integration elsewhere?</p>

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Number	Course Title	Type	ECTS / Credits	Duration	Module Description
50083	Perspectives on Intelligence: From Biology to AI	S	6	2	Intelligence matters. Intelligent humans use their wits to develop technologies that alter the path of history. Intelligent animals execute intricate behavioural strategies to survive and reproduce in a dangerous world. And intelligent machines represent and manipulate information in precise and sophisticated ways, exceeding the capacities of human beings in an increasing number of domains. However, despite the indispensable role that intelligence plays in our understanding of the world, there is more debate than ever regarding what intelligence is, how it can be measured, and whether it is even a meaningful concept at all. In this course, we will engage with modern views on intelligence from diverse academic disciplines including cognitive science, comparative psychology, artificial intelligence, and philosophy. Each of these disciplines wrestles with the question of what intelligence might be from radically different perspectives. For example, scholars of animal intelligence often foreground the role of embodiment and sensorimotor coupling to a complex environment. Meanwhile, AI researchers tend to focus on formal measures of performance and abstract notions of information processing efficiency. As well as building up a picture of how different disciplines approach intelligence, this course will also consider questions of comparability. Is there a meaningful way in which we can compare, say, the intelligence of a rat that can successfully navigate a real-world environment and the intelligence of an AI system that can generate an image from a textual description? And if we cannot, does that imply that intelligence is a flawed concept? Drawing on contemporary academic research, we will attempt to understand these issues together.
50053	Perspectives on Intelligence: From Biology to AI (P4* / P5* / P6.v)	S	2 / 5	2	Intelligence matters. Intelligent humans use their wits to develop technologies that alter the path of history. Intelligent animals execute intricate behavioural strategies to survive and reproduce in a dangerous world. And intelligent machines represent and manipulate information in precise and sophisticated ways, exceeding the capacities of human beings in an increasing number of domains. However, despite the indispensable role that intelligence plays in our understanding of the world, there is more debate than ever regarding what intelligence is, how it can be measured, and whether it is even a meaningful concept at all. In this course, we will engage with modern views on intelligence from diverse academic disciplines including cognitive science, comparative psychology, artificial intelligence, and philosophy. Each of these disciplines wrestles with the question of what intelligence might be from radically different perspectives. For example, scholars of animal intelligence often foreground the role of embodiment and sensorimotor coupling to a complex environment. Meanwhile, AI researchers tend to focus on formal measures of performance and abstract notions of information processing efficiency. As well as building up a picture of how different disciplines approach intelligence, this course will also consider questions of comparability. Is there a meaningful way in which we can compare, say, the intelligence of a rat that can successfully navigate a real-world environment and the intelligence of an AI system that can generate an image from a textual description? And if we cannot, does that imply that intelligence is a flawed concept? Drawing on contemporary academic research, we will attempt to understand these issues together.
50156	Philosophy of Economics (V3)	Le	5 / 6	2	
50117	Philosophy of the Social Sciences (MA)	Le & Tu	8	4	
50129	P3: (Political Philosophy I)	Le	5 / 10	2	
57030		Ad. S	5	3	
50351	Rational choice: from classic decision theory to behavioural economics (Master Electives)	S	2 / 5 / 6	2	
50034	Rational choice: from classic decision theory to behavioural economics / P6.iv / P4*	S	2 / 5	2	
53036	Religion and the Dynamics of Migration	S	4 / 5 / 6 / 8 / 10	2	Migration has become one of the most pressing issues of our time, especially in so-called developed countries; there is no day or a week that goes by without hearing about migration. Academics, politicians, newspapers and pundits are constantly reporting about migration in relation to economic benefits or pressures, national security, demographic changes, integration and so on. As civil wars, famine, climate change and lack of economic opportunity continue ravage parts of the so-called developing world, constant movement at various scales-inter-state, inter-city, inter-continental-has become a common feature in what Castles and Miller (2009) have famously called the "Age of Migration". The age of migration is not only dominated by constant movement of people from one geographical location to the other, but it is also dominated by religion plurality and diversity. As migrants move so does their religion, in other words, it is impossible to separate religion from migration. For a long time, religion did not feature much in migration conceptualisation. However, the events of 9/11 set the motion for interest of religion and migration. Much of the literature that focuses on religion and migration was directly or indirectly influence by the concept of the 'clashes of civilizations' that negatively represents any religion practices outside the global North as dangers. As such, migrants went from being represented as Gastarbeiter to Muslims. The aim of this course is to a understand and analyse the role of religion in migration settlement processes in global North as well as in the global South. And to analyse and interpret the transnational global religion dynamics. As such, the course gives a general overview of migration theories and critically analysis the absence of religion early migration theory mostly due to the dominance of modernist theory and demonstrate how religion is part and parcel of the migration settlement process and how religion continue to strive among migrants despite the growing secularism in the global North.

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Number	Course Title	Type	ECTS / Credits	Duration	Module Description
53032	Religion, Globalization, and Globality	S	5	2	This seminar invites you to explore how recent thinking about “the global” and “globalisation” might contribute to how we understand emerging forms of religion. We will also investigate how religion serves as a crucial site for understanding globalising processes (not least because religion participates in the very production of these processes). These questions are particularly urgent at a historical moment characterised by often heated debates both inside and outside of academia concerning “globalism”, “(de)globalisation”, “the planet” and religion’s relationship with each. At the outset of the seminar, we will get acquainted with different definitions of “globalisation”, “globality”, and related terms. We will also address contemporary critiques of such concepts. We will then consider different ways in which scholars of religion have sought to think globally about religion, assessing their respective advantages and limitations. Following this, we will examine a series of noteworthy texts, some of which can be chosen by you as seminar participants that draw on empirical fieldwork to speak to matters of religion and global entanglements. Finally, we will consider some emerging conversations about “plurality” and “the planetary” which overlap with questions of the global.
53033	Religion in Black Liberation	S	4 / 5 / 7 / 9 / 11	2	From anti-colonial struggles in Africa and its Diaspora in the Americas as well as the Caribbean to the civil rights movement in the USA, religion has been a crucial force in liberation struggles across the world. It has been a forceful agent in the socio-cultural and political life of Africans and African Americans as a medium through which freedom has been imagined, articulated and fought for. In this seminar, we will deal with the major debates around the place of religion in liberation struggles with an emphasis on Black Liberation. We specifically focus on two countries as an example, namely the United States of America and South Africa where Blackness and Religion have been actively mobilised to rethink emancipatory politics embedded in the spiritual life of the oppressed. While on the one hand, we acquaint ourselves with the major debates, on the other, we will explore overlaps within African Studies and Black Studies through the prism of religions in the struggles against different forms of oppression. In our reading, we combine the more recent literature with the classics while also covering different geographies. Islam and Christianity (in its multiplicity) will be the main focus of our discussion in the seminar. Two documentaries produced by Henry Louis Gates, Jr, the renown African American literary giant, will be shown as part of the seminar. Reading the texts and engaging in the discussions will be the main components of the seminar for an enriching learning outcome. As such, the seminar is based on intensive reading of the texts and joint development of statements and reflections. Reading the texts is hence mandatory in order to foster a lively discussion and debate in the seminar. For those seeking credit, a short presentation in the seminar and a homework with submission of term papers will be the main requirements. In terms of participation, the seminar is open to all interested but mainly BA and Masters students. In case of inquires, feel free to write an email to serawit.debele@uni-bayreuth.de
53034	Religion in Latin America	S	5 / 6	2	Latin America’s religious panorama is characterised by its plurality and influences that range from indigenous cultures and vernacular traditions to Catholicism and African heritage. In this seminar, we explore the history and contemporary developments of different religions in South- and Central America through a variety of theoretical approaches and case studies. As authors like Renée de la Torre (2020) have pointed out regarding the case of Mexico, the Latin American religious fields have been subject to extensive processes of diversification during the last decades. Thus, we first focus on the broader panorama, considering statistical census data, the role of Catholicism and Christianity in the light of colonial history and theoretical approaches like Lived Religion (Morello 2021), as well as the relationalities between institutionalised and non-institutionalised religion. In the second part of the seminar, we examine case studies on topics like indigenous religions, so-called folk saints, shamanism, vernacular healing, and Afro-American traditions like Umbanda and Santería. A closer look at the related theoretical and methodological approaches will provide different analytical perspectives that encourage a critical, multifaceted reflection of religious phenomena and their sociocultural and historical contexts. Students’ presentations will be held during the creative session. Apart from that, we will use this session to delve deeper into topics of interest chosen by the participants, with possible media being videos, music, visual artwork, food, folk legends and songs, poetry etc. Requirements No prior knowledge is required, however, basic knowledge in the study of religions will be helpful. As further material on each of the discussed topics is available in Spanish, basic or advanced knowledge will be useful but is not required either. An excursion in the context of Día de Muertos (Day of the Dead) will be planned for the time around November 1st, 2023. Apart from that, the 2nd Colloquium on Latin America (hybrid) will take place during winter term. Some of the colloquium sessions will be integrated into the seminar and might replace regular seminar sessions.
53012	Religious Engineering in and through Africa. Redefining Turkish Islam	S	5 / 6 / 9 / 11	2	Based on the observation that Turkish non-governmental organisations as well as state institutions have intensified Islam-related activities in African countries over the last two decades, in this course we will discuss how “Turkish Islam” is being redefined. After a brief introduction to the history of Islam in the Republic of Turkey, we will take a closer look at the Turkish religious landscape and the different forms in which Turkish Islam has been constructed in the past. We will then turn to Turkey-related religious activities on the African continent and analyse them as a form of “religious engineering” related to different actors in Turkey and Africa. Recent field research data from Niger will provide us with an empirical basis to discuss the impact of Turkish religious actors’ engagement and Turkish religious diplomacy on the ground. This class is designed for all students who wish to learn more about Islam in Turkish civil society and politics and who are interested in the role of religion in transnational engagements in African countries.
50061	Research Design & Methods (BA E6/P6.v)	S	5 / 6	2	This course provides an overview of empirical approaches to research in international relations (IR) and international political economy (IPE). The course’s objective is 1) to familiarize students with state-of-the-art research and the related debates and controversies in the field as ‘consumers’ of research, and 2) to enable them to utilize empirical methods as ‘producers’ of IR/IPE research. To this end, the course covers the following general topics: Logic of inquiry and theory building; concepts and measurement; causality and causal inference; qualitative methods including case studies, case selection, selection bias and process tracing; and quantitative regression and causal inference approaches common in international relations and political economy research. It will draw on readings from IR journals to demonstrate the application of different methods to questions in IR and to evaluate the strengths and weaknesses of these methodological approaches. The course is meant to enable students in undertaking their research projects.

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Number	Course Title	Type	ECTS / Credits	Duration	Module Description
50038	Research Design & Methods (MA electives)	S	6	2	This course provides an overview of empirical approaches to research in international relations (IR) and international political economy (IPE). The course's objective is 1) to familiarize students with state-of-the-art research and the related debates and controversies in the field as 'consumers' of research, and 2) to enable them to utilize empirical methods as 'producers' of IR/IPE research. To this end, the course covers the following general topics: Logic of inquiry and theory building; concepts and measurement; causality and causal inference; qualitative methods including case studies, case selection, selection bias and process tracing; and quantitative regression and causal inference approaches common in international relations and political economy research. It will draw on readings from IR journals to demonstrate the application of different methods to questions in IR and to evaluate the strengths and weaknesses of these methodological approaches. The course is meant to enable students in undertaking their research projects.
50074	Research Seminar in Comparative African Politics	Ad. S	4 /5	2	This class addresses general trends in the field of comparative African politics, issues of comparative methodology and research design. Students writing their Doctoral or master's thesis in (comparative) African politics are invited to join. It is also the "home" for masters's students writing their thesis related to development policy.
50065	Robot Rights (BA)	S	2 /5	2	Modern generative AI models, such as the large language model ChatGPT, have reignited the debate about whether artificial computing systems (e.g., robots) can be conscious and have a personality of their own. If current or future computing systems were to truly develop consciousness, this would have major implications for how we interact with them. Plausibly, we would not be allowed to simply switch off such systems because they would have certain rights. However, what are actually the conditions for an entity to have rights? While having consciousness is a widely championed candidate, there are other theories about what an entity needs to be granted rights. Being able to act autonomously, for example, is one such candidate. Another theory that is becoming increasingly popular is that entities need to integrate into human society in a certain way, and we humans need to have a certain relationship with these entities for them to enjoy rights. What keeps the discussion flaring up is the fact that none of these theories has a clear edge over the others. Rather, all theories struggle with the fact that it is extremely difficult to specify exactly when their conditions are met. For example, the question of what consciousness is remains unresolved. In this course, we will explore the concept of robot rights from the ground up. We will look at what theories there are for robot rights. Although robot rights is a topic that many research disciplines are concerned with, we will mostly focus on philosophical texts on the topic. There are no prerequisites for this course, and all participants are welcome to attend. To register for this course, please join the MS Teams group with the following code: vjvmlz
50066	Robot Rights (MA)	S	6	2	Modern generative AI models, such as the large language model ChatGPT, have reignited the debate about whether artificial computing systems (e.g., robots) can be conscious and have a personality of their own. If current or future computing systems were to truly develop consciousness, this would have major implications for how we interact with them. Plausibly, we would not be allowed to simply switch off such systems because they would have certain rights. However, what are actually the conditions for an entity to have rights? While having consciousness is a widely championed candidate, there are other theories about what an entity needs to be granted rights. Being able to act autonomously, for example, is one such candidate. Another theory that is becoming increasingly popular is that entities need to integrate into human society in a certain way, and we humans need to have a certain relationship with these entities for them to enjoy rights. What keeps the discussion flaring up is the fact that none of these theories has a clear edge over the others. Rather, all theories struggle with the fact that it is extremely difficult to specify exactly when their conditions are met. For example, the question of what consciousness is remains unresolved. In this course, we will explore the concept of robot rights from the ground up. We will look at what theories there are for robot rights. Although robot rights is a topic that many research disciplines are concerned with, we will mostly focus on philosophical texts on the topic. There are no prerequisites for this course, and all participants are welcome to attend. To register for this course, please join the MS Teams group with the following code: vjvmlz
52113	School pedagogy 2 (EWS SP 2b) (inclusion/teaching in the area of conflict between the principles of participation and achievement)	S	4 /5 /6 /18	2	The implementation of the UN Convention on the Rights of Persons with Disabilities has had a significant impact on the education system in Germany. Based on the question of the implementation of inclusive education in the German education system, various theoretical approaches to defining inclusion and educational equity will be discussed with the aim of clarifying the relationship between school participation and the school performance principle. The work in the seminar is based on selected literature, which will be discussed in the seminar after preparatory reading.
55111	Global History Foundations II: Theories & Methods	S	6	2	In this seminar, students will be introduced to theories and methods to scrutinize Global History, with a specific focus on premodern, "medieval" history. They will acquire skills in understanding complex arguments and divergent debate contributions and will learn how to employ general historiographical skills as well as research-typical methods of working on global historical phenomena. They will receive specific as well as multi-disciplinary competence in theories and methods central to the Global History approach. The method of examination of this seminar is a short written paper to be written during the term-break. Please ensure to be registered for this course on the University of Bayreuth's E-Learning platform. Students of other master's programmes are also invited to join us!
55220	Introduction to Atlantic History / The "Black Atlantic"	S	4 /5 /6 /9	2	The "Black Atlantic". Atlantic slavery is a hot topic. It includes discussions on the number, fate and sufferings of millions of Africans, the structures of the slave trade, actors and agencies, forms of enslavement, the Atlantic triangular trade and plantation societies in the Americas up to the debates about slavery in the process of industrialization and the rise of capitalism. Atlantic slavery has also played a role in discussions on the "Great Divergence". In this course we will approach this vast topic through a number of themes, seminal texts and sources of the time, ranging from the age of Atlantic creoles to abolitionism and the foundation of Liberia and Sierra Leone.
55507	History of Africa (Decolonization, gender, and Sexuality in the 20th Century)	S	4 /5 /6 /9	2	Decolonization was arguably one of the most significant political transformations of the 20th century. Women played a key role in nationalist movements and anticolonial struggles, yet the history of decolonization remains largely written from an androcentric and heteronormative perspective. This seminar introduces students to the history of anticolonial struggles, nationalism and decolonization in the 20th century and how these intersected with gender and sexuality. By exploring African struggles for freedom and independence alongside evolving movements for gender equality and sexual rights, the seminar investigates different meanings of emancipation. The seminar can be held in German or English.

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55505	History of Africa (Violence in African History)	S	2 /5 /8 /11	2	How do we understand and define violence? What are the empirical and ethical challenges we face when studying violence? How do we interpret the relationships between different forms of violence and between violence and nonviolence? This course explores these questions by focussing on the multifaceted ways, in which violence shaped modern African states and societies. Using different case studies (such as the Mau Mau revolt in Kenya, or structural violence in South Africa), the course introduces students to the key debates and approaches and provides an overview of the different manifestations of violence. State violence, mass violence, structural violence, revolutionary violence and epistemic violence are among the topics the seminar focuses on. A wide range of sources including film, novels, music, oral history interviews, archival records and secondary literature will be used to learn about the meanings, forms and representations of violence.
50555	Social and Cultural Anthropology in African Studies	S	5	2	This seminar is an introduction to the role that Africa continues to play in the making and re-making of Anthropology as a discipline. We read and critically examine ethnographies of African lifeways, societies, institutions, cultural practices, beliefs, languages, and political economy, and ask how they have contributed to knowledge production in and about the continent. We critically engage with works by both African and non-African writers and anthropologists. Finally, we reflect on the possibility that anthropology offers in ongoing efforts to reconfigure and reimagine African studies. We address the following questions, among others: - What is the relationship between anthropology and the imagination of Africa? - How does anthropology as a discipline approach the study of social, political, and environmental change in Africa? - How does anthropology as a discipline approach the study of (de)colonialism, governance, tradition/modernity, development, urbanization, gender/sexuality, and science and technology in Africa? - How is anthropological fieldwork related to movements and histories of anti(colonialism) and (anti) racism?
54045	Technologies	S	5	2	The seminar is an introduction to the field of Science and Technology Studies (STS). STS is dedicated to the social science analysis of the interplay between knowledge, technology and society. Technologies have not only made industrial society possible and shaped modernity, but are also closely linked to its excesses (e.g. environmental pollution, climate change, post-truth politics). Technologies also dominate and enrich our daily lives and social interactions. Based on empirical case studies we will examine different theoretical and methodological approaches to the relationship between knowledge (science), technology and society. We will address the following questions, among others: - How does science create knowledge? How can a social science analysis of knowledge (science) practices look like? - How are design, dissemination, application, and appropriation of technologies interconnected? - What kinds of societies and politics do certain scientific knowledge, technology and technical infrastructures enable? What specific questions and problems arise for an STS that focuses on the global South? This seminar will be in English.
54007	Anthropology of Kinship and Gender Relations	S	3 /5 /6	2	What is kinship? How do we imagine, experience, and create family? And how are families relevant to understanding our contemporary social world? All around the world, people relate to one another in intimate, fraught, and creative ways that are mutually recognisable as 'family'. And yet, the everyday practices, ideals, terms and meanings attached to the notion of 'family' can differ radically. The anthropology of kinship draws these practices into comparison, seeking their similarities, differences, and unexpected connections as well as their implications for understanding social relations broadly. Whether in family businesses, political dynasties, the religious imaginary, legal challenges around same-sex marriage or the science of new reproductive technologies, the study of kinship is never simply about families, but offers insights into every realm of social life. By the end of this course, students will be critically conversant with the history of kinship studies and its role in shaping the discipline of anthropology and will be able to describe and assess the relevance of kinship to the full range of contemporary anthropological debates.
50109	The Strategy of Conflict by Thomas Schelling (MA electives)	S	6	2	The Strategy of Conflict is a highly influential collection of essays by the Nobel Prize winning economist Thomas C. Schelling. The book had an incredible impact on game theory and shaped the field to be what it is today. In the book Schelling criticised orthodox game theory to neglect situations which have components of common interest as well as causing conflict between the actors. He introduces new concepts which allow for better analysis of bargaining, threat or coordination. Schelling manages to forward his theories in an outstandingly accessible way, as his arguments are always motivated through examples. How does a threat of an atomic attack influence the opponents strategy during war? Why are friends who loose each other on a city trip likely to coordinate on a meeting point even without communication? These and other similar questions will be addressed. Game theoretic analysis in The Strategy of Conflict are not so much mathematical exercises as they are thought experiments of real life individual and international interactions. The main goals of this seminar are threefold: Gaining knowledge on the basic game theoretic concepts addressed in each chapter. Presenting these concepts and their real life applications. Assessing advantages and limits of game theoretic models of conflict.
50108	The Strategy of Conflict by Thomas Schelling (P6.vi / P6.v / V4)	S	5 /6	2	Abstract Seminar on Schellings The Strategy of Conflict The Strategy of Conflict is a highly influential collection of essays by the Nobel Prize winning economist Thomas C. Schelling. The book had an incredible impact on game theory and shaped the field to be what it is today. In the book Schelling criticised orthodox game theory to neglect situations which have components of common interest as well as causing conflict between the actors. He introduces new concepts which allow for better analysis of bargaining, threat or coordination. Schelling manages to forward his theories in an outstandingly accessible way, as his arguments are always motivated through examples. How does a threat of an atomic attack influence the opponents strategy during war? Why are friends who loose each other on a city trip likely to coordinate on a meeting point even without communication? These and other similar questions will be addressed. Game theoretic analysis in The Strategy of Conflict are not so much mathematical exercises as they are thought experiments of real life individual and international interactions. The main goals of this seminar are threefold: Gaining knowledge on the basic game theoretic concepts addressed in each chapter. Presenting these concepts and their real life applications. Assessing advantages and limits of game theoretic models of conflict.

Humanities and Social Sciences

Number	Course Title	Type	ECTS / Credits	Duration	Module Description
50062	Thesis Seminar in Political Economy (BA E6, P6.vii)	S	5/6	2	<p>The thesis seminar in political economy is directed at students approaching the end of their program of study and about to write a thesis on a topic related to international politics or political economy and intend to approach their projects from an empirical standpoint (not purely theoretical or normative perspective).</p> <p>Purpose: Planning, researching, and writing your thesis offers and requires a greater level of independence than any other aspect of your coursework. This forum is meant to offer you some support through this process. Depending on the stage of your research progress, you will be expected to present memos and excerpts from your thesis, present empirical results, and bring forward outstanding issues for discussion. Beyond that, you will be asked to read and comment on the written work of your peers and engage with their projects during the seminar sessions. Prerequisites: Writing an empirical thesis requires some prior training in research methods (statistics, econometrics, causal inference etc.). If you don't have this background, you should at least take the 'research design and methods' (RDM) course offered this term. The RDM course does not substitute for (and does not teach you) specific methods but provides you with an overview of the spectrum of methods and approaches in social sciences. Ideally, you should have taken specialized methods courses certainly before starting to write the thesis (and the RDM course at the start of your studies).</p> <p>Timing: Currently this seminar is allocated a weekly time slot on Thursdays. However, depending on your needs and schedules I would want to keep the timing flexible to your needs and go online or hybrid if necessary.</p> <p>Registration: If you are hoping to write a thesis with me, please do not email me but instead sign up for the course before October 1st. In the first session you will be expected to briefly discuss your proposed topics, after which I will be able to decide whether your research will be a good fit only after the first session. Taking the course is a prerequisite for students writing a thesis with me.</p>
50039	Thesis Seminar in Political Economy (MA electives)	S	6	2	<p>The thesis seminar in political economy is directed at students approaching the end of their program of study and about to write a thesis on a topic related to international politics or political economy and intend to approach their projects from an empirical standpoint (not purely theoretical or normative perspective).</p> <p>Purpose: Planning, researching, and writing your thesis offers and requires a greater level of independence than any other aspect of your coursework. This forum is meant to offer you some support through this process. Depending on the stage of your research progress, you will be expected to present memos and excerpts from your thesis, present empirical results, and bring forward outstanding issues for discussion. Beyond that, you will be asked to read and comment on the written work of your peers and engage with their projects during the seminar sessions.</p> <p>Prerequisites: Writing an empirical thesis requires some prior training in research methods (statistics, econometrics, causal inference etc.). If you don't have this background, you should at least take the 'research design and methods' (RDM) course offered this term. The RDM course does not substitute for (and does not teach you) specific methods but provides you with an overview of the spectrum of methods and approaches in social sciences. Ideally, you should have taken specialized methods courses certainly before starting to write the thesis (and the RDM course at the start of your studies).</p> <p>Timing: Currently this seminar is allocated a weekly time slot on Thursdays. However, depending on your needs and schedules I would want to keep the timing flexible to your needs and go online or hybrid if necessary.</p>
50107	Towards an Inclusive Global History of Philosophy (P1*)	S	2	2	<p>The traditionally received Western-centric canon as a linear history of philosophy does not respect the true complexity of the global history of philosophical inquiry. In this seminar, we will explore some of the global diversity by focussing on specific topics that are relevant to your further studies here in Bayreuth and provide a historical and multicultural perspective on them. We will draw freely from the multitude of philosophical traditions and schools around the globe, aiming to incorporate ones that have heretofore been largely neglected.</p> <p>We will begin with an introductory section in which we introduce the students to the history and philosophy of the history of philosophy. In particular, we ask how and why the narrow focus on European, and later North American philosophy, came about. And how should we seek to construct an intellectually richer, but necessarily messier and more complicated, inclusive history of philosophy?</p> <p>This will be followed by discussing a selection of primary and secondary readings from various historical debates around the globe, selected and ordered not by philosophical epoch, but by topic.</p> <p>Topics may include the following: In Political Philosophy and Ethics, we, e.g., could touch on both ancient Greek perspectives such as from Plato's Politeia or Aristotle's Nikomachian Ethics, and on classical Chinese texts such as Confucius' or Zhuangzi's. In Epistemology, we could, e.g., examine Mary Shepherd's proposed solution to the problem of induction, or the first formulation of a reliabilist framework in the Nyaya Sutra. In Philosophy of Mind, we could, e.g., read Elisabeth of Bohemia's arguments against mental causation and 18th century German/Ghanian philosopher Anton Wilhelm Amo's view of reverse epiphenomenalism from "The Apathy of the Human Mind". The aim of such a selection is not to provide the students with a definitive or complete selection of canonic texts. It is not our aim to replace the old canon with a new one. Rather, we aim to provide a varied historical background to a selection of topics the students will encounter again during their studies here in Bayreuth.</p>
57021	Interactions of sport and ecology	Tu	5	2	
50045	Social and Cultural Theory	S	10	2	<p>This seminar offers an in-depth introduction to cultural and social theory that were and are formative to anthropological research. We focus on the historical contexts out of which theory arises (e.g., structuralism; feminism, Marxism, poststructuralism; postcolonial theory, posthumanism, etc.), debates about their utility and limitations, and the creation of new theory out of contemporary circumstances. We not only examine knowledge genealogies and theoretical influences but also critically examine the scientific canon.</p>
57011	Impact Analysis of Outdoor Sports	Ad. S	2/5	2	

Humanities and Social Sciences

Number	Course Title	Type	ECTS / Credits	Duration	Module Description
00543	European Cultural history - Themes and Sources	Tu	4 / 5 / 8 / 10 / 12	2	<p>In this course we will use the case study of local celebrity composer Richard Wagner to dive into the practice of writing European cultural history using primary and secondary sources. More specifically we will examine the funding sources that established the Wagner Festival in its early years, in the context of Wagner's professed creative, political, and intellectual ideology.</p> <p>Participants will be divided into working groups according to their intellectual interests, in order to examine the following themes and documents:</p> <ul style="list-style-type: none"> i) Archival resources pertaining to the funding of the early years of the Festival. ii) The personal diaries and correspondence of Richard and Cosima Wagner, and Franz Liszt. iii) The theoretical writings of Richard Wagner iv) Other primary sources from the time (local and international press, institutional archives correspondence between other relevant historical actors etc) v) 19th and 20th century critical responses to Richard Wagner, his work, and his politics. <p>The course will be administered in the style of a workshop, with participants producing small pieces of text on their topic of interest and presenting their findings to the rest of the classroom. At the end of the course they will be assessed according to a portfolio of their own writings. Depending on the findings and quality of the work, the working group will either continue into the next term or produce a collective report. Students who would like to participate but have scheduling constraints are encouraged to contact the tutor in order to discuss alternative modes of participation and co-authoring. No prior knowledge is required but a strong interest in 19th century European history, music studies or Richard Wagner studies is advised.</p>
55206	Music and Politics in 19th Century Europe	Tu	4 / 5 / 8 / 10 / 12	2	<p>Whether as an expression of national pride, propaganda, or compositional political gesture, the relationship between musical production and politics can reveal unique insights into European cultural history. In this course we will examine the multifaceted relationship of music with politics as reflected not only in compositional and performance practice, but also in institutional policies, instrument production, class relations, and the politics of aesthetics and taste between the different 19th-century European Empires and nation-states.</p>
50008	Anthropology of Kinship and Gender Relations	Tu	5	2	<p>What is kinship? How do we imagine, experience, and create family? And how are families relevant to understanding our contemporary social world?</p> <p>All around the world, people relate to one another in intimate, fraught, and creative ways that are mutually recognisable as 'family'. And yet, the everyday practices, ideals, terms and meanings attached to the notion of 'family' can differ radically. The anthropology of kinship draws these practices into comparison, seeking their similarities, differences, and unexpected connections as well as their implications for understanding social relations broadly. Whether in family businesses, political dynasties, the religious imaginary, legal challenges around same-sex marriage or the science of new reproductive technologies, the study of kinship is never simply about families, but offers insights into every realm of social life. By the end of this course, students will be critically conversant with the history of kinship studies and its role in shaping the discipline of anthropology and will be able to describe and assess the relevance of kinship to the full range of contemporary anthropological debates.</p>
00337	Transcultural History	Le		4	<p>What is Transcultural History? In this introductory course, we will discuss how transcultural history is defined, starting with the category of 'culture' and then moving to the term 'transcultural'. We will look into theories and methods in transcultural history, into related concepts such as hybridity, Third Space or travelling concepts and how transcultural history challenges established paradigms in History as an academic discipline. The second part of the lecture course will introduce themes in transcultural history: the more obvious ones such as migrations, the flow, exchange and transformations of knowledge, capital and goods, disease and pandemics, environmental history, art, travel and tourism, but also the less obvious ones: emotions, racism, nationalism, national and imperial history. We will conclude with the question how transcultural history differs from global and transnational history. In the tutorial we will discuss theoretical texts pertinent to transcultural history including chapters from Homi Bhabha's <i>The Location of Culture</i> (1994), Dipesh Chakrabarty's <i>Provincializing Europe. Postcolonial Thought and Historical Difference</i> (2000), Michel Espagne's and Michael Werner's <i>Transferts: les relations interculturelles dans l'espace franco-allemand (XVIIIe et XIXe siècle)</i> (1988) and Matthias Middell's and L. Roura's <i>Transnational Challenges to National History Writing</i> (2015), and you will have the opportunity to develop your own primary sources based case studies.</p>
50104	Women and the economy: recent work in feminist philosophy and economics (V4 / V5)	S	5 / 6	2	<p>This course explores the P&E perspective on feminism: We will study (feminist) economic work on gender alongside recent work in feminist philosophy on the same themes. We will tackle themes such as the reality of gender/sex differences, economic oppression and empowerment, structural injustice, workplace discrimination, the gender pay gap, sex work, division of labour in the home, development and global justice. We will also discuss feminist challenges to the orthodox ways of doing things in economics and philosophy, and explore how a more gender-conscious, just, and potentially more "objective" methodology could look like. Finally, we will reflect on the culture of philosophy and economics as academic fields from a feminist perspective.</p>

Key/Abbreviations:

Ad.S Advanced seminar
 Cq Colloquium
 ECTS Credit Points
 Le Lecture
 S Seminar
 Tu Tutorial

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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