

UNIVERSITÄT
BAYREUTH

INTERNATIONAL OFFICE

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

Available during the Winter Semester 2024/25

An overview for the summer semester 2025 is expected to be available as of 01.04.2025



Humanities and Social Sciences

Number	Course Title	Duration	Type	ECTS / Credits	Module Description
00337	Lecture (Transcultural History incl. Tutorial)	4	Le	8	<p>What is Transcultural History? In this introductory course, we will discuss how transcultural history is defined, starting with the category of “<i>culture</i>” and then moving to the term “<i>transcultural</i>”. We will look into theories and methods in transcultural history, into related concepts such as hybridity, Third Space or traveling 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> <p>Teaching methods: The seminar will be taught in English. Exams can also be taken in German, depending on study regulations. Contact astrid.swenson@uni-bayreuth.de if you have questions. Please register via cmlife or Campus Online.</p> <p>Recommended reading: Herren, Madeleine, Martin Rüesch, and Christiane Sibille. <i>Transcultural history: Theories, methods, sources</i>. Springer; Business Media, 2012.</p> <p>Other:</p> <ul style="list-style-type: none"> - MA Global History: Found 4; - BA European History: F1 (2013); F1 (2017 and 2018); - BA Culture and Society: mobility window; - BA combined subject History: F; Teaching degree: Free area; - BA American Studies / English Studies: E; - BA Intercultural Studies: F.G 13 (2018)
00416	Exercise (Islam in European art and culture – 19th – 20th centuries)	2	Tu	4; 5; 8; 10; 12; 15	<p>In this course we will discuss Islamic art and thought in European Modernity in relation to aesthetics, artistic practice, and culture. We will look at examples of what has been considered and conceptualized as “<i>beautiful</i>” in Western art and architecture since the 19th century, we will focus on European regions with a lively Islamic tradition, and discuss the effects of historical artistic movements (Classicism, Romanticism, Modernism etc) upon the reception of European Islamic culture.</p> <p>Recommended reading:</p> <ul style="list-style-type: none"> - Eco, U. 2004. <i>On Beauty</i>. London: Seeker & Warburg - Eco, U. 2007. <i>On Ugliness</i>. London: Harvill Secker <p>Participation criteria & registration: Contact artemis.ignatidou@uni-bayreuth.de if you have any questions. Please register via CM Llife or Campus Online to participate.</p>
00634	Anthropology of Global Inequalities	2	Cq	–	<p>In this colloquium we discuss theoretical texts of joint interest as well as work in progress. Participation is by invitation only.</p> <p>Other: for PhDs and Postdocs</p>
50014	Introduction to Machine Learning	2	Se	5	
50015	Introduction to Machine Learning (MA Electives)	2	Se	6; 10	<p>The main aim of this course is to provide a solid and formal basis to understand the late developments of machine learning. The course will focus on neural networks, and the students will gain both theoretical and programming knowledge about machine-learning algorithms in general and neural networks in particular.</p> <p>The topics covered in the lectures are the following:</p> <ul style="list-style-type: none"> - Mathematical background - Programming background - Feedforward neural networks - Neural network backpropagation - Neural networks in Python - Convolutional neural networks - Other machine-learning algorithms: random forests
50018	Global Encounters: Transforming Power Dynamics in Africa	2	Se	2; 5; 6; 8	<p>The course aims to explore the transformation of power dynamics in Africa, with a primary focus on environmental justice, social movements, gender theories, and political ecology literature. It is structured into three main parts. The first part covers the theoretical framework and key concepts, including imperialism, global capitalism, environmental justice, intersectionality, colonialism, decolonialism, and neocolonialism. This section helps students understand the roots of colonization, slavery, the global economic order, development, postcolonial theory, and decolonization, as well as their relationship to global environmental politics and environmental (in)justices in Africa. The second part of the course examines environmental politics in Africa, drawing connections between colonization, global capitalism, resource conflicts, and environmental injustices. The third part focuses on social movements, including resistance to resource extraction, women’s movements, and urban social movements, and concludes by looking at the future of environmental politics in Africa. By the end of the course, students will have a solid grasp of the key theoretical concepts surrounding colonialism, development, postcolonial theory, and environmental justice. They will also be able to link these theories to empirical cases and use them to understand the historical transformation of the world, particularly in Africa.</p> <p>Other: AfrStud D2; DevStud(new) B2/F1; MA KuGeA B3/B4</p>

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Number	Course Title	Duration	Type	ECTS / Credits	Module Description
50020	State and Society in Africa	2	Se	3; 5; 8	This seminar critically explores the dynamics of state-society relations in the context of post-colonial African politics. The focus is on examining social, political and institutional continuities and discontinuities of colonialism and the enduring structures inherited by post-colonial leaders. The course begins by conceptualizing the 'state' and its relationship to 'society'. How have scholars engaged with the concept of the 'African state'? From characterizations of weakness and failure, to those that emphasize its potential as a key agent of social transformation, the 'state' has been a central object of research and analysis. Is the state autonomous or constantly being subverted? The course examines the different approaches to studying the state, from clientelist perspectives to 'everyday' approaches. Throughout our discussions, we will assess the trade-offs of these approaches and consider how structural factors might impact state-society relations, influencing their diverse trajectories. This requires us to examine the relations of African states to former colonial regimes, traditional donors, as well as China, the Gulf and Turkey. Towards the end of the course, we will apply these conceptual approaches to think through identity formation (ethnicity, class, gender), the social contestations of the state (elections, conflicts), and what this means for prospects of development.
50021	Machine Explainability (MA Electives)	2	Se	5; 6	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. There are no prerequisites for this course, and all participants are welcome to attend. To register for this course, please join the MS Teams Team with the following code: igh1rcp
50022	Machine Explainability	2	Se	2; 5; 6	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. There are no prerequisites for this course, and all participants are welcome to attend. To register for this course, please join the MS Teams Team with the following code: igh1rcp
50045	Social and Cultural Theory	2	Se	10	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. This seminar will be in English. Learning Objectives: Students read, discuss, and critically examine key social and cultural theories in Anthropology; Students learn how to critically use theories or concepts to design ethnographic and other social science research; Students understand the limitations of anthropological theories and concepts, including how different groups have challenged their validity and usefulness. Teaching methods: Seminar based on readings of texts and other media (including film, podcast, etc.) Recommended prior knowledge: Some familiarity with Anthropology as a discipline helpful but not necessary. Recommended literature: All readings will be available at the Library or on Elearning (Moodle) Participation criteria & registration: None Examination mode: essays Modules

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Number	Course Title	Duration	Type	ECTS / Credits	Module Description
50026	An Introduction to Philosophical Analysis	2	Le	5; 10	<p>Philosophy is awe-inspiringly vast, rich, and diverse. In all its various and diverse forms, philosophy is set apart from other disciplines and human endeavors not only by the topics philosophers discuss in their works, but also by a set of methods: a particular structured way to present and discuss arguments and positions. In this course, we will approach this philosophical tool kit and the way philosophers tackle the big questions through an introduction to a range of famous positions and arguments. In the first week, we will start with a discussion of how to even construct a course such as this: how to select a necessarily non-exhaustive set of readings as an introduction to such a vast discipline.</p> <p>The rest of the course is structured along broad philosophical areas: at first, we will discuss a range of questions from epistemology: beginning with radical scepticism, we will move to inductive scepticism and then the questions of how to define what knowledge even is and what it takes for a person to be justified to hold a certain belief.</p> <p>From there, we will move to important questions in the area of metaphysics: we will discover common theories ranging from how to analyze causation, to a debate of how to understand what properties are, to philosophical puzzles of time and time travel. This section demonstrates a common quirk of philosophy: there are issues, like, e.g., the analysis of what properties are, that probably so far have not been particularly burning questions on all of your minds. And yet, we will discover how these abstract questions turn out to be fundamental or informative for a large range of philosophical questions that are much more immediately relevant for our personal or social lives.</p> <p>In the following, we will turn to questions concerning philosophy of mind: we will discuss what it means to be a person and to persist as a person throughout time and throughout radical changes, whether the mind is something over and above the physical or not, and whether we have free will. The next section will deal with major ethical questions: with virtue ethics, deontological views, and consequentialism, we will discover various positions on what makes a good action good and a bad action bad. In this section, we will also discuss various common moral quandaries such as the trolley problem. We will also touch on the issue of charity and global distributive justice.</p> <p>Lastly, as a segue to Prof. Wollner's course on political philosophy, we will discuss an argument for democracy and universal suffrage by W.E.B. Du Bois.</p>
50034	Rational Choice: From Classical Decision Theory to Behavioral Economics / P6.iv / P4* (old) BA higher / P6.iv / P4* (old) BA higher	2	Se	2; 5	<p>The aim of this course is to offer an in-depth overview on the development of modern and contemporary decision theory.</p> <p>The topics covered in the lectures are the following:</p> <ul style="list-style-type: none"> - Origin of formal decision theory: from Pascal to Bernoulli and the St. Petersburg paradox. - Expected utility theory and its axiomatizations: von Neumann-Morgenstern and Savage. - Alternative decision criteria: maxmin expected utility and regret theory. - Behavioral economics and behavioral finance: from prospect theory to mental accounting.
50037	International Relations (MA electives)	4	Le	6	<p>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.</p> <p>Examination mode: open book exam</p>
50038	Research Design & Methods (MA electives)	2	Se	6	<p>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 & theory building; concepts & measurement; causality & causal inference; qualitative methods including case studies, case selection, selection bias & process tracing; and quantitative regression and causal inference approaches common in international relations & 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.</p> <p>Examination mode: open book exam</p>
50041	Famous Philosophical Puzzles and Paradoxes (CP1*)	2	Se	2	<p>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.</p>
50061	Research Design & Methods (BA E6/P6.v)	2	Se	2; 5; 6	<p>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 & theory building; concepts & measurement; causality & causal inference; qualitative methods including case studies, case selection, selection bias & process tracing; and quantitative regression and causal inference approaches common in international relations & 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.</p> <p>Examination mode: open book exam</p>

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Number	Course Title	Duration	Type	ECTS / Credits	Module Description
50039	Thesis Seminar in Political Economy (MA electives)	2	Se	6	<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> <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>
50042	Data Analysis in R (MA electives)	2	Se	5; 6; 10	
50043	Data Analysis in R (BA E6)	2	Se	5	
50044	Doing Ethnography	2	Se	10	<p>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.</p> <p>Learning Objectives: After completing this class, students</p> <ol style="list-style-type: none"> 1. are able to develop a clear sense of the specificity of an ethnographic approach. 2. are well informed about the relationship between methodology and theory 3. can critically reflect on their own research practice. 4. can articulate an ethnographic research question, select and apply the appropriate methods and tools for fieldwork, reflect on their own positionality and research ethics.
50060	International Relations (BA E6, P6.vii)	4	Le	5; 6	<p>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.</p> <p>Examination mode: open book exam</p>
50062	Thesis Seminar in Political Economy (BA E6, P6.vii)	2	Se	5; 6	<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> <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>

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50064	Foundations of Philosophical Writing and Argumentation (MA Crash Course)	2	Se	–	<p>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.</p> <p>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.</p>
50071	Analyzing Elections in Africa	2	Ad. S	2; 5; 6	<p>Multiparty elections have been established as the predominant mechanism to identify and legitimize political rulers across African countries since the 1990s. Electoral processes have frequently been contested and the existence of elections is by no means synonymous with the implementation of democratic standards. We hence need sound research instruments to inquire into the meaning of (African) elections. This seminar seeks to train participants in theories and tools that allow for a careful analysis of African elections in terms of their democraticness, but also with regard to other functions and effects. Students will use their acquired skills and tools to analyze real cases as part of the coursework.</p> <p>Recommended reading: Bleck, Jaimie, and Nicolas van de Walle. 2019. Electoral Politics in Africa since 1990: Continuity in Change. New York: Cambridge University Press.</p> <p>Other: MA AfrStud D4/G; MA DevStud new B1; MA Dev Stud old B2; MA KuGeA B3/B4</p>
50073	Introduction to African Studies	2	Le	5	<p>In this introductory seminar/lecture, key debates in African studies and the study of society, politics, culture, history and religion in Africa will be discussed drawing from different disciplinary and interdisciplinary perspectives. Students gain an overview of the history of African Studies and the study of Africa more broadly and delve into core questions regarding important debates on politics and society, culture, religion and history in/of Africa. Lecturing will be combined with interactive engagement and seminar-style discussion and engagement with core texts. Colleagues from the different focal areas of the program will contribute to these debates.</p> <p>After taking this course, students are familiar with the history and key debates in African Studies and the study of Africa in History, Political Sciences and Global Political Sociology, Study of Religion, and Social and Cultural Anthropology. They are aware of different disciplinary perspectives as well as interdisciplinary bodies of work. They know key texts in African Studies that speak to the social sciences and humanities.</p> <p>The basic idea is to have a mix of lecture input and seminar discussion. These will be based on core scholarly texts to bring students up to date with key contemporary debates.</p> <p>Miscellaneous: AfrStud A1</p>
50074	Research Seminar in Comparative African Politics	2	Ad. S	4; 5; 16	<p>This class addresses general trends in the field of comparative African politics, issues of comparative methodology and research design. Students writing their Doctoral and master'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.</p> <p>Other: MA DevStud M1; MA KuGeA G3; MA AfrStud M1; EIMAS</p>
50076	Regional Integration for Development	2	Ad. S	2; 5; 6; 8	<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> <p>Recommended reading: Börzel, T. A., & Risse, T. (eds.). (2016). The Oxford Handbook of Comparative Regionalism. Oxford, New York: Oxford University Press.</p> <p>Other: MA AfrStud B2/D1/G; MA DevStud new B3/F1; MA DevStud old B3/A5; MA KuGeA B3/B4</p>
53008	Religious Traditions in Northeastern Africa	2	Se	4; 5; 6; 7; 9; 11	<p>This seminar explores lived religion in Northern Africa by specifically focusing on practices that demonstrate the entanglement of religious traditions with various facets of life (ranging from the social, cultural economic, political as well as the collective to the individual). Even though the dominant religion in the region is Islam, there is a significant presence of other religious persuasions like Christianity and Judaism. The region is also home for long traditions of indigenous spiritualities and religious practices such as the Zar spirit possession and spirit mediumship. Just like Islam, these indigenous spiritualities and practices have their own role to play in fostering transnational relations within the continent and beyond.</p> <p>During the seminar, we ponder questions like how does the notion of lived religion aid our understanding of religious traditions as constitutive of lived experiences? How do practitioners transcend dichotomies like modernity and tradition, secular and spiritual, public and private, authentic and inauthentic? How do religions as lived shape (and are shaped by) cultural productions like films, music, dance and different performances? In order to discuss these questions, we draw on empirical research from countries like Egypt, Sudan, Morocco, Tunisia. In addition to the literature on the subject, we also use audiovisual resources to make the class more engaging to diverse forms of learning interests. In so doing, the seminar will expose participants to diverse religious traditions and practices that shape the spiritual, social and cultural as well as political life of people in the region.</p> <p>This seminar relies on active participation and oral presentation of the main points of each reading for the session. Since the aim is to foster interactive and vibrant classroom atmosphere, everyone is highly encouraged to read the texts.</p> <p>In case of questions about grading and participation requirements, please get in touch via serawit.debele@uni-bayreuth.de</p>

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50078	Introduction to Development Studies / Tutorial	1	Tu	–	Assuming that the Master's program in 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. Miscellaneous: MA DevStud A1
50100	Ethics (MA)	4	Le & Tu	5; 8	
50103	Integrative Seminar (MA B1)	2	Le	4; 8	
50113	Logic and Argumentation Theory (G1)	4	Le	4; 5; 6; 9; 10	This is an introduction to propositional and first-order (aka " <i>predicate</i> ") 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. Examination mode: examination
50117	Philosophy of the Social Sciences (MA)	4	Le & Tu	5; 8	
50135	Decision Theory I	2	Le	4; 5; 9	
50351	Rational choice: from classic decision theory to behavioral economics (Master Electives)	2	Se	2; 5; 6	The aim of this course is to offer an in-depth overview on the development of modern and contemporary decision theory. The topics covered in the lectures are the following: <ul style="list-style-type: none"> - Origin of formal decision theory: from Pascal to Bernoulli and the St. Petersburg paradox. - Expected utility theory and its axiomatizations: von Neumann-Morgenstern and Savage. - Alternative decision criteria: maxmin expected utility and regret theory. - Behavioral economics and behavioral finance: from prospect theory to mental accounting.
53000	Religion and Ecology	2	Se	4; 5; 7	This seminar explores the relationship between religion, ecological systems, and broader environmental processes at a time of planetary transformation. We will investigate how religion shapes—and is shaped by—emerging ecological dynamics and challenges (e.g., anthropogenic climate change, natural resource depletion, habitat loss). In doing so, we will address urgent questions about our planetary futures. The seminar focuses not only on the influence of religious beliefs and values, but also that of embodied practices and materialities (e.g., rituals, sacred landscapes, festivals). Through this lens, we will explore a range of critical questions, including: <ul style="list-style-type: none"> - How does religion shape human-environment relationships? - How might religion influence ecological processes? How might ecological processes influence religion? Can religion become part of an ecosystem? - To what extent has religion contributed to the rise of the Anthropocene and the attendant environmental crisis? - How do religious groups relate to contemporary environmental movements? How might religion facilitate (or constrain) such efforts to address environmental concerns? - To what extent are contemporary environmental movements themselves "<i>religious</i>" or "<i>spiritual</i>", whether consciously or otherwise? We will discuss case studies from numerous global contexts and religious traditions, including indigenous and new religious movements or spiritualities.
53001	Social Histories of the Colonial Maghreb and Coastal East Africa: Politics, Identity, and Religion	2	Se	3; 4; 5; 6; 7; 9; 11	This seminar offers a unique comparative perspective on the colonial histories of two African regions: the Maghreb and the East African coast (including the " <i>Swahili Coast</i> "). We will explore changing social dynamics involving politics, identity, and religion, both in these contexts and through their global connections. Key themes that the seminar addresses include: <ul style="list-style-type: none"> - The establishment of, and resistance to, colonial rule. - The environmental impact of colonialism. - Histories of slavery, abolition, and emancipation. - The influence of colonial policies on education and legal systems. - The experiences of ethnic and religious minorities. By examining these regions through a comparative lens, students will gain insights into the complex impacts of colonialism and the diverse responses of colonized societies.
53003	Ethnographic Fieldwork: Practical Tools for Studying Religion	2	Se	4; 5; 7	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 " <i>religion in action</i> " (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 " <i>lived religion</i> " (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.

Number	Course Title	Duration	Type	ECTS / Credits	Module Description
53004	African Pentecostalism and Societal Transformation	2	Se	4; 5; 6; 7; 9; 11	<p>Today Pentecostal-charismatic Christianity is considered the fastest-growing form of Christianity on the African continent and beyond. Approximately one-third of the 2.5 billion Christians worldwide are said to belong to Pentecostal-charismatic Christianity. Pentecostalism influences our understanding of 'Christianity', and has an impact on society, including education, politics, other religious traditions, and the economy.</p> <p>In the first weeks, we will read about the history and the spread of what today is called Pentecostalism, discuss the categorizations "<i>Pentecostal</i>", "<i>Charismatic</i>", and "<i>Independent</i>" churches, and the ways to differentiate them from other Christian movements. In the second part, we will focus on the transformational agendas of Pentecostal churches: What reform messages do they represent? What kind of future of society do they envisage? Do they contribute to 'development' or do they rather justify the status quo? How are gender roles and sexualities framed? What is the movement's take on secularity and the relationship between politics and religion? What role do Pentecostal communities play in the context of migration? In the third part of the seminar, we learn more about individual Pentecostal communities from Africa and elsewhere through student presentations.</p> <p>The basis of the joint discussion is the weekly reading of texts. Readings will be provided at the beginning of the semester.</p>
53006	Research Seminar II	2	Se	5; 16	<p>The Research Seminar II supports the development and realization of research projects by students and doctoral candidates in the Department for the Study of Religion. In the Religion and Global Futures-programme the seminar accompanies the Study Project as well as the writing of the Master's Thesis.</p> <p>The seminar offers space to discuss possible research topics and guides you in developing a research design: How do you get from an idea to the formulation of a problem statement? Which methods are appropriate for the research field and how do you create research questions? What are the methodological basics of qualitative empirical research, what are post-/decolonial research methods, and which are the ethical issues of research?</p> <p>In the seminar, you are invited to present your project (ideas) and to give feedback and constructive criticism on other projects. In addition, we will read and critically discuss texts that show examples of empirical research.</p>
53007	The Role of Religion in Asylum Seeking	2	Se	3; 4; 5; 6; 7; 11	<p>The universal declaration of Human rights affirms that everyone who suffers persecution from political or religious reasons has the right to seek asylum. As different parts of the world are immersed in civil conflicts, seeking asylum has become one of the ways to escape persecution and secure safety. However, recently the rights of refugees have come under constant attack in different parts of the world. Different countries are implementing restrictive asylum-seeking policies, to cater for sectors of their unsatisfied electorate. As such, refugees have been politically demonized as the source of all society's ill. This has sparked the rise of nativist politics, xenophobia and racism. In many cases religion has been used a justification to exclude and include refugees.</p> <p>This course seeks to analyze various aspects that are involved in the processes of asylum seeking with a particular emphasis on the role that religion plays. As such, the participants of this course will learn five important aspects. First, the importance of religion in the journey of asylum seeking and from departure to arrival. Second, how religion is discursively used as a reason to include or exclude asylum seekers. Third, how asylum seekers use religion to cope with challenging circumstances of discrimination in destination country. Fourth, learning how different countries in Africa, Europe, South and North America are dealing with questions of refugees from a religion perspective. Fifth, the inability as ability of religion to provide assistance to those who are seeking asylum.</p>
53013	Religion and Feminism in Africa	2	Se	4; 5; 6; 7; 9; 10; 11	<p>This introductory seminar is designed to offer a broader overview of the state of debates in Africa about feminism and religions. Due to the assumption that feminism has its roots in the West and that Africans are notoriously religious (which implies conservative), religion and feminism in Africa are usually seen as anti-thesis; it goes something like a spiritual or religious woman cannot be a feminist. If she is, she practices the wrong kind of feminism that upholds patriarchal values. Or African religious leaders, who tend to be mainly men, discourage women's liberation and are threatened by feminists who fight for women's equality. Such simplistic assumptions become a problem for various reasons the main one being that they foreclose critical engagement and cloud the possibility to see the complex and messy interactions. While the issue, as we glean from the vast literature, is much more nuanced, we tend to dismiss the idea that the messy entanglement in religion and feminism should be explored.</p> <p>This seminar intends to move away from simplifications and explores the entanglement between different denominations of African Religions and various forms and positions of feminism. Due consideration is given to three main religious groups, so-called African Traditional Religions, Christianity, and Islam. The readings are also diversified across time and geography. The choice of materials is made deliberately to transcend academic literature to facilitate conversation with those who are thinking and doing religion while embedding African feminisms in their meaningmaking processes. As opposed to just reading about these knowledge makers, we read from them, we listen to them to foster a more direct engagement. As such, theoretically oriented articles and book chapters are accompanied by lightweight and quick readings (eg. Blogs) that draw on the lived experiences of those who wrote them. Equally, audiovisual materials like podcasts and documentaries are included. The materials are, thus, organized in such a way that they can be engaging and inclusive of different ways of learning.</p> <p>The seminar is prepared with a consideration of participants at different stages of their studies, BA, MA, and PhD levels. The main requirement for this block seminar on the part of participants is to read, listen to, and watch course materials so that there will be a more vibrant discussion and debate in the classroom. In that way, learning together and from each other becomes easier and more lively. For those who are interested in credit points (of course based on what is stated in the Modulhandbuch), we will discuss how best we can accommodate your interest; depending on whether you want to make a presentation or write an essay at the end of the seminar.</p> <p>For any queries, write an email to serawit.debele@uni-bayreuth.de</p>

Number	Course Title	Duration	Type	ECTS / Credits	Module Description
53010	Religion in the USA	2	Se	4; 5; 6; 7	What is “American” about “religion” and which religions have shaped the United States in the past and present? The United States claims to uphold religious freedom and the separation of church and state as founding ideals, but what exactly do these ideals mean? Has the prevailing understanding of these ideas changed over time? And how have marginalized groups used these ideas to advocate for inclusion? The seminar offers students the opportunity to grapple with these questions by introducing key concepts in religious studies, such as nation, community, identification, canon, or authenticity. We will also address the intersectionality of religious categorizations and identifications with race, gender, and sexuality. In the final part of the course, students will then have the opportunity to apply the knowledge they have acquired to “case studies” or to “American founding myths”: “religious freedom”, “the American dream” and “e pluribus unum”. What are the political and religious aspects of these founding stories and what are their limits?
53011	Introduction to the Study of Religion and Global Futures (English)	2	Se	4; 5; 7; 8	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 program: 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?
57011	Impact analysis of outdoor sports (Impact Analysis of Outdoor Sports)	2	Ad. S	2; 5	
53032	Religion, Globalization, and Globality (English)	2	Se	4; 5; 7	Religion has been at the forefront of research about globalization since the late 1980s—an era of growing concern about “fundamentalist” reactions to globalization. From the late 1990s onwards, many scholars became interested in religion’s globalization through new currents of transnational migration. In more recent years, religion has featured prominently in heated debates about “anti-globalist” and “decolonial globalization” movements, as well as the concept of “the planetary”. In this seminar, we will explore how recent scholarship on globalization can deepen our understanding of religion today—and, in turn, how cutting-edge research about religion can offer fresh insights into contemporary global processes. At the outset of the seminar, we will become familiar with different definitions of “globalization”, “globality”, “globalism”, and related terms. We will also address critiques of such concepts. We will then assess how different scholars have sought to “think globally” about religion. There will be opportunities to examine specific case studies from diverse global regions—some of which can be chosen by you as seminar participants—which shed new light on the interplay between religion and globalization.
53037	Introduction to the Study of Religion with focus on Africa (English)	2	Se	4; 5; 6; 7; 8; 9; 10; 11	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.
54027	Current research topics (care work in the perspective of economic anthropology)	2	Se	3; 5	Care and care work have been on everyone’s lips since the Covid–19 pandemic. But even before that, the care crisis was a topic of public discourse. In this seminar, we will trace the argumentative traces that can be seen in current social anthropological debates on care and work, which often have their roots in classical economic anthropological studies. We will examine how long gainful employment and care have actually been thought of separately, what the demands of feminist anthropology are, how politics and power structures are embedded in the topic of care – and last but not least, who or what actually needs care on this planet.
54029	Research fields of ethnology / Africa regional (anthropology of smuggling)	2	Se	2; 3; 5	Currently, smuggling (and human trafficking) in African border regions is primarily seen as a threat to state definitions of sovereignty, territoriality and citizenship and is discussed as an adversary of the formal economy. Smuggling is seen in the context of cross-border human trafficking, as part of the transnational drug or arms trade or in connection with global (jihadist) terrorism. Smuggling has thus become an important object of security policy for states, secret services and military interventions. In the context of civil wars and the disintegration of nation states, non-state actors such as militias and organized crime networks are also attempting to control or appropriate transregional and cross-border trade routes and resource flows. In this context, borderland populations and their cross-border practices are subject to state and non-state measures aimed at controlling or suppressing what are termed illicit or undesirable connections. In contrast, African borderlands studies in recent decades have given us a very different perspective. They have portrayed borderlands as important productive zones where various forms of transgressive political, economic and socio-cultural creativity take place. The interconnectedness practiced by borderlanders across state borders often has a greater historical depth than the respective postcolonial states and is in many ways more vital than the latter. In this seminar, we will discuss smuggling in all its complexity without leaving out controversial points. In addition to an overview of the existing literature, relevant debates and recent empirical research, I will also draw on my own research experience in North Africa. Examination mode: Regular attendance and presentation (3 ECTS), term paper (5 ECTS)
55721	Foundations of Economic History III: States and Institutions	2	Se	10	The class will be taught as a mixture of recorded videos and Zoom-meetings (regularly Tuesday, 10–12) as well as presence seminars with special appointments! For details, please enrol also in e-learning. 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 program. At the end of the term (March 31st), students have to submit a 15–20-page paper. Recommended reading: - Acemoglu, Daron / Robinson, James A., Why Nations Fail, New York 2012. - Boyce, Gordon / Ville, Simon, The Development of Modern Business, Basingstoke 2002. - Rogoff, Kenneth S. / Reinhart, Carmen M., This Time is Different, Princeton 2009.

Number	Course Title	Duration	Type	ECTS / Credits	Module Description
54045	Technologies	2	Se	5	<p>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.</p> <p>We will address the following questions, among others:</p> <ul style="list-style-type: none"> - 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? <p>This seminar will be in English.</p> <p>Learning Objectives:</p> <ul style="list-style-type: none"> - Students gain familiarity with social scientific approaches to studying the relationship between science, technology, and society; - Students learn frameworks, concepts, and theories for critically examining the social and political effects of scientific knowledge and technological innovation; - Students learn about how different groups of people have used, appropriated, contested, and experimented with science and technology; - Students engage with scientific research and technological innovations from beyond Europe, including Asia and Africa. <p>Teaching methods: Seminar based on readings of texts and other media (film, podcast, etc.). There will be some lecturing.</p> <p>Recommended prior knowledge: None.</p> <p>Recommended literature: All readings will be available at the Library or on Elearning (Moodle)</p> <p>Examination mode: essays</p>
54046	Anthropology Lecture Series	2	Le	2; 5	<p>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 get to know research, academic debates and the lecturers in their respective fields of research and viewpoints, but also become active themselves.</p>
55111	Seminar (Global History Foundations II: Theories & Methods)	2	Se	6	<p>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.</p> <p>The method of examination of this seminar is a short written paper ("kleine Hausarbeit") to be written during the term-break.</p> <p>Please ensure to be registered for this course on the University of Bayreuth's E-Learning platform. Students of other Master's Programs are also invited to join us!</p> <p>Suggested text books [Suggested text books – you do not have to buy them]</p> <ul style="list-style-type: none"> - Erik Hermans (ed.), A companion to the global early middle ages (Arc companions), Leeds, ARC Humanities Press 2020; - Arne Jarrick et al. (ed.), Methods in World History. A Critical Approach, Gothenburg, Nordic Academic Press 2016; - Diego Olstein, Thinking history globally, Houndmills, Palgrave Macmillan 2015; - Prasenjit Duara / Viren Murthy / Andrew Sartori (edd.), A companion to global historical thought (Wiley Blackwell companions to world history), Chichester et al., Wiley Blackwell 2014. <p>Examination method: The method of examination of this seminar is a short written paper ("kleine Hausarbeit") to be written during the term-break.</p> <p>Miscellaneous: MA Global History: Found 2</p>
55720	Foundations of Economic History III: States and Institutions	2	Le	4; 5; 6; 8; 10	<p>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?</p> <p>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 of 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.</p> <p>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.</p> <p>The course is linked to the lecture under the same name – attendance without attending the lecture is not recommended.</p> <p>Recommended prior knowledge: 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.</p> <p>Recommended reading:</p> <ul style="list-style-type: none"> - Acemoglu, Daron / Robinson, James A.: Why Nations Fail. New York, 2012. - Boyce, Gordon / Ville, Simon: The Development of Modern Business. Palgrave, 2002. - Rogoff, Kenneth S. / Reinhard, Carmen M: This Time is Different. Princeton, 2009.

Number	Course Title	Duration	Type	ECTS / Credits	Module Description
55205	Ad.S / Master Class (Transcultural History and Heritage Studies)	2	Se	10; 12; 30	<p>The Research Seminar provides a forum to explore and present current research. Historical Cultures and Heritage 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> <p>Recommended reading: Cullen, Jim. <i>Essaying the past: How to read, write, and think about history.</i> John Wiley & Sons, 2020.</p> <p>Participation criteria & registration: BA and MA students writing their thesis in German or English, and students from other MA programs, and Ph.D students with shared interests, as well as advanced BA or MA students wanting to research in the area in the future are welcome! Contact astrid.swenson@uni-bayreuth.de if you have any questions. Please register via cmlife or Campus Online to participate.</p>
55220	Americas / Atlantic World: The Enlightenment and the Americas	2	Se	4; 5; 6; 8; 9; 10; 15	<p>In his essay, "Answering the Question: What Is Enlightenment" of 1784, German philosopher Immanuel Kant describes the Age of Enlightenment as "Man's release from his self-incurred immaturity", so intellectual self-liberation. What did this mean for the colonized parts of the world, the "New World" or the Americas?</p> <p>This course will look into texts from the Age of Enlightenment from multiple perspectives: from the sciences, concepts of humanity and race theory to travel narratives and natural histories, from American proponents of the Enlightenment such as Pablo de Olavide or Thomas Jefferson to the Age of Revolution and today's perceptions of the Enlightenment and colonialism.</p> <p>Also available in German if required. Please contact us at fruehe.neuzeit@uni-bayreuth.de</p> <p>Recommended reading:</p> <ul style="list-style-type: none"> - Martin L. Davies (ed.), <i>Thinking about the Enlightenment. Modernity and its Ramifications</i>, London/ New York 2016; - Brian Hammett, <i>The Enlightenment in Iberia and Ibero-America</i>, Chicago 2017; - Walter Mignolo, <i>The Darker Side of Western Modernity. Global Futures, Decolonial Options</i>, Durham, NC/London 2011; - Thomas Cassidy Neal, <i>Writing the America in Enlightenment Spain. Literature, Modernity, and the New World, 1773–1812</i>, Lewisburg 2017. <p>Other courses:</p> <ul style="list-style-type: none"> - BA (European) History: K13, F1 (2013); G13, F1 (2017 and 2018), G13/14, free area (2021) - BA Culture and Society: GES K7, mobility window - BA combined subject History: F <p>Teaching degree: Ad.S, free area; GLAr 25, GLArw; GES K10 (2014), GES K12 (2018/2020), GLAr 25, GLArw (2021)</p> <ul style="list-style-type: none"> - MA History – Histoire: G7 (2015); G3, W3, W4, W8, FW1–6 (2017) - MA History in Science and Practice: Specialized Studies (History until 1800), profile building - American Studies/Anglophone Studies: E - Master's Global History Area Expertise 1 Atlantic World and Americas C 1
55502	Lecture Global History (Introduction to Global History)	2	Le	5; 6; 8; 13	<p>This course gives an overview on the new historiography of global history. The course introduces students to different steps towards the theorization and institutionalization of Global History as a field of study and discusses some of the main debates of the field. We address different approaches to global history (universal history, transnational history, entangled history, histoire croisée etc.) as well as selected concepts and controversies (Eurocentrism, postcolonial historiography, globalization, etc.).</p> <p>Recommended reading:</p> <ul style="list-style-type: none"> - Conrad, Sebastian. <i>What is global history?</i> Princeton University Press, 2016. - Motadel, David, Drayton, Richard, <i>The Futures of Global History</i>, in: <i>Journal of Global History</i>, Vol 13, 1, March 2018, 1–21. <p>Other: MA Global History, MA History; MA KuGeA, MA History and Economics and others.</p>
55505	Seminar on the History of Africa (MA Seminar: Genocide in African History)	2	Se	2; 3; 4; 5; 6; 8; 9; 10; 11; 12; 13	<p>This seminar is an introduction to topics and methods in African history. The purpose of the course is to give an overview of periods, problems and concepts in African history in a longue durée perspective. It aims by no means at an exhaustive overview of African past. Rather, it deals with central themes of African history like slavery, colonialism, state building and urbanization.</p> <p>Recommended reading:</p> <ul style="list-style-type: none"> - Iliffe, John. <i>Africans: the history of a continent</i>. Vol. 137, Cambridge University Press, 2017. - Mudimbe, Valentin Y. "The invention of Africa: Gnosis, philosophy, and the order of knowledge." 1988. - Reid, Richard J. <i>A history of modern Africa: 1800 to the present</i>. Vol. 7, John Wiley & Sons, 2011. - UNESCO General History of Africa, 1981–1993 (8 volumes). <p>Other: MA Global History, MA History; MA KuGeA, MA History and Economics etc.</p>
55710	Introduction to Economic History	2	Le	4; 5; 6; 8	<p>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.</p> <p>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.</p> <p>Recommended reading:</p> <ul style="list-style-type: none"> - Allen, Robert C., <i>Global Economic History</i>, Oxford 2011. - Hicks, John R., <i>A Theory of Economic History</i> [1969], Oxford 2001. - Neal, Larry, <i>A Concise Economic History of the World</i>, 5th Ed, New York 2016.

Number	Course Title	Duration	Type	ECTS / Credits	Module Description
57030	Quantitative Sport Ecology (Quantitative Sport Ecology)	3	Ad. S	5	
55711	Introduction to Economic History	2	Tu	4; 5; 6	<p>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. On request, the exam can be written in German.</p> <p>Recommended reading:</p> <ul style="list-style-type: none"> - Allen, Robert C., Global Economic History, Oxford 2011. - Hicks, John R., A Theory of Economic History [1969], Oxford 2001. - Neal, Larry, A Concise Economic History of the World, 5th Ed, New York 2016. <p>Examination mode: Exam</p> <p>Other exams BA European History: K5, K6; BA Culture and Society: K4, K5, K6.</p>
56332	Decolonization and Nation-Building in Africa	2	Se	2; 3; 5; 6; 8; 13	<p>Decolonization was one of the most important historical moments of the 20th century. According to Duara it, "represented not only the transference of legal sovereignty, but a movement for moral justice and political solidarity against imperialism. It thus refers both to the anti-imperialist political movement and to an emancipatory ideology which sought or claimed to liberate the nation and humanity itself". This course provides an overview over historical understandings of decolonization in Africa. Through a selection of key texts, media, and a mix of primary sources, we will discuss how the "end of empire" came about; how decolonization unfolded; and what came after: nationalism, developmentalism, and more.</p> <p>Learning Objectives: Gain a complex understanding of the process of decolonization in Africa. Understand regional differences and commonalities. Analyze how different groups on the continent experienced independence in Africa.</p> <p>Teaching methods: Critical discussion and debate, as well as archival practice.</p> <p>Recommended reading:</p> <ul style="list-style-type: none"> - Paul Nugent, Africa Since Independence: A Comparative History. - Frederick Cooper, Africa After 1940. - Aime Cesaire, "Discourse on Colonialism" Monthly Review Press: New York and London, 1-24. - Ngũgĩ Wa Thiong'o, Decolonizing the Mind: The Politics of Language in African Literature, (Oxford: James, Currey, 1986), 1-34. - Elizabeth Schmidt, "Emancipate your Husbands: Women and Nationalism in Guinea, 1953-58," in Women in African Colonial Histories, eds. J. Allman, S. Geiger and Musisi, 282-304. <p>Exam registration: Starting October 14.</p>
57021	Sportökologische Wechselwirkungen (Interactions of sport and ecology)	2	Tu	5	
57023	Event management 1	2	Ad. S	5	<p>Participation criteria & registration: The seminar is intended for students from 2nd semester (and higher), MSc Sport, Business & Law; depending on available capacity also 1st semester.</p>

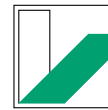
Key/Abbreviations:

Ad.S Advanced seminar
Cq Colloquium

Le Lecture
Se Seminar
Tu Tutorial

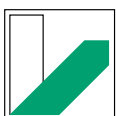
Please check availability of your chosen subject/course by contacting the respective faculty.

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



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Contact

University of Bayreuth
International Office
Universitätsstraße 30 | ZUV
95447 Bayreuth

www.international-office.uni-bayreuth.de