



**EIMAS**

EUROPEAN INTERDISCIPLINARY  
MASTER AFRICAN STUDIES

# Module Handbook

for the Master of Arts Programme

**European Interdisciplinary Master African Studies  
(EIMAS)**

(120 ECTS)

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UNIVERSITÄT  
BAYREUTH



Université  
BORDEAUX  
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## 1. Introduction

The Master of Arts programme „European Interdisciplinary Master African Studies (EIMAS) is an Erasmus Mundus Joint Master Degree (EMJMD) coordinated by the University of Bayreuth (UBT), the Université Bordeaux Montaigne (UBM) and the Universidade do Porto (UP). The courses are taught by professors of the following departments and faculties:

### UBT:

- Faculty of Humanities and Social Sciences:
  - Department of Political Science (African Politics and Development Policy)
  - Department for the Study of Religion
- Faculty of Biology, Chemistry and Earth Sciences:
  - Department of Political Geography
- Faculty of Languages and Literatures:
  - Department of Islamic Studies
  - Department of African Linguistics and Literatures
  - Department of Romance and Comparative Literature
  - Iwalewahaus

### UBM:

- UFR STC Sciences Territoires et Communication

### UP:

- Faculty of Arts and Humanities:
  - Department of History, Political and International Studies

EIMAS is a unique two-year (120 ECTS) English language course of studies offering a rigorous graduate level education in the interdisciplinary field of African Studies.

The programme is targeted at students with an interest in obtaining an advanced analytical, quantitative and qualitative training as a foundation for pursuing research-based careers within and outside of academia. EIMAS is mainly developed for students with an academic background in the social sciences and humanities who are intent on broadening and enhancing their methodological skills and on deepening their knowledge of the following academic subjects within the African Studies:

- Demography
- Development Studies
- Economics

- Environmental Studies
- Geography
- Geopolitics
- History
- Linguistics
- Literary Studies
- Media Studies
- Political Science
- Study of Religion
- Sociology
- Urban Planning

The Master's thesis (incl. the mandatory fieldwork or internship) will be written, submitted and defended in the fourth semester. This module merges theoretical knowledge and concrete empirical or professional work. Besides the scientific-methodological content, the active participation in planning and organising this individual project offers important experiences and skills, which are necessary for employment in the scientific community as well as in other demanding professional fields.

This Module Handbook is in accompaniment to the Examination Regulations governing the Programme.

## 2. General Comments

### 2.1. Duration of Studies

The period of study is four semesters full-time. Admission to the programme is possible only in the winter semester. It is not possible to complete the programme in less than four semesters.

### 2.2. Language

The official programme language is English.

### 2.3. Content and Scheduling of Courses

The exact content of courses and their scheduling will be advertised at the EIMAS website ([www.eimas.eu](http://www.eimas.eu)) a few of weeks before the start of the new semester.

### 2.4. Course Formats

The exact didactical form will depend on the courses. In general, there are four such forms in the EIMAS:

- **Seminars [S]**. The purpose of this form is to provide the opportunity to examine specific themes in depth and to broaden the students' methodological knowledge. Seminar sessions are intended to emphasize the application and practical relevance of theory. Students will be asked to prepare source materials, research articles etc. weekly and to actively engage in discussing and reflecting the materials and the broader contexts of the seminar. Usually it is also required to give a short presentation in class and to write a paper at the end of the course.
- **Language Course [LC]**. There are two types of language courses in the EIMAS: 1. National language courses and 2. African language courses. Depending on the students' level knowledge, the courses will be held in English or in the respective language. At the end of each course, usually a written examination will take place.
- **Colloquium [C]**. This is a forum to prepare, discuss and reflect the process of organizing academic events (Winter School) and activities (fieldwork, internship) as well as writing the Master's thesis. Students will be asked to give (short) presentations and a report on their fieldwork/internship.
- **Independent- Study [IS]**. In addition to attending the above-mentioned courses, self-study provides the opportunity for the student to develop his or her skills of independent thought, research, and analysis. Self-study includes class preparation and revision as well as independent literature searches and reading.

The general regulations for the methods of examination are to be found in the official Study

and Examination Regulations. Nevertheless, methods of examination may vary according to the standards each lecturer is free to specify for his/her course.

## **2.5. Requirements for Admission**

The requirements for admission to the MA EIMAS are regulated according to the general statutes of the three consortium universities and the official Study and Examination Regulations of this programme. The latter is to be found on the website of EIMAS ([www.eimas.eu](http://www.eimas.eu)).

## **2.6. Workload**

One ECTS is calculated to be 27 to 30 hours of work. The average 30 ECTS per semester translate into a study workload of 900 hours per semester. The total 120 ECTS of the programme need to be fulfilled within the two years/four semesters timescale (full-time). Detailed breakdowns of workloads can be found in the module tables.

### 3. Modules: Overview

#### 1. Semester: UP

		Type of Course	Usual Type of Examination	Hours / Week	ECTS
1	Research Methods	S	Term paper	2	5
2	Trends of Global Africa	S	Term paper	2	5
3	Development Cooperation	S	Term paper	2	5
4a	Intercultural Communication in Global Africa (optional, 2 out of 3)	S	Term paper	2	5
4b	Development Education (optional, 2 out of 3)	S	Term paper	2	5
4c	African Literatures (optional, 2 out of 3)	S	Assignments and term paper	2	5
5	Project Colloquium	C	Presentation(s)	2	5
6*	Portuguese Language Course (highly recommended)	LC	Oral and/or written exam	4	6
	<b>Sum 1<sup>st</sup> semester (6/7 courses)</b>			<b>12-16</b>	<b>30</b>

#### 2. Semester: UBT

		Type of Course	Usual Type of Examination	Hours / Week	ECTS
1	Actors in Development Politics	S	Presentation and assignment	2	5
2	Socio-political Processes in Africa	S	Presentation and assignment	2	5
3	Geographies of Environment and Development	S	Presentation and term paper	2	5
4a	Religion in/from Africa (optional, 2 out of 3)	S	Term paper	2	5
4b	Media and Art in Africa (optional, 2 out of 3)	S	Term paper or oral exam	2	5
4c	African Language (Arabic, Bambara, Hausa or Swahili) (optional, 2 out of 3)	LC	Oral and/or written exam	4	5
5	Project Colloquium	C	Presentation(s)	2	5
6*	German Language Course (highly recommended)	LC	Oral and/or written exam	4	---
	<b>Sum 2<sup>nd</sup> semester (6/7 courses)</b>			<b>12-18</b>	<b>30</b>



### 3. Semester: UBM

		Type of Course	Usual Type of Examination	Hours / Week	ECTS
1	Managing Projects in Development Cooperation	S	Presentation and term paper	2	5
2	Mapping African Urban Dynamics and Heritage	S	Presentation and term paper	2	5
3	Investing in Africa – Opportunities and Actors	S	Presentation and term paper	2	5
4a	Tropical Agriculture and Sustainable Development (optional, 2 out of 3)	S	Presentation and term paper	2	5
4b	Political and Security Challenges in Africa (optional, 2 out of 3)	S	Presentation and term paper	2	5
4c	Demographic Growth and Social Challenges (optional, 2 out of 3)	S	Presentation, poster and term paper	2	5
5	Project Colloquium	C	Presentation(s)	2	5
6*	French Language Course (highly recommended)	LC	Oral and/or written exam	4	---
	<b>Sum 3<sup>rd</sup> semester (6/7 courses)</b>			<b>12-16</b>	<b>30</b>

### 4. Semester: UP/UBT/UBM

		Type of Course	Usual Type of Examination	Hours / Week	ECTS
1	Master's Thesis (incl. fieldwork/internship and Master Colloquium)	IS and C	Master's thesis and oral defence	2	30
2	Portuguese / German / French Language Course (optional)	LC	Oral and/or written exam	4	---
	<b>Sum 4<sup>th</sup> semester (6/7 courses)</b>			<b>2</b>	<b>30</b>

### Total Sum

		Type of Course	Usual Type of Examination	Hours / Week	ECTS
				<b>38-52</b>	<b>120</b>

### 3.1. University of Porto (UP)

In the first semester, the University of Porto will provide a comprehensive introduction to interdisciplinary African Studies.

#### 3.1.1. Mandatory Courses

<b>Module name</b>	<b>Research Methods</b>
<b>Responsibility</b>	Amélia Polónia
<b>Learning outcomes</b>	Students will acquire skills to carry out independent research. They will learn to handle the different stages of producing scientific knowledge, i.e. from choosing a research topic and a research question to presenting the results of academic work. This comprises the theoretical, methodological and empirical steps towards a successful and rigorous process of knowledge-building, including the critical analysis of state-of-the-art literature, the selection of data, the creation of datasets, the methods of analysis and a successful communication of results. Students will also acquire scientific communication skills in order to disseminate their work both in academic and non-academic environments.
<b>Contents</b>	<p>This module provides the students with skills to handle the different stages required by the production of scientific knowledge, i.e. from choosing a research topic and a research question to presenting the results of academic work. It comprises the theoretical, the methodological and the empirical steps towards a successful and rigorous process of knowledge building, including the critical analysis of state of the art literature, the selection of data, the creation of datasets, the methods of analysis and a successful communication of results. Handling scientific communication skills will also be targeted.</p> <p>A practical, hands-on approach will be used for teaching methodological procedures. Seminar sessions will be focused on exercises about the different aspects addressed in class in order to 1. enhance students' ability</p>

to organize information in a consistent manner, 2. develop students' theoretical skills as well as their critical analysis skills in relation to primary sources and bibliography 3. enable students to use digital tools for research information, 4. raise students' awareness about the appropriate use of resources and technology to produce information; 5. develop crucial procedures on scientific ethics.

<b>Requirements</b>	None
<b>Type of course</b>	S (2 hours/week)
<b>Frequency</b>	Once a year (winter semester)
<b>Duration</b>	One semester
<b>ECTS</b>	5
<b>Method of examination</b>	Term paper
<b>Workload</b>	Active participation 26 hrs Preparation and revision 109 hrs <b>Total 135 hrs</b>

<b>Module name</b>	<b>Trends of Global Africa</b>
<b>Responsibility</b>	Maciel Morais Santos
<b>Learning outcomes</b>	The students should be able to describe the main African societal changes in the context of World History. They should obtain knowledge on the main trends of African history. In particular, they should be able to: <ul style="list-style-type: none"> <li>- identify the African Regions in their historical environments;</li> <li>- describe the main periods and social dynamics of African history;</li> <li>- understand African political and economic dynamics under a comparative point of view.</li> </ul>
<b>Contents</b>	This module provides an articulation of historical trends of Africa in the World context. The students are expected to be aware of the long term economic, political and societal developments in African societies. The syllabus is organised under a historical framework

in order to allow students wider understanding of African role in World History.

<b>Requirements</b>	None
<b>Type of course</b>	S (2 hours/week)
<b>Frequency</b>	Once a year (winter semester)
<b>Duration</b>	One semester
<b>ECTS</b>	5
<b>Method of examination</b>	Term paper
<b>Workload</b>	Active participation 26 hrs Preparation and revision 109 hrs <b>Total 135 hrs</b>

<b>Module name</b>	<b>Development Cooperation</b>
<b>Responsibility</b>	Maria Helena Vilaça / Miguel Silva
<b>Learning outcomes</b>	At the end of the course students should: <ol style="list-style-type: none"> <li>1. have developed a critical analysis of contemporary African societies and social change in a globalised context, with emphasis on cooperation;</li> <li>2. be aware of key organisations, concepts, actors as well as successful and unsuccessful strategies of cooperation involving Africa;</li> <li>3. have developed a comprehensive capacity of analysing economic, social, political and cultural obstacles to development with variables interacting with cooperation policies, involving European and other international actors;</li> <li>4. be able to critically understand the multiplicity of endogenous economic, political and social variables which, in their interaction with European development policies and various international actors, challenge the successful development of the countries of the continent.</li> </ol>
<b>Contents</b>	This module equips the students with a reflexive ability and reasoned critical analysis on the contemporary African societies and social change in a globalised

context in which cooperation is paramount. It sheds light on key organisations, concepts, actors as well as successful and unsuccessful strategies of cooperation involving Africa. It connects the comprehension of economic, social, political and cultural obstacles to development with variables interacting with cooperation policies, involving European and other international actors.

Specific contents are:

- From colonialism to S.D.G's: sociological and historical perspectives on development in Africa.
- Development and its actors: confrontation, dialogue, action and reaction.
- From Liberalism to Socialism and back: political and economic theories and its impact on development in Africa.

Everything is wrong? Development alternatives and alternative development

- Global Citizenship and post-colonial approaches: the new waves on development?

<b>Requirements</b>	None
<b>Type of course</b>	S (2 hours/week)
<b>Frequency</b>	Once a year (winter semester)
<b>Duration</b>	One semester
<b>ECTS</b>	5
<b>Method of examination</b>	Term paper
<b>Workload</b>	Active participation 26 hrs Preparation and revision 109 hrs <b>Total 135 hrs</b>

<b>Module name</b>	<b>Project Colloquium</b>
<b>Responsibility</b>	Amélia Polónia
<b>Learning outcomes</b>	Students should: <ol style="list-style-type: none"> <li>1. be able to contribute to the organization of academic events (Winter School) and activities (fieldwork,</li> </ol>

internship), in particular prepare, discuss, and reflect the entire process;

2. strengthen research procedures, methodological approaches, theoretical reflection and systematization and analysis.

In particular, they need to be able to

- identify, synthesize and use the relevant bibliography about the chosen topic;
- use the adequate methodologies independently;
- write clear and well-structured texts;
- organize text coherently and adequately to provide an efficient and attractive communication based on the most rigorous scientific criteria.

<b>Contents</b>	This module provides the possibility to jointly prepare on the one hand the final project (fieldwork or internship) of each student and on the other hand the EIMAS Winter School that takes place at the end of the third semester. Students are asked to work together in groups and to present their preparation steps in different formats, and will get an intensive training in project management, marketing and networking.
<b>Requirements</b>	None
<b>Type of course</b>	C (2 hours/week)
<b>Frequency</b>	Every semester
<b>Duration</b>	One semester
<b>ECTS</b>	5
<b>Method of examination</b>	Presentation(s)
<b>Workload</b>	Active participation 26 hrs Preparation and revision 109 hrs <b>Total 135 hrs</b>

### 3.1.2. Optional Courses

Two out of three courses are to be chosen.

<b>Module name</b>	<b>Intercultural Communication in Global Africa</b>
<b>Responsibility</b>	Isabel Galhano Rodrigues
<b>Learning outcomes</b>	Students should be able to: <ul style="list-style-type: none"><li>- be aware that the message as interpreted by the recipient may not correspond to the message conveyed by the sender</li><li>- recognize and accept different needs, different forms of interpreting the world and the others</li><li>- be able to recognize ethnocentric attitudes, prejudices, and discrimination.</li></ul>
<b>Contents</b>	<p>The objective of this CU is to raise students' awareness of varied forms of perception, comprehension and structuring different domains of experience in the world. This gives origin to different values and social practices, which determine, within a group, the importance given to a quality, an object, time and space, to the self and the other, to the relations between gender and power, to the natural and the supernatural, and to life and death...</p> <p>This module sensitises students to the challenges of social interactions in African contexts. They acquire techniques to become aware of ethnocentrism and eurocentrism, to recognize prejudices and discrimination, to identify and interact with forms of behaviour with the "other" and to develop the ability to recognize values and cultural practices, in order to interpret assumptions and implicit meanings.</p>
<b>Requirements</b>	None
<b>Type of course</b>	S (2 hours/week)
<b>Frequency</b>	Once a year (winter semester)
<b>Duration</b>	One semester
<b>ECTS</b>	5
<b>Method of examination</b>	Term paper
<b>Workload</b>	Active participation 26 hrs

Preparation and revision 109 hrs

**Total 135 hrs**

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<b>Module name</b>	<b>Development Education</b>
<b>Responsibility</b>	Luís Grosso Correia
<b>Learning outcomes</b>	<p>Students are meant to:</p> <ul style="list-style-type: none"><li>- relate the concepts of development and education;</li><li>- know education in Africa from a historical, sociological and comparative perspective;</li><li>- identify the polysemy of development education concepts and practices according to their international, national and institutional promoters;</li><li>- analyze the diversity of orientations in the field of theory, organization, and implementation of development education;</li><li>- differentiate the theoretical and methodological constitution of the field of development education;</li><li>- deepen a critical perspective on prevailing conceptions about the approach, issues, and problems of development education;</li><li>- deconstruct the apolitical view of (development) education;</li><li>- develop attitudes of reflection and scientific research.</li></ul>
<b>Contents</b>	<p>This module aims to support students to increase their awareness and understanding of the interdependent and unequal world in which we live, through a process of interactive learning, debate, action and reflection. It challenges perceptions of the world and encourages students to act for a more just and equal society at a national and an international level. It works to tackle the root causes of injustice and inequality. It will engage students to use participatory methodologies to increase their knowledge of global issues and develop their skills of teamwork and advocacy. Justice; Global development; Human rights; Global citizenship; Global poverty and inequality; Stereotypes and prejudice are</p>



topics to be dealt with.

<b>Requirements</b>	None
<b>Type of course</b>	S (2 hours/week)
<b>Frequency</b>	Once a year (winter semester)
<b>Duration</b>	One semester
<b>ECTS</b>	5
<b>Method of examination</b>	Term paper
<b>Workload</b>	Active participation 26 hrs Preparation and revision 109 hrs <b>Total 135 hrs</b>

<b>Module name</b>	<b>African Literatures</b>
<b>Responsibility</b>	Francisco Topa
<b>Learning outcomes</b>	At the end of the course, students should: <ul style="list-style-type: none"><li>- have acquired a global view of the diversity of literatures from Africa;</li><li>- know the major themes that mark African literatures, such as the colonial clash, the conflict between tradition and modernity, the African identities, the post-independence disillusion, and gender issues;</li><li>- be able to analyse critically African literature in its political, social, cultural, historical, and economic context.</li></ul>
<b>Contents</b>	<p>The module provides students with a global view of the diversity of literatures from Africa. To this end, a representative set of texts, written in English or translated into this language, of various genres (including oral literature) and of various linguistic, cultural and national spaces will be studied. The time period covered will also be extensive, including texts from the pre-colonial, colonial and post-colonial periods.</p> <p>Divided into four main points, the program contemplates, in a diachronic perspective, the development of African literatures, from the pre-colonial period (with oral texts) to the post-colonial phase. On the other hand, texts and</p>

authors of different geographical, linguistic, genealogical and gender origins are chosen, thus providing students with a panoramic view of African Literatures.

<b>Requirements</b>	None
<b>Type of course</b>	S (2 hours/week)
<b>Frequency</b>	Once a year (winter semester)
<b>Duration</b>	One semester
<b>ECTS</b>	5
<b>Method of examination</b>	Assignments and term paper
<b>Workload</b>	Active participation 26 hrs Preparation and revision 109 hrs <b>Total 135 hrs</b>

<b>Module name</b>	<b>Portuguese Language Course I</b>
<b>Responsibility</b>	Fátima Silva
<b>Learning outcomes</b>	<ul style="list-style-type: none"> <li>• Extending the vocabulary in a foreign language</li> <li>• Improving skills in communication</li> <li>• Improving understanding of academic texts in a foreign language</li> <li>• Enabling students to read and analyse source materials in their original language</li> </ul>
<b>Contents</b>	<p>The target-group for this level are those students who are initiating the study of the Portuguese language.</p> <p>The students will read and write texts and practise their oral communication in Portuguese.</p> <p>Students will receive a folder containing texts, as well as evaluation forms (self- and hetero-evaluation) with grammatical exercises.</p>
<b>Requirements</b>	None
<b>Type of course</b>	LC (4 hours/week)
<b>Frequency</b>	Once a year (winter semester)
<b>Duration</b>	One semester
<b>ECTS</b>	6 (cannot be recognized for the EIMAS; a certificate will be issued)
<b>Method of examination</b>	Oral and/or written exam

**Workload**

Active participation 52 hrs

Preparation and revision 90 hrs

Preparation for examination 20 hrs

**Total 162 hrs**

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### 3.2. University of Bayreuth (UBT)

In the second semester, the University of Bayreuth will widen the students' perspectives towards development and cultural dynamics.

#### 3.2.1. Mandatory Courses

<b>Module name</b>	<b>Actors in Development Politics</b>
<b>Responsibility</b>	Alexander Stroh-Steckelberg
<b>Learning outcomes</b>	This course conveys knowledge about agency in current discourses and research in Development Studies as well as behaviour and practice in development work. Students deepen their knowledge about the theories of agency and development policy as well as their practical application. They are put in a position to analyse the structure, interests and behaviour of development actors and to put this knowledge about agency into the context of successful and failing development efforts in the global South. Students learn how to identify and critically assess disputable actions and to propose alternative options for applied use.
<b>Contents</b>	This module teaches students the organisation and behaviour of development stakeholders on the international, national and local levels as well as in the public and private sphere. Development agency will be analysed from theoretical and empirical angles.
<b>Requirements</b>	None
<b>Type of course</b>	S (2 hours/week)
<b>Frequency</b>	Once a year (summer semester)
<b>Duration</b>	One semester
<b>ECTS</b>	5
<b>Method of examination</b>	Presentation and assignment
<b>Workload</b>	Active participation 30 hrs Preparation and revision 60 hrs Preparation for examination 60 hrs <b>Total 150 hrs</b>

<b>Module name</b>	<b>Socio-political Processes in Africa</b>
<b>Responsibility</b>	Alexander Stroh-Steckelberg
<b>Learning outcomes</b>	Students will acquire the ability to deal with specific aspects of Development Sociology / Theory as an analytical approach for analysing countries in the global South. These aspects are supplemented through the analysis of social and political processes, in particular in African countries.
<b>Contents</b>	This module deals with different aspects of social structures of African societies as well as the political structures and processes by means of surveys and specific examples. Students acquire the ability to deal with specific sociological and political aspects, including the appropriate analytical approaches for analysing societies in Global Africa. This includes key questions about identity, which have often been suspected of critically shaping social conflict, political competition, and other socio-political processes in African countries.
<b>Requirements</b>	None
<b>Type of course</b>	S (2 hours/week)
<b>Frequency</b>	Once a year (summer semester)
<b>Duration</b>	One semester
<b>ECTS</b>	5
<b>Method of examination</b>	Presentation and assignment
<b>Workload</b>	Active participation 30 hrs Preparation and revision 60 hrs Preparation for examination 60 hrs <b>Total 150 hrs</b>

<b>Module name</b>	<b>Geographies of Environment and Development</b>
<b>Responsibility</b>	Martin Doevenspeck / Festus Boamah
<b>Learning outcomes</b>	In this course, students acquire knowledge about theories, current trends and research approaches to gain an understanding of environment-society-development interrelations in the global South from an interdisciplinary

perspective of Human and Physical Geography. They acquire knowledge about key concepts for the study of both physical and social dimensions of environmental change. In this way, they learn how to assess environmental trends, environmental interventions and environmental governance as key factors in development discourse, politics and practice.

<b>Contents</b>	This module provides an overview of theoretical and conceptual approaches in the areas of society, environment and development in order to achieve an interdisciplinary understanding of complex problems at the intersection of development and environment in the global South.
<b>Requirements</b>	None
<b>Type of course</b>	S (2 hours/week)
<b>Frequency</b>	Once a year (summer semester)
<b>Duration</b>	One semester
<b>ECTS</b>	5
<b>Method of examination</b>	Presentation and term paper
<b>Workload</b>	Active participation 30 hrs Preparation and revision 60 hrs Preparation for examination 60 hrs <b>Total 150 hrs</b>

<b>Module name</b>	<b>Project Colloquium</b>
<b>Responsibility</b>	Franz Kogelmann / Mirjam Straßer
<b>Learning outcomes</b>	Students will enhance their abilities in <ul style="list-style-type: none"> <li>- academic presentations</li> <li>- teamwork</li> <li>- self-organization</li> <li>- project management</li> <li>- networking</li> <li>- marketing</li> </ul>
<b>Contents</b>	This module provides the possibility to jointly prepare on the one hand the final project (fieldwork or internship) of

each student and on the other hand the EIMAS Winter School that takes place at the end of the third semester. Students are asked to work together in groups and to present their preparation steps in different formats, and will get an intensive training in project management, marketing and networking.

<b>Requirements</b>	None
<b>Type of course</b>	C (2 hours/week)
<b>Frequency</b>	Every semester
<b>Duration</b>	One semester
<b>ECTS</b>	5
<b>Method of examination</b>	Presentation(s)
<b>Workload</b>	Active participation 30 hrs Preparation and revision 120 hrs <b>Total 150 hrs</b>

### 3.2.2. Optional Courses

Two out of three courses are to be chosen.

<b>Module name</b>	<b>Religion in/from Africa</b>
<b>Responsibility</b>	Franz Kogelmann / Rüdiger Seesemann / Eva Spies
<b>Learning outcomes</b>	This module enables students to critically analyse and discuss religious ideas, practices, institutions and debates in Africa and to understand them as part of individual trajectories as well as political, economic and social life. Students acquire knowledge of the manifold religious traditions and actors on the African continent and in the diaspora and learn to contextualize them within their historical and global entanglements. The module introduces debates, theories and methodological approaches of the multidisciplinary field of Africa-related study of religion at an advanced level.
<b>Contents</b>	The module offers multi-disciplinary perspectives on the different religious traditions of the African continent and the diasporas. In particular, it deals with historical and

contemporary expressions of Islam, Christianity and so-called African religious traditions: How have these religious expressions been studied so far? How are they interrelated, and how do they connect to epistemological, social and political questions? How do they contribute to local and global dynamics? By dealing with this set of questions, the module introduces theories and methods of a non-normative study of religion.

<b>Requirements</b>	None
<b>Type of course</b>	S (2 hours/week)
<b>Frequency</b>	Once a year (summer semester)
<b>Duration</b>	One semester
<b>ECTS</b>	5
<b>Method of examination</b>	Term paper
<b>Workload</b>	Active participation 30 hrs Preparation and revision 60 hrs Preparation for examination 60 hrs <b>Total 150 hrs</b>

<b>Module name</b>	<b>Media and Art in Africa</b>
<b>Responsibility</b>	Ute Fendler / Katharina Fink / Ulf Vierke
<b>Learning outcomes</b>	Students will become acquainted with a number of different concrete examples of aesthetic practices in Africa and will gain insights into their interrelatedness. They will also learn how to critically discuss and evaluate them.
<b>Contents</b>	This module familiarizes the students with African art practices and aesthetic concepts relevant for their analysis and deeper understanding. Examples stem from different contexts and may refer to traditional African arts, modern and contemporary African arts, popular culture in Africa, African film, music and performative arts. Students learn, inter alia, to find how artwork mirrors questions of identity, sustainability, and territory. Students become acquainted with a number of



different concrete examples of aesthetic practices in Africa and gain insights into their interrelatedness.

<b>Requirements</b>	None
<b>Type of course</b>	S (2 hours/week)
<b>Frequency</b>	Once a year (summer semester)
<b>Duration</b>	One semester
<b>ECTS</b>	5
<b>Method of examination</b>	Term paper or oral exam
<b>Workload</b>	Active participation 30 hrs Preparation and revision 60 hrs Preparation for examination 60 hrs <b>Total 150 hrs</b>

<b>Module name</b>	<b>African Language (Arabic, Bambara, Hausa or Swahili)</b>
<b>Responsibility</b>	Valentina Serreli / Michael Broß / Klaudia Dombrowsky-Hahn / Serena Talento
<b>Learning outcomes</b>	<ul style="list-style-type: none"> <li>• Building/extending vocabulary in a foreign language</li> <li>• Establishing skills in communication</li> <li>• Establishing understanding of basic texts in a foreign language</li> <li>• Enabling students to read and analyse source materials in their original language</li> </ul>
<b>Contents</b>	The module provides the student with basic language skills in Arabic, Bambara, Hausa or Swahili, i.e. basic vocabulary and basic knowledge of morphology and syntax of the language needed for oral and written communication in particular cultural contexts in the countries where the respective language is spoken.
<b>Requirements</b>	None
<b>Type of course</b>	LC (4 hours/week)
<b>Frequency</b>	Once a year (summer semester)
<b>Duration</b>	One semester
<b>ECTS</b>	5
<b>Method of examination</b>	Oral and/or written exam

<b>Workload</b>	Active participation 60 hrs Preparation and revision 60 hrs Preparation for examination 30 hrs <b>Total 150 hrs</b>
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<b>Module name</b>	<b>German Language Course I</b>
<b>Responsibility</b>	Institute for International Communication and Foreign Cultural Exchange (IIK)
<b>Learning outcomes</b>	<ul style="list-style-type: none"> <li>• Exercising of language skills: listening, speaking, reading and writing</li> <li>• Studying grammar skills on beginners level</li> <li>• Enabling students to interact in a simple way</li> </ul>
<b>Contents</b>	The students will read and write simple and short texts and will practise their oral communication in German.
<b>Requirements</b>	None
<b>Type of course</b>	LC (4 hours/week)
<b>Frequency</b>	Once a year (summer semester)
<b>Duration</b>	One semester
<b>ECTS</b>	0; a certificate will be issued
<b>Method of examination</b>	Oral and/or written exam
<b>Workload</b>	Active participation 60 hrs Preparation and revision 60 hrs Preparation for examination 30 hrs <b>Total 150 hrs</b>

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### 3.3. Bordeaux Montaigne University (UBM)

In the third semester, the Bordeaux Montaigne University will introduce analytical approaches and provide tools for a practical involvement in contemporary political, ecological and economic challenges.

#### 3.3.1. Mandatory Courses

<b>Module name</b>	<b>Managing Projects in Development Cooperation</b>
<b>Responsibility</b>	Elisabeth Hofmann / Olivia Le Gall
<b>Learning outcomes</b>	Since future African development strategies and policies will still heavily rely on projects, it is of tremendous importance to get a deep understanding of the way they are shaped, built and managed. This module provides students with the tools to understand and set up development projects in Africa and thus carry out critical analysis.
<b>Contents</b>	The module provides the students with a deep understanding of the management of development projects. It introduces the project approach before entering into the different steps of project cycle management. Methods and tools for identifying and formulating development projects are presented and experimented through case studies and simulation exercises. The accent is on multi-stakeholder analysis and participatory, transformative approaches, based on examples drawn from intercultural African settings.
<b>Requirements</b>	None
<b>Type of course</b>	S (2 hours/week)
<b>Frequency</b>	Once a year (winter semester)
<b>Duration</b>	One semester
<b>ECTS</b>	5
<b>Method of examination</b>	Presentation and term paper
<b>Workload</b>	Active participation 24 hrs Preparation and revision 66 hrs Preparation for examination 60 hrs <b>Total 150 hrs</b>

<b>Module name</b>	<b>Mapping African Urban Dynamics and Heritage</b>
<b>Responsibility</b>	Jean-Fabien Steck / Jean-Baptiste Lanne
<b>Learning outcomes</b>	Out of this module, students will deepen their knowledge about theories and research approaches of urban dynamics and management. They also will acquire basic understanding of urban GIS and their performative uses within urban policies and politics. Filmmaking and digital tools (GIS, Remote sensing analysis, etc.) will be extensively used in this module thus equipping students with tools to play critical roles in urban and heritage projects.
<b>Contents</b>	Beyond just concentrating on illustrating territorial inequalities and injustices, this module elaborates on this diagnosis in order to draw scenarios that could enhance planning practices and policies towards more inclusive, smarter and thus sustainable cities. As heritage protection is a major trend in and nearby cities, we decided to combine its analysis and assessment with urbanisation. Obviously, the three main axes of EIMAS, Identity, Territory and Sustainability, cross here. Mapping is understood as much as the socio-spatial and political processes that actually build and shape the real cities themselves as the paper or computer cartography of their inequalities to advice and advocate for the betterment of their inclusiveness, smartness and sustainability.
<b>Requirements</b>	None
<b>Type of course</b>	S (2 hours/week)
<b>Frequency</b>	Once a year (winter semester)
<b>Duration</b>	One semester
<b>ECTS</b>	5
<b>Method of examination</b>	Presentation and term paper
<b>Workload</b>	Active participation 24 hrs Preparation and revision 66 hrs Preparation for examination 60 hrs <b>Total 150 hrs</b>

<b>Module name</b>	<b>Investing in Africa - Opportunities and Actors</b>
<b>Responsibility</b>	Sylvain Racaud
<b>Learning outcomes</b>	Investment are shaping Africa's futures. Students have to be equipped with the necessary tools to understand stakeholders' decisions, their legal and political settings, their backgrounds and their impacts.
<b>Contents</b>	This module offers students a comprehensive geo-economic survey of Africa in order to make students aware of the effect of development and economic diversification on the spatial structure of the continent. The students learn to understand that Africa is beyond the stereotypes and dualistic approaches of "Lions on the move" or "Poor dark continent" narratives. Moreover, students are capable of identifying socio-economic and political constraints but also the profitable opportunities of the continent i.e. they learn to assess development opportunities in the world.
<b>Requirements</b>	None
<b>Type of course</b>	S (2 hours/week)
<b>Frequency</b>	Once a year (winter semester)
<b>Duration</b>	One semester
<b>ECTS</b>	5
<b>Method of examination</b>	Presentation and term paper
<b>Workload</b>	Active participation 24 hrs Preparation and revision 66 hrs Preparation for examination 60 hrs <b>Total 150 hrs</b>

<b>Module name</b>	<b>Project Colloquium</b>
<b>Responsibility</b>	Bernard Calas
<b>Learning outcomes</b>	This module will sensitive students on the importance of prospective, anticipation and scenario writings for research purposes. Catching demographic dividend, addressing the next climate crisis, meeting the high demand spatial justice are some of the challenges that

need to be anticipated by young trained students.

<b>Contents</b>	This module provides the possibility to jointly prepare on the one hand the final project (fieldwork or internship) of each student and on the other hand the EIMAS Winter School that takes place at the end of the third semester. Students are asked to work together in groups and to present their preparation steps in different formats, and will get an intensive training in project management, marketing and networking.
<b>Requirements</b>	None
<b>Type of course</b>	C (2 hours/week)
<b>Frequency</b>	Every semester
<b>Duration</b>	One semester
<b>ECTS</b>	5
<b>Method of examination</b>	Presentation(s)
<b>Workload</b>	Active participation 30 hrs Preparation and revision 120 hrs <b>Total 150 hrs</b>

### 3.3.2. Optional Courses

Two out of three courses are to be chosen.

<b>Module name</b>	<b>Tropical Agriculture and Sustainable Development</b>
<b>Responsibility</b>	Bernard Calas / Pierre Blanc
<b>Learning outcomes</b>	This module provides students with knowledge about tropical agricultures both in sub-Saharan Africa and Northern Africa, their constraints and possibilities and with the necessary research methodologies to understand and upraise farmers' decisions, their impacts on GVC and national economies.
<b>Contents</b>	The economic weight of the agricultural sector (30% of the GDP and 60% of the jobs) as well as its contribution to territorial development and identity building makes it tremendously important to analyse. Moreover, because no other economic activity has the strength to reduce

poverty the way agriculture does, Africa's future partly relies on the capability of small-scale family farms to address demographic growth, urbanisation process and environmental challenges. It is therefore crucial that students be made aware of the SWOT of agriculture changes, projects and policies. They will observe and analyse different agriculture types and learn different research methods (RRA) or approaches (Livelihood approach or Terroir approach).

The goal is to understand scenarios towards the "Double green Revolution" and "smart agriculture" based on agro-ecological and GAP. One of the sessions will rely on "Wat-a-Game" to understand how a simulation game can be useful for research as well as for sustainable development planning.

<b>Requirements</b>	None
<b>Type of course</b>	S (2 hours/week)
<b>Frequency</b>	Once a year (winter semester)
<b>Duration</b>	One semester
<b>ECTS</b>	5
<b>Method of examination</b>	Presentation and term paper
<b>Workload</b>	Active participation 24 hrs Preparation and revision 66 hrs Preparation for examination 60 hrs <b>Total 150 hrs</b>

<b>Module name</b>	<b>Political and Security Challenges in Africa</b>
<b>Responsibility</b>	Céline Thriot / Sébastien Laurent / Dominique Darbon
<b>Learning outcomes</b>	In this course, students acquire knowledge about theories, current trends and research approaches to gain an understanding of the security/democratization nexus in Africa. They acquire knowledge about key concepts for the study of territorial and geopolitical changes. In this way, they learn how to assess security risks and actors' strategies in a context of geopolitical uncertainty.

**Contents**

This module provides the students with political science tools and theories to decipher politics and security issues in Africa. A systematic investigation of those tools, theories and classification with case studies allows students to discuss both African situations and the capacity of models and theories to deal with those African situations.

<b>Requirements</b>	None
<b>Type of course</b>	S (2 hours/week)
<b>Frequency</b>	Once a year (winter semester)
<b>Duration</b>	One semester
<b>ECTS</b>	5
<b>Method of examination</b>	Presentation and term paper
<b>Workload</b>	Active participation 24 hrs Preparation and revision 66 hrs Preparation for examination 60 hrs <b>Total 150 hrs</b>

<b>Module name</b>	<b>Demographic Growth and Social Challenges</b>
<b>Responsibility</b>	Fabrice Courtin / Bernard Calas / Kamala Marius
<b>Learning outcomes</b>	The module will provide students with the necessary knowledge and tools in demography and epidemiology in order to be able to present specific populations and sanitary and health challenges they have to face and meet.
<b>Contents</b>	Rather than concentrating on demographic behaviours and dynamics of the demographic transition to confront Malthus with Boserup, students will elaborate more on family planning strategies and their impacts. Of the main social challenges that Africans have to face, four will be emphasized: 1) the one of gender balance and equity, 2) the problem of youth education and employment, 3) the epidemiological and sanitary transition and the “One Health” approach and finally 4) the question of the demographic dividend.



This module will thus put Africa into perspective with other developing continents such as Asia or Latin America.

<b>Requirements</b>	None
<b>Type of course</b>	S (2 hours/week)
<b>Frequency</b>	Once a year (winter semester)
<b>Duration</b>	One semester
<b>ECTS</b>	5
<b>Method of examination</b>	Presentation, poster and term paper
<b>Workload</b>	Active participation 24 hrs Preparation and revision 66 hrs Preparation for examination 60 hrs <b>Total 150 hrs</b>

<b>Module name</b>	<b>French Language Course I</b>
<b>Responsibility</b>	DEFLE – Department of French as a Foreign Language
<b>Learning outcomes</b>	<ul style="list-style-type: none"> <li>• Extending the vocabulary in a foreign language</li> <li>• Improving skills in communication</li> <li>• Improving understanding of academic texts in a foreign language</li> <li>• Enabling students to read and analyse source materials in their original language</li> </ul>
<b>Contents</b>	Teaching is based on the four language skills: listening, speaking, reading and writing. The courses on offer and teaching methods used are closely linked to research in language didactics conducted at the university. The DEFLE encourages dialogue and exchange between French-speaking cultures and specialises in inter-cultural education.
<b>Requirements</b>	None
<b>Type of course</b>	LC (4 hours/week)
<b>Frequency</b>	Once a year (winter semester)
<b>Duration</b>	One semester
<b>ECTS</b>	0; a certificate will be issued
<b>Method of examination</b>	Oral and/or written exam

**Workload**

Active participation 50 hrs

Preparation and revision 60 hrs

Preparation for examination 30 hrs

**Total 140 hrs**

### 3.4. UP/UBT/UBM

In the fourth semester, the students will prepare and write their Master thesis at the university of their choice, depending on where the supervisor of their thesis is based.

#### 3.4.1. Mandatory Courses

<b>Module name</b>	<b>Master's Thesis</b>
<b>Responsibility</b>	Amélia Polónia / Franz Kogelmann / Bernard Calas
<b>Learning outcomes</b>	In the framework of the master's thesis, students theoretically reflect on and embed their research results in the debates of the elective sections. Students also demonstrate that they are able to work on a specified topic independently and to use appropriate resources to write a scientific paper.
<b>Contents</b>	Developing and formulating a clear question, and logical and systematic subdivisions of the topic in question. Conducting literature research and analysis. Incorporating empirical data. Establishing links between theoretical questions and (empirical) data. Writing a thesis.
<b>Requirements</b>	None
<b>Type of course</b>	C (2 hours/week) + IS
<b>Frequency</b>	Once a year (summer semester)
<b>Duration</b>	One semester
<b>ECTS</b>	30
<b>Method of examination</b>	Master's thesis + oral defence
<b>Workload</b>	Active participation 30 hrs Preparation and revision 60 hrs Research, composition, reading and writing of the Master's Thesis 750 hrs Preparation for oral defence 60 hrs <b>Total 900 hrs</b>

### 3.4.2. Optional Courses

<b>Module name</b>	<b>Portuguese / German / French Language Course II</b>
<b>Responsibility</b>	Fátima Silva / Language Centre / DEFLE
<b>Learning outcomes</b>	<ul style="list-style-type: none"> <li>• Extending the vocabulary in a foreign language</li> <li>• Improving skills in communication</li> <li>• Improving understanding of academic texts in a foreign language</li> <li>• Enabling students to read and analyse source materials in their original language</li> </ul>
<b>Contents</b>	The students will read and write texts and practise their oral communication in one of the three languages.
<b>Requirements</b>	Successful participation in Portuguese / German / French Language Course I
<b>Type of course</b>	LC (4 hours/week)
<b>Frequency</b>	Once a year (winter semester)
<b>Duration</b>	One semester
<b>ECTS</b>	6 / 0 / 0 (cannot be recognized for the EIMAS; a certificate will be issued)
<b>Method of examination</b>	Oral and/or written examination
<b>Workload</b>	Active participation 52 / 60 / 50 hrs Preparation and revision 90 / 60 / 60 hrs Preparation for examination 20 / 30 / 30 hrs <b>Total 162 / 150 / 140 hrs</b>



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