

# NCE/19/1900301 — Apresentação do pedido - Novo ciclo de estudos

---

## 1. Caracterização geral do ciclo de estudos

### 1.1. Instituição de Ensino Superior:

*Universidade Do Porto*

### 1.1.a. Outra(s) Instituição(ões) de Ensino Superior (proposta em associação):

### 1.2. Unidade orgânica (faculdade, escola, instituto, etc.):

*Faculdade De Letras (UP)*

### 1.2.a. Outra(s) unidade(s) orgânica(s) (faculdade, escola, instituto, etc.) (proposta em associação):

### 1.3. Designação do ciclo de estudos:

*Estudos Africanos - Mestrado Europeu Interdisciplinar*

### 1.3. Study programme:

*European Interdisciplinary Master in African Studies*

### 1.4. Grau:

*Mestre*

### 1.5. Área científica predominante do ciclo de estudos:

*Ciências Sociais e do Comportamento/Humanidades*

### 1.5. Main scientific area of the study programme:

*Social and Behavioral Sciences / Humanities*

### 1.6.1 Classificação CNAEF – primeira área fundamental, de acordo com a Portaria n.º 256/2005, de 16 de Março (CNAEF-3 dígitos):

*310*

### 1.6.2 Classificação CNAEF – segunda área fundamental, de acordo com a Portaria n.º 256/2005, de 16 de Março (CNAEF-3 dígitos), se aplicável:

*220*

### 1.6.3 Classificação CNAEF – terceira área fundamental, de acordo com a Portaria n.º 256/2005, de 16 de Março (CNAEF-3 dígitos), se aplicável:

*<sem resposta>*

### 1.7. Número de créditos ECTS necessário à obtenção do grau:

*120*

### 1.8. Duração do ciclo de estudos (art.º 3 DL n.º 74/2006, de 24 de março, com a redação do DL n.º 65/2018, de 16 de agosto):

*4 semestres*

### 1.8. Duration of the study programme (article 3, DL no. 74/2006, March 24th, as written in the DL no. 65/2018, of August 16th):

*4 semesters*

### 1.9. Número máximo de admissões:

*30*

### 1.10. Condições específicas de ingresso.

*Licenciatura preferencial na área de CSH (línguas e culturas africanas, história, antropologia cultural, sociologia, geografia, estudos de desenvolvimento, ciência política, administração pública ou outros estudos relacionados) ou em outras áreas disciplinares, desde que consistentes com o projeto submetido. Nota de Muito Bom na licenciatura (15 a 18 valores, correspondente à classificação B no caso de estudantes europeus – cf.: <https://www.studyineurope.eu/grades>). Um bom domínio do inglês (CEFR: C1, IELTS: 7.0, TOEFL: 100 ou Cambridge English: Proficiency (CPE)). A candidatura deve necessariamente incluir uma carta de apresentação, uma proposta de projeto e duas cartas de recomendação.*

#### 1.10. Specific entry requirements.

*Bachelor degree in social sciences or humanities (African Languages and Cultures, History, Cultural Anthropology, Sociology, Geography, Development Studies, Political Science, Public Administration or other related subjects) or other academic disciplines consistently related with the submitted project. A grade of very good (15 to 18, equivalent to grade B grade for students from Europe – cf. <https://www.studyineurope.eu/grades>). A very good command of English (CEFR: C1, IELTS: 7.0, TOEFL: 100 (internet-based) or Cambridge English: Proficiency (CPE)). Jointly required documents are a cover letter, a project proposal for intended research and two letters of recommendation.*

#### 1.11. Regime de funcionamento.

*Diurno*

##### 1.11.1. Se outro, especifique:

*Não se aplica.*

##### 1.11.1. If other, specify:

*Not applicable*

#### 1.12. Local onde o ciclo de estudos será ministrado:

*Universidade do Porto, Universidade de Bayreuth; Universidade de Bordeaux Montaigne*

#### 1.12. Premises where the study programme will be lectured:

*University of Porto; University of Bayreuth; University of Bordeaux Montaigne*

#### 1.13. Regulamento de creditação de formação académica e de experiência profissional, publicado em Diário da República (PDF, máx. 500kB):

[1.13.\\_Regulamento Creditação.PDF.pdf](#)

#### 1.14. Observações:

*O EIMAS é um programa de mestrado Erasmus + KA103 Action, submetido como joint degree pela U. Bayreuth (UBT), a U. Bordeaux Montaigne (UBM) e a U. Porto (UP). Tem duração de 4 semestres e um total de 120 ECTS. Estas universidades estão entre as principais da Europa a desenvolver ensino e investigação em Estudos Africanos (EA). Ao combinar a sua experiência e as suas redes académicas contribuem para a emergência de uma nova geração de especialistas em EA. O programa transmite competências de pesquisa de ponta e responde a novas exigências vindas da academia, de OGs, ONGs e do setor privado. Cada grupo de estudantes fará um percurso de mobilidade conjunto. Começando pela UPorto (1ºS); passando pela UBT (2ºS) e terminando na UBM (3ºS), o percurso académico culmina com a defesa de uma dissertação, que poderá resultar de pesquisa académica, de trabalho de campo ou de um projeto, destinado a servir a comunidade, a desenvolver em instituições associadas ao consórcio. A escolha da Universidade em que a dissertação se desenvolverá terá em conta as respetivas áreas de especialidade, será discutida em sede de Comissão Científica do Consórcio e procurará assegurar equilíbrio entre os seus membros. O EIMAS é um programa de interface entre as humanidades, os estudos culturais e as ciências sociais. A sua vocação e estratégia são claramente interdisciplinares, espelham a diversidade do campo disciplinar dos EA e visam colmatar lacunas existentes nas diversas disciplinas que compõem esta área de estudos. Os estudantes serão formados numa multiplicidade de matérias orientadas para uma introdução crítica ao campo dos EA, e preparados para desenvolver práticas interdisciplinares e debates teóricos nas áreas de humanidades, ciências sociais e estudos culturais. A estrutura curricular prevê 12 UCs de frequência obrigatória, a par de 6 UCs de opção, nucleares para se atingirem os objetivos propostos. Estão disponíveis atividades extracurriculares, tais como cursos de línguas nacionais em cada universidade; cursos de línguas africanas; atividades de voluntariado e trabalho pro bono, e / ou experiências de trabalho de curta duração, em cada um dos países europeus envolvidos. Estas atividades não substituem qualquer UC do plano de estudos do CE. Os resultados da aprendizagem são avaliados através de distintos métodos, sendo os estudantes desafiados e testados em todas as dimensões da proposta de aprendizagem. Os resultados de aprendizagem encontram a sua expressão última na apresentação e defesa de uma dissertação, sendo o desempenho dos estudantes também avaliado, durante o seu percurso académico, na sua interação com a comunidade, em particular em espaços africanos ou de influência africana. Os estudantes graduados deverão ser capazes de trabalhar com cenários reais, formular recomendações e informar decisões, tendo em conta as responsabilidades sociais e éticas ligadas à aplicação de seu conhecimento e deverão contribuir para a compreensão das realidades em análise.*

#### 1.14. Observations:

*ELIMAS was submitted to Erasmus + KA103 Action and will be financed as a joint degree. It lasts two years and is jointly awarded by Uni Bayreuth (UBT), U. Bordeaux-Montaigne (UBM) and U. Porto (UP). These universities are leading European institutions in African Studies (AS). By combining experience with academic and social networks, the course will contribute to a new generation of AS specialists. The main objectives are to transmit advanced research skills and to respond to new demands from academia, GOs, NGOs and the private sector. Students will get a full set of skills, beginning with UP (1st semester); then UBT (2nd semester) and ending at UBM (3rd semester). The academic course culminates in the public defence of a dissertation, which may result either from academic research and fieldwork or a project, intended to serve the community, in one of the institutions with which the consortium has signed cooperation protocols. The choice of the university in which the dissertation will be written will take into account students' respective areas of expertise, and will be discussed in the Scientific Committee of the Consortium, to ensure a balanced contribution of all its members. The ELIMAS is conceived as an interface program between the humanities, cultural studies and social sciences. Their vocation and strategy are clearly interdisciplinary, mirroring the diversity of the disciplinary field of AS and aiming at filling gaps in the various disciplines that make up this area of study. Students are trained in a multiplicity of subjects, always guided by a critical introduction to the field of AS, and will be prepared to develop interdisciplinary practices and theoretical debates in the areas of humanities, social sciences and cultural studies. The curricular structure provides for 12 curricular units (CUs) of compulsory attendance, along with 6 optionals, considered as nuclear to achieve the proposed objectives. Extracurricular activities will also be available and highly recommended, such as national language courses at each university; courses in African languages; volunteering and pro bono work, and / or short-term work experience in each of the European countries involved. These activities may not replace any CU in the study plan. Learning outcomes are assessed in the various CUs through different methods to ensure that students are challenged and tested in all dimensions of the proposed learning. The outcomes find their ultimate expression in the presentation and defense of a dissertation, and student performance is also assessed during their academic journey in their interaction with the community, particularly in African or African-influenced spaces. Graduate students should be able to work with real scenarios, formulate recommendations and inform decision making taking into account the social and ethical responsibilities linked to the application of their knowledge, contributing to the understanding of the complex realities under scrutiny*

## 2. Formalização do Pedido

### Mapa I - Reitor da U. Porto

---

#### 2.1.1. Órgão ouvido:

*Reitor da U. Porto*

#### 2.1.2. Cópia de ata (ou extrato de ata) ou deliberação deste órgão assinada e datada (PDF, máx. 100kB):

[2.1.2.\\_Despacho reitoral - 2ºC Estudos Africanos.pdf](#)

### Mapa I - Conselho Científico da FLUP/Scientific Council

---

#### 2.1.1. Órgão ouvido:

*Conselho Científico da FLUP/Scientific Council*

#### 2.1.2. Cópia de ata (ou extrato de ata) ou deliberação deste órgão assinada e datada (PDF, máx. 100kB):

[2.1.2.\\_Extrato.pdf](#)

### Mapa I - Conselho Pedagógico da FLUP/Pedagogical Council

---

#### 2.1.1. Órgão ouvido:

*Conselho Pedagógico da FLUP/Pedagogical Council*

#### 2.1.2. Cópia de ata (ou extrato de ata) ou deliberação deste órgão assinada e datada (PDF, máx. 100kB):

[2.1.2.\\_Extrato CP.pdf](#)

## 3. Âmbito e objetivos do ciclo de estudos. Adequação ao projeto educativo, científico e cultural da instituição

### 3.1. Objetivos gerais definidos para o ciclo de estudos:

*Suprir insuficiências nas áreas de produção e transferência de conhecimento sobre questões sociais, económicas, políticas, ambientais e educativas, de intervenção urgente no continente africano*

- 1. Dar valor acrescentado a um espaço académico europeu onde a cooperação com África tem lugar de destaque*
- 2. Formar profissionais com excelente formação académica, capacidades analíticas e capazes de exercer atividade em organizações governamentais, na sociedade civil e no setor privado em África*
- 3. Criar uma rede internacional de especialistas, alicerçada em vários universos académicos europeus e não europeus (através de uma vasta rede de parceiros).*

*O ELIMAS visa criar um quadro estratégico de excelência para a cooperação europeia em educação e formação para a*

*cidadania. Fazendo face aos desafios colocados por um mundo global, o EIMAS promoverá efetiva mobilidade entre as três IESs europeias e uma efetiva aprendizagem em direto contacto com a realidade africana.*

### 3.1. The study programme's generic objectives:

*EIMAS objectives are:*

- 1. To address deficiencies in the areas of knowledge production and transfer on social, economic, political, environmental and educational issues of urgent intervention on the African continent,*
- 2. To give added value to a European academic space where cooperation with Africa is prominent,*
- 3. To train professionals with excellent academic backgrounds, analytical skills and able to work in government organizations, civil society and the private sector in Africa,*
- 4. To create an international network of experts, based on various European and non-European academic universes (through a wide network of partners).*

*EIMAS aims to create a strategic framework of excellence for European cooperation in citizenship education and training. Addressing the challenges posed by a global world, EIMAS will promote effective mobility between the three European HEIs and effective learning in direct contact with the African reality.*

### 3.2. Objetivos de aprendizagem (conhecimentos, aptidões e competências) a desenvolver pelos estudantes:

*Os graduados do EIMAS serão capazes de:*

- 1. selecionar de forma independente e crítica a literatura e fontes relacionadas com a disciplina, avaliar a sua qualidade e fiabilidade e integrar conclusões para fornecer soluções para problemas complexos situados em áreas de em fronteiras disciplinares, com base em ferramentas heurísticas;*
- 2. debater abertamente problemas complexos e sensíveis relacionados com a África Global numa configuração internacional e interdisciplinar, superando limites como as fronteiras nacionais, religiosas, políticas e culturais, de modo a promover respeito pela diferença e a colocar os desafios locais dentro de cenários globais;*
- 3. desenvolver e conduzir projeto de pesquisa sobre cultura, sociedade, política e desenvolvimento, aplicando metodologias de pesquisa em ciências sociais e processar os seus resultados de modo a produzir conhecimento inovador;*
- 4. formular soluções e recomendações de políticas levando em conta princípios de responsabilidade social.*

### 3.2. Intended learning outcomes (knowledge, skills and competences) to be developed by the students:

*The learning outcomes of the EIMAS programme are defined as:*

- 1. the ability to compile and select discipline-related literature and sources independently and to assess these as to their quality and reliability; integrate the findings so as to provide solutions to complex problems across disciplinary boundaries with the aid of heuristic skills;*
- 2. the ability to openly debate complex and sensitive problems related to Global Africa in an international and interdisciplinary set-up, and to overtake national, religious, political and cultural boundaries, so as to promote respect towards difference, and to place local challenges within global scenarios;*
- 3. to develop and conduct a research project on culture, society, politics, and development interactions applying social science research methods and to process its results so as to produce innovative knowledge;*
- 4. to formulate solutions and policy recommendations taking into account principles of social responsibility.*

### 3.3. Inserção do ciclo de estudos na estratégia institucional de oferta formativa, face à missão institucional e, designadamente, ao projeto educativo, científico e cultural da instituição:

*O EIMAS baseia-se nos níveis de especialização e nas redes de cooperação das IES parceiras na área dos Estudos Africanos. A UP, a UBT e a UBM criaram um ambiente único para investigação e intervenção em África. Partilham um forte compromisso com a transferência de conhecimento; são locais de excelência e internacionalização que o EIMAS potenciará através de uma abordagem inovadora e da oferta de oportunidades aos melhores estudantes, a nível mundial, melhorando a qualidade e a atratividade do ensino superior europeu nesta área.*

*Suportadas por ciclos de estudos já existentes em cada uma delas, as suas vocações são orientadas para a geografia e a economia em Bordeaux, têm foco na história, estudos coloniais, relações interculturais e educação na UP, e nos estudos do desenvolvimento e dos estudos culturais e artísticos em Bayreuth. O EIMAS tem como suporte centros de investigação de ponta. O Centro de Estudos Africanos (CEAUP) visa uma cooperação multicultural e uma pesquisa multidisciplinar. Desenvolve pesquisa académica fundamental e aplicada; coopera em projetos de desenvolvimento educacional comunitário, em parceria com instituições nacionais e internacionais que operam na África. O CITCEM contribui também para os objetivos do EIMAS, através dos suas Linhas de Investigação: Alteridade, Transições, Desafio Ambientais e Fluxos Globais, nas dimensões relacionadas com a diminuição das desigualdades e exclusões sociais, em consonância com os objetivos e com a estratégia Europa 2030 para um crescimento sustentável e inclusivo.*

*O Instituto de Estudos Africanos (IAS), da UBT, tem como funções principais as de coordenar a pesquisa e o ensino relacionados com África; promover a cooperação com universidades e instituições de pesquisa africanas, bem como com institutos nacionais e internacionais de estudos africanos. Os Estudos africanos são uma das prioridades de pesquisa interdisciplinar da UBT. O IAS procura promover atividades de pesquisa e ensino numa base interdisciplinar, bem como o treino de jovens investigadores em disciplinas relacionadas com África.*

*Les Afriques dans le Monde, LAM, da UBM, é uma unidade de pesquisa orientada para a África e é um dos dois centros de investigação franceses sobre questões africanas. A UBM é um membro de pleno direito da Rede Científica Francesa sobre a África.*

*Estas três IES e U. I&Ds europeias são membros fundadores da Rede de Investigação de Centros de Estudos Africanos na Europa (AEGIS). A cooperação entre as três IES levou ao desenvolvimento de um currículo único neste mestrado interdisciplinar. O programa baseia-se nos pontos fortes de cada uma das IES participantes. Os estudantes também beneficiarão do facto de, durante os seus estudos, estarem expostos a diferentes tradições académicas. Isso permitirá reconhecer e potenciar diferentes estruturas e tradições universitárias e explorar formas de*

*trabalho e de comunicação que ultrapassam fronteiras, académicas, políticas e culturais.*

### 3.3. Insertion of the study programme in the institutional educational offer strategy, in light of the mission of the institution and its educational, scientific and cultural project:

*The EIMAS is based on the specialization levels and cooperation networks of the partner HEIs in the area of African Studies. UP, UBT and UBM created a unique environment for research and intervention in Africa. They share a strong commitment to knowledge transfer; they are academic spaces of excellence and internationalization that EIMAS will foster through an innovative approach and the provision of opportunities to the best students worldwide, improving the quality and attractiveness of European higher education in this area. Supported by study cycles that already exist in each of the 3 universities, they possess different while complementary vocations: oriented to geography and economy in Bordeaux; history, colonial studies, intercultural relations and education in the UP, and development, cultural and artistic studies in Bayreuth. EIMAS is supported by leading research centers in all three universities. The UP Center for African Studies aims at multicultural cooperation and multidisciplinary research, developing fundamental and applied academic research cooperating in community educational development projects in partnership with national and international institutions operating in Africa. CITCEM (UP) also contributes to EIMAS through its research lines: Alterity, Transitions, Environmental Challenges and Global Flows, in the dimensions related to the reduction of social inequalities and exclusions, in line with the objectives and the Europe 2030 strategy for sustainable and inclusive growth. The UBT Institute of African Studies has as its main functions: to coordinate research and education related to Africa; promotes cooperation with African universities and research institutions, as well as with institutes of African studies worldwide. African Studies is one of UBT's interdisciplinary research priorities. The IAS seeks to promote research and teaching activities on an interdisciplinary basis, as well as the training of young researchers in disciplines related to Africa. Les Afriques dans le Monde (UBM) is a French Africa-oriented research centre and one of two French research centers on African issues. UBM is a full member of the French Scientific Network on Africa. All three European HEIs associated units of R&D are founding members of the African Studies in Europe (AEGIS). Cooperation between all three led to the development of a unique curriculum in this interdisciplinary master's degree. The program builds on the strengths of each of the participating HEIs. Students will also benefit from the fact that during their studies they are exposed to different academic traditions. This will make it possible to recognize and promote different university structures and traditions and to explore forms of work and communication that cross borders, academic, political and cultural*

## 4. Desenvolvimento curricular

### 4.1. Ramos, opções, perfis, maior/menor ou outras formas de organização em que o ciclo de estudos se estrutura (a preencher apenas quando aplicável)

4.1. Ramos, opções, perfis, maior/menor ou outras formas de organização em que o ciclo de estudos se estrutura (a preencher apenas quando aplicável) / Branches, options, profiles, major/minor or other forms of organisation (if applicable)

Ramos, opções, perfis, maior/menor ou outras formas de organização em que o ciclo de estudos se estrutura:	Branches, options, profiles, major/minor or other forms of organisation:
Não se aplica	Not applicable

### 4.2. Estrutura curricular (a repetir para cada um dos percursos alternativos)

Mapa II - Não se aplica

#### 4.2.1. Ramo, opção, perfil, maior/menor ou outra (se aplicável):

*Não se aplica*

#### 4.2.1. Branch, option, profile, major/minor or other (if applicable):

*Not applicable*

#### 4.2.2. Áreas científicas e créditos necessários à obtenção do grau / Scientific areas and credits necessary for awarding the degree

Área Científica / Scientific Area	Sigla / Acronym	ECTS Obrigatórios / Mandatory ECTS	ECTS Mínimos optativos* / Minimum Optional ECTS*	Observações / Observations
Ciências Sociais e do Comportamento / Humanidades // Social and Behavioral Sciences/ Humanities	CSCCOMP/H	30	0	n.a
Metodologia Aplicada às Ciências Sociais e Humanas //	MTDAP-CSCH	20	0	n.a

Applied Methodology to Human and Social Sciences				
Estudos de Desenvolvimento //Development Studies	ESTDES	15	0	n.a
História/ History	HIST	5	0	n.a
Ciência Política // Political Science	CPOL	5	0	n.a
Estudos Culturais //Cultural Studies	ESTCUL	5	0	n.a
Estudos Ambientais// Environmental Studies	ESTAMB	5	0	n.a
Sociologia//Sociology	SOC	5	0	n.a
Estudos Culturais / Línguas e Literaturas / Estudos do Desenvolvimento // Cultural Studies/ Languages and Literatures/ Development Studies/	ESTCUL/LINGLIT/ESTDESV	0	10	n.a
Estudos Culturais / Ciências da Comunicação / Línguas e Literaturas // Cultural Studies/ Communication Sciences/ Languages and Literatures	ESTCUL/CCOM/LINGLIT	0	10	n.a
Estudos Ambientais / Ciência Política / Sociologia // Environmental Studies/ Political Science/ Sociology/	ESTAMB/CPOL/SOC	0	10	n.a
<b>(11 Items)</b>		<b>90</b>	<b>30</b>	

### 4.3 Plano de estudos

#### Mapa III - Não se aplica - 1.º ano/1.º semestre- 1st year/1st semester- UPORTO

##### 4.3.1. Ramo, opção, perfil, maior/menor ou outra (se aplicável):

*Não se aplica*

##### 4.3.1. Branch, option, profile, major/minor or other (if applicable):

*Not applicable*

##### 4.3.2. Ano/semestre/trimestre curricular:

*1.º ano/1.º semestre- 1st year/1st semester- UPORTO*

#### 4.3.3 Plano de Estudos / Study plan

Unidade Curricular / Curricular Unit	Área Científica / Scientific Area (1)	Duração / Duration (2)	Horas Trabalho / Working Hours (3)	Horas Contacto / Contact Hours (4)	ECTS	Observações / Observations (5)
Métodos de Investigação/ Research Methods	MTDAP-CSCH	semestral	135	S - 26	5	obrig./ compulsory
África Global/ Trends of Global Africa	HIST	semestral	135	S - 26	5	obrig./ compulsory
Cooperação para o Desenvolvimento/ Development Cooperation	ESTDES	semestral	135	S - 26	5	obrig./ compulsory
Comunicação Intercultural em África/ Intercultural Communication in Global Africa	ESTCUL	semestral	135	S - 26	5	Opcional (grupo 10 ECTS) /Optional group of 10 ECTS)
Educação para o Desenvolvimento/ Development Education	ESTDES	semestral	135	S - 26	5	Opcional (grupo 10 ECTS) /Optional group of 10 ECTS)
Literaturas Africanas/ African Literatures	LINGLIT	semestral	135	S - 26	5	Opcional (grupo 10 ECTS) /Optional group of 10 ECTS)
Seminário de Projeto I / Project Colloquium I	MTDAP-CSCH	semestral	135	S - 13	5	Obrig./ compulsory
<b>(7 Items)</b>						

#### Mapa III - Não se aplica - 1º ano. 2º semestre (U.Bayreuth)- 1st year/2nd semester-(U.Bayreuth)

##### 4.3.1. Ramo, opção, perfil, maior/menor ou outra (se aplicável):

*Não se aplica*

##### 4.3.1. Branch, option, profile, major/minor or other (if applicable):

*Not applicable*

##### 4.3.2. Ano/semestre/trimestre curricular:

*1º ano. 2º semestre (U.Bayreuth)- 1st year/2nd semester-(U.Bayreuth)*

**4.3.3 Plano de Estudos / Study plan**

Unidade Curricular / Curricular Unit	Área Científica / Scientific Area (1)	Duração / Duration (2)	Horas Trabalho / Working Hours (3)	Horas Contacto / Contact Hours (4)	ECTS	Observações / Observations (5)
Atores em Políticas de Desenvolvimento/ Actors in Development Politics	ESTDES	semestral	135	S - 26	5	obrig./ compulsory
Processos Sociopolíticos em África/ Socio-political Processes in Africa	CPOL	semestral	135	S - 26	5	obrig./ compulsory
Geografias do Ambiente e Desenvolvimento/ Geographies of Environment and Development	ESTAMB	semestral	135	S - 26	5	obrig./ compulsory
Religiões em África/ Religions in Africa	ESTCULT	semestral	135	S - 26	5	Opcional (grupo 10 ECTS)
Media e Artes em África/ Media and Art in Africa	CCOM	semestral	135	S - 26	5	Opcional (grupo 10 ECTS)
Língua Africana / African Language	LINGLIT	semestral	135	S - 26	5	Opcional (grupo 10 ECTS)- Ver Quadro - Língua Africana
Seminário de Projeto II / Project Colloquium II	MTDAP-CSCH	semestral	135	S - 13	5	obrig./ compulsory

(7 Items)

**Mapa III - Não se aplica - Quadro 1 - Língua Africana/African Language (1º ano, 2º semestre)****4.3.1. Ramo, opção, perfil, maior/menor ou outra (se aplicável):***Não se aplica***4.3.1. Branch, option, profile, major/minor or other (if applicable):***Not applicable***4.3.2. Ano/semestre/trimestre curricular:***Quadro 1 - Língua Africana/African Language (1º ano, 2º semestre)***4.3.3 Plano de Estudos / Study plan**

Unidade Curricular / Curricular Unit	Área Científica / Scientific Area (1)	Duração / Duration (2)	Horas Trabalho / Working Hours (3)	Horas Contacto / Contact Hours (4)	ECTS	Observações / Observations (5)
Árabe/Arabic	LINGLIT	Semestral	135	S - 26	5	Opcional (grupo 10 ECTS)
Bambara	LINGLIT	Semestral	135	S - 26	5	Opcional (grupo 10 ECTS)
Hausa	LINGLIT	Semestral	135	S - 26	5	Opcional (grupo 10 ECTS)
Swahili	LINGLIT	Semestral	135	S - 26	5	Opcional (grupo 10 ECTS)

(4 Items)

**Mapa III - Não se aplica - 2º ano. 1º semestre (U.Bordeaux)- 2nd year/1st semester (U.Bordeaux)****4.3.1. Ramo, opção, perfil, maior/menor ou outra (se aplicável):***Não se aplica***4.3.1. Branch, option, profile, major/minor or other (if applicable):***Not applicable***4.3.2. Ano/semestre/trimestre curricular:***2º ano. 1º semestre (U.Bordeaux)- 2nd year/1st semester (U.Bordeaux)***4.3.3 Plano de Estudos / Study plan**

Unidade Curricular / Curricular Unit	Área Científica / Scientific Area (1)	Duração / Duration (2)	Horas Trabalho / Working Hours (3)	Horas Contacto / Contact Hours (4)	ECTS	Observações / Observations (5)
Gestão de Projetos para Cooperação e Desenvolvimento/ Managing Projects in Development Cooperation	ESTDES	Semestral	135	S - 26	5	obrig./ compulsory
Mapear Dinâmicas Urbanas e Patrimónios em África/ Mapping African Urban Dynamics and Heritage	ESTCULT	Semestral	135	S - 26	5	obrig./ compulsory
Investir em África – Oportunidades e Atores/ Investing in Africa — Opportunities and Actors	SOC	Semestral	135	S - 26	5	obrig./ compulsory
Agricultura Tropical e Desenvolvimento Sustentável/ Tropical Agriculture and Sustainable Development	ESTAMB	Semestral	135	S - 26	5	Opcional (grupo 10 ECTS)
Desafios Políticos e de Segurança em África/ Political and Security Challenges in Africa	CPOL	Semestral	135	S - 26	5	Opcional (grupo 10 ECTS)
Crescimento Demográfico e Desafios Sociais/ Demographic Growth and Social Challenges	SOC	Semestral	135	S - 26	5	Opcional (grupo 10 ECTS)
Seminário de Projeto III / Project Colloquium III	MTDAP-CSCH	Semestral	135	S - 13	5	obrig./ compulsory

(7 Items)

**Mapa III - Não se aplica - 2º ano. 2º semestre (U.Porto)- 2nd year/2nd semester****4.3.1. Ramo, opção, perfil, maior/menor ou outra (se aplicável):***Não se aplica***4.3.1. Branch, option, profile, major/minor or other (if applicable):***Not applicable***4.3.2. Ano/semestre/trimestre curricular:***2º ano. 2º semestre (U.Porto)- 2nd year/2nd semester***4.3.3 Plano de Estudos / Study plan**

Unidade Curricular / Curricular Unit	Área Científica / Scientific Area (1)	Duração / Duration (2)	Horas Trabalho / Working Hours (3)	Horas Contacto / Contact Hours (4)	ECTS	Observações / Observations (5)
Dissertação / Master Thesis	CSCCOMP/H	Semestral	810	OT – 26	30	A Dissertação pode ser realizada em qualquer uma das IES.

(1 Item)

**4.4. Unidades Curriculares****Mapa IV - Métodos de Investigação****4.4.1.1. Designação da unidade curricular:***Métodos de Investigação***4.4.1.1. Title of curricular unit:***Research Methods***4.4.1.2. Sigla da área científica em que se insere:***MTDAP-CSCH***4.4.1.3. Duração:***Semestral***4.4.1.4. Horas de trabalho:***135*



**4.4.1.5. Horas de contacto:**

26 S

**4.4.1.6. ECTS:**

5

**4.4.1.7. Observações:**

&lt;sem resposta&gt;

**4.4.1.7. Observations:**

&lt;no answer&gt;

**4.4.2. Docente responsável e respetiva carga letiva na Unidade Curricular (preencher o nome completo):**

Amélia Maria Polónia da Silva - 26S

**4.4.3. Outros docentes e respetivas cargas letivas na unidade curricular:**

Não se aplica

Not applicable

**4.4.4. Objetivos de aprendizagem (conhecimentos, aptidões e competências a desenvolver pelos estudantes):**

*Os estudantes deverão adquirir competências que lhes permitam proceder a uma investigação, de modo autónomo. Os estudantes deverão dominar de forma sólida os procedimentos e as ferramentas inerentes às fases sucessivas de construção do conhecimento científico, desde a escolha de um tema à apresentação final de uma dissertação, passando pela definição de hipóteses, a construção teórica de um problema de investigação, à seleção de informação, a escolha de métodos de tratamento de dados e a capacidade de análise. Os estudantes devem também ser capazes de lidar com ferramentas de comunicação científica, a fim de comunicarem os resultados do seu trabalho, tanto em espaços académicos como não académicos.*

**4.4.4. Intended learning outcomes (knowledge, skills and competences to be developed by the students):**

*Students will acquire skills to carry out an investigation independently. They will learn 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. 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.*

**4.4.5. Conteúdos programáticos:**

1. A construção do conhecimento científico em Ciências Sociais e Humanas – exigências e especificidades
2. Fases da construção do conhecimento científico
3. A construção de um referencial teórico
4. Da seleção de informações à produção de conhecimento
5. Acesso a informações primárias e secundárias: instrumentos e plataformas
6. Métodos de gestão e análise de dados
7. Critérios para a cientificidade formal num trabalho académico
8. Comunicação científica - da produção à disseminação do conhecimento

**4.4.5. Syllabus:**

1. Parameters of scientific knowledge construction in Social Sciences and Humanities
2. Phases of scientific knowledge-building
3. The construction of a theoretical framework
4. From the selection of information to the production of knowledge
5. Accessing primary and secondary information: Instruments and platforms
6. Methods of data management and analysis
7. Criteria for formal scientificity in an academic work
8. Scientific communication - from knowledge production to knowledge dissemination

**4.4.6. Demonstração da coerência dos conteúdos programáticos com os objetivos de aprendizagem da unidade curricular:**

*Os diferentes pontos do programa permitem ao estudante: 1. Desenvolver as suas próprias questões de investigação e capacitam-nos para encontrar respostas consistentes. 2. Entender como os cientistas sociais geram o seu conhecimento sobre o mundo social e por que o fazem dessa forma. 3. Saber usar uma variedade de ferramentas e abordagens que lhe permitirão avançar na investigação e na análise de resultados.*

**4.4.6. Evidence of the syllabus coherence with the curricular unit's intended learning outcomes:**

*The different points of the syllabus, thought of as a path that leads the student to go through the different steps of a research path allow him/ her to: 1. Develop their own empirical research questions and the ability to find answers. 2. Understand how social scientists generate their knowledge about the social world, and why they do it the way they do. 3. Know how to use a variety of tools and approaches to build a consistent and adequate research path, leading to the final dissertation.*

#### 4.4.7. Metodologias de ensino (avaliação incluída):

*Será desenvolvida uma metodologia essencialmente prática, visando a aplicação de procedimentos metodológicos às CSH. As sessões de seminário partirão de exercícios sobre os diferentes aspetos abordados nas aulas, a fim de: a) aumentar a capacidade dos estudantes para organizar as informações de maneira consistente; b) desenvolver ferramentas teóricas, bem como as capacidades críticas de análise em relação às fontes primárias e bibliografia c) capacitar os estudantes para o uso de ferramentas digitais; d) conscientizar os estudantes para o uso apropriado de recursos e tecnologias para sistematização de informação; e) adquirir princípios cruciais em ética científica.*

*Aplica-se avaliação distribuída, sem exame final, com 2 componentes essenciais: a submissão de uma proposta articulada de um projeto de investigação, aplicando as metodologias com que deverá o estudante estar familiarizado (90%); a assiduidade e participação, em espaço de sala de aula (10%).*

#### 4.4.7. Teaching methodologies (including students' assessment):

*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 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.*

*The assessment will be distributed without final examination and will comprise 2 essential components: a submission of a proposal of a research project, applying the methods with which the student should be familiar (90%); attendance and participation in the classroom (10%).*

#### 4.4.8. Demonstração da coerência das metodologias de ensino com os objetivos de aprendizagem da unidade curricular:

*Os métodos de ensino, ao familiarizarem os estudantes com o rigor e a lógica dos procedimentos de investigação e ao permitirem o contacto prático e orientado com procedimentos de pesquisa, crítica e sistematização da informação permitem assimilar, de forma prática, os princípios de construção do conhecimento e a adequação dos mesmos aos seus percursos de pesquisa. Os métodos utilizados (leitura, debate, simulação de situações de contraditório; exercício constante de aplicação de ferramentas teóricas e metodológicas permitirão:*

- 1. Desenvolver a capacidade de compilar e selecionar a literatura e as fontes relacionadas à disciplina de forma independente e avaliá-las quanto à sua qualidade e fiabilidade permitem desenvolver o sentido crítico e a capacidade de seleção de informação, de pontos de vista e de modelos de análise;*
- 2. a integração dos contributos (frequentemente contraditórios) da literatura discutida em espaço de sala de aula permite debater e encontrar soluções para problemas complexos entre fronteiras disciplinares com o auxílio de técnicas tradicionais e modernas.;*
- 3. a capacidade de debater abertamente problemas complexos e sensíveis relacionados com a África global numa configuração internacional e interdisciplinar e ultrapassar as fronteiras nacionais, religiosas, políticas e culturais, de modo a promover o respeito pela diferença e a colocar os desafios locais dentro cenários globais;*
- 4. desenvolver e conduzir pesquisas sobre cultura, sociedade, política e interações de desenvolvimento aplicando métodos de pesquisa em ciências sociais e processar seus resultados de modo a produzir conhecimento inovador, formular soluções e recomendações de políticas levando em conta a responsabilidade social.*

#### 4.4.8. Evidence of the coherence between the teaching methodologies and the intended learning outcomes:

*Students will assimilate, in a practical way, scientific research methods and test their adequacy to each research pathway. This will allow students to develop:*

- 1. the ability to independently compile and select the literature and sources related to the discipline and to evaluate them for their quality and reliability;*
- 2. the integration of (often contradictory) contributions from the literature discussed in the classroom allows debate and finding solutions to complex problems across disciplinary boundaries ;*
- 3. the ability to openly discuss complex and sensitive issues related to global Africa across national, religious, political and cultural boundaries will promote respect for difference and place local challenges within global scenarios;*
- 4. the ability to conduct research on culture, society, politics, and developmental interactions will produce innovative knowledge, formulate solutions and policy recommendations with social responsibility in mind.*

#### 4.4.9. Bibliografia de consulta/existência obrigatória:

*Bhattacharjee, A (2012). Social Science Research: Principles, Methods, and Practices. South Florida Tampa. Under the Creative Commons Attribution*

*Booth, V (1993). Communicating in Science. Writing a Scientific Paper and Speaking at Scientific Meetings. Cambridge: Cambridge University Press, 1993*

*Booth, W C (1995). The craft of research. Chicago: The University of Chicago Press*

*Bryman, A (2012). Social research methods. 4th ed. Oxford: Oxford University Press.*

*Chambliss, D F (2016); Making sense of the social world: methods of investigation. 5th ed. London: Sage*

*Creswell, J W (2014); Research design: qualitative, quantitative and mixed methods approaches. 4th ed. Los Angeles: Sage*

Erry, R (1996). *The research project: how to write it*. London: Routledge  
Gauch, H (2002). *Scientific Method in Practice*. Cambridge: Cambridge University Press  
Porta, D della; and Keating, M, eds. (2008) *Approaches and Methodologies in the Social Sciences A Pluralist Perspective*. Cambridge: Cambridge Univ. Press

#### Mapa IV - Cooperação para o Desenvolvimento

##### 4.4.1.1. Designação da unidade curricular:

*Cooperação para o Desenvolvimento*

##### 4.4.1.1. Title of curricular unit:

*Development Cooperation*

##### 4.4.1.2. Sigla da área científica em que se insere:

*ESTDES*

##### 4.4.1.3. Duração:

*Semestral*

##### 4.4.1.4. Horas de trabalho:

*135*

##### 4.4.1.5. Horas de contacto:

*26 S*

##### 4.4.1.6. ECTS:

*5*

##### 4.4.1.7. Observações:

*<sem resposta>*

##### 4.4.1.7. Observations:

*<no answer>*

##### 4.4.2. Docente responsável e respetiva carga letiva na Unidade Curricular (preencher o nome completo):

*Helena Carlota Ribeiro Vilaça, 13 S*

##### 4.4.3. Outros docentes e respetivas cargas letivas na unidade curricular:

*Miguel Filipe Vilela de Oliveira Pinto da Silva, 13 S*

##### 4.4.4. Objetivos de aprendizagem (conhecimentos, aptidões e competências a desenvolver pelos estudantes):

*A UC tem como objetivo desenvolver competências de análise crítica sobre as sociedades na África Contemporânea, procurando que os estudantes adquiram conhecimentos sobre o impacto da globalização no tecido social e nas transformações políticas, económicas e sociais ocorridas nesse continente. Serão aprofundados temas como as tipologias de organização e atores envolvidos no processo de desenvolvimento no continente em análise. Para melhor compreensão da complexidade desta temática do desenvolvimento em África serão iluminados casos de sucesso e insucesso no que se designa por “cooperação para o desenvolvimento”. Procurar-se-á que os discentes fiquem habilitados a compreender criticamente a multiplicidade de variáveis económicas, políticas e sociais endógenas, as quais na sua interação com as políticas de desenvolvimento europeias e de diversos atores internacionais, desafiam o sucesso do desenvolvimento dos países do continente africano, com especificidades locais a ter em conta.*

##### 4.4.4. Intended learning outcomes (knowledge, skills and competences to be developed by the students):

*The CU aims at developing a 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. In order to understand the complexity of development in Africa, we will highlight success and failure cases in “development cooperation”. Students are expected to 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. with local specificities to be taken into account.*

##### 4.4.5. Conteúdos programáticos:

- *Do colonialismo aos ODS: uma perspectiva sociológica e histórica do Desenvolvimento em África*
- *Desenvolvimento e seus atores: confronto, diálogo, ação e reação.*
- *Do Liberalismo ao Socialismo. Uma viagem de ida e volta ou o fim da história? Teorias Económicas e Políticas e os seus impactos no Desenvolvimento no continente africano.*
- *Está tudo errado? Desenvolvimento alternativo e alternativas ao Desenvolvimento.*
- *Cidadania Global e as novas abordagens pós-coloniais: as “novas ondas” do Desenvolvimento?*

#### 4.4.5. Syllabus:

- 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?*

#### 4.4.6. Demonstração da coerência dos conteúdos programáticos com os objetivos de aprendizagem da unidade curricular:

*Os conteúdos programáticos pretendem disseminar conhecimentos atualizados sobre a temática desta disciplina, debatendo com os discentes oportunidades e obstáculos ao Desenvolvimento do continente Africano, contextualizando-os num processo histórico, sociológico, ideológico e global. Compreendendo estes processos os discentes estarão dotados de “ferramentas” de análise contextual e ideográfico, conseguindo-se desta forma que possam compreender a complexidade do “Desenvolvimento”, fazer as suas análises críticas, contextualizando-as e posicionando-se como intervenientes neste processo.*

#### 4.4.6. Evidence of the syllabus coherence with the curricular unit's intended learning outcomes:

*The syllabus aims to disseminate updated knowledge on this subject, discussing with the students opportunities and obstacles to the development of the African continent, contextualizing them in a historical, sociological, ideological and global process. Understanding these processes the students will be endowed with “tools” of contextual and ideographic analysis, thus being able to understand the complexity of “Development”, make their critical analyses, contextualizing them and positioning themselves as actors in this process.*

#### 4.4.7. Metodologias de ensino (avaliação incluída):

*No decorrer das aulas serão utilizados métodos de ensino expositivo e ativo, de modo a veicular os conhecimentos teóricos, utilizando, por exemplo, trabalhos em grupo. Procurar-se-á discutir materiais cedidos pelos docentes, situando o contributo do autor dos materiais numa “escola de pensamento” e na temática geral em que se enquadre. Avaliação distribuída sem exame final:*

*Trabalho Escrito- 75%; Apresentação Oral- 15% e Participação em trabalho de grupo-10%*

#### 4.4.7. Teaching methodologies (including students' assessment):

*Expository and active teaching methods will be used during the classes, in order to convey the theoretical knowledge, using, for example, group works and roll plays. Discussions will be fostered based on academic papers, situating the author's contribution into the general theme in which it fits.*

*Distributed evaluation without final exam:*

*Paper-75%, Oral presentation-15% and participation in group work- 10%*

#### 4.4.8. Demonstração da coerência das metodologias de ensino com os objetivos de aprendizagem da unidade curricular:

*As metodologias expositivas permitem uma primeira abordagem às temáticas propostas, promovendo conhecimentos base fundamentais para a utilização das metodologias ativas na construção de uma arquitetura de pensamento e posicionamento crítico face à complexidade da problemática. Na intersecção de ambas as propostas metodológicas espera-se responder aos objetivos propostos por esta disciplina.*

#### 4.4.8. Evidence of the coherence between the teaching methodologies and the intended learning outcomes:

*The expository method allows a first approach to the proposed themes, promoting fundamental knowledge for the use of the active methodologies in the construction of a critical positioning in face of the complexity of the problematic. It is expected to respond to the objectives planned at the intersection of both methodological proposals*

#### 4.4.9. Bibliografia de consulta/existência obrigatória:

- Berger, P L (2002). Globalizaciones Múltiples. Barcelona: Paidós*  
*Collier, Px(2007). The Bottom Billions. Oxford: Oxford Univ. Press*  
*Easterly, W (2006). The White Man's Burden. New York: Penguin Press*  
*Garner, K (2018). Women and Gender in International History. London: Bloomsbury*  
*Gorman, D (2017). International Cooperation in the Early 20th C. London: Bloomsbury*  
*Held, D (2004). A Globalizing World? London: Routledge*  
*Michailof, S; Boonnel, A (2012). A Nossa Casa Arde a Sul -Para que Serve a Ajuda ao Desenvolvimento Lisboa: Tinta-da-China*  
*Nozick, R (2009). Anarquia, Estado e Utopia. Lisboa: Ed 70*  
*Piketty, T (2013). Le Capital au XXIe Siècle. Paris: Le Seuil*  
*SACHS, J (2015). The End of Poverty. New York: Penguin*  
*Sen, A (1999). Development as Freedom. New York: Knopf*  
*Soto, H (2000). The Mystery of Capital. New York: Basic Book*

Stiglitz, J (2002). *Globalization and its discontents*. New York: Norton

Unger, C R. (2019). *International Development – a Postwar History*. London: Bloomsbury

#### Mapa IV - Árabe

##### 4.4.1.1. Designação da unidade curricular:

Árabe

##### 4.4.1.1. Title of curricular unit:

Arabic

##### 4.4.1.2. Sigla da área científica em que se insere:

LINGLIT

##### 4.4.1.3. Duração:

Semestral

##### 4.4.1.4. Horas de trabalho:

135

##### 4.4.1.5. Horas de contacto:

26 S

##### 4.4.1.6. ECTS:

5

##### 4.4.1.7. Observações:

*With about 350 million speakers, Arabic is one of the largest languages of the World, spoken mostly – but not exclusively – in Africa and Asia, where the 22 states of the Arab League have it as their official language. Arabic has existed along millennia, with an impressive linguistic stability in what concerns the standard variety, and a high number of non-standard varieties more sensitive to changes connected to social factors. Moreover, it is the language of Qur'an, the Islamic holy book, and of an important body of Islamic literature.*

##### 4.4.1.7. Observations:

*With about 350 million speakers, Arabic is one of the largest languages of the World, spoken mostly – but not exclusively – in Africa and Asia, where the 22 states of the Arab League have it as their official language. Arabic has existed along millennia, with an impressive linguistic stability in what concerns the standard variety, and a high number of non-standard varieties more sensitive to changes connected to social factors. Moreover, it is the language of Qur'an, the Islamic holy book, and of an important body of Islamic literature.*

##### 4.4.2. Docente responsável e respetiva carga letiva na Unidade Curricular (preencher o nome completo):

Prof. Dr. Valentina Serreli, 26 S

##### 4.4.3. Outros docentes e respetivas cargas letivas na unidade curricular:

Não se aplica.

Not applicable

##### 4.4.4. Objetivos de aprendizagem (conhecimentos, aptidões e competências a desenvolver pelos estudantes):

*At the University of Bayreuth, the study of African languages is a multifaceted endeavor. We consider African languages in all their manifestations and dynamics – from words and sentences to novels and poems – as primary keys to African concepts and lifeworlds. The three departments, African Linguistics I & II and Literatures in African Languages, complement each other in teaching and research. As we expect students with some knowledge in African languages we will offer our students language instruction on different levels. Level by level the competence in reading, writing and speaking in this language will be acquired. Ultimate target is fluency in the respective language.*

##### 4.4.4. Intended learning outcomes (knowledge, skills and competences to be developed by the students):

*At the University of Bayreuth, the study of African languages is a multifaceted endeavor. We consider African languages in all their manifestations and dynamics – from words and sentences to novels and poems – as primary keys to African concepts and lifeworlds. The three departments, African Linguistics I & II and Literatures in African Languages, complement each other in teaching and research. As we expect students with some knowledge in African languages we will offer our students language instruction on different levels. Level by level the competence in reading, writing and speaking in this language will be acquired. Ultimate target is fluency in the respective language.*

**4.4.5. Conteúdos programáticos:**

*The language courses 1 – 4 introduce students to the structure of Arabic and exercise their active language skills. The lessons are organised into two parts: firstly, the grammar oriented: which introduces and helps students master the basic features of Arabic words, sentences and texts; and secondly, the communication oriented: where students develop an appropriate level of language proficiency to meaningfully participate in every day conversations. Students who have completed the four basic Arabic courses get in this course the opportunity to intensify their comprehension skills, pronunciation, grammar knowledge and vocabulary. Learning materials are videos, audio recordings, and a variety of written materials on diverse topics of life in the Arabic world. Interactive conversations between students will be particularly encouraged.*

**4.4.5. Syllabus:**

*The language courses 1 – 4 introduce students to the structure of Arabic and exercise their active language skills. The lessons are organised into two parts: firstly, the grammar oriented: which introduces and helps students master the basic features of Arabic words, sentences and texts; and secondly, the communication oriented: where students develop an appropriate level of language proficiency to meaningfully participate in every day conversations. Students who have completed the four basic Arabic courses get in this course the opportunity to intensify their comprehension skills, pronunciation, grammar knowledge and vocabulary. Learning materials are videos, audio recordings, and a variety of written materials on diverse topics of life in the Arabic world. Interactive conversations between students will be particularly encouraged.*

**4.4.6. Demonstração da coerência dos conteúdos programáticos com os objetivos de aprendizagem da unidade curricular:**

*Language is the most important medium of human communication. As such competency in African languages is a very important prerequisite in successfully studying African Studies. The University of Bayreuth offers languages courses in a couple of very important African languages to train students in their communication skills.*

**4.4.6. Evidence of the syllabus coherence with the curricular unit's intended learning outcomes:**

*Language is the most important medium of human communication. As such competency in African languages is a very important prerequisite in successfully studying African Studies. The University of Bayreuth offers languages courses in a couple of very important African languages to train students in their communication skills.*

**4.4.7. Metodologias de ensino (avaliação incluída):**

*Arabic texts will be read, discussed and partly translated. Emerging grammatical questions are discussed. Moreover, short audio and video segments will be analysed in order to practise listening comprehension. Final exam: 100%*

**4.4.7. Teaching methodologies (including students' assessment):**

*Arabic texts will be read, discussed and partly translated. Emerging grammatical questions are discussed. Moreover, short audio and video segments will be analysed in order to practise listening comprehension. Final exam: 100%*

**4.4.8. Demonstração da coerência das metodologias de ensino com os objetivos de aprendizagem da unidade curricular:**

*The language programme is conceptualized as a continuation and immersion of the specialization fields offered in the EIMAS programme at the partner universities. In addition to gaining knowledge in African languages and linguistics, the programme focuses on a deeper understanding of conditions and norms of language(s) in use; also in its mediated forms and social contexts. Hence, it is the primary goal of this programme to convey an enhanced comprehension of culturally encoded knowledge in its various applications and expressions in Africa. Beside the focus on language, the language programme also offers an engagement with theories and methodologies of literature, and media that further enriches the knowledge of various cultural verbal and visual expressions in Africa.*

**4.4.8. Evidence of the coherence between the teaching methodologies and the intended learning outcomes:**

*The language programme is conceptualized as a continuation and immersion of the specialization fields offered in the EIMAS programme at the partner universities. In addition to gaining knowledge in African languages and linguistics, the programme focuses on a deeper understanding of conditions and norms of language(s) in use; also in its mediated forms and social contexts. Hence, it is the primary goal of this programme to convey an enhanced comprehension of culturally encoded knowledge in its various applications and expressions in Africa. Beside the focus on language, the language programme also offers an engagement with theories and methodologies of literature, and media that further enriches the knowledge of various cultural verbal and visual expressions in Africa.*

**4.4.9. Bibliografia de consulta/existência obrigatória:**

*Louis, Samia. 2010. Lughatuna al-Fusha: A New Course In Modern Standard Arabic: Book One. AUC Press.*

**Mapa IV - Agricultura Tropical e Desenvolvimento Sustentável****4.4.1.1. Designação da unidade curricular:**

*Agricultura Tropical e Desenvolvimento Sustentável*

**4.4.1.1. Title of curricular unit:***Tropical Agriculture and Sustainable Development***4.4.1.2. Sigla da área científica em que se insere:***ESTAMB***4.4.1.3. Duração:***Semestral***4.4.1.4. Horas de trabalho:***135***4.4.1.5. Horas de contacto:***26 S***4.4.1.6. ECTS:***5***4.4.1.7. Observações:***<sem resposta>***4.4.1.7. Observations:****4.4.2. Docente responsável e respetiva carga letiva na Unidade Curricular (preencher o nome completo):***Pr. Bernard Calas- 26 S***4.4.3. Outros docentes e respetivas cargas letivas na unidade curricular:***Não se aplica.**Not applicable.***4.4.4. Objetivos de aprendizagem (conhecimentos, aptidões e competências a desenvolver pelos estudantes):***At the end of this module, students are expected to gain insights into theoretical and conceptual approaches of agriculture landscape, dynamics, and political stakes in the development context of the global south and employ critical perspectives in their various academic projects/research.**Farming systems description, livelihoods approach, transect drawing, soils management analysis, Rapid Rural appraisal, GVC risk analysis, satellite image interpretation would be some of the tools that students would know to use and thus major learning outcomes of this module.**Finally 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.***4.4.4. Intended learning outcomes (knowledge, skills and competences to be developed by the students):***At the end of this module, students are expected to gain insights into theoretical and conceptual approaches of agriculture landscape, dynamics, and political stakes in the development context of the global south and employ critical perspectives in their various academic projects/research.**Farming systems description, livelihoods approach, transect drawing, soils management analysis, Rapid Rural appraisal, GVC risk analysis, satellite image interpretation would be some of the tools that students would know to use and thus major learning outcomes of this module.**Finally 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.***4.4.5. Conteúdos programáticos:***1 INTRODUCTION: AGRICULTURE AGAINST POVERTY**2 TROPICALITY, AGRICULTURE AND CLIMATE CHANGE**3 FROM CROPS TO FARMING SYSTEMS: AN ANALYTICAL FRAMEWORK**4 TROPICAL FARMING SYSTEMS: A GLOBAL CLASSIFICATION**5 GRASSROOTS SOILS CARE: THE WAY TO AGROECOLOGY AND THE DOUBLE GREEN REVOLUTION**6 DRAWING A TRANSECT FOR A RAPID RURAL APPRAISAL**7 BEYOND FARMING SYSTEMS: THE LIVELIHOOD APPROACH**8 CASES STUDIES: BEYOND COPING TOWARDS ADAPTATION**9 CHALLENGES: ACCESSSES TO GLOBAL MARKETS, FOOD SECURITY AND ENVIRONMENTAL SUSTAINABILITY IN THE CONTEXT OF CLIMATE CHANGE**12 CONCLUSION: AFRICAN AGRICULTURE BETWEEN MALTHUS' NIGHTMARE AND BOSERUP'S DREAM*

**4.4.5. Syllabus:**

- 1 INTRODUCTION: AGRICULTURE AGAINST POVERTY
- 2 TROPICALITY, AGRICULTURE AND CLIMATE CHANGE
- 3 FROM CROPS TO FARMING SYSTEMS: AN ANALYTICAL FRAMEWORK
- 4 TROPICAL FARMING SYSTEMS: A GLOBAL CLASSIFICATION
- 5 GRASSROOTS SOILS CARE: THE WAY TO AGROECOLOGY AND THE DOUBLE GREEN REVOLUTION
- 6 DRAWING A TRANSECT FOR A RAPID RURAL APPRAISAL
- 7 BEYOND FARMING SYSTEMS: THE LIVELIHOOD APPROACH
- 8 CASES STUDIES: BEYOND COPING TOWARDS ADAPTATION
- 9 CHALLENGES: ACCESSES TO GLOBAL MARKETS, FOOD SECURITY AND ENVIRONMENTAL SUSTAINABILITY IN THE CONTEXT OF CLIMATE CHANGE
- 12 CONCLUSION: AFRICAN AGRICULTURE BETWEEN MALTHUS' NIGHTMARE AND BOSERUP'S DREAM

**4.4.6. Demonstração da coerência dos conteúdos programáticos com os objetivos de aprendizagem da unidade curricular:**

*The economic weight of the african 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 such a strength to reduce poverty than agriculture, Africa future partly relies on the capability of smallscale family farms to adress demographic growth, urbanization process, environmental challenges in the context of global climate change.*

*It is therefore fundamental that student are 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 agroecological and GAP.*

**4.4.6. Evidence of the syllabus coherence with the curricular unit's intended learning outcomes:**

*The economic weight of the african 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 such a strength to reduce poverty than agriculture, Africa future partly relies on the capability of smallscale family farms to adress demographic growth, urbanization process, environmental challenges in the context of global climate change.*

*It is therefore fundamental that student are 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 agroecological and GAP.*

**4.4.7. Metodologias de ensino (avaliação incluída):**

*Student presentations and summary lecture by the course instructor. Students 10 pages final essays at the end of the course for assessment and grading.*

*This distributed evaluation without final exam will weight 75% for the final essay and 25% for the students' presentations.*

**4.4.7. Teaching methodologies (including students' assessment):**

*Student presentations and summary lecture by the course instructor. Students 10 pages final essays at the end of the course for assessment and grading.*

*This distributed evaluation without final exam will weight 75% for the final essay and 25% for the students' presentations.*

**4.4.8. Demonstração da coerência das metodologias de ensino com os objetivos de aprendizagem da unidade curricular:**

*In coherence with the syllabus and the learning outcomes an intense oral participation on classe are paramount, together with debates on central topics of the syllabus.*

**4.4.8. Evidence of the coherence between the teaching methodologies and the intended learning outcomes:**

*In coherence with the syllabus and the learning outcomes an intense oral participation on classe are paramount, together with debates on central topics of the syllabus.*

**4.4.9. Bibliografia de consulta/existência obrigatória:**

Blanc P. 2018 *Terres, pouvoirs et conflits. Une agro-histoire du monde* Les Presses de Sciences po  
Djurfeldt A.A., 2013 "African Re-Agrarianization ? Accumulation or Pro-Poor Agricultural Growth", *World Development*, vol 41, 217-231

Fold N. & Nylandsted Larsen M (eds.) 2008 *Globalization and restructuring of African commodity flows*, Nordiska Afrikainstitutet

Hall R. Scoones I & Tsikata D., 2015 *Africa's Land Rush. Rural Livelihoods and Agrarian Change*, James Currey

Hodgson D. L. (ed.) 2000 *Rethinking Pastoralism in Africa*, James Currey

Lavigne-Delville Ph., 1996 *Gérer la fertilité des terres dans les pays du Sahel*, GRET

Nkonya E. & alii., 2011 *Climate Risk Management through Sustainable Land Management in Sub-Saharan Africa*, IFPRI Discussion Paper 01126

Sangiga N & Woover P (eds.) 2009 *Integrated Soils Fertility Management in Africa Principles, Practices and*



**Mapa IV - Crescimento Demográfico e Desafios Sociais****4.4.1.1. Designação da unidade curricular:***Crescimento Demográfico e Desafios Sociais***4.4.1.1. Title of curricular unit:***Demographic Growth and Social Challenges***4.4.1.2. Sigla da área científica em que se insere:***SOC***4.4.1.3. Duração:***Semestral***4.4.1.4. Horas de trabalho:***135***4.4.1.5. Horas de contacto:***S 26***4.4.1.6. ECTS:***5***4.4.1.7. Observações:**

*UBM's task in the 3rd semester is to introduce the students to contemporary issues of Africa such as challenges of democratisation, agriculture and demographic and urban dynamics. A project management module will familiarize students with business environment, risk analysis, SWOT analysis, project design and management. This module first analyses the demographic growth components and the demographic transition. But then rather than concentrating on demographic behaviours and dynamics of the demographic transition to confront Malthus with Boserup, the main question it will address is whether Africa can catch the demographic dividend or not ? Thus, students will elaborate more on family planning strategies and their socio-economic impacts and consequences.*

**4.4.1.7. Observations:**

*Of the main social challenges that Africans have to face, three will be stressed: 1) the one of gender balance and equity, 2) the problem of youth education for employment, 3) the epidemiological and sanitary transition and the "One Health" approach. This module will thus put Africa into perspective with other developing continents such as Asia or Latin America. Thus, students will elaborate more on family planning strategies and their socio-economic impacts and consequences. Of the main social challenges that Africans have to face, three will be stressed: 1) the one of gender balance and equity, 2) the problem of youth education for employment, 3) the epidemiological and sanitary transition and the "One Health" approach. This module will thus put Africa into perspective with other developing continents such as Asia or Latin America.*

**4.4.2. Docente responsável e respetiva carga letiva na Unidade Curricular (preencher o nome completo):***Pr. Bernard Calas, 13 S***4.4.3. Outros docentes e respetivas cargas letivas na unidade curricular:***Dr. Pierre Fauret ; 13S***4.4.4. Objetivos de aprendizagem (conhecimentos, aptidões e competências a desenvolver pelos estudantes):**

*The students will be aware of the main debates surrounding population, fertility, age pyramid, reproduction care, health and education issues.*

*Using a specific case study, they will be able to read, use, elaborate on population and demographic statistics.*

*Students are expected to elaborate on family planning strategies and their socio-economic impacts and consequences.*

**4.4.4. Intended learning outcomes (knowledge, skills and competences to be developed by the students):**

*The students will be aware of the main debates surrounding population, fertility, age pyramid, reproduction care, health and education issues.*

*Using a specific case study, they will be able to read, use, elaborate on population and demographic statistics.*

*Students are expected to elaborate on family planning strategies and their socio-economic impacts and consequences.*

**4.4.5. Conteúdos programáticos:**

- 1 INTRODUCTION: THE AFRICAN DEMOGRAPHIC TRANSITION FROM A GLOBAL PERSPECTIVE
- 2 CATCHING THE DEMOGRAPHIC DIVIDEND IN AFRICA? THE FERTILITY ISSUE
- 3 FAMILY PLANNING AND SEXUAL HEALTH
- 4 WOMEN EMPOWERMENT AND GENDER JUSTICE: AVENUES FOR DEVELOPMENT
- 5 BEYOND EPIDEMIOLOGICAL & SANITARY TRANSITIONS TOWARDS "ONE HEALTH" APPROACH
- 5 GEOPOLITICS OF THE MOSQUITO AND THE TSE-TSE
- 6 LEARNING FROM THE EVILS: AIDS, EBOLA'S LESSONS
- 7 FACING THE OLD: HOW TO CARE FOR THE AGING PEOPLE?
- 8 FACING THE JOB MARKET: WHICH EDUCATION SYSTEM FOR THE FUTURE?
- 9 CONCLUSION: WELCOMING THE NEXT BILLION !

**4.4.5. Syllabus:**

- 1 INTRODUCTION: THE AFRICAN DEMOGRAPHIC TRANSITION FROM A GLOBAL PERSPECTIVE
- 2 CATCHING THE DEMOGRAPHIC DIVIDEND IN AFRICA? THE FERTILITY ISSUE
- 3 FAMILY PLANNING AND SEXUAL HEALTH
- 4 WOMEN EMPOWERMENT AND GENDER JUSTICE: AVENUES FOR DEVELOPMENT
- 5 BEYOND EPIDEMIOLOGICAL & SANITARY TRANSITIONS TOWARDS "ONE HEALTH" APPROACH
- 5 GEOPOLITICS OF THE MOSQUITO AND THE TSE-TSE
- 6 LEARNING FROM THE EVILS: AIDS, EBOLA'S LESSONS
- 7 FACING THE OLD: HOW TO CARE FOR THE AGING PEOPLE?
- 8 FACING THE JOB MARKET: WHICH EDUCATION SYSTEM FOR THE FUTURE?
- 9 CONCLUSION: WELCOMING THE NEXT BILLION !

**4.4.6. Demonstração da coerência dos conteúdos programáticos com os objetivos de aprendizagem da unidade curricular:**

*The module adds to the competencies of the more core subjects of the mandatory UBM term's modules: "Managing Development Project", "Mapping Urban Dynamics" and "Investing in Africa Actors and Opportunities". Moreover, it capitalizes upon the UP's module "Trends in Global Africa", "Development education" and UBT's modules "Actors in development politics" and "Geography of Environment and Development".*

*On the basis of fundamental knowledge of the history of the demographic transition in Africa, the recognition of both the global integration as well as specificity of Africa is promoted here. The module enables the students to recognize the historical foundations and mutability of today's Africa.*

*In addition to political history, demographical and epidemiological approaches play a special role in dialogue with neighboring disciplines and the history of neighboring regions of the world, especially Europe, Northern Africa and the Middle East.*

**4.4.6. Evidence of the syllabus coherence with the curricular unit's intended learning outcomes:**

*The module adds to the competencies of the more core subjects of the mandatory UBM term's modules: "Managing Development Project", "Mapping Urban Dynamics" and "Investing in Africa Actors and Opportunities". Moreover, it capitalizes upon the UP's module "Trends in Global Africa", "Development education" and UBT's modules "Actors in development politics" and "Geography of Environment and Development".*

*On the basis of fundamental knowledge of the history of the demographic transition in Africa, the recognition of both the global integration as well as specificity of Africa is promoted here. The module enables the students to recognize the historical foundations and mutability of today's Africa.*

*In addition to political history, demographical and epidemiological approaches play a special role in dialogue with neighboring disciplines and the history of neighboring regions of the world, especially Europe, Northern Africa and the Middle East.*

**4.4.7. Metodologias de ensino (avaliação incluída):**

*Each session of this module will be shared in three phases: a first phase when students will present the work they did since the last session, a second phase when Pr. Calas will deliver a talk introducing the main issues of the session according to the syllabus and a third phase when students will each be asked to start working (under Dr. Pierre Fauret's supervision) on digital statistical data of different sources in order to shortly present the following session (phase one) a national scale demographic case study.*

*Practical work in class- 25%*

*Final Paper- 75%*

**4.4.7. Teaching methodologies (including students' assessment):**

*Each session of this module will be shared in three phases: a first phase when students will present the work they did since the last session, a second phase when Pr. Calas will deliver a talk introducing the main issues of the session according to the syllabus and a third phase when students will each be asked to start working (under Dr. Pierre Fauret's supervision) on digital statistical data of different sources in order to shortly present the following session (phase one) a national scale demographic case study.*

*Practical work in class- 25%*

*Final Paper- 75%*

**4.4.8. Demonstração da coerência das metodologias de ensino com os objetivos de aprendizagem da unidade curricular:**

*In coherence with the syllabus and the learning outcomes an intense oral participation on classe are paramount, together with debates on central topics of the syllabus.*

**4.4.8. Evidence of the coherence between the teaching methodologies and the intended learning outcomes:**

*In coherence with the syllabus and the learning outcomes an intense oral participation on classe are paramount, together with debates on central topics of the syllabus.*

**4.4.9. Bibliografia de consulta/existência obrigatória:**

Birdsall N., Kelley C., Sindings S. W. (2001) *Population Matters. Demographic Change, Economic Growth, and Poverty in the Developing World*. Oxford University Press

Fourie E. (2014) "Models Students ; Policy Emulation, Modernization and Kenya's Vision 2030" *African Affairs* 113 (453) 540-62

Guengant P.-P. (2012) *How Can We Capitalize On the Demographic Dividend ? Demographics at the Heart of Development* coll. A savoir AFD-IRD

Liang L. Gong P. (2017) "Climate change and human infectious diseases: A synthesis of research findings from global and spatio-temporal perspectives" *Environ Int* 2017;103:99-108.

Moreland S. Smith, E. Sharma S. (2010) *World Population Prospects and Unmet Need for Family Planning*, Futures Group, Washington D.C. [Online] <http://www.futuresgroup.com/wp-content/uploads/2010/04/World-PopulationProspects-and-Unmet-Need-for-Family-Planning-10.07.10.pdf>.

Bakewel, I O. (2012) *Migration and development International library of studies on migration series* Edward Elgar Publishing

**Mapa IV - Mapear Dinâmicas Urbanas e Patrimónios em África****4.4.1.1. Designação da unidade curricular:**

*Mapear Dinâmicas Urbanas e Patrimónios em África*

**4.4.1.1. Title of curricular unit:**

*/ Mapping African Urban Dynamics and Heritage*

**4.4.1.2. Sigla da área científica em que se insere:**

*ESTCULT*

**4.4.1.3. Duração:**

*Semestral*

**4.4.1.4. Horas de trabalho:**

*135*

**4.4.1.5. Horas de contacto:**

*26 S*

**4.4.1.6. ECTS:**

*5*

**4.4.1.7. Observações:**

*This module draws on "Urban dynamics and Spatial Justice" but beyond concentrating on picturing territorial inequalities and injustices, it elaborates on these diagnosis in order to draw scenarios that could enhance planning practices and policies towards more inclusive, smarter and thus sustainable cities. As cultural and natural 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. Hybridation is key to understand African cities : hybridisation toward rurbanity, towards naturbanity for exemple.*

**4.4.1.7. Observations:**

*This module draws on "Urban dynamics and Spatial Justice" but beyond concentrating on picturing territorial inequalities and injustices, it elaborates on these diagnosis in order to draw scenarios that could enhance planning practices and policies towards more inclusive, smarter and thus sustainable cities. As cultural and natural 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. Hybridation is key to understand African cities : hybridisation toward rurbanity, towards naturbanity for exemple.*

**4.4.2. Docente responsável e respetiva carga letiva na Unidade Curricular (preencher o nome completo):**

*Jean-Baptiste Lanne, 13 S*

**4.4.3. Outros docentes e respetivas cargas letivas na unidade curricular:**

*Pierre Fauret, 13 S*

**4.4.4. Objetivos de aprendizagem (conhecimentos, aptidões e competências a desenvolver pelos estudantes):**

*At the end of this module, students are expected to gain insights into theoretical and conceptual approaches of urban dynamics in the development context of the global south and employ critical perspectives in their various academic projects/research.*

**4.4.4. Intended learning outcomes (knowledge, skills and competences to be developed by the students):**

*At the end of this module, students are expected to gain insights into theoretical and conceptual approaches of urban dynamics in the development context of the global south and employ critical perspectives in their various academic projects/research.*

**4.4.5. Conteúdos programáticos:**

- 1 INTRODUCTION: FROM MACROPOLIS TO RURBAN AFRICA
- 2 WORKSHOP 1 PORTRAYING URBAN CITIZENSHIP
- 3 WORKSHOP 2 MAPPING THE CITY WITH GIS
- 4 THE AFRICAN URBAN FABRIC: URBAN PLANNING AND DAY TO DAY PRACTICES
- 5 SPATIAL JUSTICE AND THE PRODUCTION OF URBAN SPACE
- 6 CULTURAL HERITAGE AND NATURE CONSERVATION IN AFRICAN CITIES
- 7 BEYOND "A PLANET OF SLUM": AFRICAN METROPOLIS IN THE MAKING
- 8 WORKSHOP 3 FILM PORTRAYING URBAN CITIZENSHIP
- 9 WORKSHOP 4 GIS MAPPING THE CITY

**4.4.5. Syllabus:**

- 1 INTRODUCTION: FROM MACROPOLIS TO RURBAN AFRICA
- 2 WORKSHOP 1 PORTRAYING URBAN CITIZENSHIP
- 3 WORKSHOP 2 MAPPING THE CITY WITH GIS
- 4 THE AFRICAN URBAN FABRIC: URBAN PLANNING AND DAY TO DAY PRACTICES
- 5 SPATIAL JUSTICE AND THE PRODUCTION OF URBAN SPACE
- 6 CULTURAL HERITAGE AND NATURE CONSERVATION IN AFRICAN CITIES
- 7 BEYOND "A PLANET OF SLUM": AFRICAN METROPOLIS IN THE MAKING
- 8 WORKSHOP 3 FILM PORTRAYING URBAN CITIZENSHIP
- 9 WORKSHOP 4 GIS MAPPING THE CITY

**4.4.6. Demonstração da coerência dos conteúdos programáticos com os objetivos de aprendizagem da unidade curricular:**

*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. Short documentaries and digital tools (GIS, Remote sensing analysis, etc.) will be used in this module thus equipping students with tools to critically operate in urban and heritage projects.*

**4.4.6. Evidence of the syllabus coherence with the curricular unit's intended learning outcomes:**

*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. Short documentaries and digital tools (GIS, Remote sensing analysis, etc.) will be used in this module thus equipping students with tools to critically operate in urban and heritage projects.*

**4.4.7. Metodologias de ensino (avaliação incluída):**

*Student presentations and summary lecture by the course instructor. Students 10 pages final essays at the end of the course for assessment and grading.*  
*Final essay- 100%*

**4.4.7. Teaching methodologies (including students' assessment):**

*Student presentations and summary lecture by the course instructor. Students 10 pages final essays at the end of the course for assessment and grading.*  
*Final essay- 100%*

**4.4.8. Demonstração da coerência das metodologias de ensino com os objetivos de aprendizagem da unidade curricular:**

*In coherence with the syllabus and the learning outcomes an intense oral participation on classe are paramount, together with debates on central topics of the syllabus.*

**4.4.8. Evidence of the coherence between the teaching methodologies and the intended learning outcomes:**

*In coherence with the syllabus and the learning outcomes an intense oral participation on classe are paramount, together with debates on central topics of the syllabus.*

**4.4.9. Bibliografia de consulta/existência obrigatória:**

Bridge G. & Watson S. (eds.) *The New Blackwell Companion to the City* Wiley-Blackwell 2011  
 Chatel C. Denis E. Harre D. Moriconi-Ebrard F. Séjourné F. Thiam O. 2008 *Africapolis. Dynamiques de l'urbanisation 1950–2020 : approche géo-statistique AFD and SEDET*  
 Jaglin S. Didier S. Dubresson A. 2018 « Métropolisations en Afrique subsaharienne : au menu ou à la carte ? » *Métropoles, ENTPE*, 2018, Hors Série 2018 - 10 ans : Numéro anniversaire, <http://journals.openedition.org/metropoles/6065>. (hal-01900592)  
 Mitchell D. 2003 *The Right to the City. Social Justice and the Fight for Public Space* Guilford Press  
 Myers G. 2011 *Africans Cities. Alternative Visions of Urban Theory and Practices* Zed Books  
 Racaud S. Nakileza B. Bart F. Charlery de la Masselière B. (eds.) 2016 *Rural-Urban Dynamics in the East African Mountains Mkuki na Nyota*  
 Roy A. 2005 “Urban Informality Towards and epistemology of planning” *Journal of the American Planning Association* 71 (2): 147-158

#### Mapa IV - Gestão de Projetos para Cooperação e Desenvolvimento

##### 4.4.1.1. Designação da unidade curricular:

*Gestão de Projetos para Cooperação e Desenvolvimento*

##### 4.4.1.1. Title of curricular unit:

*Managing Projects in Development Cooperation*

##### 4.4.1.2. Sigla da área científica em que se insere:

*ESTDES*

##### 4.4.1.3. Duração:

*Semestral*

##### 4.4.1.4. Horas de trabalho:

*135*

##### 4.4.1.5. Horas de contacto:

*26 S*

##### 4.4.1.6. ECTS:

*5*

##### 4.4.1.7. Observações:

*This course introduces the project approach, before entering into the different steps of project cycle management. The different phases of the project cycle are being introduced: identification, formulation and fund-raising, monitoring and evaluation. The respective methods and tools will be presented and experimented (through simulation exercises). The accent will be on multi-stakeholder analysis, participatory approaches and change management.*

##### 4.4.1.7. Observations:

*This course introduces the project approach, before entering into the different steps of project cycle management. The different phases of the project cycle are being introduced: identification, formulation and fund-raising, monitoring and evaluation. The respective methods and tools will be presented and experimented (through simulation exercises). The accent will be on multi-stakeholder analysis, participatory approaches and change management.*

##### 4.4.2. Docente responsável e respetiva carga letiva na Unidade Curricular (preencher o nome completo):

*Elisabeth Hofmann- 26 S*

##### 4.4.3. Outros docentes e respetivas cargas letivas na unidade curricular:

*Não se aplica*

*Not applicable*

##### 4.4.4. Objetivos de aprendizagem (conhecimentos, aptidões e competências a desenvolver pelos estudantes):

*The course 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*

##### 4.4.4. Intended learning outcomes (knowledge, skills and competences to be developed by the students):

*The course 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*

#### **4.4.5. Conteúdos programáticos:**

*Project cycle management.  
Methods and tools for identifying and formulating development projects  
Experimented through case studies and simulation exercises.  
Multi-stakeholder analysis  
Participatory, transformative approaches*

#### **4.4.5. Syllabus:**

*Project cycle management.  
Methods and tools for identifying and formulating development projects  
Experimented through case studies and simulation exercises.  
Multi-stakeholder analysis  
Participatory, transformative approaches*

#### **4.4.6. Demonstração da coerência dos conteúdos programáticos com os objetivos de aprendizagem da unidade curricular:**

*This module “Managing development project in Cooperation” is one of the application-related mandatory core subjects of the Bordeaux university’s modules. It aims at offering students professional skills immediately useful in an important sector of the job market. However it also directly capitalizes upon the UP’s mandatory modules “Trends in Global Africa” and especially “Development cooperation” and UBT’s mandatory module “Actors in development politics”. It also complements UP module on “Research methodologies”.*

#### **4.4.6. Evidence of the syllabus coherence with the curricular unit’s intended learning outcomes:**

*This module “Managing development project in Cooperation” is one of the application-related mandatory core subjects of the Bordeaux university’s modules. It aims at offering students professional skills immediately useful in an important sector of the job market. However it also directly capitalizes upon the UP’s mandatory modules “Trends in Global Africa” and especially “Development cooperation” and UBT’s mandatory module “Actors in development politics”. It also complements UP module on “Research methodologies”.*

#### **4.4.7. Metodologias de ensino (avaliação incluída):**

*-Business game- 25%  
-Case studies - 75%*

#### **4.4.7. Teaching methodologies (including students' assessment):**

*-Business game- 25%  
-Case studies - 75%*

#### **4.4.8. Demonstração da coerência das metodologias de ensino com os objetivos de aprendizagem da unidade curricular:**

*The teaching methodologies totally comply with the aim of preparing the students with tools to simulate and solve real word situations and develop different approaches to the same problem as for development projects*

#### **4.4.8. Evidence of the coherence between the teaching methodologies and the intended learning outcomes:**

*The teaching methodologies totally comply with the aim of preparing the students with tools to simulate and solve real word situations and develop different approaches to the same problem as for development projects*

#### **4.4.9. Bibliografia de consulta/existência obrigatória:**

*ABERLEN E., BEDECARRATS F., BOISTEAU Ch. (2015). Analyser, suivre et évaluer sa contribution au changement social, Donner du sens à la mesure des pratiques de solidarité internationale et de coopération décentralisée, Etudes de l’AFD 01, Paris.  
Montes-Guerra, M. I., De-Miguel, A. R., Amaya Perez-Ezcurdia, M., Gimena Ramos, F. N., & Díez-Silva, H. M. (2015). Project Management in Development Cooperation. Non-Governmental Organizations. Innovar, 25(56), 53-68. doi: 10.15446/innovar.v25n56*

### **Mapa IV - Investir em África – Oportunidades e Atores**

#### **4.4.1.1. Designação da unidade curricular:**

*Investir em África – Oportunidades e Atores*

**4.4.1.1. Title of curricular unit:**

*Investing in Africa — Opportunities and Actors*

**4.4.1.2. Sigla da área científica em que se insere:**

*SOC*

**4.4.1.3. Duração:**

*Semestral*

**4.4.1.4. Horas de trabalho:**

*135*

**4.4.1.5. Horas de contacto:**

*26 S*

**4.4.1.6. ECTS:**

*5*

**4.4.1.7. Observações:**

*For a long time, Africa was only a marginal subject in academia. This has progressively changed over the past 15 years, with a remarkable rise of Africa's economic growth figures and an increased interest in Africa's natural resources and market opportunities by emerging global powers like China, India, and Brazil, but also by European governments and private investors. The positive vibe surrounding 'Africa Rising' was particularly strong around the late 2000s, and also led to an increasing interest in African Studies among students, but also among policy makers and business people who felt that they needed more deep and sustainably adaptable knowledge about Africa.*

**4.4.1.7. Observations:**

*However, over the past years, it became clearer that Africa's economic boom also has its downsides, as the profits appear to be unevenly distributed among the population, and over geographical areas, while growth has also recently stagnated in some countries.*

*The course 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.*

**4.4.2. Docente responsável e respetiva carga letiva na Unidade Curricular (preencher o nome completo):**

*Sylvain Racaud- 13 S*

**4.4.3. Outros docentes e respetivas cargas letivas na unidade curricular:**

*Jean-Fabien Steck- 13S*

**4.4.4. Objetivos de aprendizagem (conhecimentos, aptidões e competências a desenvolver pelos estudantes):**

*The learning outcomes of the module are defined as:*

- 1. the ability to compile and select discipline-related literature and sources independently and to assess these as to their quality and reliability and integrate the findings in order to provide solutions to complex problems across disciplinary boundaries with the aid of traditional and modern techniques (heuristic skills);*
- 2. the ability to openly debate complex and sensitive problems related to Global Africa in an international and interdisciplinary set-up, and to overtake national, religious, political and cultural boundaries, so as to place local challenges within global scenarios;*
- 3. to develop and conduct a research project on economy, society, politics, and development interactions applying social science research methods and to process its results so as to produce innovative knowledge, formulate solutions and policy recommendations taking into account social responsibility.*

**4.4.4. Intended learning outcomes (knowledge, skills and competences to be developed by the students):**

*The learning outcomes of the module are defined as:*

- 1. the ability to compile and select discipline-related literature and sources independently and to assess these as to their quality and reliability and integrate the findings in order to provide solutions to complex problems across disciplinary boundaries with the aid of traditional and modern techniques (heuristic skills);*
- 2. the ability to openly debate complex and sensitive problems related to Global Africa in an international and interdisciplinary set-up, and to overtake national, religious, political and cultural boundaries, so as to place local challenges within global scenarios;*
- 3. to develop and conduct a research project on economy, society, politics, and development interactions applying social science research methods and to process its results so as to produce innovative knowledge, formulate solutions and policy recommendations taking into account social responsibility.*

**4.4.5. Conteúdos programáticos:**

- 1 INTRODUCTION: STRUCTURAL CHANGES AND AFRICAN DEVELOPMENTAL STATES
- 2 AN ECONOMIC GEOGRAPHY OF GLOBAL AFRICA: BEYOND THE NATIONAL SCALE
- 3 FDI, REMITTANCES, AND DOMESTIC ENTREPRENEURS AT WORK
- 4 DEVELOPMENT CORRIDORS BEYOND NARRATIVES
- 5 DOING BUSINESS IN AFRICA
- 6 CSR, CERTIFICATIONS AND TRACABILITY IN THE CONTEXT OF AFRICA
- 7 DO NOT FORGET THE INFORMAL SECTOR
- 8 THE OBSTACLES TOWARDS POVERTY ERADICATION AND SUSTAINABLE DEVELOPMENT
- 9 CORRIDORS CASE STUDIES: STUDENT PRESENTATIONS

#### 4.4.5. Syllabus:

- 1 INTRODUCTION: STRUCTURAL CHANGES AND AFRICAN DEVELOPMENTAL STATES
- 2 AN ECONOMIC GEOGRAPHY OF GLOBAL AFRICA: BEYOND THE NATIONAL SCALE
- 3 FDI, REMITTANCES, AND DOMESTIC ENTREPRENEURS AT WORK
- 4 DEVELOPMENT CORRIDORS BEYOND NARRATIVES
- 5 DOING BUSINESS IN AFRICA
- 6 CSR, CERTIFICATIONS AND TRACABILITY IN THE CONTEXT OF AFRICA
- 7 DO NOT FORGET THE INFORMAL SECTOR
- 8 THE OBSTACLES TOWARDS POVERTY ERADICATION AND SUSTAINABLE DEVELOPMENT
- 9 CORRIDORS CASE STUDIES: STUDENT PRESENTATIONS

#### 4.4.6. Demonstração da coerência dos conteúdos programáticos com os objetivos de aprendizagem da unidade curricular:

*The module offers students the opportunity to get a comprehensive knowledge about African geoeconomy in order to understand of the logics of development and economic diversification and their effects on the socio-spatial structures of the continent.*

*Methods and tools for identifying and formulating development projects should be apprehended and experimented by students 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 will enable students to deal with real world situations.*

*The module offers students with the opportunity to get a comprehensive knowledge about African geoeconomy in order to understand of the logics of development and economic diversification and their effects on the socio-spatial structures of the continent*

#### 4.4.6. Evidence of the syllabus coherence with the curricular unit's intended learning outcomes:

*The module offers students the opportunity to get a comprehensive knowledge about African geoeconomy in order to understand of the logics of development and economic diversification and their effects on the socio-spatial structures of the continent.*

*Methods and tools for identifying and formulating development projects should be apprehended and experimented by students 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 will enable students to deal with real world situations.*

*The module offers students with the opportunity to get a comprehensive knowledge about African geoeconomy in order to understand of the logics of development and economic diversification and their effects on the socio-spatial structures of the continent*

#### 4.4.7. Metodologias de ensino (avaliação incluída):

*Collective report and oral presentation using a slide show.*

*2 marks: 1 mark for the report in English (2/3 of the global mark), 1 mark for the oral presentation in English (1/3 of the global mark).*

*The objective is to analyse, in a problematic way, the topic of DEVELOPMENT CORRIDORS, by developing an analysis based on an example. It will be necessary:*

- *use scientific articles to highlight a problem*
- *put these scientific articles in perspective and update them with recent press articles, reports, etc.*
- *use the method:*

*\* Identification of actors, arguments, interests, analysis of power relations, territorial dynamics, geo-economic issues at several scales*

*\* Matrix of relationships between actors*

*\* Schematic representation of territorial dynamics (multi-level analysis/diatope), actors and specific problems at several levels*

*Oral presentation in English: 15 minutes + 5 minutes of questions, using a slide show in English. The slide show and oral presentation will be evaluated.*

#### 4.4.7. Teaching methodologies (including students' assessment):

*Collective report and oral presentation using a slide show.*

*2 marks: 1 mark for the report in English (2/3 of the global mark), 1 mark for the oral presentation in English (1/3 of the global mark).*

*The objective is to analyse, in a problematic way, the topic of DEVELOPMENT CORRIDORS, by developing an analysis based on an example. It will be necessary:*

- *use scientific articles to highlight a problem*
- *put these scientific articles in perspective and update them with recent press articles, reports, etc.*
- *use the method:*



*\* Identification of actors, arguments, interests, analysis of power relations, territorial dynamics, geo-economic issues at several scales*

*\* Matrix of relationships between actors*

*\* Schematic representation of territorial dynamics (multi-level analysis/diatope), actors and specific problems at several levels*

*Oral presentation in English: 15 minutes + 5 minutes of questions, using a slide show in English. The slide show and oral presentation will be evaluated.*

#### **4.4.8. Demonstração da coerência das metodologias de ensino com os objetivos de aprendizagem da unidade curricular:**

*It is a commonplace that sustainable development is not solely a technical problem but is closely linked to "human" factors i.e. political action.*

*Even if this fact is widely known there is only a very limited number of training and educational programmes that take that into consideration. Thus, analysts, experts, strategic planners, advisers and lobbyists do not put human and socio-political dimensions in the centre of their policies. To tackle the sustainable development goals –being they UN or not- a wide range of factors must be considered. Only a contextualised, systemic and inclusive approach offered by social sciences, cultural studies and humanities combined with solving technical challenges could guarantee sustainability. This specific module will contribute to the overall EIMAS objective to tackle the nexus between Identity, Territory and Sustainability in the African context.*

*Researches, reports, written and oral presentations are parts and parcel of development. By setting the diagnosis, underlying political interests and scientific debates, by creating controversis or –sometimes- participating into consensus building they feed decision making and thus must be carefully mastered and dealt with. This is why this module emphasize on this aspect of the futur developer's skills.*

#### **4.4.8. Evidence of the coherence between the teaching methodologies and the intended learning outcomes:**

*It is a commonplace that sustainable development is not solely a technical problem but is closely linked to "human" factors i.e. political action.*

*Even if this fact is widely known there is only a very limited number of training and educational programmes that take that into consideration. Thus, analysts, experts, strategic planners, advisers and lobbyists do not put human and socio-political dimensions in the centre of their policies. To tackle the sustainable development goals –being they UN or not- a wide range of factors must be considered. Only a contextualised, systemic and inclusive approach offered by social sciences, cultural studies and humanities combined with solving technical challenges could guarantee sustainability. This specific module will contribute to the overall EIMAS objective to tackle the nexus between Identity, Territory and Sustainability in the African context.*

*Researches, reports, written and oral presentations are parts and parcel of development. By setting the diagnosis, underlying political interests and scientific debates, by creating controversis or –sometimes- participating into consensus building they feed decision making and thus must be carefully mastered and dealt with. This is why this module emphasize on this aspect of the futur developer's skills.*

#### **4.4.9. Bibliografia de consulta/existência obrigatória:**

*Berendsen B. Dietz T. Nordholt H.S. & Veen (van der) R. (eds.) 2013 Asian Tigers, African Lions Comparing the Development Performance of Southeast Asia and Africa Brill*

*Bright J. & Hruby A. 2015 The Next Africa An Emerging Continent Becomes a Global Powerhouse Thomas Dunne Books*

*Bryceson D. F. 2010 How Africa works Practical Action Publishing*

*Carmody P. 2013 The rise of the BRICS in Africa The Geopolitics of South-South Relations Zed Books*

*CUA/OCDE 2018 Dynamiques du développement en Afrique 2018 : Croissance, emploi et inégalités, CUA/Éditions OCDE*

*Fleury A. & Houssay-Holzschuch M., 2012 « For a social geography of emerging countries », EchoGéo [En ligne], 21*

*Kelsall, T. 2013 Business, Politics and the State in Africa Zed books*

*McMillan M. Rodrik D. and Verduzco-Gallo I. 2014 "Globalization, structural change, and productivity growth, with an update on Africa." World Development 63 : 11-32.*

*Taylor I. 2014 Africa rising ? James Currey*

### **Mapa IV - Atores em Políticas de Desenvolvimento**

#### **4.4.1.1. Designação da unidade curricular:**

*Atores em Políticas de Desenvolvimento*

#### **4.4.1.1. Title of curricular unit:**

*Actors in Development Politics*

#### **4.4.1.2. Sigla da área científica em que se insere:**

*ESTDES*

#### **4.4.1.3. Duração:**

*Semestral*

#### **4.4.1.4. Horas de trabalho:**

**4.4.1.5. Horas de contacto:**

26 S

**4.4.1.6. ECTS:**

5

**4.4.1.7. Observações:**

*The German system allows for changing teaching staff which cannot be fully anticipated. The following person is responsible for the allocation of teaching staff and teaches the module frequently himself.*

**4.4.1.7. Observations:**

*The German system allows for changing teaching staff which cannot be fully anticipated. The following person is responsible for the allocation of teaching staff and teaches the module frequently himself.*

**4.4.2. Docente responsável e respetiva carga letiva na Unidade Curricular (preencher o nome completo):**

*Alexander Stroh-Steckelberg, 13 S*

**4.4.3. Outros docentes e respetivas cargas letivas na unidade curricular:**

*Festus Boamah 13 S*

**4.4.4. Objetivos de aprendizagem (conhecimentos, aptidões e competências a desenvolver pelos estudantes):**

*Students deepen their knowledge about the theories of agency and development policy as well as their practical application, they learn how to identify and critically assess disputable actions and to propose alternative options for applied use.*

**4.4.4. Intended learning outcomes (knowledge, skills and competences to be developed by the students):**

*Students deepen their knowledge about the theories of agency and development policy as well as their practical application, they learn how to identify and critically assess disputable actions and to propose alternative options for applied use.*

**4.4.5. Conteúdos programáticos:**

*Varies; different actors in development are being analysed through oral presentations, discussions and preparatory readings. Actors that are usually analysed are: The UN, National Governments, NGOs,...*

**4.4.5. Syllabus:**

*Varies; different actors in development are being analysed through oral presentations, discussions and preparatory readings. Actors that are usually analysed are: The UN, National Governments, NGOs,...*

**4.4.6. Demonstração da coerência dos conteúdos programáticos com os objetivos de aprendizagem da unidade curricular:**

*After the course, students don't only know the structures and functioning of the actors and agencies mentioned above, but also know how to identify certain motives and interests of the respective actors and problems and contradictions in the implications of their agendas.*

**4.4.6. Evidence of the syllabus coherence with the curricular unit's intended learning outcomes:**

*After the course, students don't only know the structures and functioning of the actors and agencies mentioned above, but also know how to identify certain motives and interests of the respective actors and problems and contradictions in the implications of their agendas.*

**4.4.7. Metodologias de ensino (avaliação incluída):**

*Weekly readings on the topic of the specific week, oral presentations, inputs by the lecturer, but also group works and discussions are the methods of teaching. An oral evaluation takes place in the last session, anonymous evaluation sheets are also handed out to the students and will be sent to the lecturer.*

*Distributed evaluation with final exam:*

*Oral presentation: 10%*

*Group work: 20%*

*Oral Evaluation: 20%*

*Written exam: 50%*

**4.4.7. Teaching methodologies (including students' assessment):**

*Weekly readings on the topic of the specific week, oral presentations, inputs by the lecturer, but also group works and discussions are the methods of teaching. An oral evaluation takes place in the last session, anonymous evaluation sheets are also handed out to the students and will be sent to the lecturer.*

*Distributed evaluation with final exam:*

*Oral presentation:10%*

*Group work: 20%*

*Oral Evaluation: 20%*

*Written exam:50%*

**4.4.8. Demonstração da coerência das metodologias de ensino com os objetivos de aprendizagem da unidade curricular:**

*Apart from the contents mentioned above the students learn how to hold oral presentations which don't just summarize the readings, but raise questions and connect different approaches. This knowledge is deepened through the written assignments in which students are expected to pose a main question, connect the learned contents with practical examples and establish an own opinion about the subject of their assignment.*

**4.4.8. Evidence of the coherence between the teaching methodologies and the intended learning outcomes:**

*Apart from the contents mentioned above the students learn how to hold oral presentations which don't just summarize the readings, but raise questions and connect different approaches. This knowledge is deepened through the written assignments in which students are expected to pose a main question, connect the learned contents with practical examples and establish an own opinion about the subject of their assignment.*

**4.4.9. Bibliografia de consulta/existência obrigatória:**

*Schaaf, R. (2013). Development Organizations. Abingdon: Routledge.*

*Woods, N. (2006). The Globalizers: The IMF, the World Bank, and Their Borrowers. Ithaca, NY: Cornell University Press.*

**Mapa IV - Processos Sociopolíticos em África**

**4.4.1.1. Designação da unidade curricular:**

*Processos Sociopolíticos em África*

**4.4.1.1. Title of curricular unit:**

*Socio-political Processes in Africa*

**4.4.1.2. Sigla da área científica em que se insere:**

*CPOL*

**4.4.1.3. Duração:**

*Semestral*

**4.4.1.4. Horas de trabalho:**

*135*

**4.4.1.5. Horas de contacto:**

*26 S*

**4.4.1.6. ECTS:**

*5*

**4.4.1.7. Observações:**

*Under German regulations, the module allows for a variation of specific topics taught by experts in the field. Thus, teaching staff cannot be fully anticipated. The following person is responsible for the allocation of teaching staff and teaches the module frequently himself.*

**4.4.1.7. Observations:**

*Under German regulations, the module allows for a variation of specific topics taught by experts in the field. Thus, teaching staff cannot be fully anticipated. The following person is responsible for the allocation of teaching staff and teaches the module frequently himself.*

**4.4.2. Docente responsável e respetiva carga letiva na Unidade Curricular (preencher o nome completo):**

*Prof. Dr. Alexander Stroh-Steckelberg- 26 S*

**4.4.3. Outros docentes e respetivas cargas letivas na unidade curricular:**

*<sem resposta>*

**4.4.4. Objetivos de aprendizagem (conhecimentos, aptidões e competências a desenvolver pelos estudantes):**

*Students acquire the ability to deal with specific aspects of Development Sociology as an analytical approach for analysing countries in Global Africa and learn to analyse the role of such much-debated factors as identity in their complex contexts.*

**4.4.4. Intended learning outcomes (knowledge, skills and competences to be developed by the students):**

*Students acquire the ability to deal with specific aspects of Development Sociology as an analytical approach for analysing countries in Global Africa and learn to analyse the role of such much-debated factors as identity in their complex contexts.*

**4.4.5. Conteúdos programáticos:**

*The 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. Topics can be elections, democratization processes or social policies.*

**4.4.5. Syllabus:**

*The 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. Topics can be elections, democratization processes or social policies.*

**4.4.6. Demonstração da coerência dos conteúdos programáticos com os objetivos de aprendizagem da unidade curricular:**

*After the course, students don't only have insights in specific topics related to African societies and politics but they can also analyse the broader context, like history of and actors in these structures. They understand that this context has a huge impact on societal and political processes, such as elections, so these processes have very different implications and outcomes in the specific region or country than in other parts of the world.*

**4.4.6. Evidence of the syllabus coherence with the curricular unit's intended learning outcomes:**

*After the course, students don't only have insights in specific topics related to African societies and politics but they can also analyse the broader context, like history of and actors in these structures. They understand that this context has a huge impact on societal and political processes, such as elections, so these processes have very different implications and outcomes in the specific region or country than in other parts of the world.*

**4.4.7. Metodologias de ensino (avaliação incluída):**

*Weekly readings on the topic of the specific week, oral presentations, inputs by the lecturer, but also group works and discussions are the methods of teaching. An oral evaluation takes place in the last session, anonymous evaluation sheets are also handed out to the students and will be sent to the lecturer.*

*Distributed evaluation with final exam:*

*Oral presentation:10%*

*Group work: 20%*

*Oral Evaluation: 20%*

*Written exam:50%*

**4.4.7. Teaching methodologies (including students' assessment):**

*Weekly readings on the topic of the specific week, oral presentations, inputs by the lecturer, but also group works and discussions are the methods of teaching. An oral evaluation takes place in the last session, anonymous evaluation sheets are also handed out to the students and will be sent to the lecturer.*

*Distributed evaluation with final exam:*

*Oral presentation:10%*

*Group work: 20%*

*Oral Evaluation: 20%*

*Written exam:50%*

**4.4.8. Demonstração da coerência das metodologias de ensino com os objetivos de aprendizagem da unidade curricular:**

*Apart from the contents mentioned above the students learn how to hold oral presentations which don't just summarize the readings, but raise questions and connect different approaches. This knowledge is deepened through the written assignments in which students are expected to pose a main question, connect the learned contents with practical examples and establish an own opinion about the subject of their assignment.*

**4.4.8. Evidence of the coherence between the teaching methodologies and the intended learning outcomes:**

*Apart from the contents mentioned above the students learn how to hold oral presentations which don't just summarize the readings, but raise questions and connect different approaches. This knowledge is deepened through the written assignments in which students are expected to pose a main question, connect the learned contents with practical examples and establish an own opinion about the subject of their assignment.*

**4.4.9. Bibliografia de consulta/existência obrigatória:**

*Bates, R. H. (2008). When Things Fell Apart: State Failure in Late-Century Africa (1st ed.). Cambridge University Press.  
Bleck, J., & Walle, N. van de. (2018). Electoral Politics in Africa since 1990: Continuity in Change. New York: Cambridge*

University Press.

Hydén, G. (2006). *African Politics in Comparative Perspective*. Cambridge: Cambridge University Press.

#### Mapa IV - Geografias do Ambiente e Desenvolvimento

##### 4.4.1.1. Designação da unidade curricular:

*Geografias do Ambiente e Desenvolvimento*

##### 4.4.1.1. Title of curricular unit:

*Geographies of Environment and Development*

##### 4.4.1.2. Sigla da área científica em que se insere:

*ESTAMB*

##### 4.4.1.3. Duração:

*Semestral*

##### 4.4.1.4. Horas de trabalho:

*135*

##### 4.4.1.5. Horas de contacto:

*26S*

##### 4.4.1.6. ECTS:

*5*

##### 4.4.1.7. Observações:

*The course introduces students to theories, current trends/patterns of events and scientific methods to understand the nexus of environment, society and development in the global south from an inter/cross-disciplinary perspective of human and physical geography. Students will learn concepts for the study of physical, political and socio-economic dimensions of environmental change. Thus, students can locate environmental trends/change, environmental control, development discourses and development practices.*

##### 4.4.1.7. Observations:

*The course introduces students to theories, current trends/patterns of events and scientific methods to understand the nexus of environment, society and development in the global south from an inter/cross-disciplinary perspective of human and physical geography. Students will learn concepts for the study of physical, political and socio-economic dimensions of environmental change. Thus, students can locate environmental trends/change, environmental control, development discourses and development practices.*

##### 4.4.2. Docente responsável e respetiva carga letiva na Unidade Curricular (preencher o nome completo):

*DOEVENSPECK Martin 13 S*

##### 4.4.3. Outros docentes e respetivas cargas letivas na unidade curricular:

*Festus Boamah 13 S*

##### 4.4.4. Objetivos de aprendizagem (conhecimentos, aptidões e competências a desenvolver pelos estudantes):

*At the end of this module, students are expected to gain rich insights into theoretical and conceptual approaches of the geographical society-environment research in the development context in the global south and employ such critical perspectives in their various academic projects/research.*

##### 4.4.4. Intended learning outcomes (knowledge, skills and competences to be developed by the students):

*At the end of this module, students are expected to gain rich insights into theoretical and conceptual approaches of the geographical society-environment research in the development context in the global south and employ such critical perspectives in their various academic projects/research.*

##### 4.4.5. Conteúdos programáticos:

*Introduction & Practical Information*

*Environmental Narratives, Discourses & Policy Interventions in the Global South*

*Gender & "Sustainable Development" in the "Global South"*

*"Climate Refugees" in the Global South*

*"Beyond" Land Grabbing in the Global South*

*"Food Sovereignty" in the Global South: Some critical perspectives*

*Alternative Energy Futures of the Global South*  
*Africa's Energy Sector & Corruption*  
*Industrialisation in the Global South: Learning from Asian Experiences*  
*Some problematics in defining the spatial distribution of global poverty*  
*New Patterns of "Development Aid" / "Co-operation" in the Global South*  
*Evaluation practicalities*

#### 4.4.5. Syllabus:

*Introduction & Practical Information*  
*Environmental Narratives, Discourses & Policy Interventions in the Global South*  
*Gender & "Sustainable Development" in the "Global South"*  
*"Climate Refugees" in the Global South*  
*"Beyond" Land Grabbing in the Global South*  
*"Food Sovereignty" in the Global South: Some critical perspectives*  
*Alternative Energy Futures of the Global South*  
*Africa's Energy Sector & Corruption*  
*Industrialisation in the Global South: Learning from Asian Experiences*  
*Some problematics in defining the spatial distribution of global poverty*  
*New Patterns of "Development Aid" / "Co-operation" in the Global South*  
*Evaluation practicalities*

#### 4.4.6. Demonstração da coerência dos conteúdos programáticos com os objetivos de aprendizagem da unidade curricular:

*After the course, students don't only know the structures and functioning of the actors, but also know how to identify certain motives and interests of the respective actors and problems and contradictions in the implications of their agendas.*

#### 4.4.6. Evidence of the syllabus coherence with the curricular unit's intended learning outcomes:

*After the course, students don't only know the structures and functioning of the actors, but also know how to identify certain motives and interests of the respective actors and problems and contradictions in the implications of their agendas.*

#### 4.4.7. Metodologias de ensino (avaliação incluída):

*Student presentations and summary lecture by the course instructor. Students 5-6 page essays at the end of the course for assessment and grading.*  
*Final essay- 100%*

#### 4.4.7. Teaching methodologies (including students' assessment):

*Student presentations and summary lecture by the course instructor. Students 5-6 page essays at the end of the course for assessment and grading.*  
*Final essay- 100%*

#### 4.4.8. Demonstração da coerência das metodologias de ensino com os objetivos de aprendizagem da unidade curricular:

*In coherence with the syllabus and the learning outcomes an intense oral participation on class are paramount, together with debates on central topics of the syllabus.*

#### 4.4.8. Evidence of the coherence between the teaching methodologies and the intended learning outcomes:

*In coherence with the syllabus and the learning outcomes an intense oral participation on class are paramount, together with debates on central topics of the syllabus.*

#### 4.4.9. Bibliografia de consulta/existência obrigatória:

*Adger, N.W., Benjaminsen, T.A., Brown, K., Svarstad, H., 2001. Advancing a political ecology of global environmental discourses. Development and Change 32, 681– 715.*  
*Antunes de Oliveira, F. 2019. Development for whom? Beyond the developed/underdeveloped dichotomy. Journal of International Relations and Development. <https://doi.org/10.1057/s41268-019-00173-9>*  
*Mollett, S. 2016. The Power to Plunder: Rethinking Land Grabbing in Latin America. Antipode 48(2), 412–432.*  
*Shoneveld, G.C. 2017. Host country governance and the African land rush: 7 reasons why. large-scale farmland investments fail to contribute to sustainable development. Geoforum, 83, 119 – 132.*  
*Sovacool, B.K and Götz, W. 2019. Internationalizing the political economy of hydroelectricity: security, development and sustainability in hydropower states. Review of International Political Economy, 26:1, 49-79.*  
*Mohan, A. 2017. Whose land is it anyway? Energy futures & land use in India. Energy Policy, 110, 257–262.*

#### Mapa IV - Bambara

##### 4.4.1.1. Designação da unidade curricular:

*Bambara*

**4.4.1.1. Title of curricular unit:***Bambara***4.4.1.2. Sigla da área científica em que se insere:***LINGLIT***4.4.1.3. Duração:***Semestral***4.4.1.4. Horas de trabalho:***135***4.4.1.5. Horas de contacto:***26 S***4.4.1.6. ECTS:***5***4.4.1.7. Observações:**

*Bambara or Bamanankan is a Mande language belonging to the Niger-Congo phylum. Bambara is part of the Manding-cluster, together with the closely varieties Jula, Maninka, Mandinka, and Marka-Dafin. Manding is spoken by many millions of speakers throughout Mali, in large parts of Burkina Faso, the Ivory Coast, Guinea, Guinea-Bissau, Gambia and Western Senegal.*

**4.4.1.7. Observations:**

*Bambara is written mainly in latin script, but sometimes also in the arabic script Ajamii. The N'ko script, elaborated in the 1940-ies by the Guinean scholar Soulemaana Kantè, is actually the basis of a developing popular movement seen by many as a vehicle for social action in postcolonial West Africa. Bambara (and Manding in general) is known throughout the world for its music (Mande music) and epic texts, which tell the history of the ancient kings Sunjata, the founders of the Mali empire, and Da Monson of Segu, among others. It is performed by traditional jèli, a professional group of musicians and "historians", and by modern bands. The variety taught at the University of Bayreuth is the Standard Bambara of Bamako, the capital of Mali.*

**4.4.2. Docente responsável e respetiva carga letiva na Unidade Curricular (preencher o nome completo):***Klaudia Dombrowsky-Hahn, 26 S***4.4.3. Outros docentes e respetivas cargas letivas na unidade curricular:**

*Não se aplica.  
Not applicable.*

**4.4.4. Objetivos de aprendizagem (conhecimentos, aptidões e competências a desenvolver pelos estudantes):**

*At the University of Bayreuth, the study of African languages is a multifaceted endeavor. We consider African languages in all their manifestations and dynamics – from words and sentences to novels and poems – as primary keys to African concepts and lifeworlds. The three departments, African Linguistics I & II and Literatures in African Languages, complement each other in teaching and research. As we expect students with some knowledge in African languages we will offer our students language instruction on different levels. Level by level the competence in reading, writing and speaking in this language will be acquired. Ultimate target is fluency in the respective language.*

**4.4.4. Intended learning outcomes (knowledge, skills and competences to be developed by the students):**

*At the University of Bayreuth, the study of African languages is a multifaceted endeavor. We consider African languages in all their manifestations and dynamics – from words and sentences to novels and poems – as primary keys to African concepts and lifeworlds. The three departments, African Linguistics I & II and Literatures in African Languages, complement each other in teaching and research. As we expect students with some knowledge in African languages we will offer our students language instruction on different levels. Level by level the competence in reading, writing and speaking in this language will be acquired. Ultimate target is fluency in the respective language.*

**4.4.5. Conteúdos programáticos:**

*The language courses 1 – 4 introduce students to the structure of Bambara and exercise their active language skills. The lessons are organised into two parts: firstly, the grammar oriented: which introduces and helps students master the basic features of Bambara words, sentences and texts; and secondly, the communication oriented: where students develop an appropriate level of language proficiency to meaningfully participate in every day conversations. Students who have completed the four basic Bambara courses get in this course the opportunity to intensify their comprehension skills, pronunciation, grammar knowledge and vocabulary. Learning materials are videos, audio*

*recordings, and a variety of written materials on diverse topics of life in West Africa. Interactive conversations between students will be particularly encouraged*

#### 4.4.5. Syllabus:

*The language courses 1 – 4 introduce students to the structure of Bambara and exercise their active language skills. The lessons are organised into two parts: firstly, the grammar oriented: which introduces and helps students master the basic features of Bambara words, sentences and texts; and secondly, the communication oriented: where students develop an appropriate level of language proficiency to meaningfully participate in every day conversations. Students who have completed the four basic Bambara courses get in this course the opportunity to intensify their comprehension skills, pronunciation, grammar knowledge and vocabulary. Learning materials are videos, audio recordings, and a variety of written materials on diverse topics of life in West Africa. Interactive conversations between students will be particularly encouraged*

#### 4.4.6. Demonstração da coerência dos conteúdos programáticos com os objetivos de aprendizagem da unidade curricular:

*Language is the most important medium of human communication. As such competency in African languages is a very important prerequisite in successfully studying African Studies. The University of Bayreuth offers languages courses in a couple of very important African languages to train students in their communication skills.*

#### 4.4.6. Evidence of the syllabus coherence with the curricular unit's intended learning outcomes:

*Language is the most important medium of human communication. As such competency in African languages is a very important prerequisite in successfully studying African Studies. The University of Bayreuth offers languages courses in a couple of very important African languages to train students in their communication skills.*

#### 4.4.7. Metodologias de ensino (avaliação incluída):

*Bambara texts will be read, discussed and partly translated. Emerging grammatical questions are discussed. Moreover, short audio and video segments will be analysed in order to practise listening comprehension. At the end of the course oral and written examinations will take place.  
Final evaluation: 100%*

#### 4.4.7. Teaching methodologies (including students' assessment):

*Bambara texts will be read, discussed and partly translated. Emerging grammatical questions are discussed. Moreover, short audio and video segments will be analysed in order to practise listening comprehension. At the end of the course oral and written examinations will take place.  
Final evaluation: 100%*

#### 4.4.8. Demonstração da coerência das metodologias de ensino com os objetivos de aprendizagem da unidade curricular:

*The language programme is conceptualized as a continuation and immersion of the specialization fields offered in the EIMAS programme at the partner universities. In addition to gaining knowledge in African languages and linguistics, the programme focuses on a deeper understanding of conditions and norms of language(s) in use; also in its mediated forms and social contexts. Hence, it is the primary goal of this programme to convey an enhanced comprehension of culturally encoded knowledge in its various applications and expressions in Africa. Beside the focus on language, the language programme also offers an engagement with theories and methodologies of literature, and media that further enriches the knowledge of various cultural verbal and visual expressions in Africa.*

#### 4.4.8. Evidence of the coherence between the teaching methodologies and the intended learning outcomes:

*The language programme is conceptualized as a continuation and immersion of the specialization fields offered in the EIMAS programme at the partner universities. In addition to gaining knowledge in African languages and linguistics, the programme focuses on a deeper understanding of conditions and norms of language(s) in use; also in its mediated forms and social contexts. Hence, it is the primary goal of this programme to convey an enhanced comprehension of culturally encoded knowledge in its various applications and expressions in Africa. Beside the focus on language, the language programme also offers an engagement with theories and methodologies of literature, and media that further enriches the knowledge of various cultural verbal and visual expressions in Africa.*

#### 4.4.9. Bibliografia de consulta/existência obrigatória:

*S. Brauner. 1974. Lehrbuch des Bambara. Leipzig. Verl. Enzyklopädie.  
Valentin Vydrin. 2017. New Electronic Resources for Texts in Manding Languages.. Searching For Sharing:Heritage and Multimedia in Africa.*

### Mapa IV - Religiões em África

#### 4.4.1.1. Designação da unidade curricular:

*Religiões em África*

#### 4.4.1.1. Title of curricular unit:

*Religions in Africa*



**4.4.1.2. Sigla da área científica em que se insere:***ESTCULT***4.4.1.3. Duração:***Semestral***4.4.1.4. Horas de trabalho:***135***4.4.1.5. Horas de contacto:***26S***4.4.1.6. ECTS:***5***4.4.1.7. Observações:***This module is managed by three instructors, one in Religious Studies, two in Islamic Studies.**The module Religions in Africa conveys essential supplementary competencies to the more present-oriented or application-related, socio-scientific core subjects of the mandatory modules “Actors in Development Politics”, “Socio-political Processes in Africa” and “ Geographies of Environment and Development”.***4.4.1.7. Observations:***This module is managed by three instructors, one in Religious Studies, two in Islamic Studies.**The module Religions in Africa conveys essential supplementary competencies to the more present-oriented or application-related, socio-scientific core subjects of the mandatory modules “Actors in Development Politics”, “Socio-political Processes in Africa” and “ Geographies of Environment and Development”.***4.4.2. Docente responsável e respetiva carga letiva na Unidade Curricular (preencher o nome completo):***Franz Kogelmann, 10 S***4.4.3. Outros docentes e respetivas cargas letivas na unidade curricular:***Rüdiger Seesemann, 10 S**Eva Spies, 6 S***4.4.4. Objetivos de aprendizagem (conhecimentos, aptidões e competências a desenvolver pelos estudantes):***This course module offers the students the ability to critically analyse and discuss religious practices and discourses in Africa, to draw attention to contemporary research questions of societal and political issues, and to reflect theories and debates of multidisciplinary Africa-related religious studies at an advanced level. Considering additional perspectives from other fields of African Studies expands the students' argumentation horizons and allows for the comparison of the diversity of religions (ATR, Islam, Christianity), their interpretations, their impact on social identities as well as their territorial connotations in Africa.***4.4.4. Intended learning outcomes (knowledge, skills and competences to be developed by the students):***This course module offers the students the ability to critically analyse and discuss religious practices and discourses in Africa, to draw attention to contemporary research questions of societal and political issues, and to reflect theories and debates of multidisciplinary Africa-related religious studies at an advanced level. Considering additional perspectives from other fields of African Studies expands the students' argumentation horizons and allows for the comparison of the diversity of religions (ATR, Islam, Christianity), their interpretations, their impact on social identities as well as their territorial connotations in Africa.***4.4.5. Conteúdos programáticos:***The students will be introduced to the research field Religions in Africa. This approach provides insights into the historical interaction processes between African Traditional Religions (ATR), monotheistic religions and their syncretisms (African Christianity / Christianity in Africa, African Islam / Islam in Africa) as well as the transformation of these religions into the African Diaspora. In addition, the applicability of religious studies concepts to victims, rituals, religion / magic, witchcraft / magic in the African context is critically questioned. The students will get a detailed overview of the historical processes of the spread of ATR / Christianity / Islam in various regions of the African continent and the history of diverse societies in Africa.***4.4.5. Syllabus:***The students will be introduced to the research field Religions in Africa. This approach provides insights into the historical interaction processes between African Traditional Religions (ATR), monotheistic religions and their syncretisms (African Christianity / Christianity in Africa, African Islam / Islam in Africa) as well as the transformation of these religions into the African Diaspora. In addition, the applicability of religious studies concepts to victims, rituals, religion / magic, witchcraft / magic in the African context is critically questioned. The students will get a detailed*

*overview of the historical processes of the spread of ATR / Christianity / Islam in various regions of the African continent and the history of diverse societies in Africa.*

**4.4.6. Demonstração da coerência dos conteúdos programáticos com os objetivos de aprendizagem da unidade curricular:**

*After the course, students will have not only insights in specific topics related to the diversity of Religions in Africa but they will also develop the ability to analyse religious phenomena in a broader context, they are able to identify structures and actors in their historical background. They are able to see the impact of religions on societal and political processes in the different regions of Africa.*

**4.4.6. Evidence of the syllabus coherence with the curricular unit's intended learning outcomes:**

*After the course, students will have not only insights in specific topics related to the diversity of Religions in Africa but they will also develop the ability to analyse religious phenomena in a broader context, they are able to identify structures and actors in their historical background. They are able to see the impact of religions on societal and political processes in the different regions of Africa.*

**4.4.7. Metodologias de ensino (avaliação incluída):**

*Weekly readings on the topic of the specific week, oral presentations by the students, inputs by the lecturer, but also group works and discussions are the methods of teaching. An examination takes place after the end of the course. Anonymous evaluation sheets will be handed out to the students.*

*Distributed evaluation with final exam:*

*Oral presentation:10%*

*Group work: 20%*

*Oral Evaluation: 20%*

*Written exam:50%*

**4.4.7. Teaching methodologies (including students' assessment):**

*Weekly readings on the topic of the specific week, oral presentations by the students, inputs by the lecturer, but also group works and discussions are the methods of teaching. An examination takes place after the end of the course. Anonymous evaluation sheets will be handed out to the students.*

*Distributed evaluation with final exam:*

*Oral presentation:10%*

*Group work: 20%*

*Oral Evaluation: 20%*

*Written exam:50%*

**4.4.8. Demonstração da coerência das metodologias de ensino com os objetivos de aprendizagem da unidade curricular:**

*On the basis of fundamental knowledge of the history and the religions spread in Africa, the recognition of both the global integration as well as specificity of Africa is promoted here in a special way. The module enables the students to recognize the historical foundations and mutability of today's Africa. The emphasis is on recent history since the 19th century. In addition to political history, social, everyday and knowledge-historical approaches play a special role in dialogue with neighbouring disciplines and the history of neighbouring regions of the world. The module conveys knowledge of religious awareness and practice in Africa's past and present, as well as the relevant links with other regions of the world. Structures and transformations of both autochthonous religions as well as Christianity and Islam in Africa are considered. The relevance of these findings for the typical occupational fields of graduates is an important criterion for the content of the teaching.*

**4.4.8. Evidence of the coherence between the teaching methodologies and the intended learning outcomes:**

*On the basis of fundamental knowledge of the history and the religions spread in Africa, the recognition of both the global integration as well as specificity of Africa is promoted here in a special way. The module enables the students to recognize the historical foundations and mutability of today's Africa. The emphasis is on recent history since the 19th century. In addition to political history, social, everyday and knowledge-historical approaches play a special role in dialogue with neighbouring disciplines and the history of neighbouring regions of the world. The module conveys knowledge of religious awareness and practice in Africa's past and present, as well as the relevant links with other regions of the world. Structures and transformations of both autochthonous religions as well as Christianity and Islam in Africa are considered. The relevance of these findings for the typical occupational fields of graduates is an important criterion for the content of the teaching.*

**4.4.9. Bibliografia de consulta/existência obrigatória:**

*Bongmba, E. K. (Ed.) (2012) The Wiley-Blackwell Companion to African Religions. Malden. Wiley-Blackwell.*

*Gifford, P. (2015). Christianity, Development and Modernity in Africa. London. C Hurst & Co Publishers Ltd.*

*Grillo, L.S., van Klinken A. & Ndzovu (Eds.) (2019). Religions in Contemporary Africa. London. Routledge.*

*Levtzion, N. & Pouwels, R. (Eds.) (2000) The History of Islam in Africa. Athens. Ohio University Press.*

*Olupona, J.K. (Ed.) (2004) Beyond Primitivism Indigenous Religious Traditions and Modernity. London. Routledge.*

*Thurston, A. (2017) Boko Haram: The History of an African Jihadist Movement. Princeton. Princeton University Press.*

*Ranger, T.O. (Ed.) (2008). Evangelical Christianity and Democracy in Africa. Oxford. Oxford University Press.*

*Ukah, A. (2008). A New Paradigm Of Pentecostal Power: A Study of the Redeemed Christian Church of Good in Nigeria. Trenton. Africa World Press.*

**Mapa IV - África Global****4.4.1.1. Designação da unidade curricular:***África Global***4.4.1.1. Title of curricular unit:***África Global***4.4.1.2. Sigla da área científica em que se insere:***HIST***4.4.1.3. Duração:***Semestral***4.4.1.4. Horas de trabalho:***135***4.4.1.5. Horas de contacto:***26 S***4.4.1.6. ECTS:***5***4.4.1.7. Observações:***<sem resposta>***4.4.1.7. Observations:***<no answer>***4.4.2. Docente responsável e respetiva carga letiva na Unidade Curricular (preencher o nome completo):***José Maciel Honrado Morais Santos, 26 S***4.4.3. Outros docentes e respetivas cargas letivas na unidade curricular:***Não se aplica**Not applicable***4.4.4. Objetivos de aprendizagem (conhecimentos, aptidões e competências a desenvolver pelos estudantes):***Como objetivo genérico, esta UC deve proporcionar aos mestrandos conhecimentos contextuais básicos sobre a história de África.**Objectivos específicos:*

- introdução à especificidade das periodizações africanas, especialmente nos períodos pré e proto-histórico*
- compreensão das grandes linhas de evolução do continente nos períodos históricos*
- informação sobre processos específicos, como o tráfico atlântico de escravos e a colonização europeia;*
- problematização das principais tendências evolutivas na sequência das descolonizações.*
- capacitar para a análise de processos regionais africanos*

**4.4.4. Intended learning outcomes (knowledge, skills and competences to be developed by the students):***The main goal of this Unit is to provide basic contextual knowledge on African main historical trends.**Specific Goals:*

- to describe the main African Regions - cultural and historical environments*
- to provide an introduction to African main periods and trends*
- to give broad insights and overviews on African main historical evolution under a comparative point of view*

**4.4.5. Conteúdos programáticos:***1. Migrações e áreas civilizacionais africanas**1.1. Região nilótica (Egito, Sudão, Etiópia)**1.2. Área mediterrânica**1.3. África ocidental**1.4. Grandes migrações austrais**2. Integração de África em circuitos intercontinentais**2.1. O Islão em África (VII-XIX)**2.2. O tráfico atlântico de escravos e as ligações afro-americanas (XVI-XIX)**3. África e os imperialismos europeus**3.1. Formação dos impérios coloniais 1882-1918*

**3.2.Funcionamento dos impérios coloniais****3.3.Impacto colonial: demografia e sociedade em controlo remoto.****3.4.Respostas locais e a aculturação das importações - do sincretismo religioso aos partidos e sindicatos africanos****3.5.Transições: os processos de descolonização 1945-1980****4.Problemáticas do “desenvolvimento” em África****4.1Os estados africanos nos ciclos da economia mundial (1930-1975; 1975-2008)****4.2 A economia mineira de África****4.3.Os Estados africanos na ordem mundial - antes e depois da Guerra Fria****4.4.A moderna sociedade civil africana - antes e depois do partido único****4.4.5. Syllabus:****1. African migrations and African main cultural areas****1.1. The Nile region (Egipto, Sudan and Ethiopia)****1.2. Mediterranean Africa****1.3. West Africa****1.4. Great Austral migrations****2. The integration of Africa in transcontinental networks****2.1.Islam in Africa - (7th-19th c)****2.2. Atlantic Slave Trade and Afro-American connections (16th-19th c)****3. Africa and the European imperialism****3.1. Building of colonial Empires – 1882-1918****3.2. Organics of colonial Empires****3.3. Colonial heritage: demography and society under remote control****3.4. Local responses and the aculturation of imports: - from syncretic religions to African Trade Unions and political parties****3.5. Transition times: the decolonisation - 1945-1980****4. Problematics of Africa "development"****4.1. Africa African States and the world cycles (1930-1975; 1975-2008)****4.2. Africa and international mining****4.3. African States in the Global Order - before and after the Cold War****4.4. African civil society - before and after the single party****4.4.6. Demonstração da coerência dos conteúdos programáticos com os objetivos de aprendizagem da unidade curricular:**

*O programa tem como objetivo descrever as grandes linhas das transformações das sociedades africanas integrando-as na história mundial que as explica.*

*Está dividido em 4 pontos que seguem um alinhamento cronológico que ajuda os estudantes a compreender a participação africana na história do mundo*

**4.4.6. Evidence of the syllabus coherence with the curricular unit's intended learning outcomes:**

*The main goal of this syllabus is to describe the main trends of African changes by articulating it with World History.*

*This will allow students to overview it from a broader and deeper perspective.*

*It is divided into 4 points following a chronological sequence which is suited to allow students to a wider understanding of African role in World History.*

**4.4.7. Metodologias de ensino (avaliação incluída):**

*- A metodologia expositiva é usada para proporcionar aos alunos os conceitos e problemáticas;*

*- As sessões serão organizadas em regime de seminário e incluirão conferências de professores e especialistas exteriores à instituição;*

*Avaliação distribuída sem exame final:*

*Trabalho Escrito- 75%; Apresentação Oral- 15% e Participação Presencial-10%*

**4.4.7. Teaching methodologies (including students' assessment):**

*Lecturing aims to provide students the basic concepts and issues.*

*Lectures will be organised under a seminar format and include conferences by non-resident researchers and experts.*

*Distributed evaluation without final exam:*

*Paper-75%, Oral presentation-15% and Oral participation- 10%*

**4.4.8. Demonstração da coerência das metodologias de ensino com os objetivos de aprendizagem da unidade curricular:**

*A leitura e comentário de fontes primárias, bem como de mapas e tabelas, ajudam a sistematizar os conteúdos lecionados*

**4.4.8. Evidence of the coherence between the teaching methodologies and the intended learning outcomes:**

*Theoretical lecturing, as well as reading and comments of primary sources - which include maps and quantitative data*

*- are used for strengthen the main contents of the syllabus*

**4.4.9. Bibliografia de consulta/existência obrigatória:**

Amin, Samir – *L'Accumulation à l'échelle mondiale*. Paris, Anthropos, 1988  
 Bates, Robert - *Markets and States in Tropical Africa: The Political Basis of Agricultural Policy*. Berkeley, 1981, University of California Press  
 Droz, Bernard - *Histoire de la Décolonisation*. Paris, 2006  
 Dumont, René - *A África começa mal*. Lisboa, 1962, Publicações Dom Quixote  
 Havik, P., Keese A. and Santos, M. - *Administration and Taxation in Former Portuguese África 1900-1945* (with Cambridge Scholars Publishing, 2015  
 Klein, Herbert - *O comércio atlântico de escravos*. Replicação, Lisboa, 2002  
 Lovejoy, Paul E. – *Transformations in Slavery . A history of slavery in Africa*. Cambridge University Press, 2000  
 Northrup, David – *Indentured Labor in the age of Imperialism 1834-1922* Cambridge University Press, 1995  
 Suret-Canale, Jean – *L'ère coloniale*. Paris, Ed. Sociales, 1964

#### Mapa IV - Comunicação Intercultural em Contextos Africanos

##### 4.4.1.1. Designação da unidade curricular:

*Comunicação Intercultural em Contextos Africanos*

##### 4.4.1.1. Title of curricular unit:

*Intercultural Communication in African Contexts*

##### 4.4.1.2. Sigla da área científica em que se insere:

*ESTCUL*

##### 4.4.1.3. Duração:

*Semestral*

##### 4.4.1.4. Horas de trabalho:

*135*

##### 4.4.1.5. Horas de contacto:

*26 S*

##### 4.4.1.6. ECTS:

*5*

##### 4.4.1.7. Observações:

*A UC será conduzida em Inglês*

##### 4.4.1.7. Observations:

*The course is taught in English*

##### 4.4.2. Docente responsável e respetiva carga letiva na Unidade Curricular (preencher o nome completo):

*Isabel Maria Galhano Rodrigues- 26 S*

##### 4.4.3. Outros docentes e respetivas cargas letivas na unidade curricular:

*Não se aplica*

*Not applicable*

##### 4.4.4. Objetivos de aprendizagem (conhecimentos, aptidões e competências a desenvolver pelos estudantes):

*Comunicação intercultural implica a compreensão e interação eficaz em diferentes contextos culturais, o que pressupõe tanto a capacidade de compreender o outro, como um elevado grau de sensibilidade intercultural. O objetivo desta UC consiste em sensibilizar os estudantes para vários domínios antropológicos em que se manifestam diferentes formas de perceber, compreender e de estruturar o mundo. Daí resultam diferentes valores e práticas sociais, por outras palavras, disso depende a importância que em cada grupo se atribui, por exemplo, a uma ou outra qualidade, objeto, ação, ao tempo e ao espaço, ao natural e ao sobrenatural, ao eu e ao outro, a relações de género e de poder.*

*Os estudantes deverão:*

*- obter sensibilidade para reconhecer estereótipos, preconceitos e modos de comunicação em diferentes contextos africanos;*

*- estar conscientes de que o que se interpreta de uma mensagem (numa interação intercultural) pode não corresponder ao teor da mensagem enviada pelo outro*

##### 4.4.4. Intended learning outcomes (knowledge, skills and competences to be developed by the students):

*Intercultural communication implies the comprehension and efficient interaction in different cultural contexts. This presupposes the ability to understand the other, as well as a high level of intercultural sensitivity. The objective of this CU is to sensitize students for various anthropological domains where different forms of perception, comprehension and structuring the world can be detected, which give origin to different values and social practices, in other words, which determine, within a group, the importance given to a quality, an object, action, to time and space, to the natural and supernatural, to the self and the other, to the relations between gender and power.*

*In this way, students should be able to:*

- *have the sensitivity to recognize stereotypes, prejudices and communication modes in different cultural contexts (above all in African contexts);*
- *be aware that the message interpreted may not correspond to the message conveyed by the other.*

#### **4.4.5. Conteúdos programáticos:**

1. *Conceitos de cultura*
2. *Cultura e comunicação*
3. *Contato entre culturas*
- 3.1 *Aculturação, choque cultural*
- 3.2 *Etnocentrismo, preconceito, discriminação*
4. *Comparando e analisando culturas: dimensões culturais*
5. *Estratégias e modos de comunicação*
- 5.1 *Comunicação direta e indireta*
- 5.2 *Corpo e fala*
6. *Interpretando valores culturais*
- 6.1 *Interação face a face*
- 6.2 *Mass media / Publicidade*
- 6.3 *Filmes (etnográficos, de ficção e documentários)*

#### **4.4.5. Syllabus:**

1. *Concept of culture*
2. *Culture and communication*
3. *Contact between cultures*
- 3.1 *Acculturation, culture shock*
- 3.2 *Ethnocentrism, prejudice, discrimination*
4. *Comparing and analyzing cultures: cultural dimensions*
5. *Communication strategies*
- 5.1 *Direct and indirect communication*
- 5.2 *Body and speech*
6. *Interpreting cultural values*
- 6.1 *Face-to-face interaction*
- 6.2 *Mass media /Advertising*
- 6.3 *Films (ethnographic, fiction and documentary films)*

#### **4.4.6. Demonstração da coerência dos conteúdos programáticos com os objetivos de aprendizagem da unidade curricular:**

*Os conteúdos programáticos são coerentes com os objetivos da unidade curricular, atendendo a que refletem os tópicos mais relevantes para o estudo de contextos interculturais africanos. Através da discussão nas aulas sobre os aspetos abrangidos pelo programa, os estudantes poderão reflectir sobre um papel de mediação cultural num país africano e sobre as capacidades que precisa de desenvolver para ser eficaz.*

#### **4.4.6. Evidence of the syllabus coherence with the curricular unit's intended learning outcomes:**

*Expected outcomes are coherent with the objectives of the curricular unit. They represent the most relevant topics for the study of African intercultural contexts. The discussion in class on the subjects referred in the program, students will be able to think about what it means to be a cultural mediator in an African country and about the skills he should develop to be efficient.*

#### **4.4.7. Metodologias de ensino (avaliação incluída):**

*As aulas serão centradas no aluno, estimulando interpretação de valores culturais e de outros elementos a partir de diversos produtos de práticas culturais. Esse tipo de exercício será assim feito sobretudo com base na análise de textos, filmes e imagens, recolhidos em diferentes tipos de contextos. Procurar-se-á ainda favorecer a investigação individual, o espírito crítico e a resolução de problemas, evitando a aula expositiva.*

*Dá-se principal atenção à participação activa nas aulas, tanto através da apresentação de pequenos trabalhos sobre diferentes temas, como através do envolvimento na discussão.*

*Avaliação: Trabalho prático, participação nas aulas.*

*Avaliação distribuída sem exame final:*

*Trabalho Escrito- 75%; Apresentação Oral- 15% e Participação Presencial-10%*

#### **4.4.7. Teaching methodologies (including students' assessment):**

*Classes will be student-centered, stimulating his interpretation of cultural values and other elements from various products of cultural practices. This kind of exercise is based above all in the analysis of texts, films and pictures collected in different kinds of contexts. Individual research, criticism and the resolution of problems will be stimulated.*

*Main attention will be given to the active participation in classes, both by the presentation of small academic works about different topics, as well as through participation in discussions.*

*Assessment: Practical work, participation in classes.*

*Distributed evaluation without final exam:*

*Paper-75%, Oral presentation-15% and Oral participation- 10%*

#### **4.4.8. Demonstração da coerência das metodologias de ensino com os objetivos de aprendizagem da unidade curricular:**

*PT A aquisição da capacidade de comunicar interculturalmente precisa de uma forte componente prática, não sendo suficiente o conhecimento de categorias e de conceitos de diversas áreas das Ciências Humanas.*

*Neste sentido, as bases teóricas fornecidas nestas aulas serão as essenciais para permitir a análise de vários tipos de dimensões, padrões e valores culturais, vários modos de comunicar e de interagir face a face, assim como várias estratégias de transmissão de mensagens no contexto africano. Estes tópicos serão tratados sobretudo com base na análise prática de diversos tipos de material recolhido em trabalho de campo em África.*

#### **4.4.8. Evidence of the coherence between the teaching methodologies and the intended learning outcomes:**

*The acquisition of the ability for intercultural communication requires a strong practical component. The knowledge about categories and concepts from various areas of Human Sciences is not enough. In this sense, the theoretical bases given in these classes will be essential for the analysis of various kinds of dimensions, patterns and cultural values, several modes of communicating and of face-to-face interaction, as well as of several strategies of conveying messages in the African context. These topics will be treated above all through the practical analysis of several kinds of material, collected in fieldwork in Africa..*

#### **4.4.9. Bibliografia de consulta/existência obrigatória:**

*(2001). A Primer on Communication Studies. <http://2012books.lardbucket.org/books/a-primer-on-communication-studies/>*

*Conrad, J. (2014). The Heart of Darkness. New York: Global Classics.*

*Hall, E. (1976). Beyond Culture. New York: Anchor.*

*Hofstede, G., Hofstede, J. & Minkov, M. (2010). Cultures and Organizations: Software for the Mind. New York: McGraw Hill Professional.*

*Leal, J. (2011). The past is a foreign country? Acculturation theory and the anthropology of globalization. Etnográfica, 15, 2, 313-336.*

*Mazrui, A. (2014) African Thought in Comparative Perspective. Cambridge: Cambridge Scholars Publishing.*

*Said, E. (2001). O Choque de Ignorâncias. Folha de S. Paulo, 17 de Outubro.*

### **Mapa IV - Literaturas Africanas**

#### **4.4.1.1. Designação da unidade curricular:**

*Literaturas Africanas*

#### **4.4.1.1. Title of curricular unit:**

*African Literatures*

#### **4.4.1.2. Sigla da área científica em que se insere:**

*LINGLIT*

#### **4.4.1.3. Duração:**

*Semestral*

#### **4.4.1.4. Horas de trabalho:**

*135*

#### **4.4.1.5. Horas de contacto:**

*26 S*

#### **4.4.1.6. ECTS:**

*5*

#### **4.4.1.7. Observações:**

*A UC será conduzida em Inglês*

#### **4.4.1.7. Observations:**

*The course is taught in English*

**4.4.2. Docente responsável e respetiva carga letiva na Unidade Curricular (preencher o nome completo):**

*Francisco José de Jesus Topa- 26 S*

**4.4.3. Outros docentes e respetivas cargas letivas na unidade curricular:**

*Não se aplica.*

*Not applicable.*

**4.4.4. Objetivos de aprendizagem (conhecimentos, aptidões e competências a desenvolver pelos estudantes):**

*O principal objetivo da UC é proporcionar aos alunos uma visão global da diversidade de literaturas da África. Para esse fim, será estudado um conjunto minimamente representativo de textos, escritos em inglês ou traduzidos para esse idioma, de vários géneros (incluindo literatura oral) e de vários espaços linguísticos, culturais e nacionais. O período de tempo coberto também será estendido, incluindo textos do período pré-colonial, colonial e pós-colonial. Serão discutidos alguns dos temas que marcam as literaturas africanas, como o conflito colonial, o conflito entre tradição e modernidade, as identidades africanas, a desilusão pós-independência e as questões de género.*

**4.4.4. Intended learning outcomes (knowledge, skills and competences to be developed by the students):**

*The main goal of the curricular unit is to provide students with a global view of the diversity of literatures from Africa. To this end, a minimally 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 period of time covered will also be extended, including texts from the pre-colonial, colonial and post-colonial period. Some of the 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 will be discussed.*

**4.4.5. Conteúdos programáticos:**

*I. Introdução: Questões teóricas*

*II. Literatura pré-colonial*

*1. The Pot of Wisdom: Ananse Stories (Gana)*

*2. Folktales of Angola, de Héli Chatelain (Angola)*

*III. Literatura colonial*

*1. The Interesting Narrative of the Life of Olaudah Equiano, or Gustavus Vassa (1789) (Nigéria)*

*2. Leopold Sedar Senghor, The Collected Poetry (Senegal)*

*3. Chinua Achebe, Things fall apart (1958) (Nigéria)*

*4. Luandino Vieira, Luuanda: short stories of Angola (1964) (Angola)*

*IV. Literatura pós-colonial*

*1. Teatro: Wole Soyinka, Death and the King's Horseman (1975) (Nigéria)*

*2. Romance: Assia Djebar, Fantasia: an Algerian cavalcade (1985) (Argélia)*

*3. Poesia: Chris Mann, South Africans: A Set of Portrait-poems (1996) (RSA)*

**4.4.5. Syllabus:**

*I. Introduction: Theoretical problems*

*II. The pre-colonial literature*

*1. The Pot of Wisdom: Ananse Stories (Ghana)*

*2. Folktales of Angola, by Héli Chatelain (Angola)*

*III. The colonial literature*

*1. The Interesting Narrative of the Life of Olaudah Equiano, or Gustavus Vassa (1789) (Nigeria)*

*2. Leopold Sedar Senghor, The Collected Poetry (Senegal)*

*3. Chinua Achebe, Things fall apart (1958) (Nigeria)*

*4. Luandino Vieira, Luuanda: short stories of Angola (1964) (Angola)*

*IV. The postcolonial literature*

*1. Theater: Wole Soyinka, Death and the King's Horseman (1975) (Nigeria)*

*2. Novel: Assia Djebar, Fantasia: an Algerian cavalcade (1985) (Algeria)*

*3. Poetry: Chris Mann, South Africans: A Set of Portrait-poems (1996) (RSA)*

**4.4.6. Demonstração da coerência dos conteúdos programáticos com os objetivos de aprendizagem da unidade curricular:**

*Dividido em quatro pontos principais, o programa contempla, numa perspetiva diacrónica, o desenvolvimento das literaturas africanas, desde o período pré-colonial (com textos da literatura oral) até à fase pós-colonial. Por outro lado, em cada um desses momentos, são escolhidos textos e autores de diversa proveniência geográfica, linguística, genológica e de género, proporcionando assim aos alunos uma visão panorâmica das Literaturas africanas.*

**4.4.6. Evidence of the syllabus coherence with the curricular unit's intended learning outcomes:**

*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, in each of these moments, texts and authors of different geographical, linguistic, genealogical and gender origins are chosen, thus providing students with a panoramic view of African Literatures.*

**4.4.7. Metodologias de ensino (avaliação incluída):**

*O ensino procurará favorecer a investigação individual, o espírito crítico e a resolução de problemas, pelo que se tentará evitar que as aulas sejam apenas expositivas. Nesse sentido, os alunos serão estimulados a ter uma*



*participação ativa nas sessões, seja através da apresentação e discussão de pequenos trabalhos previamente preparados, seja através do envolvimento no debate de matérias teórico-práticas e no comentário de textos. A avaliação será contínua, levando em conta a intervenção qualificada dos alunos nas aulas e um trabalho individual de investigação sobre uma das questões do programa.*

*Relatório: 75%*

*Apresentação: 25%*

#### 4.4.7. Teaching methodologies (including students' assessment):

*Teaching will seek to foster individual inquiry, critical thinking and problem solving, and will try to prevent lectures from being just expositive. In this sense, students will be encouraged to have an active participation in the sessions, either through the presentation and discussion of previously prepared small papers, or through the involvement in the debate of theoretical-practical subjects and commentary on texts.*

*The evaluation will be continuous, taking into account the students' qualified intervention in the classes and an individual research work on one of the program's issues.*

*Report: 75%*

*Oral presentation: 25%*

#### 4.4.8. Demonstração da coerência das metodologias de ensino com os objetivos de aprendizagem da unidade curricular:

*A avaliação contínua, a solicitação frequente dos alunos nas aulas e o seu acompanhamento próximo permitem perceber se os objetivos de aprendizagem estão a ser atingidos, ao mesmo tempo que estimula os alunos a uma atitude ativa e a um trabalho continuado. A experiência acumulada mostra que os objetivos são mais facilmente atingidos desta maneira.*

#### 4.4.8. Evidence of the coherence between the teaching methodologies and the intended learning outcomes:

*Continuous evaluation, frequent request of students in classes and their close monitoring allow understanding if the learning objectives are being met, while it stimulates students to have an active attitude and a continued work. The experience shows that the goals can be best achieved this way.*

#### 4.4.9. Bibliografia de consulta/existência obrigatória:

*Killam, Douglas & Rowe, Ruth, ed. (2000). The companion to African literatures. Oxford: James Currey.*

*Manu, S. Y. (1998). The four stories of Ananse. Accra: Afram Publications Ghana.*

*Equiano, Olaudah (2002). The interesting narrative of the life of Olaudah Equiano, or, Gustavus Vassa, the African written by himself. Edited by Angelo Costanzo. Peterborough, Ont.*

*Senghor, Leopold Sedar (1991). The Collected Poetry. University Press of Virginia.*

*Achebe, Chinua (2009). Things fall apart. Authoritative text, contexts and criticism. Edited by Francis Abiola Irele. New York / London: Norton.*

*Vieira, Luandino (1980). Luanda: short stories of Angola. Transl. by Tamara L. Bender with Donna S. Hill. London: Heinemann.*

*Soyinka, Wole (2002). Death and the King's Horseman. Critical Edition by Simon Gikandi. New York: Norton & Company.*

*Mann, Chris (1996). South Africans: A Set of Portrait-poems. University of Natal Press.*

### Mapa IV - Media e Artes em Africa

#### 4.4.1.1. Designação da unidade curricular:

*Media e Artes em Africa*

#### 4.4.1.1. Title of curricular unit:

*Media and Arts in Africa*

#### 4.4.1.2. Sigla da área científica em que se insere:

*CCOM*

#### 4.4.1.3. Duração:

*Semestral*

#### 4.4.1.4. Horas de trabalho:

*135*

#### 4.4.1.5. Horas de contacto:

*26 S*

#### 4.4.1.6. ECTS:

*5*

**4.4.1.7. Observações:**

*The students will have to prepare an oral presentation (15-20 minutes) related to one of the topics of the seminar. The presentation can serve as a basis for a full paper to be handed in after the semester (15-20 pages)*

*The three teachers, representing different fields of arts will coteach the module. Ulf Vierke is the specialist of modern and contemporary African Arts, Ute Fendler of African Film and African literatures in French and Portuguese as well as popular culture and Clarissa Vierke of African language literatures and popular culture.*

**4.4.1.7. Observations:**

*The students will have to prepare an oral presentation (15-20 minutes) related to one of the topics of the seminar. The presentation can serve as a basis for a full paper to be handed in after the semester (15-20 pages)*

*The three teachers, representing different fields of arts will coteach the module. Ulf Vierke is the specialist of modern and contemporary African Arts, Ute Fendler of African Film and African literatures in French and Portuguese as well as popular culture and Clarissa Vierke of African language literatures and popular culture.*

**4.4.2. Docente responsável e respetiva carga letiva na Unidade Curricular (preencher o nome completo):**

*Ulf Vierke- 10 S*

**4.4.3. Outros docentes e respetivas cargas letivas na unidade curricular:**

*Ute Fendler 10 S*

*Clarissa Vierke 6 S*

**4.4.4. Objetivos de aprendizagem (conhecimentos, aptidões e competências a desenvolver pelos estudantes):**

*Students will acquire an overview of a number of different aesthetic practices in Africa, including African modern and contemporary arts, film, performative arts and literature as well as popular culture. They will learn key theoretical concepts, research approaches and methodologies used in analyzing and interpreting arts. In relation to topical debates about the arts as a form of political intervention, students learn to consider and evaluate arts in their particular forms as powerful alternative ways to critically reflect upon social processes of change.*

**4.4.4. Intended learning outcomes (knowledge, skills and competences to be developed by the students):**

*Students will acquire an overview of a number of different aesthetic practices in Africa, including African modern and contemporary arts, film, performative arts and literature as well as popular culture. They will learn key theoretical concepts, research approaches and methodologies used in analyzing and interpreting arts. In relation to topical debates about the arts as a form of political intervention, students learn to consider and evaluate arts in their particular forms as powerful alternative ways to critically reflect upon social processes of change.*

**4.4.5. Conteúdos programáticos:**

*The module is cotaught by the three responsible teachers, who will introduce students to different art practices across Africa including their entanglements with the diaspora. In this way, the students will get to know concrete examples of various African art practices and a good overview of them including key theoretical concepts.*

**4.4.5. Syllabus:**

*The module is cotaught by the three responsible teachers, who will introduce students to different art practices across Africa including their entanglements with the diaspora. In this way, the students will get to know concrete examples of various African art practices and a good overview of them including key theoretical concepts.*

**4.4.6. Demonstração da coerência dos conteúdos programáticos com os objetivos de aprendizagem da unidade curricular:**

*To make sure that students gain a wide overview of various art practices in Africa, the course will be offered jointly by scholars working on different art practices. The course is built on three main parts, each of it will have an introduction taking into consideration theoretical concepts and historical perspectives, before presenting more contemporary examples in the arts, film and literatures.*

**4.4.6. Evidence of the syllabus coherence with the curricular unit's intended learning outcomes:**

*To make sure that students gain a wide overview of various art practices in Africa, the course will be offered jointly by scholars working on different art practices. The course is built on three main parts, each of it will have an introduction taking into consideration theoretical concepts and historical perspectives, before presenting more contemporary examples in the arts, film and literatures.*

**4.4.7. Metodologias de ensino (avaliação incluída):**

*The teachers will make use of a variety of teaching methodologies, including overview lectures, joint readings and discussions, students' presentations: visits of exhibitions/readings and/or the film festival, so that they can get direct access to art practices. Iwalewaha, the center of modern and contemporary African art in Bayreuth, the film festival with a focus on African films as well as readings provide occasions, where students can directly get access to art and aesthetic practices. For evaluation and feedback, we do not only rely on the common evaluation sheets at the University, but organize additional meetings with the students to discuss their criticism and suggestions. Distributed evaluation without final exam:*

*Final Report: 50%*  
*Oral Presentations: 50%*

#### 4.4.7. Teaching methodologies (including students' assessment):

*The teachers will make use of a variety of teaching methodologies, including overview lectures, joint readings and discussions, students' presentations: visits of exhibitions/readings and/or the film festival, so that they can get direct access to art practices. Iwalewaha, the center of modern and contemporary African art in Bayreuth, the film festival with a focus on African films as well as readings provide occasions, where students can directly get access to art and aesthetic practices. For evaluation and feedback, we do not only rely on the common evaluation sheets at the University, but organize additional meetings with the students to discuss their criticism and suggestions.*

*Distributed evaluation without final exam:*

*Final Report: 50%*  
*Oral Presentations: 50%*

#### 4.4.8. Demonstração da coerência das metodologias de ensino com os objetivos de aprendizagem da unidade curricular:

*The teaching methods do not only involve lectures which provide students with overview and information, but also opportunities to engage with art practices by being directly exposed to them. In this way, students will get very practical examples that they can refer to, but, at the same time, also makes sure that they acquire the ability to interpret and analyze them. The input given by the teachers which condenses information will be complemented by joint readings and discussions during which students can practice their own critical engagement with texts.*

#### 4.4.8. Evidence of the coherence between the teaching methodologies and the intended learning outcomes:

*The teaching methods do not only involve lectures which provide students with overview and information, but also opportunities to engage with art practices by being directly exposed to them. In this way, students will get very practical examples that they can refer to, but, at the same time, also makes sure that they acquire the ability to interpret and analyze them. The input given by the teachers which condenses information will be complemented by joint readings and discussions during which students can practice their own critical engagement with texts.*

#### 4.4.9. Bibliografia de consulta/existência obrigatória:

*Bachir Diagne, S. 2012. African Art as Philosophy: Sen- ghor, Bergson and the Idea of Negritude. Chicago: University of Chicago Press*  
*Barber, K. 2007. The Anthropology of Texts, Persons. and Publics: Oral and Written Culture in Africa and Beyond. Cambridge: Cambridge UP*  
*Bhabha, H. 1994. The Location of Culture. London: Routledge*  
*Krämer, S. 2015. Medium, Messenger, Transmission: An Approach to Media Philosophy. Amsterdam: Amsterdam UP*  
*Kasfir, S., and Förster, T., eds. 2013. African Art and Agency in the Workshop. Bloomington, IN: Indiana UP*  
*Matzke, C., Hutchinson, Y., and Plastow, J., eds. 2015. African Theatre 14: Contemporary Women. Wood- bridge: James Currey*  
*Ritzer, I. 2012. "Media-Culture -Theory." In Techno- Ethics, edited by K. Meisig, 193-209. Wiesbaden: Harrassowitz*  
*Tchokothe, Rémi. 2016. "The Mediation of Afrophone Literature as Development Agency." In African Studies in a Globalised*  
*wa Thiong'o, N. 2012. Globalectics: Theory and the Pol- itics of Knowing. New York: Columbia UP*

### Mapa IV - Seminário de Projeto II

#### 4.4.1.1. Designação da unidade curricular:

*Seminário de Projeto II*

#### 4.4.1.1. Title of curricular unit:

*Seminar Colloquium II*

#### 4.4.1.2. Sigla da área científica em que se insere:

*MTDAP-CSCH*

#### 4.4.1.3. Duração:

*Semestral*

#### 4.4.1.4. Horas de trabalho:

*135*

#### 4.4.1.5. Horas de contacto:

*13 S*

#### 4.4.1.6. ECTS:

*5*

**4.4.1.7. Observações:**

*Todos os docentes do ciclo de estudos podem, potencialmente, participar nesta UC*

**4.4.1.7. Observations:**

*Every teacher of the study cycle is a potential participant in these classes and debates*

**4.4.2. Docente responsável e respetiva carga letiva na Unidade Curricular (preencher o nome completo):**

*Franz Kogelmann*

**4.4.3. Outros docentes e respetivas cargas letivas na unidade curricular:**

*Todos os docentes do ciclo de estudos serão potenciais orientadores de dissertações – 13 S*

**4.4.4. Objetivos de aprendizagem (conhecimentos, aptidões e competências a desenvolver pelos estudantes):**

*Os estudantes deverão consolidar procedimentos de pesquisa, de tratamento de informação, de reflexão teórica e de sistematização e análise.*

*Isso implica, em termos de competências a desenvolver:*

- capacidade de síntese e de identificação e uso da bibliografia relevante sobre o tema escolhido;*
- capacidade de análise de dados relevantes;*
- uso das metodologias adequadas;*
- capacidade de elaboração de uma hipótese original sobre o objeto em análise;*
- escrita clara;*
- organização coerente de um texto capaz de garantir uma comunicação eficaz, sustentada por rigorosos critérios científicos.*

**4.4.4. Intended learning outcomes (knowledge, skills and competences to be developed by the students):**

*Students should strengthen research procedures, methodological approaches, theoretical reflection and systematization and analysis.*

*It implies:*

- capacity of synthesis and the identification and use of the relevant bibliography about the chosen topic;*
- capacity of analysis of the relevant data;*
- use and mastery of the adequate methodologies;*
- capacity of elaboration of an original hypothesis about the object under analysis;*
- clear writing;*
- coherent and adequate organization of the text able to provide an efficient and pleasant communication based on the most rigorous scientific criteria*

**4.4.5. Conteúdos programáticos:**

*Não há programa prévio. O objetivo é o de uma apresentação e debate permanente, em grupo e espaço de sala de aula, de modo a solidificar um percurso de pesquisa que conduzam os estudantes à realização e à defesa com sucesso da sua dissertação de mestrado.*

**4.4.5. Syllabus:**

*There is no established program. A permanent and debate, in group and classroom, of the ongoing research, in order to solidify a research path that will lead students to a successful completion and defense of their master dissertation.*

**4.4.6. Demonstração da coerência dos conteúdos programáticos com os objetivos de aprendizagem da unidade curricular:**

*O objetivo é o de apoiar os estudantes na elaboração da sua dissertação de mestrado, de modo a que esta cumpra os requisitos de um trabalho de investigação original sobre o tema. O cumprimento dos requisitos acima enunciados contribui diretamente para esse objetivo.*

**4.4.6. Evidence of the syllabus coherence with the curricular unit's intended learning outcomes:**

*The main aim is to support the students in the elaboration of their MA thesis, in order to accomplish the requirements of an original research work about the topic under analysis. Compliance with the requirements stated above contributes directly to this goal.*

**4.4.7. Metodologias de ensino (avaliação incluída):**

*Apresentação e debate do trabalho realizado no decurso das várias fases do trabalho científico nas diferentes etapas de construção de uma dissertação, segundo o planeamento e o cumprimento de metas. A avaliação final resulta da apresentação consolidada de um projeto de dissertação, no seu nível intermédio (nível II) que contenha, para além das suas opções temáticas, científicas e metodológicas, também a programação de trabalho de campo e investigação científica aplicada – a desenvolver no 4º semestre do Curso.*

*Avaliação distribuída sem exame final:*

*Relatório de projeto: 100%*

**4.4.7. Teaching methodologies (including students' assessment):**

*Presentation and debate of the work done during the various phases of scientific work in the different stages of the construction of a dissertation, according to a planned schedule and the proposed goals. The final evaluation results from the presentation of a dissertation project at an intermediate level (level II), which should contain, in addition to its thematic, scientific and methodological options, also the programming of field work and applied scientific research - to be developed in the 4th semester of the Course.*

*Distributed evaluation without final exam:*

*Report: 100%*

#### **4.4.8. Demonstração da coerência das metodologias de ensino com os objetivos de aprendizagem da unidade curricular:**

*As metodologias previstas são adequadas aos objetivos de aprendizagem previstos, que são a obtenção de capacidades de investigação, original e autónoma, na área e tema da dissertação de cada estudante. Por um lado, o estudante de mestrado precisa ainda de um forte apoio, aconselhamento e orientação na procura do enquadramento teórico mais adequado para a investigação, na recolha de dados e nas soluções metodológicas mais apropriadas para a análise do objeto selecionado. Por outro lado, são criadas no estudante hábitos de planeamento e avaliação por metas atingidas, fundamental em qualquer domínio profissional.*

#### **4.4.8. Evidence of the coherence between the teaching methodologies and the intended learning outcomes:**

*The methodologies are adequate to the learning outcomes presented above, e.g., to obtain the capacities of autonomous and original research capacities in the area and theme of the dissertation of each student. The MA student still needs a strong support and orientation in the search of the theoretical framework adequate for the research, in the data collection and in the most appropriate methodological solutions for the analysis of the chosen topic; so sessions of private tutorials are justified. On the other hand, they are supposed to acquire planning habits and be aware of an evaluation by targeted achievements, fundamental in any professional area.*

#### **4.4.9. Bibliografia de consulta/existência obrigatória:**

*A bibliografia será a adequada ao tema de dissertação de cada estudante, sendo, por um lado, sugerida pelo docente e, por outro lado, objeto de pesquisa pelos estudantes, que têm ao seu alcance as excelentes bibliotecas da FLUP, da UBT e da UBM, como um mundo de referências hoje acessíveis em sites altamente qualificados da internet.*

*The bibliography will be the adequate to each dissertation topic of each student, being on the one hand, suggested by the advisor and on the other hand, object of research by students, who have at access, not only to the excellent library of FLUP, UBT and UBM, , as a world of accessible references on qualified Internet sites.*

### **Mapa IV - Seminário de Projeto I**

#### **4.4.1.1. Designação da unidade curricular:**

*Seminário de Projeto I*

#### **4.4.1.1. Title of curricular unit:**

*Seminar Colloquium I*

#### **4.4.1.2. Sigla da área científica em que se insere:**

*MTDAP\_CSCH*

#### **4.4.1.3. Duração:**

*Semestral*

#### **4.4.1.4. Horas de trabalho:**

*135*

#### **4.4.1.5. Horas de contacto:**

*13 S*

#### **4.4.1.6. ECTS:**

*5*

#### **4.4.1.7. Observações:**

*Todos os docentes do ciclo de estudos podem, potencialmente, participar nesta UC*

#### **4.4.1.7. Observations:**

*Every teacher of the study cycle is a potential participant in these classes and debates*

#### **4.4.2. Docente responsável e respetiva carga letiva na Unidade Curricular (preencher o nome completo):**

*Amélia Maria Polónia da Silva*

**4.4.3. Outros docentes e respetivas cargas letivas na unidade curricular:**

*Todos os docentes do ciclo de estudos serão potenciais orientadores de dissertações – 13 S*

**4.4.4. Objetivos de aprendizagem (conhecimentos, aptidões e competências a desenvolver pelos estudantes):**

*Os estudantes deverão consolidar procedimentos de pesquisa, de tratamento de informação, de reflexão teórica e de sistematização e análise.*

*Isso implica, em termos de competências a desenvolver:*

- capacidade de síntese e de identificação e uso da bibliografia relevante sobre o tema escolhido;
- capacidade de análise de dados relevantes;
- uso das metodologias adequadas;
- capacidade de elaboração de uma hipótese original sobre o objeto em análise;
- escrita clara;
- organização coerente de um texto capaz de garantir uma comunicação eficaz, sustentada por rigorosos critérios científicos.

**4.4.4. Intended learning outcomes (knowledge, skills and competences to be developed by the students):**

*Students should strengthen research procedures, methodological approaches, theoretical reflection and systematization and analysis.*

*It implies:*

- capacity of synthesis and the identification and use of the relevant bibliography about the chosen topic;
- capacity of analysis of the relevant data;
- use and mastery of the adequate methodologies;
- capacity of elaboration of an original hypothesis about the object under analysis;
- clear writing;
- coherent and adequate organization of the text able to provide an efficient and pleasant communication based on the most rigorous scientific criteria

**4.4.5. Conteúdos programáticos:**

*Não há programa prévio. O objetivo é o de uma apresentação e debate permanente, em grupo e espaço de sala de aula, de modo a solidificar um percurso de pesquisa que conduzam os estudantes à realização e à defesa com sucesso da sua dissertação de mestrado.*

**4.4.5. Syllabus:**

*There is no established program. A permanent and debate, in group and classroom, of the ongoing research, in order to solidify a research path that will lead students to a successful completion and defense of their master dissertation.*

**4.4.6. Demonstração da coerência dos conteúdos programáticos com os objetivos de aprendizagem da unidade curricular:**

*O objetivo é o de apoiar os estudantes na elaboração da sua dissertação de mestrado, de modo a que esta cumpra os requisitos de um trabalho de investigação original sobre o tema. O cumprimento dos requisitos acima enunciados contribui diretamente para esse objetivo.*

**4.4.6. Evidence of the syllabus coherence with the curricular unit's intended learning outcomes:**

*The main aim is to support the students in the elaboration of their MA thesis, in order to accomplish the requirements of an original research work about the topic under analysis. Compliance with the requirements stated above contributes directly to this goal.*

**4.4.7. Metodologias de ensino (avaliação incluída):**

*Apresentação e debate do trabalho realizado no decurso das várias fases do trabalho científico nas diferentes etapas de construção de uma dissertação, segundo o planeamento e o cumprimento de metas. A avaliação final resulta da apresentação consolidada de um projeto de dissertação, no seu nível intermédio (nível I) que contenha, para além das suas opções temáticas, científicas e metodológicas, também a programação de trabalho de campo e investigação científica aplicada – a desenvolver no 4º semestre do Curso.*

*Avaliação distribuída sem exame final:*

*Relatório de projeto: 100%*

**4.4.7. Teaching methodologies (including students' assessment):**

*Presentation and debate of the work done during the various phases of scientific work in the different stages of the construction of a dissertation, according to a planned schedule and the proposed goals. The final evaluation results from the presentation of a dissertation project at an intermediate level (level I), which should contain, in addition to its thematic, scientific and methodological options, also the programming of field work and applied scientific research - to be developed in the 4th semester of the Course.*

*Distributed evaluation without final exam:*

*Report: 100%*

**4.4.8. Demonstração da coerência das metodologias de ensino com os objetivos de aprendizagem da unidade curricular:**

*As metodologias previstas são adequadas aos objetivos de aprendizagem previstos, que são a obtenção de capacidades de investigação, original e autónoma, na área e tema da dissertação de cada estudante. Por um lado, o*

*estudante de mestrado precisa ainda de um forte apoio, aconselhamento e orientação na procura do enquadramento teórico mais adequado para a investigação, na recolha de dados e nas soluções metodológicas mais apropriadas para a análise do objeto selecionado. Por outro lado, são criadas no estudante hábitos de planeamento e avaliação por metas atingidas, fundamental em qualquer domínio profissional.*

#### 4.4.8. Evidence of the coherence between the teaching methodologies and the intended learning outcomes:

*The methodologies are adequate to the learning outcomes presented above, e.g., to obtain the capacities of autonomous and original research capacities in the area and theme of the dissertation of each student. The MA student still needs a strong support and orientation in the search of the theoretical framework adequate for the research, in the data collection and in the most appropriate methodological solutions for the analysis of the chosen topic; sol sessions of private tutorials are justified. On the other hand, they are supposed to acquire planning habits and be aware of an evaluation by targeted achievements, fundamental in any professional area.*

#### 4.4.9. Bibliografia de consulta/existência obrigatória:

*A bibliografia será a adequada ao tema de dissertação de cada estudante, sendo, por um lado, sugerida pelo docente e, por outro lado, objeto de pesquisa pelos estudantes, que têm ao seu alcance as excelentes biblioteca da FLUP, da UBT e da UBM, como um mundo de referências hoje acessíveis em sites altamente qualificados da internet.*

*The bibliography will be the adequate to each dissertation topic of each student, being on the one hand, suggested by the advisor and on the other hand, object of research by students, who have at access, not only to the excellent library of FLUP, UBT and UBM, , as a world of accessible references on qualified Internet sites.*

### Mapa IV - Seminário de Projeto III

#### 4.4.1.1. Designação da unidade curricular:

*Seminário de Projeto III*

#### 4.4.1.1. Title of curricular unit:

*Seminar Colloquium III*

#### 4.4.1.2. Sigla da área científica em que se insere:

*MTDAP-CSCH*

#### 4.4.1.3. Duração:

*Semestral*

#### 4.4.1.4. Horas de trabalho:

*135*

#### 4.4.1.5. Horas de contacto:

*13 S*

#### 4.4.1.6. ECTS:

*5*

#### 4.4.1.7. Observações:

*Todos os docentes do ciclo de estudos podem, potencialmente, participar nesta UC*

#### 4.4.1.7. Observations:

*Every teacher of the study cycle is a potentil participant in these classes and debates*

#### 4.4.2. Docente responsável e respetiva carga letiva na Unidade Curricular (preencher o nome completo):

*Amélia Maria Polónia da Silva*

#### 4.4.3. Outros docentes e respetivas cargas letivas na unidade curricular:

*Todos os docentes do ciclo de estudos serão potenciais orientadores de dissertações – 13S*

#### 4.4.4. Objetivos de aprendizagem (conhecimentos, aptidões e competências a desenvolver pelos estudantes):

*Os estudantes deverão consolidar procedimentos de pesquisa, de tratamento de informação, de reflexão teórica e de sistematização e análise.*

*Isso implica, em termos de competências a desenvolver:*

- capacidade de síntese e de identificação e uso da bibliografia relevante sobre o tema escolhido;*
- capacidade de análise de dados relevantes;*

- uso das metodologias adequadas;
- capacidade de elaboração de uma hipótese original sobre o objeto em análise;
- escrita clara;
- organização coerente de um texto capaz de garantir uma comunicação eficaz, sustentada por rigorosos critérios científicos.

#### 4.4.4. Intended learning outcomes (knowledge, skills and competences to be developed by the students):

*Students should strengthen research procedures, methodological approaches, theoretical reflection and systematization and analysis.*

*It implies:*

- capacity of synthesis and the identification and use of the relevant bibliography about the chosen topic;
- capacity of analysis of the relevant data;
- use and mastery of the adequate methodologies;
- capacity of elaboration of an original hypothesis about the object under analysis;
- clear writing;
- coherent and adequate organization of the text able to provide an efficient and pleasant communication based on the most rigorous scientific criteria

#### 4.4.5. Conteúdos programáticos:

*Não há programa prévio. O objetivo é o de uma apresentação e debate permanente, em grupo e espaço de sala de aula, de modo a solidificar um percurso de pesquisa que conduzam os estudantes à realização e à defesa com sucesso da sua dissertação de mestrado.*

#### 4.4.5. Syllabus:

*There is no established program. A permanent and debate, in group and classroom, of the ongoing research, in order to solidify a research path that will lead students to a successful completion and defense of their master dissertation.*

#### 4.4.6. Demonstração da coerência dos conteúdos programáticos com os objetivos de aprendizagem da unidade curricular:

*O objetivo é o de apoiar os estudantes na elaboração da sua dissertação de mestrado, de modo a que esta cumpra os requisitos de um trabalho de investigação original sobre o tema. O cumprimento dos requisitos acima enunciados contribui diretamente para esse objetivo.*

#### 4.4.6. Evidence of the syllabus coherence with the curricular unit's intended learning outcomes:

*The main aim is to support the students in the elaboration of their MA thesis, in order to accomplish the requirements of an original research work about the topic under analysis. Compliance with the requirements stated above contributes directly to this goal.*

#### 4.4.7. Metodologias de ensino (avaliação incluída):

*Apresentação e debate do trabalho realizado no decurso das várias fases do trabalho científico nas diferentes etapas de construção de uma dissertação, segundo o planeamento e o cumprimento de metas. A avaliação final resulta da apresentação consolidada de um projeto de dissertação, no seu nível intermédio (nível III) que contenha, para além das suas opções temáticas, científicas e metodológicas, também a programação de trabalho de campo e investigação científica aplicada – a desenvolver no 4º semestre do Curso.*

*Avaliação distribuída sem exame final:*

*Relatório de projeto: 100%*

#### 4.4.7. Teaching methodologies (including students' assessment):

*Presentation and debate of the work done during the various phases of scientific work in the different stages of the construction of a dissertation, according to a planned schedule and the proposed goals. The final evaluation results from the presentation of a dissertation project at an intermediate level (level III), which should contain, in addition to its thematic, scientific and methodological options, also the programming of field work and applied scientific research - to be developed in the 4th semester of the Course.*

*Distributed evaluation without final exam:*

*Report: 100%*

#### 4.4.8. Demonstração da coerência das metodologias de ensino com os objetivos de aprendizagem da unidade curricular:

*As metodologias previstas são adequadas aos objetivos de aprendizagem previstos, que são a obtenção de capacidades de investigação, original e autónoma, na área e tema da dissertação de cada estudante. Por um lado, o estudante de mestrado precisa ainda de um forte apoio, aconselhamento e orientação na procura do enquadramento teórico mais adequado para a investigação, na recolha de dados e nas soluções metodológicas mais apropriadas para a análise do objeto selecionado. Por outro lado, são criadas no estudante hábitos de planeamento e avaliação por metas atingidas, fundamental em qualquer domínio profissional.*

#### 4.4.8. Evidence of the coherence between the teaching methodologies and the intended learning outcomes:

*The methodologies are adequate to the learning outcomes presented above, e.g., to obtain the capacities of autonomous and original research capacities in the area and theme of the dissertation of each student. The MA student still needs a strong support and orientation in the search of the theoretical framework adequate for the research, in the data*



*collection and in the most appropriate methodological solutions for the analysis of the chosen topic; sol sessions of private tutorials are justified. On the other hand, they are supposed to acquire planning habits and be aware of an evaluation by targeted achievements, fundamental in any professional area.*

#### **4.4.9. Bibliografia de consulta/existência obrigatória:**

*A bibliografia será a adequada ao tema de dissertação de cada estudante, sendo, por um lado, sugerida pelo orientador e, por outro lado, objeto de pesquisa pelos estudantes, que têm ao seu alcance não só a excelente biblioteca da FLUP e da UPorto, como um mundo de referências hoje acessíveis em sites altamente qualificados da internet.*

*The bibliography will be the adequate to each dissertation topic of each student, being on the one hand, suggested by the advisor and on the other hand, object of research by students, who have at access, not only to the excellent library of FLUP and UPorto, as Faculty and UPorto, as a world of accessible references on qualified Internet sites.*

### **Mapa IV - Hausa**

#### **4.4.1.1. Designação da unidade curricular:**

*Hausa*

#### **4.4.1.1. Title of curricular unit:**

*Hausa*

#### **4.4.1.2. Sigla da área científica em que se insere:**

*LINGLIT*

#### **4.4.1.3. Duração:**

*Semestral*

#### **4.4.1.4. Horas de trabalho:**

*135*

#### **4.4.1.5. Horas de contacto:**

*26 S*

#### **4.4.1.6. ECTS:**

*5*

#### **4.4.1.7. Observações:**

*Hausa is the largest language of wider communication (LWC) in large parts of West Africa. It is the first language for more than 65 million speakers, mainly in Nigeria and Niger and in Sudan, Ghana, Chad, Benin and Togo. Hausa belongs to the Chadic language family within the Afroasiatic phylum. In addition to old functions as a language for religious purposes (99% Islam), trade, administration, police and military in parts of West Africa (introduced under British colonial administration), interethnic communication in everyday life, newspapers, primers and books (from around the 1930's).*

#### **4.4.1.7. Observations:**

*Hausa has gained importance in the following domains: Religion (Islam and Christianity), youth language for modern music and culture like hip-hop and rap, Video/DVD (Nollywood), "lifestyle", literature, education in health matters (HIV), interethnic communication in everyday life via the internet, official (UNO), and National language. Hausa language, literature and culture are part of Hausa language teaching at Bayreuth*

#### **4.4.2. Docente responsável e respetiva carga letiva na Unidade Curricular (preencher o nome completo):**

*Michael Bross, 26 S*

#### **4.4.3. Outros docentes e respetivas cargas letivas na unidade curricular:**

*Não se aplica*

*Not applicable*

#### **4.4.4. Objetivos de aprendizagem (conhecimentos, aptidões e competências a desenvolver pelos estudantes):**

*At the University of Bayreuth, the study of African languages is a multifaceted endeavor. We consider African languages in all their manifestations and dynamics – from words and sentences to novels and poems – as primary keys to African concepts and lifeworlds. The three departments, African Linguistics I & II and Literatures in African Languages, complement each other in teaching and research. As we expect students with some knowledge in African*

*languages we will offer our students language instruction on different levels. Level by level the competence in reading, writing and speaking in this language will be acquired. Ultimate target is fluency in the respective language.*

#### **4.4.4. Intended learning outcomes (knowledge, skills and competences to be developed by the students):**

*At the University of Bayreuth, the study of African languages is a multifaceted endeavor. We consider African languages in all their manifestations and dynamics – from words and sentences to novels and poems – as primary keys to African concepts and lifeworlds. The three departments, African Linguistics I & II and Literatures in African Languages, complement each other in teaching and research. As we expect students with some knowledge in African languages we will offer our students language instruction on different levels. Level by level the competence in reading, writing and speaking in this language will be acquired. Ultimate target is fluency in the respective language.*

#### **4.4.5. Conteúdos programáticos:**

*Specialisation course: Language in Application - Cultural Texts and Materials*

*In this course selected easy and intermediate Hausa texts will be read, discussed and partly translated. Emerging grammatical questions are discussed. Moreover, short audio and video segments will be analysed in order to practise listening comprehension. Among others, texts will be taken from the history booklet Labarun Hausawa da Makwabtansu, and E.M. Rimmer et al. Zaman Mutum da Sana'arsa. Video and audio segments will be taken from the intermediate section of R.G. Schuh's online course Hausar Baka, part 3: Kayayyaki da Sana'o'i.*

#### **4.4.5. Syllabus:**

*Specialisation course: Language in Application - Cultural Texts and Materials*

*In this course selected easy and intermediate Hausa texts will be read, discussed and partly translated. Emerging grammatical questions are discussed. Moreover, short audio and video segments will be analysed in order to practise listening comprehension. Among others, texts will be taken from the history booklet Labarun Hausawa da Makwabtansu, and E.M. Rimmer et al. Zaman Mutum da Sana'arsa. Video and audio segments will be taken from the intermediate section of R.G. Schuh's online course Hausar Baka, part 3: Kayayyaki da Sana'o'i.*

#### **4.4.6. Demonstração da coerência dos conteúdos programáticos com os objetivos de aprendizagem da unidade curricular:**

*Language is the most important medium of human communication. As such competency in African languages is a very important prerequisite in successfully studying African Studies. The University of Bayreuth offers languages courses in a couple of very important African languages to train students in their communication skills.*

#### **4.4.6. Evidence of the syllabus coherence with the curricular unit's intended learning outcomes:**

*Language is the most important medium of human communication. As such competency in African languages is a very important prerequisite in successfully studying African Studies. The University of Bayreuth offers languages courses in a couple of very important African languages to train students in their communication skills.*

#### **4.4.7. Metodologias de ensino (avaliação incluída):**

*Hausa texts will be read, discussed and partly translated. Emerging grammatical questions are discussed. Moreover, short audio and video segments will be analysed in order to practise listening comprehension. At the end of the course oral and written examinations will take place.*

*Final exam: 100%*

#### **4.4.7. Teaching methodologies (including students' assessment):**

*Hausa texts will be read, discussed and partly translated. Emerging grammatical questions are discussed. Moreover, short audio and video segments will be analysed in order to practise listening comprehension. At the end of the course oral and written examinations will take place.*

*Final exam: 100%*

#### **4.4.8. Demonstração da coerência das metodologias de ensino com os objetivos de aprendizagem da unidade curricular:**

*Depending on the competency of the students language instruction in Hausa has different goals.*

*Hausa is the largest and most well documented language in West Africa, with more than 50 million L1 speakers, mostly in Northern Nigeria and Niger. Furthermore, Hausa is also spoken as a language of wider communication in many states across West Africa. Students can take the four Hausa language courses within two semesters, during which time they will learn the morphological structure of Hausa and acquire communicative skills for everyday use.*

*Information on Hausaland and Hausa culture will play an import role in the tuition.*

*The following teaching material will be used: videos and scripts from Hausar Baka of R.G. Schuh and Abdullahi Bature, alongside material from Spoken Hausa written by J.R. Cowan & R.G. Schuh, I., Chekaraou's Mù zântaa Dà Harshènn Hausa, and the instructor's own papers.*

#### **4.4.8. Evidence of the coherence between the teaching methodologies and the intended learning outcomes:**

*Depending on the competency of the students language instruction in Hausa has different goals.*

*Hausa is the largest and most well documented language in West Africa, with more than 50 million L1 speakers, mostly in Northern Nigeria and Niger. Furthermore, Hausa is also spoken as a language of wider communication in many states across West Africa. Students can take the four Hausa language courses within two semesters, during which time they will learn the morphological structure of Hausa and acquire communicative skills for everyday use.*

*Information on Hausaland and Hausa culture will play an import role in the tuition.*

*The following teaching material will be used: videos and scripts from Hausar Baka of R.G. Schuh and Abdullahi Bature,*

*alongside material from Spoken Hausa written by J.R. Cowan & R.G. Schuh, I., Chekaraou's Mù zântaa Dà Harshèn Hausa, and the instructor's own papers. Depending on the competency of the students language instruction in Hausa has different goals.*

*Hausa is the largest and most well documented language in West Africa, with more than 50 million L1 speakers, mostly in Northern Nigeria and Niger. Furthermore, Hausa is also spoken as a language of wider communication in many states across West Africa. Students can take the four Hausa language courses within two semesters, during which time they will learn the morphological structure of Hausa and acquire communicative skills for everyday use. Information on Hausaland and Hausa culture will play an import role in the tuition.*

*The following teaching material will be used: videos and scripts from Hausar Baka of R.G. Schuh and Abdullahi Bature, alongside material from Spoken Hausa written by J.R. Cowan & R.G. Schuh, I., Chekaraou's Mù zântaa Dà Harshèn Hausa, and the instructor's own papers.*

#### 4.4.9. Bibliografia de consulta/existência obrigatória:

*J. McIntyre & J. McIntyre & H. Meyer-Bahlburg. 1991. Hausa in the Media. A lexical guide: Hausa-English-German, English-Hausa, German-Hausa. Hamburg. Helmut Buske Verlag.*

*Paul Newman. 2000. The Hausa Language: An Encyclopedic Reference Grammar. New Haven. Yale University Press.*

*H. Meyer-Bahlburg. 1991. Hausa in the Media. A lexical guide: Hausa-English-German, English-Hausa, German-Hausa. Hamburg. Helmut Buske Verlag.*

*Paul Newman. 2000. The Hausa Language: An Encyclopedic Reference Grammar. New Haven. Yale University Press.*

### Mapa IV - Swahili

#### 4.4.1.1. Designação da unidade curricular:

*Swahili*

#### 4.4.1.1. Title of curricular unit:

*Swahili Semestral*

#### 4.4.1.2. Sigla da área científica em que se insere:

*LINGLIT*

#### 4.4.1.3. Duração:

*Semestral*

#### 4.4.1.4. Horas de trabalho:

*135*

#### 4.4.1.5. Horas de contacto:

*26 S*

#### 4.4.1.6. ECTS:

*5*

#### 4.4.1.7. Observações:

*Swahili (or Kiswahili as it is called when one is speaking the language) is a Bantu language.*

*Swahili emerged on the East African coast around the 9th century. Nowadays, it is the official language of Tanzania and Kenya, and one of the four national languages of the Democratic Republic of Congo. It is also used in neighbouring countries including Uganda, Rwanda, Burundi, northern Mozambique, Somalia, and the Comoros Islands.*

*With an estimated population between 80 and 100 million speakers, Swahili is among the most extensively used African languages south of the Sahara.*

*Swahili is taught in academic institutions all over the world from Japan to Mexico.*

*Apart from being among the most widely spoken and taught languages of Eastern Africa, Swahili has become also very popular in media and international organisations. It is aired on world radio stations such as the BBC, Voice of America, and Deutsche Welle; and it is one of the African Union's working languages.*

#### 4.4.1.7. Observations:

*Swahili (or Kiswahili as it is called when one is speaking the language) is a Bantu language.*

*Swahili emerged on the East African coast around the 9th century. Nowadays, it is the official language of Tanzania and Kenya, and one of the four national languages of the Democratic Republic of Congo. It is also used in neighbouring countries including Uganda, Rwanda, Burundi, northern Mozambique, Somalia, and the Comoros Islands.*

*With an estimated population between 80 and 100 million speakers, Swahili is among the most extensively used African languages south of the Sahara.*

*Swahili is taught in academic institutions all over the world from Japan to Mexico.*

*Apart from being among the most widely spoken and taught languages of Eastern Africa, Swahili has become also very*

*popular in media and international organisations. It is aired on world radio stations such as the BBC, Voice of America, and Deutsche Welle; and it is one of the African Union's working languages.*

#### 4.4.2. Docente responsável e respetiva carga letiva na Unidade Curricular (preencher o nome completo):

*Serena Talento, 26 S*

#### 4.4.3. Outros docentes e respetivas cargas letivas na unidade curricular:

*Não se aplica*

*Not applicable*

#### 4.4.4. Objetivos de aprendizagem (conhecimentos, aptidões e competências a desenvolver pelos estudantes):

*At the University of Bayreuth, the study of African languages is a multifaceted endeavor. We consider African languages in all their manifestations and dynamics – from words and sentences to novels and poems – as primary keys to African concepts and lifeworlds. The three departments, African Linguistics I & II and Literatures in African Languages, complement each other in teaching and research. As we expect students with some knowledge in African languages we will offer our students language instruction on different levels. Level by level the competence in reading, writing and speaking in this language will be acquired. Ultimate target is fluency in the respective language.*

#### 4.4.4. Intended learning outcomes (knowledge, skills and competences to be developed by the students):

*At the University of Bayreuth, the study of African languages is a multifaceted endeavor. We consider African languages in all their manifestations and dynamics – from words and sentences to novels and poems – as primary keys to African concepts and lifeworlds. The three departments, African Linguistics I & II and Literatures in African Languages, complement each other in teaching and research. As we expect students with some knowledge in African languages we will offer our students language instruction on different levels. Level by level the competence in reading, writing and speaking in this language will be acquired. Ultimate target is fluency in the respective language.*

#### 4.4.5. Conteúdos programáticos:

*Alongside skills in reading (kusoma), writing (kuandika), listening (kusikiliza) and speaking (kuzungumza) Swahili, students will also receive a detailed explanation of the language's grammatical structure. The transmission of extensive social and cultural knowledge is also integrated into the material used.*

*Language in Application Kiswahili na Waswahili – Swahili culture through texts and medias:*

*The course explores aspects of Swahili culture relating to language, history, literature, music and popular culture. It aims at enhancing the comprehension of Swahili and deepening language competence through exercises in reading, translating, listening to Swahili texts, and watching video material. Main sources will range from TV programs, radio broadcasting, literary texts, newspaper articles, and songs.*

#### 4.4.5. Syllabus:

*Alongside skills in reading (kusoma), writing (kuandika), listening (kusikiliza) and speaking (kuzungumza) Swahili, students will also receive a detailed explanation of the language's grammatical structure. The transmission of extensive social and cultural knowledge is also integrated into the material used.*

*Language in Application Kiswahili na Waswahili – Swahili culture through texts and medias:*

*The course explores aspects of Swahili culture relating to language, history, literature, music and popular culture. It aims at enhancing the comprehension of Swahili and deepening language competence through exercises in reading, translating, listening to Swahili texts, and watching video material. Main sources will range from TV programs, radio broadcasting, literary texts, newspaper articles, and songs.*

#### 4.4.6. Demonstração da coerência dos conteúdos programáticos com os objetivos de aprendizagem da unidade curricular:

*Language is the most important medium of human communication. As such competency in African languages is a very important prerequisite in successfully studying African Studies. The University of Bayreuth offers languages courses in a couple of very important African languages to train students in their communication skills.*

*Swahili is a Bantu language from the East coast of Africa. It is the national and official language in both Tanzania and Kenya, but is also spoken in neighbouring countries towards the west and south. It is the most widely used African language in communication and education. The course is structured in four basic levels - 1-4 - which can be taken within two semesters. The classes are addressed to learners who want to acquire language competence for daily communication in eastern Africa, as well as to anyone who may wish to study Swahili linguistics and literature.*

#### 4.4.6. Evidence of the syllabus coherence with the curricular unit's intended learning outcomes:

*Language is the most important medium of human communication. As such competency in African languages is a very important prerequisite in successfully studying African Studies. The University of Bayreuth offers languages courses in a couple of very important African languages to train students in their communication skills.*

*Swahili is a Bantu language from the East coast of Africa. It is the national and official language in both Tanzania and Kenya, but is also spoken in neighbouring countries towards the west and south. It is the most widely used African language in communication and education. The course is structured in four basic levels - 1-4 - which can be taken within two semesters. The classes are addressed to learners who want to acquire language competence for daily communication in eastern Africa, as well as to anyone who may wish to study Swahili linguistics and literature.*

#### 4.4.7. Metodologias de ensino (avaliação incluída):

*Swahili texts will be read, discussed and partly translated. Emerging grammatical questions are discussed. Moreover, short audio and video segments will be analysed in order to practise listening comprehension. At the end of the course oral and written examinations will take place.*  
*Final exam: 100%*

#### 4.4.7. Teaching methodologies (including students' assessment):

*Swahili texts will be read, discussed and partly translated. Emerging grammatical questions are discussed. Moreover, short audio and video segments will be analysed in order to practise listening comprehension. At the end of the course oral and written examinations will take place.*  
*Final exam: 100%*

#### 4.4.8. Demonstração da coerência das metodologias de ensino com os objetivos de aprendizagem da unidade curricular:

*The language programme is conceptualized as a continuation and immersion of the specialization fields offered in the EIMAS programme at the partner universities. In addition to gaining knowledge in African languages and linguistics, the programme focuses on a deeper understanding of conditions and norms of language(s) in use; also in its mediated forms and social contexts. Hence, it is the primary goal of this programme to convey an enhanced comprehension of culturally encoded knowledge in its various applications and expressions in Africa. Beside the focus on language, the language programme also offers an engagement with theories and methodologies of literature, and media that further enriches the knowledge of various cultural verbal and visual expressions in Africa.*

#### 4.4.8. Evidence of the coherence between the teaching methodologies and the intended learning outcomes:

*The language programme is conceptualized as a continuation and immersion of the specialization fields offered in the EIMAS programme at the partner universities. In addition to gaining knowledge in African languages and linguistics, the programme focuses on a deeper understanding of conditions and norms of language(s) in use; also in its mediated forms and social contexts. Hence, it is the primary goal of this programme to convey an enhanced comprehension of culturally encoded knowledge in its various applications and expressions in Africa. Beside the focus on language, the language programme also offers an engagement with theories and methodologies of literature, and media that further enriches the knowledge of various cultural verbal and visual expressions in Africa.*

#### 4.4.9. Bibliografia de consulta/existência obrigatória:

Zahir K. Dhalla. 2016. *Learn Good SWAHILI: Step by Step: A Complete Language Textbook*. CreateSpace Independent Publishing Platform.  
 Almasi, Oswald; Fallon, Michael David & Wared, Nazish Pardhan. 2014. *Swahili Grammar for Introductory and Intermediate Levels – Sarufi ya Kiswahili cha ngazi ya kwanza na kati*. University Press of America, Lanham.

### Mapa IV - Desafios Políticos e de Segurança em África

#### 4.4.1.1. Designação da unidade curricular:

*Desafios Políticos e de Segurança em África*

#### 4.4.1.1. Title of curricular unit:

*Political and Security Challenges in Africa*

#### 4.4.1.2. Sigla da área científica em que se insere:

*CPOL*

#### 4.4.1.3. Duração:

*Semestral*

#### 4.4.1.4. Horas de trabalho:

*135*

#### 4.4.1.5. Horas de contacto:

*26 S*

#### 4.4.1.6. ECTS:

*5*

#### 4.4.1.7. Observações:

*<sem resposta>*

#### 4.4.1.7. Observations:

*<no answer>*

**4.4.2. Docente responsável e respetiva carga letiva na Unidade Curricular (preencher o nome completo):***Céline Thiriot, 13 S***4.4.3. Outros docentes e respetivas cargas letivas na unidade curricular:***Pierre Blanc, 13 S***4.4.4. Objetivos de aprendizagem (conhecimentos, aptidões e competências a desenvolver pelos estudantes):**

*In terms of learning outcomes, "Political and security challenges in Africa" complements the more application-related core subjects of the mandatory Bordeaux university term's modules: "Managing Development Project", "Mapping Urban Dynamics" and "Investing in Africa Actors and Opportunities". By focusing on the debate on conflicts and regulations it offers the political settings for project management, urban planning and investments decisions. Moreover, it also capitalizes upon the UP's module "Trends in Global Africa" and UBT's modules "Actors in development politics" and "Sociopolitical processes in Africa" and "Religions in Africa".*

**4.4.4. Intended learning outcomes (knowledge, skills and competences to be developed by the students):**

*In terms of learning outcomes, "Political and security challenges in Africa" complements the more application-related core subjects of the mandatory Bordeaux university term's modules: "Managing Development Project", "Mapping Urban Dynamics" and "Investing in Africa Actors and Opportunities". By focusing on the debate on conflicts and regulations it offers the political settings for project management, urban planning and investments decisions. Moreover, it also capitalizes upon the UP's module "Trends in Global Africa" and UBT's modules "Actors in development politics" and "Sociopolitical processes in Africa" and "Religions in Africa".*

**4.4.5. Conteúdos programáticos:**

- 1 POWER, GREEDS AND GRIEVANCES : A GLOBAL CONFLICT ANALYSIS FRAMEWORK
- 2 BEYOND ELECTORAL COMPETITIONS : HYBRID REGIMES, DEVELOPMENTAL, FAILED AND ROGUES STATES
- 3 CONTESTED SPACES : ECOPOLITICS, HYDROPOLITICS AND LAND POLITICS
- 4 GLOBAL TERRORISMS, LOCAL CONTESTATIONS
- 5 PEACE KEEPING MISSIONS
- 6 POST CONFLICTS RECONCILIATIONS
- 7 INTERNATIONAL RELATIONSHIPS IN AFRICA
- 8 DARING RECOMMANDATIONS
- 9 ADVOCACYING FOR PEACE AND JUSTICE

**4.4.5. Syllabus:**

- 1 POWER, GREEDS AND GRIEVANCES : A GLOBAL CONFLICT ANALYSIS FRAMEWORK
- 2 BEYOND ELECTORAL COMPETITIONS : HYBRID REGIMES, DEVELOPMENTAL, FAILED AND ROGUES STATES
- 3 CONTESTED SPACES : ECOPOLITICS, HYDROPOLITICS AND LAND POLITICS
- 4 GLOBAL TERRORISMS, LOCAL CONTESTATIONS
- 5 PEACE KEEPING MISSIONS
- 6 POST CONFLICTS RECONCILIATIONS
- 7 INTERNATIONAL RELATIONSHIPS IN AFRICA
- 8 DARING RECOMMANDATIONS
- 9 ADVOCACYING FOR PEACE AND JUSTICE

**4.4.6. Demonstração da coerência dos conteúdos programáticos com os objetivos de aprendizagem da unidade curricular:**

*On the basis of fundamental knowledge of the history of the State construction and formation in Africa, the recognition of both the global integration as well as specificity of Africa is promoted here. The module enables the students to recognize the historical foundations and mutability of today's Africa. The emphasis is on recent history since Independences. The emphasis lies also in conflicts and post conflicts analysis and recommendations formulations. In addition to political history, geopolitical approaches play a special role in dialogue with neighboring disciplines and the history of neighboring regions of the world, especially Europe, Northern Africa and the Middle East. On the other hand, the module conveys knowledge of the special significance, dynamics and diversity of political identifications and practice in Africa's past and present, as well as the relevant links with other regions of the world.*

**4.4.6. Evidence of the syllabus coherence with the curricular unit's intended learning outcomes:**

*On the basis of fundamental knowledge of the history of the State construction and formation in Africa, the recognition of both the global integration as well as specificity of Africa is promoted here. The module enables the students to recognize the historical foundations and mutability of today's Africa. The emphasis is on recent history since Independences. The emphasis lies also in conflicts and post conflicts analysis and recommendations formulations. In addition to political history, geopolitical approaches play a special role in dialogue with neighboring disciplines and the history of neighboring regions of the world, especially Europe, Northern Africa and the Middle East. On the other hand, the module conveys knowledge of the special significance, dynamics and diversity of political identifications and practice in Africa's past and present, as well as the relevant links with other regions of the world.*

**4.4.7. Metodologias de ensino (avaliação incluída):**

*Weekly readings on the topic of the specific week, oral presentations, inputs by the lecturer, but also group works and discussions are the methods of teaching. An oral evaluation takes place after the last session, anonymous evaluation sheets are also handed out to the students and will be sent to the lecturer.*

*Distributed evaluation with final exam:*

*Oral presentation:10%*

*Group work: 20%*

*Oral Evaluation: 20%*

*Written exam:50%*

#### **4.4.7. Teaching methodologies (including students' assessment):**

*Weekly readings on the topic of the specific week, oral presentations, inputs by the lecturer, but also group works and discussions are the methods of teaching. An oral evaluation takes place after the last session, anonymous evaluation sheets are also handed out to the students and will be sent to the lecturer.*

*Distributed evaluation with final exam:*

*Oral presentation:10%*

*Group work: 20%*

*Oral Evaluation: 20%*

*Written exam:50%*

#### **4.4.8. Demonstração da coerência das metodologias de ensino com os objetivos de aprendizagem da unidade curricular:**

*Book reviews, debates and lectures from experts will be used in order to prepare the students to analyze the topics of the module. The inclusion of societal and political agents in the classes is also a possibility.*

#### **4.4.8. Evidence of the coherence between the teaching methodologies and the intended learning outcomes:**

*Book reviews, debates and lectures from experts will be used in order to prepare the students to analyze the topics of the module. The inclusion of societal and political agents in the classes is also a possibility.*

#### **4.4.9. Bibliografia de consulta/existência obrigatória:**

*Agnew J M K, Toal G., eds. (2003) A Companion to Political Geography. Blackwell*

*Anderson R (2014) Illegality Inc.: Clandestine Migration and the Business of Bordering Europe, U. California P.*

*Badie B (2019) Quand le Sud réinvente le monde Essai sur la puissance de la faiblesse La Découverte*

*Beek J. et al eds.(2017) Police in Africa A Street Level View .Hurts*

*Chalfin B. (2010), Neoliberal Frontiers: An Ethnography of Sovereignty on West Africa, U. Chicago P*

*Coning (De) C. Gelot L. & Karlsrud J. (2016)The future of African Peace Operation From Janjaweed to Boko Haram Zed Books*

*Laakso L. & Hautaniemi P., eds. (2014)Diasporas, Development and Peacemaking in the Horn of Africa. Zed Books*

*Marchal R. (2018) Mutations géopolitiques et rivalités d'États : la Corne de l'Afrique prise dans la crise du Golfe.*

*[Rapport de recherche] Centre de recherches internationales*

*Themner A., ed. ( 2017)Warlord Democrats in Africa. Zed Books*

*Wolff S. (2007)Ethnic Conflict A Global Perspective.Oxford U. P.*

### **Mapa IV - Dissertação**

#### **4.4.1.1. Designação da unidade curricular:**

*Dissertação*

#### **4.4.1.1. Title of curricular unit:**

*Master Thesis*

#### **4.4.1.2. Sigla da área científica em que se insere:**

*CSCCOMP/H*

#### **4.4.1.3. Duração:**

*Semestral*

#### **4.4.1.4. Horas de trabalho:**

*810*

#### **4.4.1.5. Horas de contacto:**

*26 OT*

#### **4.4.1.6. ECTS:**

*30*

#### **4.4.1.7. Observações:**

*Todos os docentes do ciclo de estudos são potenciais orientadores de dissertações.*

**4.4.1.7. Observations:**

*Every teacher of the study cycle is a potential scientific supervisor of ongoing theses.*

**4.4.2. Docente responsável e respetiva carga letiva na Unidade Curricular (preencher o nome completo):**

*Amélia Maria Polónia da Silva; Franz Kogelmann; Bernard Calas*

**4.4.3. Outros docentes e respetivas cargas letivas na unidade curricular:**

*Todos os docentes do ciclo de estudos serão potenciais orientadores de dissertações – 26 OT*

**4.4.4. Objetivos de aprendizagem (conhecimentos, aptidões e competências a desenvolver pelos estudantes):**

*Os estudantes deverão ser capazes de finalizar, com sucesso, e dentro dos prazos estabelecidos, a sua dissertação de mestrado. Deverão consolidar procedimentos de pesquisa, de reflexão teórica e de sistematização e análise que os habilitem como futuros profissionais ou futuros estudantes de doutoramento.*

*Isso implica, em termos de competências a desenvolver:*

- capacidade de síntese e de identificação e uso da bibliografia relevante sobre o tema escolhido;
- capacidade de análise de dados relevantes;
- uso das metodologias adequadas;
- capacidade de elaboração de uma hipótese original sobre o objeto em análise;
- escrita clara;
- organização coerente de um texto capaz de garantir uma comunicação eficaz, sustentada por rigorosos critérios científicos.

**4.4.4. Intended learning outcomes (knowledge, skills and competences to be developed by the students):**

*Students should be able to complete successfully and within the deadlines set, your dissertation. Should strengthen research procedures, theoretical reflection and systematization and analysis to enable them as future professionals or future PhD students.*

*It implies:*

- capacity of synthesis and the identification and use of the relevant bibliography about the chosen topic;
- capacity of analysis of the relevant data;
- use and mastery of the adequate methodologies;
- capacity of elaboration of an original hypothesis about the object under analysis;
- clear writing;
- coherent and adequate organization of the text able to provide an efficient and pleasant communication based on the most rigorous scientific criteria

**4.4.5. Conteúdos programáticos:**

*Não há programa prévio, uma vez que depende da área e do tema da dissertação de cada estudante.*

**4.4.5. Syllabus:**

*There is no syllabus, since it depends from the area and the theme of the dissertation.*

**4.4.6. Demonstração da coerência dos conteúdos programáticos com os objetivos de aprendizagem da unidade curricular:**

*O objetivo é o de apoiar os estudantes na elaboração da sua dissertação de mestrado, de modo a que esta cumpra os requisitos de um trabalho de investigação original sobre o tema. O cumprimento dos requisitos acima enunciados contribui diretamente para esse objetivo.*

**4.4.6. Evidence of the syllabus coherence with the curricular unit's intended learning outcomes:**

*The main aim is to support the students in the elaboration of their MA thesis, in order to accomplish the requirements of an original research work about the topic under analysis. Compliance with the requirements stated above contributes directly to this goal.*

**4.4.7. Metodologias de ensino (avaliação incluída):**

*Sessões de orientação tutorial, em que o orientador discute com os estudantes planos e etapas da da dissertação, segundo um calendário regular e segundo o planeamento e o cumprimento de metas. A avaliação final é em última análise, externa, e consubstancia-se na apresentação e defesa pública da dissertação por um júri constituído para o efeito.*

**4.4.7. Teaching methodologies (including students' assessment):**

*Sessions of tutorials in which the advisor discusses with each student the various levels and stages of the dissertation project and its execution, in regular scheduled sessions, and according to a previous planning, which requires an evaluation of the compliance of intermediate goals. The final assessment is ultimately external to this relationship between student and supervisor, and it is embodied in the presentation and public defense of the dissertation and its evaluation by a jury composed for this purpose.*

**4.4.8. Demonstração da coerência das metodologias de ensino com os objetivos de aprendizagem da unidade curricular:**



*As metodologias previstas são adequadas aos objetivos de aprendizagem previstos, que são a obtenção de capacidades de investigação, original e autónoma, na área e e tema da dissertação de cada estudante. Por um lado, o estudante de mestrado precisa ainda de um forte apoio e aconselhamento do docente na procura do enquadramento teórico mais adequado para a investigação, na recolha de dados e nas soluções metodológicas mais apropriadas para a análise do objeto selecionado. Por outro lado, são criadas no estudante hábitos de planeamento e avaliação por metas atingidas, fundamental em qualquer domínio profissional.*

**4.4.8. Evidence of the coherence between the teaching methodologies and the intended learning outcomes:**

*The methodologies are adequate to the learning outcomes presented above, e.g., to obtain the capacities of autonomous and original research capacities in the area and theme of the dissertation of each student. The MA student still needs a strong support and orientation by the supervisor in the search of the theoretical framework adequate for the research, in the data collection and in the most appropriate methodological solutions for the analysis of the chosen topic; sol sessions of private tutorials are justified. On the other hand, they are supposed to acquire planning habits and be aware of an evaluation by targeted achievements, fundamental in any professional area*

**4.4.9. Bibliografia de consulta/existência obrigatória:**

*A bibliografia será a adequada ao tema de dissertação de cada estudante, sendo, por um lado, sugerida pelo orientador e, por outro lado, objeto de pesquisa pelos estudantes, que têm ao seu alcance não só as excelentes bibliotecas da UPorto, da UBT e da UBM, como um mundo de referências hoje acessíveis em sites altamente qualificados da internet.*

*The bibliography will be the adequate to each dissertation topic of each student, being on the one hand, suggested by the advisor and on the other hand, object of research by students, who have at access, not only to the excellent library UP, UBT and UBM, as a world of accessible references on qualified Internet sites.*

**Mapa IV - Educação para o Desenvolvimento**

**4.4.1.1. Designação da unidade curricular:**

*Educação para o Desenvolvimento*

**4.4.1.1. Title of curricular unit:**

*Development Education*

**4.4.1.2. Sigla da área científica em que se insere:**

*ESTDES*

**4.4.1.3. Duração:**

*Semestral*

**4.4.1.4. Horas de trabalho:**

*135*

**4.4.1.5. Horas de contacto:**

*26 S*

**4.4.1.6. ECTS:**

*5*

**4.4.1.7. Observações:**

*<sem resposta>*

**4.4.1.7. Observations:**

*<no answer>*

**4.4.2. Docente responsável e respetiva carga letiva na Unidade Curricular (preencher o nome completo):**

*Luís Antunes Grosso Correia- 26 S*

**4.4.3. Outros docentes e respetivas cargas letivas na unidade curricular:**

*Não se aplica*

*Not applicable*

**4.4.4. Objetivos de aprendizagem (conhecimentos, aptidões e competências a desenvolver pelos estudantes):**

*Relacionar os conceitos de desenvolvimento e de educação.*

*A educação em África numa perspetiva histórica, sociológica e comparada.*

*Identificar a polissemia de conceitos e práticas de educação para o desenvolvimento segundo os seus promotores internacionais, nacionais e institucionais.*

*Analisar a diversidade de orientações no campo da teoria, organização e desenvolvimento da educação para o desenvolvimento.*

*Identificar a constituição teórica e metodológica do campo da educação para o desenvolvimento.*

*Aprofundar uma perspetiva crítica face a concepções prevalentes acerca da abordagem, temas e problemas da educação para o desenvolvimento.*

*Desconstruir a visão apolítica da educação (para o desenvolvimento).*

*Desenvolver atitudes de reflexão e de investigação científica.*

#### **4.4.4. Intended learning outcomes (knowledge, skills and competences to be developed by the students):**

*Students are meant to:*

*Relate the concepts of development and education.*

*Know education in Africa from a historical, sociological and comparative perspective.*

*Identify the polysemy of development education concepts and practices according to their international, national and institutional promoters.*

*Analyze the diversity of orientations in the field of theory, organization, and implementation of development education.*

*Differentiate the theoretical and methodological constitution of the field of development education.*

*Deepen a critical perspective on prevailing conceptions about the approach, issues, and problems of development education.*

*Deconstruct the apolitical view of (development) education.*

*Develop attitudes of reflection and scientific research.*

#### **4.4.5. Conteúdos programáticos:**

*1. Desenvolvimento e educação na era global.*

*2. O que está dentro do nome? Educação para o desenvolvimento, educação global, educação cosmopolita e educação para a cidadania global.*

*3. A educação para o desenvolvimento entre textos (polissémicos) e contextos: história, conceitos, políticas e atores.*

*4. Modelos para o desenho, implementação e avaliação de projetos de educação para o desenvolvimento*

*5. Perspetivas críticas e questões globais da educação para o desenvolvimento: poder, justiça, género, economia/pobreza, filiação religiosa, etnia, religião, migrações, desenvolvimento humano, ambiente e recursos naturais, paz e segurança, governação internacional, ciência e cultura.*

*6. A educação em África e a África na educação global.*

#### **4.4.5. Syllabus:**

*1. Development and education in the global era.*

*2. What is within the name? Development education, global education, cosmopolitan education, and global citizenship education.*

*3. Education for development between (polysemic) texts and contexts: history, concepts, policies, and actors.*

*4. Models for the design, implementation, and evaluation of development education projects.*

*5. Critical perspectives and global issues of development education: power, justice, gender, economy/poverty, religious affiliation, ethnicity, religion, migration, human development, environment and natural resources, peace and security, governance, science, and culture.*

*6. Education in Africa and Africa in global education.*

#### **4.4.6. Demonstração da coerência dos conteúdos programáticos com os objetivos de aprendizagem da unidade curricular:**

*Tomando a educação como foco de estudo e preocupações, esta unidade curricular visa aumentar consciência e compreensão do mundo interdependente e desigual em que vivemos, através de um processo de aprendizagem ou formação interativo, ativo e reflexivo. Ela pretende igualmente desafiar e debater as perceções do mundo e incentivar os estudantes a agir em prol de uma sociedade mais justa e equitativa a nível nacional e internacional. Os estudantes serão incentivados a usar metodologias participativas para aumentar seu conhecimento sobre questões globais e desenvolver suas competências técnicas de trabalho em equipe e advocacy. Justiça, desenvolvimento global, direitos humanos, cidadania global, pobreza e desigualdade globais, estereótipos e preconceitos são tópicos a serem tratados numa perspetiva educacional.*

#### **4.4.6. Evidence of the syllabus coherence with the curricular unit's intended learning outcomes:**

*Taking education as the core, this course 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 team work and advocacy. Justice, global development, human rights, global citizenship, global poverty and inequality, stereotypes and prejudice are topics to be dealt with.*

#### **4.4.7. Metodologias de ensino (avaliação incluída):**

*Exposição; debate; pesquisa orientada; orientação tutorial; trabalhos de grupo; organização e apresentação de relatórios e/ou ensaios pelos estudantes. Avaliação distribuída sem exame final.*

*Trabalho escrito: 100%*

**4.4.7. Teaching methodologies (including students' assessment):**

*Lectures; debate; supervised research; tutorial supervision; team work; organization and presentation of reports and/or essays by students. Distributed evaluation without final exam.*

*Written paper: 100%*

**4.4.8. Demonstração da coerência das metodologias de ensino com os objetivos de aprendizagem da unidade curricular:**

*Complementarmente aos objetivos, reporta-se ainda que, ao assentar numa abordagem socio-histórica, crítica, internacional e comparativa, esta unidade curricular procurará mapear e caracterizar as principais tendências teóricas e operatórias em educação para o desenvolvimento a partir de vários documentos de instituições internacionais. Tomar-se-á como ponto de referência a análise e problematização da pluralidade de conceitos e a intervenção de organizações intergovernamentais (ONU, UNESCO, OCDE, Comissão Europeia, por exemplo), governamentais e não-governamentais na produção social da educação para o desenvolvimento.*

*A abordagem socio-histórica adotada tem por finalidade iluminar a evolução do campo teórico, dos atores e dos modelos de implementação da educação para o desenvolvimento desde a segunda metade do século XX e a sua adequação/transposição para diferentes contextos africanos. Esta abordagem permitirá, a partir de conceitos, modelos e resultados, desenvolver, a um tempo, atitudes críticas e conceber modelos de intervenção qualificados e inovadores em matéria de educação para o desenvolvimento.*

*Adotar-se-á, sempre que possível, uma análise conceptual e multi-escalar (do global ao local).*

**4.4.8. Evidence of the coherence between the teaching methodologies and the intended learning outcomes:**

*In addition to the objectives, it is also reported that, based on a socio-historical, critical, international and comparative approach, this course will seek to map and characterize the main theoretical and operative trends in development education from various documents of international institutions. The reference point will be the analysis and problematization of the plurality of concepts and the intervention of intergovernmental organizations (UN, UNESCO, OECD, European Commission, for example), governmental and non-governmental organizations in the social production of development education.*

*The socio-historical approach adopted aims to illuminate the evolution of the theoretical field, the actors and the models of implementation of development education since the second half of the twentieth century and its adequacy/transposition to different African contexts. Based on concepts, models, and results, this approach will develop critical attitudes and, at the same time, develop qualified and innovative intervention models for development education.*

*Wherever possible, conceptual and multi-scalar analysis (from global to local) will be adopted.*

**4.4.9. Bibliografia de consulta/existência obrigatória:**

*Andreotti, Vanessa & Souza, Lynn M. (eds.) (2012). Postcolonial Perspectives on Global Citizenship Education. London: Routledge.*

*Blakemore, Kenneth & Cooksey, Brian (2018). A Sociology of Education for Africa. Routledge.*

*Bourn, Douglas (2015). The theory and practice of development education: A pedagogy for social justice. Oxon: Routledge.*

*Chabbott, Colette (2003). Constructing education for development: International organizations and education for all. London and New York: Routledge.*

*Hartmeyer, Helmuth & Wegimont, Liam (eds.) (2016). Global Education in Europe revisited. Strategies and structures, policy practice and challenges. Waxmann.*

*Johnson, David (Ed.) (2005). The changing landscape of education in Africa: quality, equality and democracy. Symposium Books*

*Madeira, Ana Isabel & and Correia, Luís Grosso (2018). "Colonial Education and Anticolonial Struggles", John L. Rury and Eileen H. Tamura (eds.), The Oxford Handbook of the History of Education. Oxford University Press.*

**4.5. Metodologias de ensino e aprendizagem****4.5.1. Adequação das metodologias de ensino e aprendizagem aos objetivos de aprendizagem (conhecimentos, aptidões e competências) definidos para o ciclo de estudos:**

*O EIMAS atua não apenas num ambiente de seminário, mas como um workshop contínuo com amplo espaço para discussão e debate, com os quais visa atingir os resultados da aprendizagem identificados. Os estudantes são treinados em competências de comunicação, escrevendo ensaios curtos e trabalhos de síntese antes da dissertação final. Serão treinados em competências de comunicação oral, apresentando e discutindo projetos de pesquisa individuais, além de debaterem os respetivos projetos de pesquisa no âmbito dos seminários de projeto. Debates, jogos ou exercícios de simulação fazem parte de alguns dos módulos. Apresentações de posters e mapeamento de informação estão previstas. A exposição interdisciplinar permitirá aos graduados comunicarem com especialistas de diferentes áreas académicas e profissionais, bem como com estudiosos visitantes de todas as partes da África. O trabalho de campo é considerado crucial para o processo de aprendizagem*

**4.5.1. Evidence of the teaching and learning methodologies coherence with the intended learning outcomes of the study programme:**

*EIMAS works not only as a teaching environment in which lecturers transmit knowledge to students, but also as a continuous workshop with room for debate. Students are trained in communication skills by writing short essays and larger group assignments before the final Master thesis. Oral communication skills are also trained by presenting and discussing the individual research projects, preliminary findings, as well as debating and commenting on the*

*respective research projects during the project colloquium. Participating in debates or role-games or simulation exercises are part of some of the modules, while poster presentations and geographic mapping will be part of others. The interdisciplinary exposure will enable graduates to communicate with experts from different academic and professional fields as well as visiting scholars from all parts of Africa. Field training experiences bring a crucial added value to the students learning process.*

#### **4.5.2. Forma de verificação de que a carga média de trabalho que será necessária aos estudantes corresponde ao estimado em ECTS:**

*Para além do previsto na regulamentação europeia, que fornece linhas de orientação sobre esta matéria, os coordenadores locais do programa são docentes experientes em estudos pós-graduados e em cursos internacionais, integrados por estudantes providos de diversos universos políticos, geográficos e académicos, o que lhes confere experiência letiva e de orientação científica que garantem uma eficaz adequação da carga média de trabalho aos ECTS previstos para as várias UCs. A parametrização da correspondência entre número de ECTS, número total de horas de trabalho e a ponderação respetiva de horas de contacto conforme as diversas UCs foi matéria discutida e consensualizada no âmbito das reuniões prévias de representantes do consórcio que assegura o EIMAS, tendo-se conta as respetivas tradições e práticas académicas, bem como as normas legais de cada país.*

#### **4.5.2. Means to verify that the required students' average workload corresponds the estimated in ECTS.:**

*In addition to the European Directives which provide guidance on this matter, local program coordinators and teaching staff are experienced faculty members responsible for postgraduate studies and for international courses, composed of students from diverse political, geographical and academic backgrounds. This provides academic and scientific-oriented experience that ensures an adequate way of matching the average workload and the ECTS planned for the several subjects. A parameterization of the correspondence between the number of ECTS, the total number of working hours and the respective weighting of contact hours according to the different UCs was discussed and agreed upon in previous meetings of representatives of the EIMAS consortium, taking into account their own academic traditions and practices.*

#### **4.5.3. Formas de garantia de que a avaliação da aprendizagem dos estudantes será feita em função dos objetivos de aprendizagem da unidade curricular:**

*O consórcio EIMAS assegura, em cada Universidade, formas de avaliação consonantes com os objetivos de aprendizagem descritos. A despeito de poderem estar previstos exames, as formas de avaliação privilegiam a realização de trabalho de campo, e os seus resultados, a elaboração de ensaios bibliográficos e de recensões críticas, a par de sessões de debate e a organização de workshops. O envolvimento na realização e organização de eventos científicos, como ocorre com as Escolas de Inverno, a ocorrer em cada Universidade e da responsabilidade dos estudantes, permitirá também avaliar a sua capacidade de planeamento, comunicação com o exterior, organização e execução de planos de ação. A sua capacidade e competências de comunicação serão testadas através de múltiplas sessões de apresentação de trabalhos – individuais ou de grupo. A interação e diferenciação de papéis a desempenhar em equipa serão também avaliados por este meio.*

#### **4.5.3. Means of ensuring that the students assessment methodologies are adequate to the intended learning outcomes:**

*The EIMAS consortium ensures, in each University, forms of assessment that are in line with the learning objectives described. Despite the fact that exams may be foreseen, the forms of evaluation favour the field work and its results, the elaboration of bibliographical essays and critical reviews, together with debate sessions and the organization of workshops. Involvement in the organization of scientific events, such as the Winter Schools taking place at each University and at the responsibility of the students, will also enable to assess their ability to plan, communicate with others, organize and implement action plans. Their communication skills and competences will be tested through multiple presentation sessions resulting from individual or group work. The interaction and differentiation of team roles will also be assessed by these means.*

#### **4.5.4. Metodologias de ensino previstas com vista a facilitar a participação dos estudantes em atividades científicas (quando aplicável):**

*O EIMAS utiliza diferentes métodos de ensino (apresentações, workshops, seminários, aprendizagem entre pares, visitas de campo e encontros com atores de desenvolvimento, incluindo os ligados ao mundo empresarial) e fornece diferentes caminhos de aprendizagem através de diversas áreas disciplinares. Há amplo espaço para discussão e interação entre os palestrantes, académicos convidados e estudantes. Além disso, os professores discutem com os estudantes sobre os materiais de leitura propostos. Cada UC contém tarefas para trabalho independente ou em grupo. Assim, o curso oferece instrumentos para atender aos requisitos do trabalho académico e do mundo de trabalho que exija capacidades académicas avançadas.*

*Espera-se que os alunos sejam capazes de planear, gerir e executar o seu trabalho académico e participem das atividades dos vários centros de pesquisa da UP, UBM e UB associados ao programa.*

#### **4.5.4. Teaching methodologies that promote the participation of students in scientific activities (as applicable):**

*EIMAS makes use of different teaching methods (presentations, workshops, seminars, peer learning, field visits, and encounters with development actors, including entrepreneurs) and provides different learning pathways through different disciplinary domains. There is ample room for discussion and interaction between the lecturers, guest scholars and students. In addition, lecturers engage in discussion with students about previously proposed reading materials. Every course contains assignments for independent or group work. The course thus offers means of meeting requirements for academic work or other employment requiring advanced academic skills.*

*Students will be expected to plan, manage and execute their own work upon assignment, and to join activities of the several research centres of UP, UBM and UB associated with the programme.*

#### 4.6. Fundamentação do número total de créditos ECTS do ciclo de estudos

**4.6.1. Fundamentação do número total de créditos ECTS e da duração do ciclo de estudos, com base no determinado nos artigos 8.º ou 9.º (1.º ciclo), 18.º (2.º ciclo), 19.º (mestrado integrado) e 31.º (3.º ciclo) do DL n.º 74/2006, de 24 de março, com a redação do DL n.º 65/2018, de 16 de agosto:**

*O EIMAS é composto por 3 semestres letivos, com 30 ECTS cada. Todas as disciplinas são contabilizadas com 5 ECTS para permitir combinações que resultam em 30 ECTS por semestre. A distribuição das horas de contato é homogênea e transversal entre os diferentes conteúdos programáticos, exceto no caso do Seminário de Projeto, concebido como um espaço de apresentação para trabalhos em andamento e orientação tutorial. Os estudantes devem obter 60 ECTS obrigatórios (20 por semestre) e 30 ECTS opcionais (10 por semestre). Isso garante um vínculo contínuo entre as matérias obrigatórias, mas também oferece espaço para escolhas pessoais. A dissertação, escrita no 4º semestre em qualquer uma das áreas científicas previstas no EIMAS, obtém 30 ECTS. Embora com apenas 30 ECTS e desenvolvido em 1 semestre, a dissertação é preparado e monitorizado ao longo do percurso académico através da sua discussão permanente no Seminário de Projeto*

**4.6.1. Justification of the total number of ECTS credits and of the duration of the study programme, based on articles 8 or 9 (1st cycle), 18 (2nd cycle), 19 (integrated master) and 31 (3rd cycle) of DL no. 74/2006, republished by DL no. 65/2018, of August 16th:**

*EIMAS comprises 3 semesters, with 30 ECTS each (applying European rules). All subjects are accounted with 5 ECTS to allow combinations that result in 30 ECTS per semester. The distribution of contact hours is homogeneous and cross-sectional among the different syllabus, except in the case of the Project Colloquium Seminar, which is conceived as a presentation space for work in progress and tutorial orientation. Students must obtain 60 compulsory ECTS (20 per semester) and 30 optional ECTS (10 per semester). This ensures a continuous link between mandatory subjects, but also provides scope for personal choices. The dissertation, written in the 4th semester in any of the scientific areas envisaged in EIMAS, earns 30 ECTS. Although weighing only 30 ECTS and developed in 1 semester, the dissertation project is prepared and monitored along the way through permanent discussion in the Project Colloquium Seminar*

**4.6.2. Forma como os docentes foram consultados sobre a metodologia de cálculo do número de créditos ECTS das unidades curriculares:**

*Em cada Universidade, o EIMAS foi discutido a nível do corpo docente envolvido e submetido a discussão e aprovação por cada departamento e/ou área científica. Contou também com a experiência de outros 2ºs ciclos ministrados nas respetivas IES em áreas afins. Os inquéritos aos discentes e os pareceres das comissões de acompanhamento dos cursos que em cada IES deram origem ao EIMAS ajudaram a sustentar as opções tomadas. Foram apresentados e debatidos diversos modelos de estrutura curricular, distribuição de ECTS e metodologias de ensino/ aprendizagem correspondentes. Foi consensual a opção de manter a componente letiva em níveis controlados, dando espaço ao desenvolvimento de trabalho autónomo (individual ou em grupo), bem como à possibilidade de os estudantes poderem enriquecer o seu percurso com atividades extracurriculares, ainda que não creditadas.*

**4.6.2. Process used to consult the teaching staff about the methodology for calculating the number of ECTS credits of the curricular units:**

*EIMAS was discussed at each university of the consortium, at the faculty level involved and submitted for discussion and approval by each department and / or scientific area. It also benefited from the experience of other 2nd cycles taught in the respective HEIs in related areas. Student surveys and the opinions of the course monitoring committees that gave rise to EIMAS in each HEI contributed to support the elected choices. Several models of curriculum structure, ECTS distribution and corresponding teaching / learning methodologies were presented and discussed. The option of keeping the teaching component and the contact hours at controlled levels was agreed, giving space to the development of autonomous work (individual or in group), as well as the possibility for students to enrich their course with extracurricular activities, even if not credited.*

#### 4.7. Observações

**4.7. Observações:**

*O EIMAS é uma oportunidade para a criação de um ambiente de aprendizagem inovador, interativa entre pares que permite aos estudantes posicionar a relevância do seu trabalho no âmbito da produção de conhecimento sobre África, e contribui para a criação de novas imagens da África.*

*A dissertação de mestrado, em que se combinam aproximações teóricas com investigação empírica numa discussão sistemática sobre o significado, fiabilidade e representatividade dos resultados para os debates científicos, testa a capacidade para escrever um texto que comunique de maneira os resultados de um trabalho de pesquisa. A conceção de um projeto ou o seu desenvolvimento em ambiente real estabelecerá a diferença na aplicação de uma análise informada e crítica das realidades africanas.*

*As competências dos estudantes e a capacidade para trabalhar em grupo serão aplicadas nas “Escolas de Inverno do EIMAS”. Os estudantes do 3º S de cada coorte organizarão um evento de 3 dias sobre um tópico selecionado. Será tarefa dessa coorte preparar um programa completo, incluindo apresentações e workshops e selecionar possíveis palestrantes convidados. Fará parte da Escola de Inverno o “Dia da Carreira”, onde instituições do setor público e privado são convidadas a apresentar as suas possibilidades de emprego para especialistas em Estudos Africanos em mesas-redondas ou através de exposições. Essa Escola de Inverno será aberta a outros estudantes, académicos, profissionais, a fim de permitir que os membros do EIMAS se encontrem com uma variedade de atores de diferentes*

setores. Serão oferecidos cursos relevantes e multitemáticos, como Saúde Pública e Meio Ambiente, Alimentação e Nutrição, Energia e Clima, Economia e Gestão Internacional e Direito Comparado Internacional. Os cursos são organizados de forma a abranger os vários aspetos da produção do conhecimento, teoria, metodologia, projeto de pesquisa, trabalho de campo / recolha de dados e redação de uma publicação académica. O programa visa oferecer uma perspetiva interdisciplinar única e uma variedade de abordagens teóricas e metodológicas, e equipando os estudantes com competências pessoais e profissionais necessárias para que possam desempenhar funções de investigação e gestão de alto nível e construir pontes entre epistemologias e padrões de comunicação frequentemente separados, nas áreas de estudos culturais, humanidades e ciências sociais. Estas opções justificam um menor peso das horas de contacto em benefício de horas atribuídas a trabalho de campo autónomo, daí a opção por 26 horas de contacto na globalidade das UC's.

Os vínculos contratuais dos docentes das outras Universidades obedecem a especificidades contratuais. Nas fichas de docente foi feita a adaptação das designações das categorias académicas / profissionais ao sistema português. No campo 5.4.5 só se registaram os docentes da Faculdade de Letras do Porto.

#### 4.7. Observations:

*EIMAS is an opportunity for creating an innovative learning environment. Interactive peer learning enables students to position the scope and the relevance of their work within the entire field of knowledge production on Africa, and the role of research as one of the discursive fields in creating our images of Africa.*

*The master's thesis, combining theoretical approaches with empirical research in a systematic discussion of the meaning and representativeness of results for ongoing scientific debates, tests the ability to write a text that clearly communicates the results of the research. Project design or real-world development will make the difference in applying an informed and critical analysis of African realities.*

*Students' skills as well as their ability to work in groups will be verified and applied at the "EIMAS Winter Schools". Third semester students from each cohort will host a three-day event on a selected topic. It will be the task of this cohort to prepare a complete program, including presentations, workshops, and other formats, and to select potential guest speakers due to their specific interest in the topic. Career Day will be part of the Winter School, where public and private sector institutions are invited to present their employment opportunities to African Studies specialists at round tables or through exhibitions. This Winter School will be open to other students, academics, professionals to allow EIMAS members to meet a variety of actors from different sectors. Relevant and multi-thematic courses will be offered, such as Public Health and Environment, Food and Nutrition, Energy and Climate, International Economics and Management, and International Comparative Law.*

*Courses are organized to cover the various aspects of knowledge production, theory, methodology, research project, fieldwork / data collection and writing of an academic publication. The program aims to provide a unique interdisciplinary perspective and a variety of theoretical and methodological approaches, and equip students with the necessary personal and professional skills to perform high level research and management functions and build bridges between often separate epistemologies and patterns of communication in the areas of cultural studies, humanities and social sciences. These options justify a lower weight of contact hours over hours allocated to autonomous field work, hence the option for 26 contact hours in all UCs.*

*The contractual bonds of the professors of the other Universities obey contractual specificities. In the teaching forms, the designation of the academic / professional categories were adapted to the Portuguese system.*

*In the field 5.4.5 we have only registered the professor from Faculty of Arts and Humanities of University of Porto.*

## 5. Corpo Docente

### 5.1. Docente(s) responsável(eis) pela coordenação da implementação do ciclo de estudos.

#### 5.1. Docente(s) responsável(eis) pela coordenação da implementação do ciclo de estudos.

*Amélia Maria Polónia da Silva, Professora Associada com Agregação, 100%*

### 5.3 Equipa docente do ciclo de estudos (preenchimento automático)

#### 5.3. Equipa docente do ciclo de estudos / Study programme's teaching staff

Nome / Name	Categoria / Category	Grau / Especialista Degree / Specialist	Área científica / Scientific Area	Regime de tempo / Employment regime	Informação/ Information
Miguel Filipe Vilela de Oliveira Pinto da Silva	Assistente convidado ou equivalente	Mestre	Estudos do Desenvolvimento/Development Studies	0	<a href="#">Ficha submetida</a>
Valentina Serreli	Leitor ou equivalente	Doutor	Arabic Studies	100	<a href="#">Ficha submetida</a>
BLANC Pierre	Professor Auxiliar ou equivalente	Doutor	Geopolitics	10	<a href="#">Ficha submetida</a>
CALAS Bernard	Professor Catedrático ou equivalente	Doutor	Geography	100	<a href="#">Ficha submetida</a>
FAURET Pierre	Professor Auxiliar ou equivalente	Doutor	Tropical Geography and Geomatics	10	<a href="#">Ficha submetida</a>

HOFMANN Elisabeth	Professor Associado ou equivalente	Doutor	Development economics	100	Ficha submetida
LANNE Jean-Baptiste	Professor Auxiliar ou equivalente	Doutor	Social Geography	10	Ficha submetida
Sylvain Racaud	Professor Associado ou equivalente	Doutor	Geography	100	Ficha submetida
Céline Thiriot	Professor Catedrático ou equivalente	Doutor	Political Science	100	Ficha submetida
Alexander Stroh-Steckelberg	Professor Auxiliar ou equivalente	Doutor	Sociology	100	Ficha submetida
DOEVENSPECK Martin	Professor Catedrático ou equivalente	Doutor	Political Geograhpy	100	Ficha submetida
Klaudia Dombrowsky-Hahn	Leitor ou equivalente	Doutor	African Linguistics	100	Ficha submetida
Festus Boamah	Professor Auxiliar ou equivalente	Doutor	Geography	20	Ficha submetida
Eva Spies	Professor Auxiliar ou equivalente	Doutor	Social Anthropology	100	Ficha submetida
Serena Talento	Leitor ou equivalente	Doutor	African Linguistics	100	Ficha submetida
Fendler, Ute	Professor Catedrático ou equivalente	Doutor	Literatures and Cultural Studies	100	Ficha submetida
Franz Kogelmann	Professor Catedrático ou equivalente	Doutor	Islamic Studies	100	Ficha submetida
Vierke, Clarissa	Professor Catedrático ou equivalente	Doutor	African language literatures/Afrikanistik	100	Ficha submetida
Vierke, Ulf	Professor Auxiliar ou equivalente	Doutor	Social Anthropology	100	Ficha submetida
Michael Bross	Professor Auxiliar ou equivalente	Doutor	Linguistics	100	Ficha submetida
Rüdiger Seesemann	Professor Catedrático ou equivalente	Doutor	Islamic Studies	100	Ficha submetida
Jean-Fabien Steck	Professor Associado ou equivalente	Doutor	Geography	100	Ficha submetida
Amélia Maria Polónia da Silva	Professor Associado ou equivalente	Doutor	Historia / History	100	Ficha submetida
Francisco José de Jesus Topa	Professor Associado ou equivalente	Doutor	Estudos Culturais/Cultural Studies	100	Ficha submetida
Helena Carlota Ribeiro Vilaça	Professor Auxiliar ou equivalente	Doutor	Sociologia/Sociology	100	Ficha submetida
Isabel Maria Galhano Rodrigues	Professor Auxiliar ou equivalente	Doutor	Estudos Culturais/Cultural Studies	100	Ficha submetida
Luís Antunes Grosso Correia	Professor Auxiliar ou equivalente	Doutor	História/Estudos do Desenvolvimento/History/Development Studiesn	100	Ficha submetida
José Maciel Honrado Morais Santos	Professor Auxiliar ou equivalente	Doutor	História/History	100	Ficha submetida
				<b>2350</b>	

&lt;sem resposta&gt;

#### 5.4. Dados quantitativos relativos à equipa docente do ciclo de estudos.

##### 5.4.1. Total de docentes do ciclo de estudos (nº e ETI)

###### 5.4.1.1. Número total de docentes.

28

###### 5.4.1.2. Número total de ETI.

23.5

#### 5.4.2. Corpo docente próprio - Docentes do ciclo de estudos em tempo integral

##### 5.4.2. Corpo docente próprio – docentes do ciclo de estudos em tempo integral.\* / "Full time teaching staff" – number of teaching staff with a full time link to the institution.\*

Corpo docente próprio / Full time teaching staff	Nº / No.	Percentagem / Percentage
Nº de docentes do ciclo de estudos em tempo integral na instituição / No. of teaching staff with a full time link to the institution:	23	97.872340425532

#### 5.4.3. Corpo docente academicamente qualificado – docentes do ciclo de estudos com o grau de doutor

##### 5.4.3. Corpo docente academicamente qualificado – docentes do ciclo de estudos com o grau de doutor\* / "Academically qualified teaching staff" – staff holding a PhD\*

Corpo docente academicamente qualificado / Academically qualified teaching staff	ETI / FTE	Percentagem / Percentage
Docentes do ciclo de estudos com o grau de doutor (ETI) / Teaching staff holding a PhD (FTE):	23.5	100

#### 5.4.4. Corpo docente do ciclo de estudos especializado

##### 5.4.4. Corpo docente do ciclo de estudos especializado / "Specialised teaching staff" of the study programme.

Corpo docente especializado / Specialized teaching staff	ETI / FTE	Percentagem* / Percentage*
Docentes do ciclo de estudos com o grau de doutor especializados nas áreas fundamentais do ciclo de estudos (ETI) / Teaching staff holding a PhD and specialised in the fundamental areas of the study programme	23.5	100
Especialistas, não doutorados, de reconhecida experiência e competência profissional nas áreas fundamentais do ciclo de estudos (ETI) / Specialists not holding a PhD, with well recognised experience and professional capacity in the fundamental areas of the study programme	0	0

#### 5.4.5. Estabilidade e dinâmica de formação do corpo docente.

##### 5.4.5. Estabilidade e dinâmica de formação do corpo docente. / Stability and development dynamics of the teaching staff

Estabilidade e dinâmica de formação / Stability and training dynamics	ETI / FTE	Percentagem* / Percentage*
Docentes do ciclo de estudos em tempo integral com uma ligação à instituição por um período superior a três anos / Teaching staff of the study programme with a full time link to the institution for over 3 years	6	25.531914893617
Docentes do ciclo de estudos inscritos em programas de doutoramento há mais de um ano (ETI) / FTE number of teaching staff registered in PhD programmes for over one year	0	0

#### Pergunta 5.5. e 5.6.

##### 5.5. Procedimento de avaliação do desempenho do pessoal docente e medidas conducentes à sua permanente atualização e desenvolvimento profissional.

*Os parceiros do consórcio estão em estreita consonância com os departamentos centrais de garantia de qualidade das universidades envolvidas. A UBT e a UBM estabeleceram seu próprio sistema de garantia de qualidade para programas de estudo e ensino, baseado nas Normas e Diretrizes para Garantia de Qualidade no EHEA (ESG). Isso permite que as universidades credenciem e recredenciem internamente todos os novos programas de estudo. Os Departamentos de Garantia de Qualidade e das IESS envolvidas estão em estreita cooperação e garantirão que esse portfólio de medidas e procedimentos de avaliação existentes.*

*Quanto à U.Porto, há um investimento significativo no desenvolvimento de ferramentas de avaliação que permitem a monitorização do desempenho e a sinalização de necessidades de melhoria da qualidade. A FLUP possui o seu próprio regulamento de avaliação docente (publ. DR, 2.ª série - N.º 37 - 22 de fevereiro de 2011).*

##### 5.5. Procedures for the assessment of the teaching staff performance and measures for their permanent updating and



**professional development.**

*The consortium partners are in close agreement with the central quality assurance departments of the involved universities. UBT and UBM have established their own quality assurance system for study and teaching programs, based on the EHEA Quality Assurance Standards and Guidelines (ESG). This allows them to internally accredit and reconsider all new study programs. The Quality Assurance Departments and IES involved are in close cooperation and will ensure that this portfolio of existing evaluation measures and procedures.*

*As for U.Porto, there is a significant investment in the development of evaluation tools that allow performance monitoring and signaling needs for quality improvement. FLUP has its own teaching evaluation regulation (publ. DR, 2nd grade - No. 37 - February 22, 2011).*

**5.6. Observações:**

*Em ordem a garantir a qualidade e uniformidade da avaliação dos estudantes, do pessoal docente e dos resultados de aprendizagem, o EIMAS estabeleceu um corpo diretivo de representantes académicos e administrativos de todos os parceiros do consórcio. O Comité Executivo (CE) é considerado a estrutura central de gestão e é composto pelo Coordenador do Consórcio, o Diretor e dois Vice-Diretores, um Representante de Género e Diversidade, um Representante dos Gabinete de Relações Internacionais, um Gestor de Qualidade e os Representantes Estudantis de cada coorte ativa. A consulta dos representantes é garantida através de videoconferências ou audioconferências regulares, uma vez por mês. É dever dos representantes fornecer relatórios mensais regulares. Os parceiros do consórcio também criarão um Conselho Consultivo (CC), o qual desempenha um papel consultivo e de supervisão no programa e consiste em representantes externos de experiência comprovada no seu envolvimento com África. Estes servirão como um corpo de consultoria e avaliação para supervisionar e monitorizar a qualidade do projeto. O CC realiza reuniões semestrais presenciais e deve reunir sempre que necessário. Além disso, os peritos visitantes e palestrantes convidados receberão feedback (oralmente e em questionários padronizados) após as suas estadias. O mesmo se aplica aos futuros Alumni do EIMAS que serão solicitados a atuar como avaliadores externos após a finalização dos seus estudos no EIMAS. O EIMAS estará em estreita cooperação com os departamentos centrais de garantia da qualidade das universidades envolvidas. A UBT, a UBM e UP acionarão os seus próprios sistemas internos de garantia de qualidade e (re) credenciamento para programas de mestrado durante o processo institucional de credenciamento. Como especialistas em proteção e garantia de qualidade, os respetivos mecanismos de controlo ao nível do corpo docente, bem como os responsáveis pelas unidades de garantia de qualidade nos gabinetes das universidades parceiras estarão envolvidos na avaliação do desempenho do projeto EIMAS. Estes já foram envolvidos no planeamento do programa e sincronizaram os seus mecanismos entre si, a fim de seguir diretrizes conjuntas. Cada um dos parceiros já possui uma política de garantia de qualidade, de acordo com as Normas e Diretrizes Europeias para Educação e Cultura (3ª edição de 2009). Avaliações internas serão realizadas durante as sessões de 'debriefing', que serão realizadas em cada universidade parceira antes que a coorte se mova para a fase seguinte da mobilidade. Os estudantes serão convidados a fazer o diagnóstico SWOT sobre o programa e a maneira como ele foi implementado. Além disso, prevê-se que os participantes do programa sejam regularmente solicitados a preencher questionários de avaliação on-line, que serão analisados pelos responsáveis das unidades de garantia de qualidade e pela direção do curso, e usados para orientar o desenvolvimento do projeto.*

**5.6. Observations:**

*In order to ensure the quality and uniformity of student and faculty members assessment, EIMAS will establish a governing body of academic and administrative representatives of all partners. The Executive Committee (ExComm) is considered to be the central management structure of the project and consists of the Consortium Coordinator, the Dean and two Vice Deans, one Gender & Diversity Representative (GDR), one Representative of the International Offices (RIO), one Quality Manager (QM) and the Student Representatives (SRs) of each active cohort. Representatives will consult through video or audio conferences once a month, with regular monthly reports. The consortium partners will also set up an Advisory Board (AB) with an advisory and supervisory role. It consists of external representatives with proven expertise. It will serve as a consulting and evaluating body to the ExComm, thus supervising and monitoring the quality of the project. The AB meets in person bi-annually, and in between if necessary. In addition, visiting scholars and guest lecturers who will be asked to give their feedback (orally and in standardised questionnaires) after their stays can either be assigned to the group of internal or external players. The same applies to future EIMAS Alumni who bring in their own experience from their Master studies but will be asked to act as external evaluators after their active time within EIMAS. UBT, UBM and UP established their own internal quality assurance and (re-)accreditation systems for Bachelor and Master programmes and teaching during their institutional 'system accreditation process'. As the experts for quality protection and assurance, the respective controlling mechanisms at the faculty level as well as the heads of the quality assurance units at the partner universities' presidential offices will be involved in the evaluation of the EIMAS project's performance. These have already been involved in the programme planning and synchronized their mechanisms with each other in order to follow the same guidelines to equally contribute to the programme evaluation. Each of the partners already has a quality insurance policy in line with European Standards & Guidelines for Education and Culture (3rd ed. 2009). Internal evaluations will be carried out during debriefing sessions, which will take place at each partner site before the cohort leaves for its next mobility phase. Students will be invited to do SWOT diagnosis about the programme and the way it has been implemented. In addition, it is planned that programme participants will regularly be asked to complete online evaluation questionnaires, which will be analysed by the heads of the quality assurance units and the EC and used to steer the further development of the project.*

**6. Pessoal Não Docente****6.1. Número e regime de tempo do pessoal não-docente afeto à lecionação do ciclo de estudos.**

2 funcionário dos Serviços de Gestão Académica – 100%  
 2 funcionárias do Secretariado dos Departamentos- 100%  
 1 funcionário Serviços de Documentação e de Sistemas de Informação- 100%  
 1 funcionário do Gabinete de Relações Internacionais (ERASMUS)- 100%

#### 6.1. Number and work regime of the non-academic staff allocated to the study programme.

2 employees in the Academic Office -100%  
 2 employees in the Secretariat of the Department- 100%  
 1 employees in the Documentation and Information Systems Office- 100%  
 1 employee in the International Office- 100%

#### 6.2. Qualificação do pessoal não docente de apoio à lecionação do ciclo de estudos.

1 funcionário dos Serviços de Gestão Académica –Licenciatura  
 1 funcionário dos Serviços de Gestão Académica – 12.º ano  
 1 funcionária do Secretariado dos Departamentos- Licenciatura  
 1 funcionária do Secretariado dos Departamentos- 12.º ano  
 1 funcionário Serviços de Documentação e de Sistemas de Informação- Licenciatura  
 1 funcionário do Gabinete de Relações Internacionais (ERASMUS)- Licenciatura

#### 6.2. Qualification of the non-academic staff supporting the study programme.

1 employee in the Academic Office- Bachelor  
 1 employee in the Academic Office- 12th grade level  
 1 employee in the Secretariat of the Department- Bachelor  
 1 employee in the Secretariat of the Department-12th grade level  
 1 employee in the Documentation and Information Systems Office- Bachelor  
 1 employee in the International Office, providing auxiliary support- Bachelor

#### 6.3. Procedimento de avaliação do pessoal não-docente e medidas conducentes à sua permanente atualização e desenvolvimento profissional.

*Na FLUP o sistema de avaliação que se aplica aos trabalhadores não docentes com contrato de trabalho em funções Públicas é o SIADAP 2 e 3, consagrado na Lei n.º 66-B/2007, de 28 de dezembro. Sistema funcionalmente equivalente é utilizado para avaliar o pessoal com Contrato Individual de Trabalho (SIADUP). Em ambas as situações, a avaliação anual do desempenho dos trabalhadores é efetuada com base na definição de Resultados e Competências, que supõem metas a atingir.*

*A Universidade do Porto privilegia, no seu plano estratégico, a educação contínua, consciente do importante papel que ela tem desempenhado no desenvolvimento de competências e de atualização de saberes. Disponibiliza todos os anos um Plano de Formação.*

#### 6.3. Assessment procedures of the non-academic staff and measures for its permanent updating and personal development

*SIADAP 2 and 3 is the assessment system used by FLUP to appraise non-teaching staff with an employment contract in public functions, a system which was established in Law n. 66-B/2007, of 28 December. A functionally equivalent system (SIADUP) is used for appraising employees with an Individual Employment Contract. In both situations, the annual appraisal of non-teaching staff is based on the definition of results and skills, which imply meeting established targets. U.Porto privileges continuous education in its strategic plan, conscious of the important role it has played in the development of competences and knowledge update. U.Porto provides a Human Resources Training Plan based on an electronic enquiry of the staff training needs.*

## 7. Instalações e equipamentos

#### 7.1. Instalações físicas afetas e/ou utilizadas pelo ciclo de estudos (espaços letivos, bibliotecas, laboratórios, salas de computadores, etc.):

*Todas as Universidades envolvidas, enquanto instituições de referência no sistema de ensino superior europeu, dispõem de infraestruturas de apoio de qualidade e adequadas ao suporte desejado às atividades letivas e de investigação previstas.*

*No caso da FLUP, o Departamento que é o principal responsável pelo presente CE – o DHEPI - dispõe de sala própria (que inclui uma biblioteca de especialidade muito enriquecida nos últimos anos). As suas atividades letivas e científicas fazem, contudo, amplo uso das instalações da Faculdade como um todo.*

*A Faculdade de Letras dispõe, entre outras, das seguintes infraestruturas de utilização pedagógica:*

*28 salas de aula;  
 9 salas de informática (também utilizadas como salas de aula);  
 3 anfiteatros;  
 69 gabinetes de docentes, onde poderão ter lugar as horas de contacto;  
 uma biblioteca geral e 12 bibliotecas especializadas.*

#### 7.1. Facilities used by the study programme (lecturing spaces, libraries, laboratories, computer rooms, ...):

*All universities involved, as reference institutions in the European Higher Education System, have infrastructures that are suitable for providing quality support to the planned teaching and research activities.*

*In the case of FLUP, the Department involved in this PhD Programme - DHEPI – have their own premises within the Faculty of Arts and Humanities (including a specialised library). For most of their activities, however, use the Faculty's general spaces and resources.*

*The Faculty has, among others, the following teaching infrastructure:*

*28 classrooms;*

*9 computer rooms (also used as classrooms);*

*3 large lecture theatres;*

*69 offices for teachers, where the tutorials may take place;*

*1 central library and 12 specialized libraries.*

## 7.2. Principais equipamentos e materiais afetos e/ou utilizados pelo ciclo de estudos (equipamentos didáticos e científicos, materiais e TIC):

*A FLUP possui uma biblioteca invulgarmente rica, que mantém colaboração com muitas bibliotecas estrangeiras. O acervo bibliográfico é significativo, em suporte convencional e digital, refletindo os anos de funcionamento dos ciclos de estudos e as necessidades de atualização inerentes aos projetos de investigação. A Biblioteca Central possui mais de 320.000 volumes e regista 25.000 existências de periódicos (dos quais 900 são de aquisição corrente e 400 assinaturas). A FLUP assina ainda algumas das bases de dados eletrónicas mais relevantes da área das Humanidades, proporcionando assim aos seus estudantes o acesso ao texto integral de muitos livros e artigos. A FLUP possui ainda 12 bibliotecas especializadas. Toda a administração da FLUP é suportada por um moderno sistema informático de gestão. A maior parte das salas encontra-se equipada com computadores e videoprojectores; existem várias centenas de equipamentos informáticos fixos, tendo todo o edifício cobertura wireless.*

## 7.2. Main equipment or materials used by the study programme (didactic and scientific equipment, materials, and ICTs):

*FLUP has an unusually rich library, both as regards printed and digital materials, reflecting not only the needs of its undergraduate and graduate programmes but also of the research projects it accommodates. The central library at FLUP keeps over 320,000 volumes and holds subscriptions (print or electronic) for 25,000 periodicals. FLUP also subscribes to the most relevant databases in the field of the Humanities, thus providing its students with access to the full text of a large number of books and articles in periodicals. In addition to the central library, FLUP also has 12 specialized libraries. The administration of FLUP as a whole is supported by a modern electronic management system (SIGARRA). Most classrooms are technologically equipped; in the FLUP building there are several hundred computers for public use and a wireless network available to the whole community.*

## 8. Atividades de investigação e desenvolvimento e/ou de formação avançada e desenvolvimento profissional de alto nível.

### 8.1. Centro(s) de investigação, na área do ciclo de estudos, em que os docentes desenvolvem a sua atividade científica

#### 8.1. Mapa VI Centro(s) de investigação, na área do ciclo de estudos, em que os docentes desenvolvem a sua atividade científica / Research centre(s) in the area of the study programme where teaching staff develops its scientific activity

Centro de Investigação / Research Centre	Classificação (FCT) / Classification FCT	IES / HEI	N.º de docentes do CE integrados / Number of study programme teaching staff integrated	Observações / Observations
CEAUP (Centro de Estudos Africanos da Universidade do Porto)	Bom /Good	FLUP	3	n.a
CITCEM (Centro de Investigação Transdisciplinar Cultura Espaço e Memória)	Bom /Good	FLUP	2	Classificação 2019 em processo de Audiência Prévia
CITCEM (Centro de Investigação Transdisciplinar Cultura Espaço e Memória) Instituto de Sociologia	Muito Bom/ Very Good	FLUP	1	n.a
CIIE (Centro de Investigação e Intervenção Educativas)	Excelente/Excellent	FPCEUP	1	n.a
Global Africas Institute (Les Afriques dans le Monde, LAM)	N.A.	UBM	8	n.a
Cluster of Excellence "Africa Multiple – Reconfiguring African Studies"	N.A.	UBT	13	n.a

### Pergunta 8.2. a 8.4.

#### 8.2. Mapa-resumo de publicações científicas do corpo docente do ciclo de estudos, em revistas de circulação internacional com revisão por pares, livros ou capítulos de livro, relevantes para o ciclo de estudos, nos últimos 5 anos.

<http://www.a3es.pt/si/iportal.php/cv/scientific-publication/formId/5ad009ea-c40a-1dc9-713c-5df36e4fd240>

**8.3. Mapa-resumo de atividades de desenvolvimento de natureza profissional de alto nível (atividades de desenvolvimento tecnológico, prestação de serviços ou formação avançada) ou estudos artísticos, relevantes para o ciclo de estudos:**

<http://www.a3es.pt/si/iportal.php/cv/high-level-activities/formId/5ad009ea-c40a-1dc9-713c-5df36e4fd240>

**8.4. Lista dos principais projetos e/ou parcerias nacionais e internacionais em que se integram as atividades científicas, tecnológicas, culturais e artísticas desenvolvidas na área do ciclo de estudos.**

**UBT:**

*Desenvolvimento Regional através de Comunidades Econômicas Regionais na África 2017-2018, Min. Federal de Cooperação e Desenvolvimento Econômico, Parceiros: U. de Dar es Salaam, 34 pesquisadores do Benin, Burundi, Alemanha, Gana, Canadá, Quênia, RSA, Uganda, Zimbábue.*

*Escola Internacional de Pós-Graduação de Bayreuth em Estudos Africanos (BIGSAS), 2007-2018, Min. Fed. Educação e Pesquisa da Alemanha e Fundação Alemã de Pesquisa, Parceiros: Mohammed V U. Rabat; U. Abomey-Calavi, Cotonou, Benin; U. Addis Abeba, Etiópia; U. Moi, Eldoret, Quênia; U. Eduardo Mondlane, Maputo, Moçambique; U. KwaZulu-Natal, Durban, África do Sul.*

*Centro Alemão-Tanzânia de Estudos Jurídicos da África Oriental (TGCL), 2008-2018, "Excelência Africana, Fachzentren in Afrika", Min. Relações Exteriores da Alemanha/DAAD. O foco temático do TGCL é o direito de integração regional, com ênfase especial no direito da Comunidade do Leste Africano. Parceiros: U. Dar es Salaam.*

*Academia de Estudos Africanos Avançados de Bayreuth (2012-2019), Instituto Estudos Africanos da UBT, financiada pelo Ministério Federal de Educação e Pesquisa, "Future Africa - Visions in Time" é o tema geral projeto de pesquisa.*

**UBM:**

*Midaf - Master em Dinâmicas Interdisciplinares Africanas (2010-2022), UBM InitiativeEX, Parceiros: Institutos de Estudos Políticos de Bordeaux e UBM e Pau et Pays de Ad'our - South Western U.-Kenya; U. Cabo Verde; U. Dar es Salaam*

*Bacharelato/Licenciatura Informação e Comunicação (2014-2021), financiado pela UBM e Min. Relações Exteriores, Parceiros: U. Lomé-Togo*

*Observatório do Corno de África (2012-2016) Min. Defesa, Parceiros: IEP-Bordeaux-UBM-CERI-IRSEM Paris*

*Metrópole da África emergente (2016-2021), Iniciativa de Excelência da Universidade de Bordéus, Parceiros: Aliança para Pesquisa sobre o Norte da África na U. Tsukuba-Japão*

*Groups d'intérêt scientifique GIS Afrique (2013-2013), CNRS, Parceiros: 18 universidades francesas e 25 centros de pesquisa.*

*Módulos, práticas e culturas culturais na África do Sul Francófona, MOPRACS (2012-2015), financiado pela ANR-DAAD, Parceiros: LAM-UBM-Institute for Ethnology and Afrikastudien de Johannes Gutenberg de Mayence (IFEAS) - Cheick Anta U. Diop em Dakar.*

**UP:**

*Erasmus Mundus - Ação 2: Projetos: ACP Mundus), Coord.; Mundus ACP II, Coord.; ANGLE, Coord.; DREAM, Coord. Intra-ACP: Projetos CARPIMS (II e III), Coord. Índias Ocidentais; BULA, Coord. U. Pacífico Sul; ERMIT, Coord. U. Yaoundé I.*

*Intra-África: Projeto ACADEMY, Coord. U. Tlemcen.*

*MOVES - Migração e Modernidade. Mudanças históricas e culturais. Um Doutorado Conjunto Europeu (EJD) do programa Marie Skłodowska-Curie*

*CoopMar: Cooperação Transoceânica. Políticas Públicas e Comunidade Sociocultural Ibero-americana. Rede CYTED (Programa Ibero-Americano de Desenvolvimento Científico e Tecnológico). Participam: Portugal (UP), coord., Brasil, Chile, Cuba, Espanha, Panamá.*

**8.4. List of main projects and/or national and international partnerships underpinning the scientific, technologic, cultural and artistic activities developed in the area of the study programme.**

**UBT:**

*Steering Regional Development through Regional Economic Communities in Africa, 2017-18, Federal Ministry of Economic Cooperation and Development, Partners: U. Dar es Salaam School of Law, 34 researchers from Benin, Burundi, Germany, Ghana, Canada, Kenya, RSA, Uganda, Zimbabwe.*

*Bayreuth International Graduate School of African Studies (BIGSAS), 2007-18, German Federal Ministry of Education and Research and the German Research Foundation, Partners: Mohammed V U. Rabat, Morocco; U. d'Abomey-Calavi, Cotonou, Benin; Addis Ababa U., Ethiopia; Moi U., Eldoret, Kenya; U. Eduardo Mondlane, Mozambique; U. KwaZulu-Natal, Durban, South Africa.*

*Tanzanian-German Centre for Eastern African Legal Studies (TGCL), 2008-18, "African Excellence, Fachzentren in Afrika", German Foreign Office through DAAD. focus of the TGCL is on regional integration law with a special emphasis on the law of the East African Community. Partners: School of Law of the University of Dar es Salaam.*

*Bayreuth Academy of Advanced African Studies (2012-19), Research College within the Institute of African Studies of the University of Bayreuth, funded by the Federal Ministry of Education and Research, "Future Africa – Visions in Time" is the theme of its overall research project.*

**UBM:**

*Midaf Master Interdisciplinaire Dynamiques africaines (2010-22), Initiative d'Excellence UBM\_EX, Partners: Institut Etudes Politiques de Bordeaux and UBM- Faculté de Droit and Université Pau et Pays de l'Adour-South Western U.-Kenya ; Cap Verde U. ; Dar es Salaam U.*

*Bachelor ("Licence") Information and Communication (2014-21), UBM & Ministry of Foreign Affairs, Partners: U. Lomé-Togo*

*Observatoire de la Corne de l'Afrique (2012-16) Ministry of Defense, Partners: IEP-Bordeaux-UBM-CERI-IRSEM Paris Emerging Africa metropolis (2016-2021), Initiative d'Excellence UBM, Partners: Alliance for Research on Northern Africa in Tsukuba U., Japan*

*Groupe d'intérêt scientifique GIS Afrique (2013), funded by the Centre national de la Recherche scientifique, Partners : 18 French universities & 25 research centres.*

*Modèles, pratiques et cultures scolaires en Afrique de l'Ouest Francophone, MOPRACS (2012-15), ANR-DAAD, Partners: LAM-UBM-Institute für Ethnologie und Afrikastudien de l'U. Johannes Gutenberg de Mayence (IFEAS)- U. Cheick Anta Diop in Dakar.*

**UP:**

*Erasmus Mundus – Action 2: Mundus ACP Project, UP Coord.; Mundus ACP II , UP coord; ANGLE , UP Coord.; DREAM, UP coord.*

*Intra-ACP: CARPIMS (II and III), Coord. U. West Indies; BULA , Coord. U. South Pacific; ERMIT, Coord. U. Yaoundé I*

*Intra-Africa: ACADEMY Project, Coord. U. Tlemcen*

*MOVES – Migration and Modernity. Historical and Cultural Changes. An European Joint Doctorate (EJD) from the programme Marie Skłodowska-Curie*

*Transoceanic Cooperation. Public Policies and Iberoamerican Sociocultural Community (CoopMar), a CYTED (Iberian-American Scientific and Technological Programme for Development) network. Partners are UPorto (coord), Brazil, Chile, Cuba, Spain, Panamá.*

## 9. Enquadramento na rede de formação nacional da área (ensino superior público)

### 9.1. Avaliação da empregabilidade dos graduados por ciclo de estudos similares com base em dados oficiais:

*Existe procura de especialistas formados e com experiência profissional em EA. Faltam especialistas com formação académica em estudos culturais, ciências sociais e políticas e compreensão das questões atuais de África. EIMAS propõe-se aumentar a qualidade e a atratividade da Área Europeia de Ensino Superior, combinando formações multidisciplinares em EA. Os diplomados terão papéis-chave nos setores público e privado, onde o conhecimento de ponta em África é urgente para gerar impacto sustentável. É difícil fornecer evidências para essa procura por falta de informações. Uma investigação em websites de emprego, ex. Indeed.com ou Michael Page provam a existência de oportunidades para diplomados em Estudos Africanos. Intercâmbio com parceiros das instituições do consórcio redes de ex-estudantes - também demonstram a demanda de especialistas em África na área das ciências humanas, sociais e culturais e aponta várias perspetivas de carreira para futuros graduados do EIMAS*

### 9.1. Evaluation of the employability of graduates by similar study programmes, based on official data:

*There is a high worldwide demand for experts with international experience. Experts with a academic background and understanding of current issues relating to Africa, trained in both cultural studies and social as well as political sciences, are hard to recruit. EIMAS is an appeal to increase the quality and the attractiveness of the EHEA by combining expertise in the field of AS. Graduates will play future key roles in public and private sectors where cutting-edge knowledge on Africa is needed in order to generate sustainable impact. It is hard to provide evidence for this high demand of expertise due to a serious lack of information on the job market. A more precise investigation of employment websites like the portal indeed.com or Michael Page prove the availability of opportunities for AS graduates. The exchange with partners of the consortium institutions and ex- alumni networks has shown several career prospects for future EIMAS graduates.*

### 9.2. Avaliação da capacidade de atrair estudantes baseada nos dados de acesso (DGES):

*Existe uma atratividade diferencial para os Estudos Africanos nos diferentes países do consórcio EIMAS. Em Portugal, além dos estudantes africanos (geralmente exigindo bolsas de estudo para participar de programas de estudos europeus), há um aumento significativo de estudantes brasileiros, por vezes até a maioria nas coortes de estudantes inscritos. O EIMAS, para além de um programa atrativo, internacional e interdisciplinar, traz um valor substancialmente aumentado em termos de recrutamento e atratividade ao fornecer financiamento, através de um exigente programa de candidatura a bolsas. Aspetos igualmente salientes são o acesso a trabalho de campo conducente à elaboração de dissertação, em contexto africano numa variedade de contextos profissionais e culturais de países africanos anglófonos, francófonos, lusófonos.*

*EIMAS constitui um esforço destacado no contexto europeu, criando um ambiente e um espaço únicos para a aprendizagem no campo dos Estudos Africanos.*

### 9.2. Evaluation of the capability to attract students based on access data (DGES):

*There is a differential attractiveness to African Studies in the different countries of EIMAS consortium. In Portugal, besides African students (usually requiring fellowships to attend European study programmes), there is a significant increase of Brazilian students, sometimes even a majority in the cohorts of students. EIMAS, besides an attractive programme, provides funding, through a demanding programme of fellowships applications. Equally relevant is the access to field work in African contexts, in a variety of professional and cultural settings (anglophone, francophone, lusophone).*

*To sum up, the proposed EIMAS is a unique endeavour in the EHEA, by creating a unique environment and space for learning in the field of African Studies. In addition, the impressive pool of associated partners and collaborative partners for internships and training of African languages will enhance the competitiveness in the field of African Studies.*

### 9.3. Lista de eventuais parcerias com outras instituições da região que lecionam ciclos de estudos similares:

*EIMAS, como EJMD, é já um consórcio de 3 IES com formação de pós-graduação em EA. Esta combinação resulta altamente benéfica para o curso. Este mestrado é, por si só, um programa interdisciplinar em EA. Reúne numerosas áreas, incluindo História, Sociologia, Estudos Culturais e Religiosos, Artes Africanas, Linguística, além de Geografia, Ciência Política e Estudos de Desenvolvimento. Oferece um esquema integrado de múltiplos contributos. O 1º semestre a UP fornece uma introdução interdisciplinar aos EA. No 2º semestre a UBT ampliará contributos sobre dinâmicas de desenvolvimento cultural. No 3º, a UBM introduzirá abordagens analíticas e fornecerá as ferramentas*

*para um envolvimento prático com os desafios políticos, ecológicos e económicos contemporâneos. Durante o 4º semestre, aos estudantes serão atribuídas pesquisas de campo com base na África ou relacionadas com África, para que contribuam os parceiros já associados ao EIMAS.*

### 9.3. List of eventual partnerships with other institutions in the region teaching similar study programmes:

*IMAS as a EJMD is already a consortium of 3 HEIs with postgraduate training in African Studies. The combination of their expertise results as high beneficial to the overall programme. This Master is, by itself, an interdisciplinary programme in area studies. It brings together many different disciplines, including History, Sociology, Cultural, and Religious Studies, African Arts, Linguistics, together with Geography, Political Science, and Development Studies. In the 1st term UP provides a multi-layered and interdisciplinary introduction to African Studies. In the 2nd term UBT will widen insights into development and cultural dynamics, whereas in the 3rd term UBM will introduce analytical approaches and provide the tools for an actual practical involvement with contemporary political, ecological and economic challenges. During the 4th term students will be assigned to Africa-based or Africa-related field research, to which contribute the many EIMAS associated partners.*

## 10. Comparação com ciclos de estudos de referência no espaço europeu

### 10.1. Exemplos de ciclos de estudos existentes em instituições de referência do Espaço Europeu de Ensino Superior com duração e estrutura semelhantes à proposta:

*Existem cursos de 2º ciclo nesta área, em Portugal (ISCTE - Lisboa) e em universidades europeias (Leiden; Paris I; SOAS, Londres). Têm uma estrutura comum de 4 semestres, 120 ECTS, oscilando o nº de semestres letivos entre 2 e 3. O conteúdo desses programas concentra-se em Antropologia, Economia, História, Direito e Línguas Africanas. Alguns apostam em específicos domínios de especialização (ex: Sociologia e Antropologia - ISCTE). O plano de estudos do EIMAS diferencia-se por ser mais abrangente, interdisciplinar e responder a desafios da atual África Global. O EIMAS promove, para além de uma forte vertente de treino em situações reais, uma combinação de opções vistas como instrumentais: geografia e economia em Bordeaux; história, estudos coloniais e relações interculturais na UP, desenvolvimento, estudos culturais e artísticos em Bayreuth. Como EMJD oferece oportunidades únicas a estudantes de todo o mundo, contribuindo para a atratividade do ensino superior europeu na área dos EA.*

### 10.1. Examples of study programmes with similar duration and structure offered by reference institutions in the European Higher Education Area:

*EIMAS recognizes the existence of 2nd cycle courses in this area, e.g. in Portugal (ISCTE - Lisbon) and in European universities (Leiden; Paris I; SOAS, London). All follow a common structure of 4 semesters, 120 ECTS, but the number of teaching semesters varies between 2 and 3. The content of these programmes focuses on Anthropology, Economics, History, Law and African Languages. Some of these curricula focus on specific fields of expertise (e.g. Sociology and Anthropology at ISCTE). The EIMAS curriculum is different as it is broader, more interdisciplinary and responding to the challenges of today's global Africa. The same applies to learning methodologies. EIMAS promotes, besides a strong training in real situations, a combination of options seen as instrumental: geography and economics in Bordeaux; history, colonial studies and intercultural relations in UP, development, cultural and artistic studies in Bayreuth.*

### 10.2. Comparação com objetivos de aprendizagem de ciclos de estudos análogos existentes em instituições de referência do Espaço Europeu de Ensino Superior:

*O EIMAS segue uma visão global e multidisciplinar dos Estudos Africanos, combinando as melhores práticas em termos de objetivos, estrutura, duração do programa e metodologias de ensino. Equipado com um sólido conjunto de ferramentas interdisciplinares, o EIMAS compreende vínculos entre história, economia, formação de identidade e dinâmica religiosa contemporânea, ao mesmo tempo em que compreende as indústrias culturais emergentes na África como parte de um crescente fator económico a nível global.*

*O EIMAS oferece metodologias complementares, competências linguísticas e uma profunda compreensão social, cultural, política e histórica dos desafios contemporâneos da Áfricas. A principal preocupação do EIMAS é articular o conhecimento académico com a sua aplicação em projetos, investimentos e pesquisas de desenvolvimento. Até ao momento, não existe um programa académico semelhante no campo dos estudos africanos ao nível de estudos de 2º ciclo.*

### 10.2. Comparison with the intended learning outcomes of similar study programmes offered by reference institutions in the European Higher Education Area:

*EIMAS follows a global and multidisciplinary view of African Studies, combining the best practices in terms of global aims, studies' structure, programme length and teaching methodologies. Equipped with a solid interdisciplinary toolkit, EIMAS grasp the linkages between history, economic inequality, identity formation and contemporary religious dynamics, at the same time it comprehends the emerging cultural industries in Africa as part of a growing economic factor on the global level.*

*EIMAS offers complementary methodologies, profound language skills and a deep social, cultural, political, and historical understanding of contemporary challenges of Africa. EIMAS' main concern is to articulate academic knowledge through a constant concern about recycling knowledge into development projects, investments, and research.*

*No similar international and interdisciplinary academic programme in the field of African studies at the Master level exists.*

## 11. Estágios e/ou Formação em Serviço

### 11.1. e 11.2 Estágios e/ou Formação em Serviço

---

Mapa VII - Protocolos de Cooperação

Mapa VII - Protocolos de Cooperação

11.1.1. Entidade onde os estudantes completam a sua formação:

<sem resposta>

11.1.2. Protocolo (PDF, máx. 150kB):

<sem resposta>

11.2. Plano de distribuição dos estudantes

11.2. Plano de distribuição dos estudantes pelos locais de estágio e/ou formação em serviço demonstrando a adequação dos recursos disponíveis.(PDF, máx. 100kB).

<sem resposta>

11.3. Recursos próprios da Instituição para acompanhamento efetivo dos seus estudantes nos estágios e/ou formação em serviço.

---

11.3. Recursos próprios da Instituição para o acompanhamento efetivo dos seus estudantes nos estágios e/ou formação em serviço:

<sem resposta>

11.3. Institution's own resources to effectively follow its students during the in-service training periods:

<no answer>

### 11.4. Orientadores cooperantes

---

11.4.1. Mecanismos de avaliação e seleção dos orientadores cooperantes de estágio e/ou formação em serviço, negociados entre a instituição de ensino superior e as instituições de estágio e/ou formação em serviço (PDF, máx. 100kB).

11.4.1 Mecanismos de avaliação e seleção dos orientadores cooperantes de estágio e/ou formação em serviço, negociados entre a instituição de ensino superior e as instituições de estágio e/ou formação em serviço (PDF, máx. 100kB).

<sem resposta>

11.4.2. Orientadores cooperantes de estágio e/ou formação em serviço (obrigatório para ciclo de estudos com estágio obrigatório por lei)

11.4.2. Mapa X. Orientadores cooperantes de estágio e/ou formação em serviço (obrigatório para ciclo de estudos com estágio obrigatório por Lei) / External supervisors responsible for following the students' activities (mandatory for study programmes with in-service training mandatory by law)

Nome / Instituição ou estabelecimento a que pertence / Institution	Categoria Profissional / Professional Title	Habilitação Profissional (1)/ Professional qualifications (1)	Nº de anos de serviço / Nº of working years
--	---	---	---

<sem resposta>

## 12. Análise SWOT do ciclo de estudos

**12.1. Pontos fortes:**

*O valor acrescentado do EIMAS é que ele se baseia nos pontos fortes, especializações e reputação internacional das três universidades parceiras, na área da EA. Nas últimas décadas, a UP, a UBT e a UBM criaram um ambiente único para investigação e ensino relacionados com África. Estas IES europeias também compartilham um forte compromisso com a transferência de conhecimento, disponibilizando as metodologias e resultados de pesquisas de ponta para ensino e divulgação académica a todos os níveis. Essas três instituições de ensino superior europeias já são locais de excelência e internacionalização. No entanto, o programa EMJMD, a sua abordagem inovadora e a disponibilização de bolsas de estudo integrais ao melhor grupo de candidatos, selecionados em todo o mundo, promoverá a qualidade e a atratividade do ensino superior europeu na área dos EA.*

*Os seguintes aspetos do EIMAS podem ser considerados como inovadores:*

- *O percurso de mobilidade dos estudantes, incluindo as 3 IES participantes, levando-os à exposição a três tradições académicas, ambientes e enfoques disciplinares diversos face aos estudos africanos, na Europa, e a 3 diferentes contextos culturais e idiomáticos.*
- *A oportunidade de aprender ou aprofundar uma língua africana durante o semestre na UBT como um módulo opcional*
- *A preparação contínua de trabalho de campo e redação da dissertação no contexto dos Seminários de Projeto.*
- *A oportunidade para adquirir formação adicional, em regime de voluntariado, conducente à aquisição de competências durante o intervalo entre o 1º e o 2º semestre.*
- *A oportunidade de realizar pesquisa de campo em contextos africanos e numa variedade de contextos profissionais e culturais, conducentes à elaboração de dissertação*

*O impressionante conjunto de parceiros associados, potenciais acolhedores de estágios, aumentará a competitividade da Europa no campo dos estudos africanos. Ao combinar um rigoroso escrutínio académico com uma abordagem prática, o EIMAS atrairá estudantes de todo o mundo e os seus graduados se tornarão disseminadores de conhecimento a potenciar pelas novas gerações de estudantes*

**12.1. Strengths:**

*The added value of the EIMAS is that it builds on the partner universities' respective strengths, specialisations and international reputation in African studies. Over the past decades, UP, UBT and UBM have created a unique environment for research regarding Africa. They also share a strong commitment to knowledge transfer i.e. making the methodologies and results of cutting-edge research available to academic teaching and outreach at all levels. These three European HEIs are already places of excellence and internationalisation, however the EMJMD programme, its innovative approach and by offering full degree scholarships to the best cohort of Master students on a global level, they will advance the quality and attractiveness of the European Higher Education Area.*

*Innovative aspects of EIMAS can be regarded as innovative elements with an added include:*

- *One given study and mobility path including all 3 participating HEIs resulting in exposure to 3 different academic traditions, environments and disciplinary accents in African studies in Europe and 3 different cultural and language settings*

*The opportunity to learn or deepen an African language during the semester as an optional module*

*The continuous preparation of fieldwork and thesis writing in the context of project colloquium seminars.*

*The opportunity to acquire additional training on a voluntary basis, leading to the acquisition of skills during the break between the 1st and 2nd semester.*

*The opportunity to conduct field research in a variety of professional and cultural settings (anglophone, francophone, lusophone).*

*The impressive pool of associated partners and collaborative partners able to provide internships will enhance the competitiveness in the field of African studies. In combining rigorous academic scrutiny with hands-on experience and a practical approach, EIMAS will attract students from all over the world and its graduates will soon become efficient disseminators for new generations of students.*

**12.2. Pontos fracos:**

*Um problema inerente ao ensino de um curso europeu destinado a estudantes não europeus poderá ser a falta de competências linguísticas de alguns dos potenciais candidatos. Estudantes da África lusófona (e muitas da francófona), assim como estudantes brasileiros, poderão não conseguir seguir um curso ministrado em inglês. Embora isso seja visto e percebido como limitador do número e perfil de estudantes a selecionar, é inerente à ideia básica do curso, pois nenhum curso oferecido por um consórcio de várias universidades europeias pode ser ministrado em vários idiomas simultaneamente. O acesso será, portanto, limitado a estudantes que possuam um domínio razoável do inglês. Considerando que futuros académicos, funcionários de ONGs ou outros profissionais precisarão ter um conhecimento prático do inglês como a língua franca internacional, essa limitação parece não apenas aceitável, mas inevitável*

**12.2. Weaknesses:**

*An inherent problem of teaching a European course aiming at non-European students is the lack of language skills. Students from lusophone (and often francophone) Africa as well as Brazilian students may often be unable to follow a course taught in English.*

*While this is seen and perceived as limiting the student intake, it is inherent to the basic idea of the course as no such course offered by a consortium of several European universities can be taught in several languages simultaneously. The intake will therefore be limited to such students who have a reasonable command of English. Seeing that future academics, NGO employees or other professionals will need to have a working knowledge of English as the international lingua franca, this limitation seems not only acceptable, but inevitable.*

**12.3. Oportunidades:**



*O EIMAS atende aos requisitos do mercado de trabalho internacional, treinando estudantes com competências académicas e profissionais capazes de trabalhar em qualquer ambiente em que o conhecimento e a experiência da África sejam um pré-requisito.*

*O programa promove a circulação de pessoas e conhecimentos entre a academia e a sociedade em geral. As universidades parceiras têm fortes vínculos com várias instituições, tanto na Europa quanto na África, que receberão estagiários e pesquisas de campo.*

*Os estudantes poderão desenvolver trabalho de campo em colaboração com atores públicos ou privados. Isso ajudará os participantes a procurar emprego no mundo real e certamente aumentará o seu poder de iniciativa. Além disso, as Escolas de Inverno do EIMAS fornecem uma plataforma para o intercâmbio de estudantes e “players” do setor público e privado*

*O Conselho Consultivo do EIMAS incluirá representantes da comunidade empresarial que aconselharão sobre como aumentar a empregabilidade.*

### 12.3. Opportunities:

*EIMAS meets the international labour market's requirements by training alumni who have the academic and professional skills to work in any environment in which knowledge and experience of Africa is a prerequisite.*

*The programme promotes the circulation of people and knowledge between academia and society at large. The partner universities have strong links with various institutions, both in Europe, Africa and beyond, which will host interns and field research.*

*Students will be able to develop fieldwork in collaboration with public or private players at the local, national and international level. This would assist participants in real job-seeking and certainly increase their sense of initiative.*

*Furthermore, the EIMAS Winter Schools provide a platform for the exchange of students and players from the public and private sector*

*The EIMAS Advisory Board will include business community representatives who will advise on how to increase employability.*

### 12.4. Constrangimentos:

*Desde 2016, os representantes do consórcio discutem a estrutura, as estratégias, os objetivos a serem alcançados e buscam soluções para reverter possíveis pontos críticos. Os potenciais constrangimentos identificados são dois: 1. Falta de financiamento para estudantes internacionais, o que impediria a inclusão de estudantes provenientes de países em desenvolvimento, incluindo América Latina e África. Este constrangimento foi resolvido através da atribuição de bolsas de estudo pela Ação Erasmus + KA103, aprovando o curso como um EJMD; 2. Uma coexistência problemática, nas várias coortes, de candidatos com diversas e díspares formações académicas. Esse desafio será resolvido pelas inúmeras atividades imersivas, envolvendo todos os estudantes recrutados pelo curso, em particular as Escolas de Inverno e as Semanas de Inserção, as primeiras realizadas pelos estudantes; as segundas concebidas por cada uma das IES.*

### 12.4. Threats:

*Since 2016, consortium representatives have discussed this program's structure, strategies, objectives to be achieved and sought solutions to reverse potential points of failure. Potential weaknesses are two main points: 1. Lack of funding for international students which would enable the inclusion of students coming from developing countries, including Latin America and Africa. This weakness is solved by the allotment of scholarships by the Erasmus + KA103 Action, by approving the course as a EJMD; 2. A problematic coexistence in the various cohorts of candidates from diverse academic backgrounds. This challenge will be solved by the numerous immersive activities, involving all students, offered by the course, in particular the Winter Schools and the Insertion Weeks thoroughly conceived by each of the HEIs.*

### 12.5. Conclusões:

*Ao combinar um rigoroso escrutínio académico com uma abordagem prática, o EIMAS atrairá estudantes de todo o mundo e os seus diplomados tornar-se-ão disseminadores para novas gerações de estudantes. O currículo EIMAS é um produto refinado de excelentes programas de mestrado já credenciados, com novos módulos aprimorados metodologicamente e também em termos de conteúdo. É um projeto piloto que combina de forma inovadora diferentes abordagens nos Estudos Africanos que até agora poderiam ser vistas como separadas ou até concorrentes no EEES. Com base na experiência conjunta e nas redes existentes do consórcio EIMAS em diferentes áreas geográficas, políticas e culturais, este novo programa produzirá uma mudança de perspetiva essencial: a da relação complexa de conceitos universais como Identidade, Território e Sustentabilidade.*

*A articulação do consórcio EIMAS é alcançada tomando a tradição e a cultura de cada universidade parceira e combinando-as para alimentar as múltiplas perspetivas na abordagem de uma África Global.*

*A estreita cooperação entre as 3 IES levou ao desenvolvimento de um currículo de mestrado interdisciplinar único, que oferece um amplo leque de tópicos, teorias e métodos.*

*Um outro elemento forte de “articulação” é fornecido pela pesquisa de campo e redação da dissertação, no 4º semestre, durante o qual os estudantes são supervisionados por uma equipe mista de tutores / supervisores das 3 IES. Os parceiros associados contribuirão para a supervisão da pesquisa de campo e preparação de teses de mestrado.*

*Uma abordagem integrada foi assegurada pela preparação conjunta do programa, contactos frequentes entre os parceiros do consórcio e monitorização central pelo Comité Executivo, Conselho Consultivo e Oficiais de Ligação, bem como pelo Coordenador do Consórcio EIMAS.*

*Além de o programa se basear nos pontos fortes de cada uma das IES participantes, os estudantes beneficiarão do facto de serem expostos ao conhecimento de diferentes tradições académicas, particularmente no que se refere aos EA, presentes na UE. Isso permitir-lhes-á reconhecer essas diferentes tradições, adaptá-las aos seus próprios propósitos e explorar maneiras de trabalhar e de comunicar através de fronteiras académicas e culturais.*

*Esses elementos de articulação e integração são cruciais para o programa, pois visam dotar os graduados em EA de competências interdisciplinares, fornecendo as ferramentas teóricas e metodológicas para analisar os desafios relacionados com o desenvolvimento em África. Os graduados ampliarão a sua rede internacional e poderão adaptar-se às diferenças culturais, académicas e profissionais dentro e fora da UE. Essas qualificações e competências tornarão os ex-estudantes do programa de mestrado idealmente preparados para o mercado de trabalho global. Este programa já foi submetido a um rigoroso escrutínio pelos avaliadores da Ação Erasmus + K13, que decidiram financiá-lo, indicando que as suas qualidades foram reconhecidas a nível europeu.*

#### 12.5. Conclusions:

*Combining rigorous academic scrutiny with hands-on experience and a practical approach, EIMAS will attract students from all over the world and its graduates will soon become efficient disseminators for new generations of students. The curriculum is a refined product of three already nationally accredited excellent Master programs with new, methodologically as well as content-wise enhanced modules. Additionally, it is a pilot project that synergistically and innovatively combines these different approaches in African Studies which so far could be seen as separate or even competing in the European Higher Education Area (EHEA). Building on the joint expertise as well as on the existing networks of the EIMAS consortium in different geographical, political and cultural areas, a new quality of study program will produce a shift of the core perspective: reconsidering the complex interconnectedness of universal concepts such as Identity, Territory and Sustainability – from the multiple perspectives of Global Africa. The jointness of the consortium is achieved by taking each partner university's tradition and culture and combining them in order to feed the multiple perspectives of the Global Africa Approach.*

*Close cooperation between the three IES has led to the development of a unique interdisciplinary Master's curriculum that offers a wide-ranging introduction to topics, theories and methods of contemporary African Studies at the beginning and allows for progression and in-depth study of subfields and their application later in the program, until students pursue their projects.*

*A further element of "jointness" is provided by the student field research and thesis-writing scheduled to take place in the fourth semester in close collaboration with partners in Africa who will contribute to the supervision of field research and preparation of MA theses.*

*The program builds on the strengths in African Studies demonstrated by each of the participating HEIs. Students will additionally profit from the fact that during their studies, they will be led to recognize different academic traditions in the EU, to adapt them for their own purposes, and to explore ways of working and communicating across academic and cultural borders.*

*The elements of jointness and integration are crucial to the program, as it aims to equip graduates of African Studies with interdisciplinary skills, providing the theoretical and methodological tools for analyzing challenges related to Africa. Graduates will be both generalists and specialists, having extended their international network, and will be able to adapt to cultural, academic and professional differences. These qualifications and skills will make the alumni of this Master's program ideally prepared for the global job market.*

*This program has already been subjected to the rigorous scrutiny by evaluators of Erasmus+K13 Action, which decided to fund it, indicating that its inherent qualities have been recognized at a European level.*