

LEHRVERANSTALTUNGEN DER FÄCHER

AFRIKANISTIK

LEHRSTUHLINHABER UND MITARBEITER

AFRIKANISTIK I

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LITERATUREN IN AFRIKANISCHEN SPRACHEN

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Die Vorbesprechung für die Studiengänge BA AVVA, MA AVVA und für alle afrikanischen Sprachen findet am Montag, den 20.04.2020 um 10 Uhr c.t. statt. Der Raum wird auf unserer Homepage (<http://www.afrikanistik.uni-bayreuth.de/de/index.html>) und am Schwarzen Brett bekannt gegeben.

During our first meeting in the summer term, which will take place on Monday, 20 April 2020 at 10.15 a.m., you will receive all the updated information about our study programmes such as BA/MA African Verbal and Visual Arts and all African languages. The room for the meeting will be announced on our website (<http://www.afrikanistik.uni-bayreuth.de/de/index.html>) and on our notice boards closer to the time.

BA African Verbal and Visual Arts (Languages, Literatures, Media and Art / English Version)

40120 Methods in Linguistics Sommer
S 2 hpw, Wednesday 14-16
BA AVVA major subject C10, minor subject C5

The first part of this module gives an overview of structures commonly found in the great variety of African languages today, i.e. in their phonology, morphology and syntax. Recommended introductory reading: Genetti, Carol (ed.) 2014. *How languages work*. Cambridge: Cambridge University Press.

40121 Methods in Literary Studies Tchokothe
S 2 hpw, Wednesday 10-12
BA AVVA major subject C10, minor subject C5

In this course, students become acquainted with Literary Studies' key concepts, canonical genres, methods and theories. The course deals with the theoretical approaches which are necessary for an interpretive understanding and a systematic analysis of literary productions, namely: the text-oriented; the author-oriented; the reader-oriented; and the context-oriented approaches. Moreover, the course addresses the neglected link between literature and field research by providing students with technical assets. These can be used to conduct, for example, a small-scale empirical reception study of selected works within specific cultural and economic frames, which demands a context-sensitive methodology.

Introductory Readings:

Eriksson, Barajas. 2015. 'Discursive Reception Studies – A Path toward Knowledge about Fiction in Everyday Life'. *Journal of Literary Theory*, 9/1, 4-24, DOI:10.1515/jlt-2015-0002.

Klarer, Mario. 2004. *An Introduction to Literary Studies. Second Edition*. London & New York: Routledge.

40122 Writing for Special Purposes Turner
S 2 hpw, Thursday 10-12
BA AVVA major subject C11

The course trains students in analysing and writing different professional and audience-oriented texts with an emphasis on useful strategies for effective argumentation. Thus, the outcome is familiarity with the basic technical writing skills necessary for an academic career, as well as in other fields of professionalization, such as journalism or public relations.

**40129 Field of Specialization 3 / Field A: Linguistics Ibrizimow,
Linguistic Field Research Methods Sommer**
S 2 hpw, Monday 10-12
BA AVVA major subject E3

This module provides an introduction into linguistic field research methods for data elicitation, collection and analyses. Basic literature: Sakel, Jeanette & Daniel L. Everett. 2012. *Linguistic Fieldwork. A Student Guide*. Cambridge: Cambridge University Press; Meakins, Felicity, Jennifer Green & Myfany Turpin. 2018. *Understanding Fieldwork*. London and New York: Routledge.

40130 Field of Specialization 3 / Field B: Literary Studies C. Vierke
Literature and Culture / Poetry and Politics
S 2 hpw, Monday 8-10
BA AVVA major subject E3

What is the relationship between literature and politics in Africa? How much do literary texts, from slam poetry to epics, shape notions of identity, ethnic and racial categories, and belonging? How far does literature thus have the possibility to intervene? And how much does literature reflect the political context from which it emerges? Does considering literature as a political tool mean devaluating its aesthetic qualities? How do literary utopias interfere with social realities? Considering different case studies from the poetry of the Black Consciousness movement to spoken word performances, the aim of the course is to provide students with concepts and theoretical models to critically evaluate the complex relation-

ship between social and political contexts and literary production. More specifically, it will concentrate on the relationship between political activism and literatures in African languages.

40131 **Field of Specialization 3 / Field C: Media & Art** **U. Vierke**
Iconology and Ideology
S 2 hpw, Tuesday 10-12, Seminarraum, Iwalewahaus
BA AVVA major subject E3

Iconology and Ideology: The students acquire theories and methods by Abi Warbug, Erwin Panofsky and others, in critically reflecting the relationship between images and ideological apparatuses.

40135 **Advanced Seminar 1/2 / Field A: Linguistics** **Ibrizimow**
Languages and Meaning
AS 2 hpw, Monday 14-16
BA AVVA major subject E4, E5, minor subject E3

The seminar introduces the students to lexical semantics, paying special attention to categorization models like taxonomies and meronomies.

Basic literature: Cruse, Alan D. 1986. Lexical Semantics.

40136 **Advanced Seminar 1/2 / Field B: Literary Studies** **C. Vierke**
Literary Theories
AS 2 hpw, Thursday 8-10
BA AVVA major subject E4, E5, minor subject E3

The aim of this course is to focus on a variety of current, prominent literary theories, so that students can develop a multifocal and informed perspective on African literatures. We will foremost consider postcolonial approaches and feminist theory as well as recent discussions on world literature. In a second step, we will focus on various case studies from Africa to see how these theoretical perspectives can change and expand our perspective of written and oral texts.

40137 **Advanced Seminar 1/2 / Field C: Media & Art** **Klug**
Art, Media, and Meaning: Female Artists in Modern African Art
AS 2 hpw, Thursday 8-10, Seminarraum, Iwalewahaus
BA AVVA major subject E4, E5, minor subject E3

Modern Nigerian art is known for two major art schools or artist's groups, namely the Nsukka Art School and the Oshogbo Art School. This seminar will be dedicated to female artists associated with these groups. The seminar introduces a brief history of Nigerian art movements, before reviewing specific female artists and their work. Students will be studying the relevant biographies, as well as specific works of female artists associated with these groups, which include Marica Wok Kure, Ada Udechukwu and Nike Okundaye.

BA Minor Subject Curators' Track / English Version

40113 **Curatorial Project Part 2** **Kuhnke**
P 2 hpw, Wednesday 8-10, Seminarraum, Iwalewahaus
Minor subject Curators' Track module 1 part 2

The seminar supports students in their methodological and content-based preparation for their curatorial projects; such as finding a theme, the conceptualisation, organization and reflection of them. Recent debates of curatorial art and media studies are introduced in all phases of the project.

40140 **Realization of the Project Part 2** **Fink**
P 2 hpw, Wednesday 10-12, Seminarraum, Iwalewahaus
Minor subject Curators' Track module 2 part 2

The project consists of the organisation of a curatorial work based on the conceptualisation of the prior module. The content of the module includes the curatorial realisation and a public presentation of the project.

40145 Advanced Curatorial Project Part 2 Naumann
Display / Rethinking the White Cube
AP 2 hpw, Friday 8-10, Seminarraum, Iwalewahaus
Minor subject Curators' Track module 3 Part 2

In this seminar, we will critically engage with theories on curatorial practices, focusing and discussing the concept of the White Cube as the museum space. Furthermore, we will approach technical and methodological ideas of exhibition making as well as gaining practical insights into conceptualizations of exhibitions and displays. How can space be used and modified? Which challenges in exhibition making occur? The seminar moreover aims at discussing and exchanging curatorial experiences with a view on the most important exhibitions on art from Africa in the last twenty years.

BA Sprachen, Literaturen, Kunst und Medien in Afrika / Deutsche Version

40126 Methoden der Sprachwissenschaft Sommer
Ü 2st, Di 18-20
BA AVVA Kernfach C10, Kombifach C5

Der erste Teil dieses Moduls gibt einen Überblick über Strukturen afrikanischer Sprachen. Empfohlene Literatur: Genetti, Carol (ed.) 2014. *How languages work*. Cambridge: Cambridge University Press.

40127 Methoden der Literaturwissenschaft Tchokothe
Ü 2st, Mi 18-20
BA AVVA Kernfach C10, Kombifach C5

Ziel des Kurses ist es, die Studierenden an literaturwissenschaftliche Schlüsselbegriffe und ‚traditionelle‘ Literaturgattungen heranzuführen sowie sie mit literaturwissenschaftlichen Methoden und Theorien vertraut zu machen. Dieser Kurs beschäftigt sich mit der theoretischen Herangehensweise, die für die Interpretation von Literatur notwendig ist, sowie mit der systematischen Analyse literarischer Werke in Bezug auf Textinhalte, Autorenschaft, Leserschaft und den jeweiligen literarischen Kontext. Darüber hinaus wird die Lücke zwischen Literatur und Feldforschung geschlossen, indem den Studierenden die technischen Möglichkeiten aufgezeigt werden, wie sie eine kleine empirische Forschungsstudie über ausgewählte Werke innerhalb spezieller kultureller und wirtschaftlicher Rahmenbedingungen durchführen können, was wiederum die Beherrschung kontextsensitiver Methodik voraussetzt.

40128 Fachbezogenes wissenschaftliches Schreiben Turner
Schreiben für besondere Zwecke
Ü 2st, Do 18-20
BA AVVA Kernfach C11

Im Kurs üben wir die Analyse und das Verfassen verschiedener berufsbezogener Textsorten, die auf bestimmte Zuhörerschaften ausgerichtet sind. Im Fokus steht dabei der Gebrauch effektiver Argumentationsstrategien. Lernziel ist es, eine Vertrautheit mit grundlegenden Schreibtechniken für eine akademische Karriere zu erlangen.

BA Kombifach Kuratorisches Projekt / Deutsche Version

40146 Kuratorisches Projekt Teil 2 Iwalewahaus
P 2st, Fr 18-20, Seminarraum, Iwalewahaus
Kombifach Kuratorisches Projekt Modul 1

40147 Realisierung des Projekts Teil 2 Iwalewahaus
P 2st, Mo 18-20, Seminarraum, Iwalewahaus
Kombifach Kuratorisches Projekt Modul 2

40148 Fortgeschrittenes kuratorisches Projekt Teil 2 Iwalewahaus
P 2st, Fr 8-10, Seminarraum, Iwalewahaus
Kombifach Kuratorisches Projekt Modul 3

MA African Verbal und Visual Arts (Languages, Literatures, Media and Art)

40310 **Interdisciplinary Seminar** **Turner, Rettová**
2. Theory: Semiotics
S 2 hpw, Monday 14-16
MA AVVA C8, Sprlnk

Semiotics is the study of meaning-making, of signs, symbols and meaningful communication. After giving a general introduction into the field of semiotics, the course discusses recent theoretical contributions to semiotics from different disciplinary perspectives. Through selected topics, students are encouraged to engage with various theoretical approaches to semiotics from one or more of the domains of African Verbal and Visual Arts such as linguistics, literature, art, curation, and media studies.

40312 **Languages and Meaning: Semantics** **Ibrizimow**
S 2 hpw, Wednesday 10-12
MA AVVA E1.3, SprlnK

The seminar pays special attention to cognitive approaches towards lexical semantics. Metaphors and metonymies - and their roles in everyday life - will be dealt with using comparisons from different languages.

Basic literature: Croft, William & D. Alan Cruse. 2004. *Cognitive Linguistics*; Ungerer, Friedrich & Hans-Jörg Schmid. 2013. *An Introduction to Cognitive Linguistics*; Kövecses, Zoltán. 2002. *Metaphor. A Practical Introduction*.

40313 **Thematic Course 1: Comparative Linguistics** **Sommer**
S 2 hpw, Thursday 14-16
MA AVVA E1.4, SprlnK, Swahili Studies Specialization

In this course linguistic structures and contact phenomena in African languages will be looked at from a wider and mainly comparative perspective. Examples will be taken from different regional contexts. Also recent studies and approaches on areal typology in Africa will also be dealt with in more detail.

40316 **Literature Outreach: Institutional Contexts** **Tchokothe**
S 2 hpw, Wednesday 14-16
MA AVVA E2.3, Swahili Studies Specialization

This course explores the links between literature and institutions; be they socio-cultural, economic or political. The aim is to provide students with knowledge of the entanglements of literature within social bodies, such as publishing houses; literary festivals; LINGOs (literary non-governmental organisations); libraries; media landscapes; universities; conferences and literary awards; academic journals and magazines. Students will learn about major literary and cultural institutions which decisively shape the production and circulation of literature from selected parts of the African continent. Besides acquiring the methodology to analyse these institutions and critically reflect on their roles in the visibility of the corpus they plan to market, students will also be equipped with technical tools that they can use to empirically participate in specific literary and cultural projects.

Introductory Readings:

Strauhs, Doreen. 2013. *African Literary NGOs: Power, Politics, and Participation*, New York: Palgrave Macmillan.

Van der Vlies, Andrew. 2004. 'Introduction: The Institutions of South African Literature'. *English Studies in Africa*, 47/1, 1-15, DOI:10.1080/00138390408691011

Bourdieu, Pierre. 1996. *The Rules of Art. Genesis and Structure of the Literary Field*. Translated by Susan Emanuel. Stanford: Stanford University Press.

40317 **Literature Outreach: Practical Approaches** **C. Vierke**
S 2 hpw, Monday 10-12
MA AVVA E2.4, Swahili Studies Specialization

In this course, the students will have the chance to independently apply their previously acquired methods, approaches, and skills of coordination as well as of evaluation and criticism. They will have the chance to, for instance, organize readings, roundtables or presentations; conduct interviews with au-

thors, translators or agents in literary institutions; or to write literary reviews. The course also offers students the opportunity to apply for participation in the summer school "Creativity in Language and Beyond: Emergent Trends" which take place in Wukari (Nigeria) from 1st to 4th September 2020. The workshop is part of the VW-funded project "Recalibrating Afrikanistik".

40318 Art and Aesthetic Practices in Africa Fink, Böllinger
Inclusive Aesthetics: Theories on curating
S 2 hpw, Tuesday 10-12, Seminarraum, Iwalewahaus
MA AVVA E3.2, Swahili Studies Specialization

Our seminar invites you to think through concepts of inclusive aesthetics in the museum space. We will discuss the following questions: What is curation? What is aesthetics? How can curators help to create inclusive environments? What does an inclusive museum practice look like? What is the aesthetic gain for everyone involved? What does inclusive aesthetics have to do with decolonizing approaches? The seminar includes practical exercises and visits to exhibitions which will enable you to challenge and answer the questions above. After participating in the seminar, students will be able to define „inclusive aesthetics“ and apply them to their own curatorial and/or discursive work.

40319 History of Reception of African Arts Fink
“Let another world be born” – Temporary aesthetic collectives
shaping African history, present and future
Includes an excursion
S 2 hpw, Thursday 12-14, Seminarraum, Iwalewahaus
First session 21st of April 2020
MA AVVA E3.4, Swahili Studies Specialization

"Let another world be born" - this line from the FESTAC anthem (Walker/Euba) serves as our guide to an intellectual and aesthetic tour to important festivals, gatherings, and conferences in the history of the African decolonial struggles. We cruise from iconic musical, political, literary events such as FESTAC 77 to lesser theorised events such as Afropunk. We will investigate "temporary aesthetic collectives" in relation to concepts of future, of reception and participation and the transformative power of "moments of collective joy" (Segal); and seek conversation with contemporary festival makers.

40325 Thesis Development / Colloquium Fink, Sommer,
Coll. 2 hpw, Thursday 10-12 C. Vierke
MA AVVA C10

In this course thematic areas relevant for the development of a master thesis topic will be discussed. Participants will be offered a platform to further develop a general thesis framework and with reference to their respective area of specialization work in progress will be presented and discussed accordingly.

40151 Research Colloquium Turner
Coll. 2 hpw, Tuesday 14-16, S 125, GWI
MA AVVA C9

This course is a regular colloquium in which guest scholars, staff members and students present their research topics and the results of their work. Participation in one of the research colloquia (at African Linguistics/Literatures or Iwalewahaus) is obligatory for MA students to facilitate their participation in on-going work and to get acquainted with and accustomed to discourses of the academic community.

Additional courses open for advanced BA-students, MA students and PhD-candidates (MA AV-VA, BIGSAS, IPP, SprInK)

40235 Working on Language Samples: Sommer
Analysing Texts for isiXhosa Online
S 2 hpw, Wednesday 10-12
SprInK

The isiXhosa online course for beginners contains a number of short sample texts in this southern Bantu language. These texts illustrate how isiXhosa is used in South Africa today. In order to more closely look at the grammatical structures found in these texts we will look at and apply conventions commonly

used in linguistics (e.g. the Leipzig glossing rules: <https://www.eva.mpg.de/lingua/pdf/Glossing-Rules.pdf>).

40240 An introduction to precolonial Swahili poetry
S 2 hpw, Tuesday 8-10
Swahili Studies Specialization

C. Vierke

Swahili has a long poetic and literary tradition, which has been relatively well documented. Before the era of colonialism and the introduction of Roman script, poets did not only pass on and perform their poetry orally, but also committed it to paper using Arabic script. Particularly in the 19th century, an elite of local scholars expressed their new East African identity in new verse patterns and poetic narratives. Lamu, in what is now northern Kenya, became a centre of poetic expression and manuscript production. The course offers an introduction to Swahili literary history mostly from the 18th to the 20th century. It gives an overview of common poetic genres and motifs, and introduces students to the literary language of the poems.

40237 Calendar Systems in Africa
S 2 hpw, Thursday 8-10
Open for advanced BA-students, MA-students and PhD candidates
SprInK

Ibrizimow

People of different cultures have been organising time in different ways all over the world. The seminar will give an overview of the possibilities known in Africa. We shall discuss the different ways of organising time in cyclic periods and their duration (what in English is called days, weeks, months, years, seasons). Special attention will be paid to the names of the respective time segments in the respective languages. The examples will come from North (e.g. Ancient Egyptian, Berber calendars), East (e.g. Somali, Oromo), South (e.g. Sotho, Xhosa), and West Africa (e.g. Akan, Yoruba).

40238 Introduction into Yoruba Language
S 2 hpw, Friday 10-12
Open for advanced BA-students, MA-students, PhD candidates
SprInK

**Ibrizimow,
Naumann**

Yoruba is a tonal language, which belongs to the Niger-Congo linguistic phylum. Over 40 million people, mainly in South West, North Central and Mid-West Nigeria and East and Central Benin, speak it. Versions of it are also spoken in Bahia, Brazil and some Caribbean Islands. Yoruba is the Niger-Congo language with the largest number of native speakers. As a starting point, the seminar offers an introduction into the phonology, morphology and syntax of the language. In the summer term, we are expecting a guest scholar from the University of Florida, Dr Kole Ade Odutola, who is a Yoruba native speaker, a teacher of the Yoruba language and a scholar working on different aspects of the Yoruba culture. We shall use this unique opportunity and involve Dr Odutola in our course not only as a linguist but also as a specialist in diverse Yoruba creative expressions. For this, we shall use the well-known collection of Yoruba pieces of art at Iwalewa House and try to analyse those, in which language and art expression come together.

40239 Language and Migration
S 2 hpw, Tuesday 8-10
SprInK, open for advanced BA-students, MA-students and PhD-candidates with at least basic knowledge in sociolinguistics.

**Dombrowsky-
Hahn**

When migration is put at the centre of consideration, multilingualism is no longer a peripheral or exceptional phenomenon. It becomes the norm which allows wider and new perspectives on the relation between languages and the individual, and languages and societies. In this course, the following topics will be studied:

- language ideologies and language inequality
- the tight relationship between language and identities in mobility, or how languages contribute to shaping the complex identities of transnationals (key words: hybridity, double belongings, heritagizing, assimilation dilemma, imagined communities, crossing, indexical value of languages)
- superdiversity and the concepts of (poly-)linguaging (or translanguaging) practices, language register and comparison with code-switching etc.

- vitality of heritage languages in the diasporas (and its dependence on types of migration and channels of communication)
- first language acquisition, second language acquisition and the difference vis-à-vis language learning
- new actors learning new and old languages

We will alternate theoretical readings to familiarize with the concepts and case studies applying them. Depending on the participants' interests, we can also talk about language biographies as a method used to collect speakers' linguistic repertoires, attitudes, expectations and fears related to languages. This will be useful, if there are students who wish to do field research and to write a paper in the course.

**40211 Formatting Thesis (BA, MA, Phd) and other scholarly papers with Winkelmann
Word
S 1 hpw, block seminar, room and time upon agreement**

The main topics of the course include: creating and applying styles; creating headers; adjusting papers to given style sheets; working with tables, columns, and other formatting features; and proofing tools.

**40184 Iwalewahaus Colloquium Kuhnke,
Coll. 2 hpw, Wednesday 14-16, Seminarraum, Iwalewahaus U. Vierke
MA AVVA E3.6**

In the Iwalewahaus Colloquium, the research activities of students at Iwalewahaus are introduced and discussed. While also taking into account methodological and content aspects, the course offers insights into the broad spectrum of research activities in the domain of Art and Curatorial Studies.

**40241 African Philosophy Rettová
S 2 hpw, Wednesday 10-12**

African Philosophy is a discourse, a field of enquiry; not a set of beliefs. After an introductory historical survey of this field, the course will focus on selected topics and texts of African Philosophy. We will explore Ancient Egyptian teachings, texts of Islamic learning in West Africa and the East African coast, early Christian philosophy developed in Ethiopia, and texts from the colonial and early post-colonial periods, when the field was established as an academic discipline and when the question of the specific nature of African Philosophy was posed. Contemporary African Philosophy addresses topical issues such as the nature of personhood and community, environment, animal rights, bioethics, time and futurity, epistemology and the decolonization of knowledge production about Africa, and others. The course will introduce some of the key topics of African Philosophy and offer an opportunity for students to discuss these on the basis of selected readings. A full reading list will be provided at the beginning of the course. The following list provides a few good general introductions, histories or anthologies of African Philosophy:

Afolayan, Adeshina and Toyin Falola (eds.). 2017. *The Palgrave Handbook of African Philosophy*. New York: Palgrave Macmillan.

Eze, Emmanuel Chukwudi. (ed.). 1998. *African Philosophy. An Anthology*. Malden, Massachusetts: Blackwell Publishers.

Hallen, Barry. 2009 (2002 first edition). *A Short History of African Philosophy*. Bloomington and Indianapolis: Indiana University Press.

Imbo, Samuel Oluoch. 1998. *An Introduction to African Philosophy*. Lanham et al.: Rowman and Littlefield.

Masolo, Dismas A. 1994. *African Philosophy in Search of Identity*. Bloomington and Indianapolis: Indiana University Press.

Wiredu, Kwasi (ed.). 2004. *A Companion to African Philosophy*. Malden, Oxford, Victoria: Blackwell Publishing.

Sprachkurse / Language courses

**Beginn aller Sprachkurse 18. Woche (27.04. bis 03.05.2020) /
All language courses start week 18 (27th April to 03rd May 2020)**

SAB03	Bambara 3 Grundkurs 3 / Language 1/2: Intermediate Course Ü 4st, Mo 12-14; Di 12-14 E 4 hpw, Monday 12-14; Tuesday 12-14 KuGeA, GEFA, NF Sprachen, MA SprlnK M11 BA AVVA major subject C3; MA AVVA C3	Dombrowsky- Hahn
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Wer Grundlagen des Bambara (od. Bamanankan) erlernt, kann sich nach kurzer Eingewöhnung auch mit SprecherInnen der anderen Manding-Varietäten Dyula, Maninka und Mandinka verständigen. Diese werden in Mali, dem Osten Senegals, Gambia, Burkina Faso, der Elfenbeinküste auch in vielen Teilen Europas gesprochen, wo Diasporas aus diesen Ländern leben. In den Grundkursen 1 - 4 werden die Strukturen der Sprache vermittelt und aktive Sprachkompetenz eingeübt. Dazu gehören Hörverstehen, Sprechen, Schreiben, Lesen und Grammatik. Anhand von Texten zu Alltagssituationen werden Grundlagen zum Erwerb kultureller Kompetenz in der Manding-Gesellschaft vermittelt.

Mehr über das Bambara und den Unterricht unter: <http://kdombrowsky.de>

Anyone who has acquired proficiency in Bambara (or Bamanankan) will easily be able to get along in other Manding varieties such as Jula, Maninka and Mandinka. Next to Mali, Eastern Senegal, Gambia, Burkina Faso and the Ivory Coast there are many speakers of Manding varieties in those parts of Europe where diasporas from these countries are living. The language courses 1 – 4 introduce students to the structure of Bambara and exercise their active language skills. These skills include listening comprehension, speaking, writing, reading and grammar.

The aim is to develop an appropriate level of language proficiency to meaningfully participate in every day conversations.

Learn more about the Bambara courses at the University of Bayreuth at <http://kdombrowsky.de>

SAB04	Bambara 4 Grundkurs 4 / Language 1/2: Advanced Course Ü 4st, Blockkurs ganztägig, nach Vereinbarung E 4 hpw, block seminar, room and time upon agreement KUGeA, GEFA, NF Sprachen, MA SprlnK M11 BA AVVA major subject C4; MA AVVA C4	Dombrowsky- Hahn
SAB05	Bambara Aufbaukurs / Language in Application túngafɛtaa – migration in Bambara texts, songs and films túngafɛtaa – Migration in Texten, Songs und Filmen Voraussetzung: Abschluss Grundkurs 4 Requirement: Completion Bambara 4 G 4 (Advanced Course) Ü 1st, Mo 11-12 / E 1 hpw, Monday 11-12 BA AVVA major subject C7; SprlnK M11; KuGeA, GEFA, NF Sprachen; MA AVVA	Dombrowsky- Hahn

túngafɛtaa. Fàrafinna tilebin fè, mògo cáman bé wúli kà táa wárijini ná túnga lá. ù bé ù baw n'ù faw n'ù kòrow n'ù dógow n'ù diyanyemogow tó yèn kà táa. dów bé bó dùgu lá kà táa dùguba lá; dów bé táa kèrefejamana ná, dów bé táa fó erpu gún na. mògo mínnu bé táa túnga lá, òlu bé wéle kó túngarankew wála túngafetaalaw wála túnganadenw. kàlan ìn jèsinnen bé òlu dè mà. án béna másalabolow kàlan kà filimuw láje kà dònkiliw lámèn kà kúma ò bée kàn. kàländenw béna kúma kà sébenni ké túngako kàn.

túngafɛtaa – Migration in Texten Songs und Filmen. Ziel des Kurses ist die Vertiefung der Sprachkompetenz in folgenden Bereichen: Hörverstehen, Lesen, Schreiben und Sprechen auf Bambara. Anhand von Texten unterschiedlicher Genres und aus unterschiedlichen Quellen, u.a. Komiks, Zeitungen, Liedern und Filmen wollen wir uns mit dem Thema auf Bambara auseinandersetzen. Diskutiert werden verschiedene Themen, die mit der Migration innerhalb Malis, in andere afrikanische Länder und nach Europa zusammenhängen, u.a. Gründe für Migration, (finanzielle) Unterstützung der Herkunftsgebiete, etc.

túngafɛtaa – migration in Bambara texts, songs and films. The aim of the course is to improve the students' proficiency of listening comprehension, reading, writing and speaking Bambara. We will discuss and write about different aspects of migration within Mali, to other African countries and to Europe

(reasons, contribution to places of origin, etc.). The discussions will be based on texts from diverse sources, comics, journals, songs and films.

SAH03 Hausa 3 Grundkurs 3 / Language 1/2: Intermediate Course Broß
Ü 4st, Mo 12-14; Mi 8-10
E 4 hpw, Monday 12-14; Wednesday 8-10
KuGeA, GEFA, NF Sprachen, MA SprInK M11
BA AVVA major subject C3; MA AVVA C3

Fortsetzung des in im Hausa 2 Grundkurs 2 begonnenen Unterrichts.
Continuation of the lessons of Hausa 2 Grundkurs 2 (Language1/2: Basic course)

Hausa ist die größte und bestdokumentierte Sprache Westafrikas mit über 50 Millionen L1 Sprecherinnen und Sprechern, die in erster Linie in Nigeria und Niger leben. Darüber hinaus wird Hausa in zahlreichen Staaten hauptsächlich Westafrikas als *lingua franca* verwendet. In diesem insgesamt vierteiligen Sprachkurs wird während zweier Semester die Struktur der Sprache ausführlich erläutert und eine grundlegende sprachpraktische Fähigkeit erworben. Im Rahmen des Sprachunterrichts werden Landeskunde und Kultur des Hausalands u.a. multimedial in die Lehre eingebunden. Als Unterrichtswerk werden die Videos und das Skriptum *Hausar Baka* von R.G. Schuh und Abdullahi Bature verwendet, daneben wird auf das Lehrwerk *Spoken Hausa* von J.R. Cowan & R.G. Schuh, *Mù zântaa Dà Harshèn Hausa* von I. Chekaraou sowie eigene Materialien zurückgegriffen.

Vergleiche: www.neu.uni-bayreuth.de/de/Uni_Bayreuth/Fakultaeten_2016/fakultaet_split/fachgruppe-afrikanistik/en/languages/Hausa/index.html

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 important 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.

SAH04 Hausa 4 Grundkurs 4 / Language 1/2: Advanced Course Broß
Ü 4st, Blockkurs ganztägig, nach Vereinbarung
E 4 hpw, block seminar, room and time upon agreement
KuGeA, GEFA, NF Sprachen, MA SprInK M11
BA AVVA major subject C4; MA AVVA C4

Fortsetzung des im Hausa 3 Grundkurs 3 begonnenen Unterrichts.
Continuation of the lessons of Hausa 3 Grundkurs 3 (Language 1/2: Intermediate course).

SAH05 Hausa Aufbaukurs / Language in Application Broß
Potpourri of Hausa Texts
Voraussetzung: Abschluss Grundkurs 4
Requirement: Completion Hausa 4 G 4 (Advanced Course)
Ü 1st, Di 9-10 / E 1 hpw, Tuesday 9-10
BA AVVA major subject C7; SprInK M11
KuGeA, GEFA, NF Sprachen; MA AVVA

In this course selected Hausa texts like comics and chapters of (short) novels will be read, discussed and partly translated, grammatical questions will be discussed, and socio-cultural and historical issues will be raised. Moreover, short audio and video segments will be analysed in order to practise listening comprehension. Among others, texts will be taken from Dan Fulani's novels and comics of his character *Sauna*, and from the auto bibliographic book *Labarin Baba. Mutuniyar Karo ta Kasar Kano* (ed. by Mary F. Smith). Video and audio segments will be taken from the intermediate section of R.G. Schuh's online course *Hausar Baka* and from *youtube*. Prerequisite: Completion of Hausa G4.

SAS03-1 Swahili 3a Grundkurs 3 / Language 1/2: Intermediate Course Talento
 Ü 4st, Mi 10-12; Fr 12-14
 E 4 hpw, Wednesday 10-12; Friday 12-14
 KuGeA, GEFA, NF Sprachen, MA SprInK M11
 BA AVVA major subject C3; MA AVVA C3

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 - *Grundkurse 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. Therefore, 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. (Note that Swahili 1-4 a and 1-4 b are two identical parallel courses – students may only enrol in one).

SAS03-2 Swahili 3b Grundkurs 3 / Language 1/2: Intermediate Course Talento
 Ü 4st, Mi 12-14; Fr 10-12
 E 4 hpw, Wednesday 12-14; Friday 10-12
 KuGeA, GEFA, NF Sprachen, MA SprInKM11
 BA AVVA major subject C3; MA AVVA C3

SAS04-1 Swahili 4a Grundkurs 4 / Language 1/2: Advanced Course NN
 Ü 4st, Blockkurs ganztägig; Zeit und Raum nach Ankündigung
 E 4 hpw, block seminar, room and time upon agreement
 KuGeA, GEFA; NF Sprachen, MA SprInK M11
 BA AVVA major subject C4; MA AVVA C4

SAS04-2 S Swahili 4b Grundkurs 4 / Language 1/2: Advanced Course NN
 Ü 4st, Blockkurs ganztägig; Zeit und Raum nach Ankündigung
 E 4 hpw, block seminar, room and time upon agreement
 KuGeA, GEFA; NF Sprachen, MA SprInK M11
 BA AVVA major subject C4; MA AVVA C4

SAS05 Swahili Aufbaukurs (A1) / Language in Application Talento
Utamaduni wa Kiswahili – Swahili Culture
 Voraussetzung: Abschluss Grundkurs 4
 Requirement: Completion Swahili 4 G 4 (Advanced Course)
 Ü 1st, Di 12-13 / E 2 hpw, Tuesday 12-13
 BA AVVA major subject B7; SprInK M11
 KuGeA, GEFA, NF Sprachen; MA AVVA

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. Prerequisite: Completion of Swahili G4.

08710 isiXhosa Broß, Sommer
 Online Language Course (G2 Basic)
 G2 Basic: BA AVVA major subject C6 and minor subject C6;
 MA AVVA C6

isiXhosa is a Nguni language of the Bantu language family and one of the official languages of South Africa. This online language course is a continuation of the initial course and provides further basic isiXhosa language skills in grammar, vocabulary, cultural background and conversation.

The course is offered in cooperation with the Anthropology Department of LMU Munich and with the African Languages Department at the University of Fort Hare (South Africa).

Regular, self-driven processing and learning of lecturing units and tasks (Units 11-20) is required.

Credits: Final written exam (G2 Basic) (UBT/LMU 5 ECTS) or completion of all units (LMU).
Requirements: Successful completion of isiXhosa G1 Initial Course (Units 1-10 during winter term 2019/20 via Bavarian Virtual University, VHB).

Please register for this course (summer term 2020) at the Bavarian Virtual University (www.vhb.org).