

# Working out the curriculum of a joint MA programme 'Microhistory'

Dagmar Freist, Carl von Ossietzky-University Oldenburg

## Personal involvement

1. Have you personally taught Microhistory at university level? What kind of courses they were? What was the students' response to this course or these courses?

We have recently founded a research group „Arbeitsstelle Mikrohistorie“ which is developing a number of seminars explicitly under the label of microhistory; in the past we have taught a number of classes using microhistorical tools without labelling these as 'classes on microhistory'. Here is a selection of classes:

Summer Semester 2013 *Bachelorseminar*

**The Cheese, the Worms and Historical „Lebenswelten“. In Introduction to Microhistory and the History of Everyday Life**

Lucas Haasis

Winter Semester 2013/14 *Bachelorseminar*

**Early Modern Letter Writing Practice. An Introduction**

Lucas Haasis & Annika Raapke

Summer Semester 2014 *Bachelorseminar*

**Mars Should Lay the World in Blood. Early Modern Bodies in Conflict**

Annika Raapke

Winter Semester 2014/15 *Microhistorical Project-/ Masterseminar*

**Closets, Clocks & Close-ups: The 18th Century in Miniature**

Lucas Haasis & Annika Raapke

Summer Semester 2015 *Masterseminar*

**There is nothing more practical than a good theory: Approaches to History**

Jörn Eiben & Lucas Haasis

Winter Semester 2015/16 *Microhistorical Project-/ Masterseminar*

**Corsairs, Liquor, and Codliver Oil: The Early Modern Age of Extremes.**

Lucas Haasis & Annika Raapke

2. These courses formed parts of what module or unit of education? Were they compulsory or optional for students?

The courses were optional for students and they were offered both on BA and MA level

3. In which languages have you taught these courses?

German and English

4. Do you think that there is interest from the part of students in being enrolled in an MA in Microhistory in English?

Yes

5. Do you personally intend to take part in teaching a joint international MA in Microhistory in English?

yes

6. Have you got colleagues who would take part in teaching in a joint international MA in Microhistory? Who are they? Have they explicitly declared their willingness or you just suppose that they might participate?

We have a change of personal in our institute of history (two new professors will be chosen for medieval history and for Eastern European history); my PhD students teach microhistory, however, they do not have permanent posts

#### Institutional involvement

7. Would your university be interested in taking part in such a venture? (Please on this point base your reply on the responsible declaration of the relevant office or officer of your university. Eötvös University, for example, have a Vice-Rector for International Affairs.)

I have talked to the respective officers. Our university needs to see the concept the International MA Course will be based on and what is involved in order to make any statements; new study courses have to be implemented along specific criteria (I attach a form which explains these)

8. If your university's attitude to such a programme is not outright negative, what framework would be acceptable for it? Does your university insist on giving an MA degree itself? Would it consider teaching courses that are part of an MA accredited elsewhere? Would it be part of the difficult process of the accreditation of a joint degree?

See question 7

9. Does your university run English-language BA or MA or PhD programmes in History? Is there a chance that Microhistory be integrated into such a programme instead of establishing a full-fledged MA specially for Microhistory?

We are just implementing a study certificate called European studies in global perspectives; history is involved with a contribution on global microhistory

English-language courses are part of the MA programme in History at CvO Universität Oldenburg; it would be easy to integrate Microhistory into our existing MA programme.

10. If your university is willing to try to embark on the accreditation of a joint MA degree or its own MA degree in Microhistory, what are the prerequisites of such a procedure in your country? Approximately how much time does it need?

See question 7

#### Contents and formalities

11. If your university would teach courses of an MA accredited by another university or courses of a joint international MA, what tuition fees does it expect to receive?

See question 7

12. Are there any examples of a joint BA or MA programme at your university? What is its institutional framework look like?

Yes, there are some joint BA and MA programmes (see <http://www.uni-oldenburg.de/iso/studieren/degree-seeking-students/english-degree-courses/>)

13. What makes an MA in your system of education? How many semester of teaching, how many courses and credits, how many seminars and lectures, and how is the writing of the thesis integrated into the studies? Which are the rules followed in giving marks to students?

4 semester, 120 ECTS (90 ECTS for seminars, lectures etc. and 30 ECTS for the master thesis)

14. Does your institution has experience in or established practices as for building online courses into its curricula? Do you personally think that such courses might make a part of a joint international MA in Microhistory?

No experience in online courses; I prefer face to face teaching an interaction with students

15. According to you, which courses should form parts of a joint international MA in Microhistory? Which subject areas should not be omitted from the curriculum?

I think this question is the object of our discussion in Budapest and i look forward to share ideas with my colleagues

16. Are you personally willing to teach any of these courses? Which one? And have you got colleagues in your university who are willing to teach any?

Global microhistory (key theoretical and methodological readings; empirical analyses; our own research on the prize papers [www.prizepapers.de](http://www.prizepapers.de) and [www.euopp.net](http://www.euopp.net) )

17. If so, would you teach an online course? Have you got experience in that? Is your institution technically prepared to make this possible?

I would have to think about this option.

18. Could you be personally involved in teaching a course (for example an online course or an intensive course, as a guest lecturer or in any other way) even if your institution abstains from this future cooperation?

Yes; it depends on the framework and resources available

19. Which are the courses that your institution would be willing to take the responsibility for?

See question 7

20. How such a curriculum should be put together from the point of view of the students? Should they travel from one participating institution to the other spending each semester in a different country? Or should they stay at their degree-giving mother university and leave for other participating institutions for intensive courses? Maybe instead of travelling, the widespread use of online courses should be advocated? Should travelling to other institutions for a semester be offered to students as optional?

Again, I think, this will be the outcome of our meeting; without a concept it has been difficult to obtain students' opinions

#### Other

21. Which are the financial schemes applied to student and teacher mobility in your institution? Can we use it for the purposes of running a joint MA in Microhistory?

Erasmus +

22. Please add your comment which you would like to make but have not yet had the chance to do so.