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## 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?

None of us in the group from University of Stavanger has personally taught Micro History. But we have in our teaching, both for history and teacher training students, used micro historical components or perspectives. Individual history, migrant stories and outliers (like quakers/quaker history) has for example been used in such instruction at the micro level.

All in the Stavanger group has publications that can be said to include micro-historical perspectives and approaches. Nils Olav Østrem published within the bygdebok genre in Norway and has written both population histories and general history about local communities. In his PhD thesis on migration history Østrem has made use of the time pictures/plots, migrant stories and specific emigration factors. He has also interest in social sciences grounded theory.

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

3. In which languages have you taught these courses?

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, we would like to - if the situation gives that opportunities.

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?

## 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.)

University of Stavanger are not as institution interested in taking part in this joint MA in Microhistory.

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?

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?

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?

#### 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?

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

University of Stavanger is partner in the Joint MA program Erasmus master in migration and intercultural relations - EMMIR. <http://www.emmir.org/>

The six partners are coming from both Europe and Africa:

- University of Oldenburg
- Ahfad University for Women, Karthom
- Mbarara University of Science & Technology
- University of Nova Gorica
- University of South Bohemia
- University of Stavanger

*From EMMIRs website:*

#### What is EMMIR?

EMMIR is the European Master in Migration and Intercultural Relations. It is the first African-European Erasmus Mundus Master Course in Migration Studies. The first cohort set out to study in September 2011; since 2013 the programme is fully accredited by the national agencies as part of the European pilot project JOQAR.

EMMIR is jointly run by two African and four European universities, facilitated by a wider network of partners. Various associate organisations on the regional, national and international level provide significant assistance for student internships and graduate's employment. The quality of the programme is constantly evaluated by an international board of experts.

EMMIR is a unique study programme focusing on migration through an intercultural approach. It provides profound theoretical skills in migration studies combined with field work in Europe and Africa. It is designed as a multidisciplinary programme that addresses important contemporary issues in an emerging field of study.

EMMIR includes study periods in both, Europe and Africa. Students' mobility is understood as a key to mutual understanding of different views and cultures of migration and movement and will sharpen intercultural sensitivity.

EMMIR students become acquainted with different cultures and academic traditions and gain knowledge about migration issues in internships. They will gain profound skills and specialise in one of the four programme foci, this will provide them with excellent chances for employment in national and international governmental and private sector organisations or in academia. Graduates will be awarded a joint degree by the EMMIR partner universities.

### Associate Partners

EMMIR is based on a network of networks, involving many actors facilitating graduates' employability and as future providers of employment. This network comprises non-educational associate partners in the areas of

- aid and advocacy
- civil society and culture
- research and documentation
- local authorities

Associates and other actors provide internships and employ graduates, provide guest lectures and information on developments in the labour market, including skills and qualification profiles in demand. Each EMMIR partner has intensive interactions in the sectors concerned and not limited to the associates listed here.

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?

We use the joint master EMMIR as our example. EMMIR is a four semester (two year) MA programme.

Students study together for the first two semesters (semester 1 in Oldenburg, Germany, semester 2 in Stavanger, Norway) and may split up in semester three and

four when choosing specialization and topic of master thesis. EMMIR does not offer a PhD programme.

The second semester at University of Stavanger (UiS) is organized in that way that UiS have the responsibility for a 12 ECTS module in *Emigration and Immigration: A Northern European Perspective Scandinavia: Historical and Contemporary Migration*. Out of the other 18 ECTS *Theorizing Migration and Multiculturalism* for the rest of the semester, students choose three different submodules - given at UiS by the partner University of Nova Gorica in Slovenia.

International standard rules are followed in giving marks to the EMMIR-students. However, it can be challenging to agree on marks.

*From EMMIRs website:*

EMMIR Module Catalogue

## **1. Semester - University of Oldenburg, Germany**

- *MM11 (8 ECTS) Introduction to Migration Studies*  
Studying Global Migration in the 21st Century (Intensive Phase)  
German Language and Society
- *MM12 (MM12) Evaluating and Developing Research Methods for Transcultural Contexts*  
Research Methodology for Transcultural Contexts  
Migration & Intercultural Relations: Disciplinary Perspectives - Theoretical Foundations  
Academic Writing and Presentation Skills
- *MM13 (8 ECTS) Theorizing Historical and Contemporary Migration Processes & Intercultural Relations*  
Historical Dimensions of Migration  
Theorizing Contemporary Migration & Intercultural Relations  
Global Migration - Contextualising African Migration

## **2. Semester - University of Stavanger, Norway**

- *MM21 (12 ECTS) Emigration and Immigration: A Northern European Perspective*  
Scandinavia: Historical and Contemporary Migration  
Norwegian Language and Culture
- *MM22 (18 ECTS) Theorizing Migration and Multiculturalism, e.g.*
  1. Migration and Integration
  2. Migration, Borders and Citizenship
  3. Migration, Gender, Development: African Perspectives
  4. Migration, Gender, Culture
  5. Controversies over Multiculturalism
  6. Citizenship, Multiculturalism and Pluralism

### 3. Semester - all partner universities

- *MM31 (15 ECTS) Project-based Internship (thematic research teams)*
- *MM32 (15 ECTS) Focus Module: Migration & Multicultural Societies*
  1. Gender and Multiculturalism (Ahfad University for Women)
  2. Forced Migration, Gender and (Post-)Conflict (Mbarara University)
  3. Migration and Small Nations (University of Nova Gorica)
  4. Methods and Theory in Migration Studies (University of Oldenburg)
  5. Representation, Ethnicity and Nation State (University of South Bohemia)
  6. Diversity and Education (University of Stavanger)

### 4. Semester - all partner universities

- *MM41 (30 ECTS) MA Dissertation*
  - Proposal Colloquium (at UO)
  - Dissertation and Research Colloquium (supervision groups)

#### Mobility Path

The full cohort will study the first two semesters in Oldenburg and Stavanger. In the second year every student will follow his/her own study plan in order to succeed in EMMIR.

Semester 1	Full cohort in Oldenburg, Germany
Semester 2	Full cohort in Stavanger, Norway
Semester 3	Focus module and internship Research Teams/Supervision Groups in the Czech Republic, Germany, Norway, Slovenia, Sudan and Uganda
Semester 4	Master thesis Proposal Colloquium in Oldenburg (start of semester) Supervision Groups in the Czech Republic, Germany, Norway, Slovenia, Sudan and Uganda Graduation ceremony in Oldenburg

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?

Our Slovenian partner in EMMIR have some experience in building online courses. We do think that such courses should be a part of a joint international MA in Microhistory.

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?

We would like to have courses connected to migration and different aspects of the Norwegian tradition for academic local history.

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?

Yes, both Nils Olav and Ole Jone will be interested to teach these courses. Ole Jone is phd-student in polar history and he may participate in eventually course where this might fit in.

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

We have few experiences in online courses. However, University of Stavanger have a special unit focusing on online and digital learning: Nettop.

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, that can maybe be possible.

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

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?

EMMIR has good experiences with the first semester at the coordinating university (Oldenburg) and the second at one of the partners (Stavanger). However, we will recommend online courses. A optional semester for the students at other institutions/partners should be good for both the students and for the internationalization in the joint Master.

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?

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

Some more from EMMIRs website:

Facts about EMMIR

**Duration:** two years (4 semester)

**Degree:** Joint Master of Arts

**ECTS:** 120

**Workload:** full time

Degree

The Consortium will award graduates a joint degree by all seven universities in accordance with Bologna criteria. Student graduation ceremonies will take place in Oldenburg annually in September.

Study Plan

EMMIR starts annually in September at the University of Oldenburg with a four weeks intensive phase focusing on overviews as well as exemplary approaches to key areas in migration studies and intercultural relations. The semester will continue with modules on transdisciplinary methods/methodology and theory. For semester two all students will move to Stavanger, they will contextualise their studies and furthermore concentrate on key areas and concepts. In their third semester students will work in thematic research teams as the frame and support structure for often individualised work in project-based internships. Depending on their internship placement and/or the research focus module, students move on to another partner institution, either in Europe or in Africa. For the fourth semester, supervision groups will be formed that attend the research colloquium at their selected partner university. Students will dedicate the fourth semester entirely to writing their thesis.

Please find further information on the programme in the EMMIR course catalogue.

Academic Calender 2015-17

Semester	Time	Event	University
	Until 31 August 2015	arrival at	Oldenburg

1	1 & 2 September 2015	orientation days with the ISO	Oldenburg
	3 to 25 September 2015	Intensive Phase; including field trips and guest lectures	Oldenburg
2	28 September 2015	start of weekly lectures	Oldenburg
	11 January 2016	start of second semester	Stavanger
	June 2016	end of second semester	Stavanger
3	flexible	start of third semester	any partner
4	1 December 2016	start of fourth semester	
	5 to 9 December 2016	proposal colloquium	Oldenburg
	January to June 2017	thesis writing	any partner
	Early September 2017	graduation ceremony	Oldenburg

#### Academic Calendar 2016-18

Semester	Time	Event	University
1	Until 31 August 2016	arrival at	Oldenburg
	1 & 2 September 2016	orientation days with the ISO	Oldenburg
	5 to 23 September 2016	Intensive Phase; including field trips and guest lectures	Oldenburg
2	28 September 2016	start of weekly lectures	Oldenburg
	11 January 2017	start of second semester	Stavanger
	June 2017	end of second semester	Stavanger
3	flexible	start of third semester	any partner
4	1 December 2017	start of fourth semester	
	Early December 2017	proposal colloquium	Oldenburg
	January to June 2018	thesis writing	any partner
	Early September 2018	graduation ceremony	Oldenburg

#### Examination Methods

Throughout the course students are asked to prove their commitment toward a successful completion of the programme. Student's attendance of all scheduled classes, tutorials and other forms of meetings with teachers and/or fellow students is considered integral part of the assignments. Assignments are graded according to a shared framework.

Requirements for examinations and assessments guarantee standards in terms of the period of study and the content of the course, which is geared towards professional practice. Thus, all assignments are intended to test students' ability and skills to work according to academic principles and for transition to professional practice. Most courses require a number of weekly or bi-weekly small assignments and a concluding final paper.

Specific requirements for each course are defined in the respective module description. The module requirements may contain several components. While the kinds of assignment vary according to the instructors' course design and projected learning outcomes, there are shared standards for each kind of assignment to ensure reliability for students and the quality of EMMIR.