



The Consortium  
Universität Wien  
Universitat Autònoma de Barcelona  
Université Lumière Lyon-2  
National University of Ireland, Maynooth  
Univerza v Ljubljani  
Stockholms Universitet

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Joint-MA “Creole – Cultural Differences and Transnational Processes”  
Thomas Fillitz, project coordinator, *University of Vienna*

“Creole – Cultural Differences and Transnational Processes” is a specialised Joint-MA programme in the subject areas Anthropology|International Relations|Humanities. It focuses on three main topics – transnational processes, cultural difference, and new forms of identity, which are dealt with in three thematic fields: movement of people and dynamics of identity formation, material culture and mass consumption, visual and popular cultures.

Creole is an innovative programme as it connects local and transnational education. It has a high impact on cooperation and mobility of students and teaching staff, and by the use of intensive programmes, where all students of a year and teaching staff of all partners do meet. Although the consortium’s official language is English, the study of local languages is strongly promoted. Further aspects of social inclusion in Europe are: (1) students have to stay one year at a host university of the consortium, (2) research for the MA-thesis should be done on everyday life at the various sites, thus furthering a better understanding of local cultures, (3) the three themes of the programme induce students to reflect current social processes (e.g. migration, integration, nationalities, scalar dimension of states within the European Union, cultural diversity, conflict resolution). Finally, (4) much care is taken for interaction with local students, and youth.

Regarding transnationality and the European dimension of the Joint-MA, ECTS, DS are used, as well as supranational quality assurance mechanisms: the consortium committee is meeting each year during the IP, where problems are discussed, MA-theses supervised by teachers of the whole consortium, and students interviewed in respect to their experiences.

Feedback of students is a major tool for improving the transnational mobility and training structures. Central elements, which were highlighted by students are: (1) the one year mobility, (2) the intensive supervision, (3) the development of a pool of expertise, (4) the specific innovative discussion structure of the IPs, and (5) the strong focus on research in the second year.

Creole was mainly disseminated at large conferences, in Newsletters of the European Association of Social Anthropologists, and by promotion among visiting scholars. A most effective way of dissemination turns out to be the publication of the local Creole-curricula on the websites of the consortium universities (see below).

Creole is improving intercultural dialogue, and the awareness of cultural diversity; it is promoting a language friendly environment, and encouraging cooperation and mobility.

#### Project Impact and Sustainability

After the development of the Joint-MA-curriculum, and a first year of test phase, Creole is now in its third year, and obviously the students’ interest gets intensified by now. Given the presence of the programme on the various websites of the consortium-universities, and the

particular programme website, there are more and more students from outside the European Union interested in this MA-programme.

Particular impacts are:

- \* Students from different social and regional milieus are enrolled in the Creole programme; it has an evident international outlook;
- \* Besides teaching in local languages, more and more teaching is done in English within the various departments, facilitating and evidently improving the mobility of students;
- \* The mobility of the teaching staff creates synergies among the departments, and complements teaching themes;
- \* IP-similar teaching structures – impulse lectures, student presentations, intensive discussions – get applied within departments.