

Interreligious and Intercultural Tensions in Germany

3 January – 21 January 2022

CATEGORY Cultural Studies & Religion

COURSE STRUCTURE

You will receive a total of 45 hours of academic lessons (one lesson equals 45 minutes; 15 hours per week). Lessons will comprise lectures, group work, discussion sessions, and excursions.

WEEKLY SCHEDULE (Track B)

- Monday: 1.30 pm – 3.00 pm & 3.20 pm – 4.50 pm
- Tuesday: 9.00 am – 10.30 am & 11.00 am – 12.30 pm
- Wednesday: 9.00 am – 10.30 am & 11.00 am – 12.30 pm
- Friday: 1.30 pm – 3.00 pm & 3.20 pm – 4.05 pm

COURSE LANGUAGE

This course is taught in English, including the readings. For the understanding of the texts and the discussions in class, a language-level of B2 (Common European Framework of Reference for Languages) is required.

TARGET GROUP

Undergraduate students of all subjects with an interest in interreligious and intercultural issues.

CREDITS = 5 ECTS

All courses are accredited according to the European Credit Transfer System (ECTS).

CULTURAL ACTIVITIES

Learning extends beyond your course! As a participant in HUWISU, you are invited to join our cultural and social programs. We offer a fine selection of interesting extra-curricular activities that aim to give all participants an unforgettable stay in Berlin. Through excursions, social gatherings, and sport activities, we are providing you with the opportunity to get to know the city, the university and your classmates and to meet students from all parts of the world. The costs for these offers are included in the program fee.



Below, you find examples of previously offered cultural activities. You will be informed about the respective cultural program after your enrolment via email as well as during the course period.

POLITICAL AND HISTORICAL GUIDED TOURS

- Federal Chancellery (*Bundeskanzleramt*)
- German Parliament (*Bundestag*)
- House of Representatives (*Abgeordnetenhaus*)
- Topography of Terror exhibition
- Political Archive of the Federal Foreign Office

CULTURAL GUIDED TOURS

- Kreuzberg Tour
- Museum Island (*Museumsinsel*)
- Berlin Cathedral (*Berliner Dom*)
- Daytrip to Potsdam
- Exhibitions

SOCIAL GATHERINGS

- Welcome Get-Together
- Ice Skating
- Farewell Party

EXPECTATIONS & POLICIES

Preparation for lively discussions in the classroom: be on time, have at least the required readings completed, and points in mind for discussion or clarification.

Assignments: complete all assignments according to the specified requirements on the schedule including handing them over to the lecturer.

Commitment in class: pay particular attention to the lecturer and respect differences of opinions (classmates', lecturers').

Academic guidelines: Comply with academic integrity policies (such as no plagiarism or cheating, nothing unethical) especially the academic honor code and the student code of conduct.

Attendance policy: No unexcused absences are permitted. Students must contact their class teachers to catch up on missed work – to excuse absence please contact the HUWISU office.

COURSE DESCRIPTION

This course follows the complex trajectories linking interreligious and intercultural narratives in Germany today. How does the culture of memory in Germany, with its Christian frame and Jewish focus converge and diverge with more recent narratives of migration that have made Islam a visible presence in Germany? How is Holocaust memory and memory of the Nazi past, more generally, linked to present-day racisms? These are the main question this course seeks to address. Students will interrogate this topic through lectures, video material and related media, key scholarly readings, and workshops.

The focus is on quality rather than quantity. The readings are to be read carefully and discussion questions are to be prepared, as assigned, in advance of the respective meetings.

COURSE OBJECTIVES AND LEARNING OUTCOMES

The aim of this course is to explore the tensions between Germany's culture of memory and present-day issues surrounding belonging and exclusion. In order to facilitate this, students will explore key sites of memory, post WWII migration to Germany, and the ongoing challenges of racisms today.

A key learning outcome is to build critical thinking skills in order to read the sites and materials in a way that is conscious of power asymmetries. This involves interrogating how memory is represented: by whom, with whom, and for whom? This careful and conscious interpretation also serves to develop an awareness of the students' own positionalities: Where do they fit in these discussions? What knowledge and experience do they bring to the topic? This self-reflexive approach is particularly fruitful in international contexts where students come from a variety of national and academic backgrounds. The aim is to create a learning environment where students can gain knowledge and insight not only from the instructor and the material, but also via comparisons with and from each other.

READINGS

Reading materials will be available via Moodle during the course.

Required:

Feldman, Jackie and Anja Peleikis. (2014) "Performing the Hyphen: Engaging German-Jewishness at the Jewish Museum Berlin." In *Anthropological Journal of European Cultures*. 23. (2). 43-59. (Those who have taken the Jewish Narratives in Germany class would have already read this.)

Costoiu, Andrada. (2008). "Thematic Articles – Migrants' Integration in Host Societies. Modes of Minorities' Integration: Explaining Historical, Economic and Political Factors." *Journal of Identity and Migration Studies* 2(2): 2-17

Michael Rothberg and Yasemin Yildiz. (2011). "Memory Citizenship: Migrant Archives of Holocaust Remembrance in Contemporary Germany." *Parallax (Special Issue on Transcultural Memory)* 17.4, 32-48.

Partridge, Damani J. (2010). "Holocaust Mahnmahl (Memorial): Monumental Memory amidst Contemporary Race." *Comparative Studies in Society and History* 52(4):820-850.

Shooman, Yasemin. (2016). "Between Everyday Racism and Conspiracy Theories. Islamophobia on the German-Language Internet." *Media and Minorities*:136-155.

Suggested:

Bunzl, Matti. (2005). "Between Anti-Semitism and Islamophobia: Some Thoughts on the New Europe." *American Ethnologist* 32.4: 499-508.

ASSIGNMENT INFO

In order to be granted 5 ECTS, participants will be asked to actively attend the sessions (a minimum of 80% class attendance is required), and to hand in weekly assignments, an oral presentation, as well as a short research report, based on your presentations (5 pages) on a topic of their choice, relevant to the course. Submission deadline: last course day.

The weekly assignments are to submit 2-3 discussion questions on the readings, as assigned in advance of the class.

The presentations should be in small groups. For this the students are to explore a site/topic of their choice using the ethnographic methods above and present it to the class. Details and guidelines will be discussed during the introduction on day 1 of the class.

The final paper should be a write up of the presentation: your process in choosing the topic, the methods used, your impressions, the questions raised.

The final grade will be composed of weekly assignments and active participation in class (50%) and the final academic paper (50%).

YOUR INSTRUCTOR

Dr. Victoria Bishop Kendzia's teaching method, although anthropologically inflected, is interdisciplinary in nature and is, therefore, not limited to the social sciences. It appeals to students from a wide variety of academic backgrounds from history to art, through to geography, theology, and politics. The focus of her work is on the urban landscape, especially, but not only, museums and memorials in and around Berlin. In this context, locations are approached as field sites that can be read, explored, and critically analyzed as dynamic sites that project and reframe key aspects of history and culture, focusing on issues of interreligious significance. The urban laboratory that is Berlin is particularly well-suited to this endeavor, given the historical and cultural upheavals it has witnessed during the 20th century.

She has a background in Museum Studies, having completed her master's degree in this field from the University of Toronto, Canada in 2001 and her Bachelor of Arts Honours at the same university in 1999. She has been publishing scholarly articles in her field since 2009 and teaching at the university level since 2008.

In 2013, she obtained her doctoral degree at the Institute for European Ethnology, Humboldt-Universität zu Berlin under the supervision of Prof. Wolfgang Kaschuba and Prof. Sharon Macdonald, with an ethnographic dissertation on visitor experience in the context of political education at the Jewish Museum Berlin. Her book "Visitors to the House of Memory: Identity and Political Education at the Jewish Museum Berlin", based on her empirical research, is now available (also in paperback): <http://www.berghahnbooks.com/title/BishopKendziaVisitors>

The book's introduction:

http://www.berghahnbooks.com/downloads/intros/BishopKendziaVisitors_intro.pdf

COURSE SCHEDULE

Week 1 – The Jewish Narrative in Germany

03 January

Introduction to the course and lecture by the instructor on the Post WWII Jewish narrative in Germany

04 January

Ethnographic methods in practice. We will explore key sites together in the center of Berlin on a walking tour, led by the instructor. The method – conversation/perception walk will be explained and practiced.

05 January

In-class discussion of reading 1 (1. Feldman, Jackie and Anja Peleikis. 2014), which the students will have read and prepared in advance. Ethnographic methods continued: The narrative interview will be explained and practiced. Lecture by the instructor on Post- WWII migration to Germany.

07 January

Excursion to the Jewish Museum Berlin (JMB) – students will explore this site using the conversation method.

Week 2 – Migration and the Culture of Memory

10 January

Excursion to a site tba (possibly the German Historical Museum) a task will be assigned based on our discussions and experience of the JMB.

11 January

In-class discussion of the museum visits using the analytical tool – constant comparison, which will be explained and practiced. Further practice of the narrative interview. Discussion of readings 2 and 3 (2. Costoiu, Andrada. 2008; and 3. Michael Rothberg and Yasemin Yildiz. 2011), which the students will have read and prepared in advance.

12 January

In-class workshop on intersections of the Jewish topic and migration in Germany with a guest speaker working in this field (details tba).

14 January

Excursion to a site relevant to migration (details tba.)

Week 3 – Tensions involving migration and memory and Student Presentations

17 January

Discussion of visits continued. Discussion of readings 4 and 5 (4. Partridge, Damani J. 2010; and 5. Shooman, Yasemin. 2016), which the students will have read and prepared in advance.

18 January

Student Presentations on a topic of their choice, relevant to the course with feedback and discussion.

19 January

Student Presentations, continued

21 January

Summary discussions, concluding remarks, feedback. Research report due.

The course and its syllabus are subject to change. Last update: August 2021