

## Interreligious and Intercultural Tensions in Germany

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9 January – 27 January 2023

**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 pm & 3.20 pm – 4.50 pm
- Tuesday & Wednesday: 9.00 am – 10.30 am & 11.00 am – 12.30 pm
- Friday: 1.30 pm – 3 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, language-level 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? This is the main question this course seeks to address. Students will interrogate this topic through dedicated lectures, workshops, and site visits to museums and other venues.

This course is anthropologically inflected and treats the sites as field sites to be explored empirically and analyzed critically. It is well-suited to students who are interested in religious studies, history, the social sciences, and/or more specific fields such as urban studies, ethics or museum studies.

## 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:

1. Fabian, Johannes (2006). The other revisited: Critical afterthoughts. In: *Anthropological Theory*. Vol. 6 (2): 139-152.
2. 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.
3. Partridge, Damani J. (2010). "Holocaust Mahnmal (Memorial): Monumental Memory amidst Contemporary Race." *Comparative Studies in Society and History* 52(4): 820-850.
4. Feldman, Jackie & Anja Peleikis (2014). Performing the Hyphen: Engaging German-Jewishness at the Jewish Museum Berlin. *Anthropological Journal of European Cultures*. 23 (2): 43-59.
5. Shooman, Yasemin. (2016). "Between Everyday Racism and Conspiracy Theories. Islamophobia on the German-Language Internet." *Media and Minorities*: 136-155.

## ASSIGNMENT INFO

In order to be granted 5 ECTS, students are required to

1. participate actively in all classes,
2. do the readings in time and preparing discussion questions on them in advance,
3. take part in a presentation during class time.
4. hand in a written research report (5-7 pages, double-spaced, 12 font, Times New Roman), which can be based on the presentation. Details re: due date is two weeks after the last class (11 Feb. 2023) The content should reflect the interests of the students as well as what will be explored together throughout the course.

**The final grade will be composed in equal measure (25%) of I.) participation grades, this is for attendance in class discussions; II.) preparation of the readings; III.) the presentation; IV.) the individual research report.**

**Failure to fulfill one of the mentioned components results in failure of the class.**

## 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. 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 defended her dissertation entitled: *The Jewish Museum Berlin: Visitor Experience in the Context of Political Education* in 2013 at the Institute for European Ethnology, Humboldt University Berlin under the supervision of Prof. Wolfgang Kaschuba and Prof. Sharon Macdonald. Her doctoral work was based on ethnography of young Berlin-based high school students in and around the Jewish Museum Berlin.

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. Her most recent publication is the monograph, (December) 2017 *Visitors to the House of Memory. Political Education and Identity at the Jewish Museum Berlin*. London and New York: Berghahn Books. A paperback edition of this monograph was published in 2020.

## COURSE SCHEDULE

### **WEEK 1 – The "Jewish" Narrative**

Mon. 9 Jan: Introduction to the course and to the "Jewish" narrative.

Discussion of the concept of self and other and introduction to the ethnographic methods.  
Workshop on the method: Conversation Walk

Tue. 10 Jan: Excursion to the Memorial to the Murdered Jews of Europe, using ethnographic field methods.

Wed. 11 Jan: Discussion of field trip and the readings assigned for the week (Feldman/Peleikis 2014; Rothberg/Yildiz 2011)

Fri. 13. Jan: Excursion to the Jewish Museum Berlin

### **WEEK 2 – Intersections with Issues of Exclusion and Racism**

Mon. 16 Jan: Excursion to the Villa Global Exhibition, which focusses on intercultural dialogue

Tue. 17 Jan: Seminar on the Migration Narrative. Workshop of the method: Narrative Interview. Discussion on the reading assigned for the week (Partridge 2010).

Wed. 18 Jan: Walking Tour of key sites with the instructor.

Fri. 20 Jan: Excursion (venue tba) on another museum that highlights migration.

### **WEEK 3 – Continuation of Jewish Narrative meets Migration Issues**

Mon. 23 Jan: Workshop comparing the field sites. Use of Narrative Interview. Discussion of topics in current events and the final reading (Shooman 2016)

Tue. 24 Jan: Short Student Presentations and Summary Discussions

Wed. 25 Jan: Short Student Group Presentations and Discussions

Fri. 27 Jan: Student Presentations continued, if needed, Summary Discussion, Feedback, Certificates.

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*The course and its syllabus are subject to change. Last update: August 2022*