

<b>Course Title</b>	<b>Interreligious and Intercultural Tensions in Germany</b>
<b>Category</b>	Religion, Ethics & Law
<b>Class Time</b>	<b>Session 2, July 20<sup>th</sup> – August 14<sup>th</sup> 2020</b> <b>Track C</b> <b>Weekly schedule</b> Tuesday: 1.30 pm – 3 pm & 3.30 pm – 5 pm Wednesday: 1.30 pm – 3 pm & 3.30 pm – 5 pm Friday: 9 am – 10.30 am & 11.00 am – 11.45 am
<b>Course Level &amp; Target Group</b>	BA-level to MA-level students. This course is based in social/cultural anthropology. It is, however, interdisciplinary and is relevant to students in the humanities and social sciences more generally. This course is also well-suited to students from a wide variety of academic backgrounds, such as: history, theology, ethics, museum studies, art and art history.
<b>Course Language</b>	This course is taught in English, including readings in English. For the understanding of the texts and the discussions in class a language level B2 (Common European Framework of Reference for Languages) is required.
<b>ECTS</b>	5 ECTS (45 contact hours)
<b>Instructor</b>	Dr. Victoria Bishop Kendzia

## 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 dedicated lectures, workshops, and site visits to museums and other venues.

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 class in question. (Dates and details will be announced once the schedule is set). The sites will be explored intensively with specific assignments and methods (conversation walk, field diary, participant observation).

This course can stand alone, but can also be well combined with the course offered in Summer Session 1: **Jewish Narratives in Germany: Exploring Memory Past and Present**

## Course Objective & Learning Outcomes

By the end of the course, students will be able to:

Have knowledge of the post-war migration trajectories in Germany and specifically explore how they relate to the dominant memorial culture in Germany.

Interrogate issues of interreligious and intercultural significance such as, belonging, integration, and race and racism, especially anti-Semitism and Islamophobia both historically and in their contemporary forms.

Critically analyze the role of the Christian Churches, Jewish initiatives, and discourses on Islam in this evolving situation.

Use anthropological field methods to explore and then critically analyze the sites and topics in question.

The methods include the conversation walk, reflective participant observation and field diary use.

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## Readings

**A reader will be provided in advance of the course. Below is a list of readings as they will appear in the reader:**

### Required

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 Mahnmal (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.

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

### Suggested:

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.

### Supplemental

Additional texts (newspaper articles etc.) may be posted on moodle in order to include current events and issues as they occur.

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## Course Schedule

**Week 1:** Interreligious and intercultural dialogue as made visible in large national institutions. Site visit with dedicated workshops and/or tour to the Jewish Museum Berlin. Readings 1-2 will be covered and discussed this week. (Site subject to change)

**Week 2:** The migration narrative and issues of contemporary relations from smaller local sites. Visit with a workshop/tour of site which details migration in Germany. Details to be announced. Readings 3-5 will be covered and discussed this week.

**Week 3:** Current events with workshops on contemporary events, especially considering the role of the Christian Churches and Jewish-led initiatives. This can include guest speakers and/or site visits. Details to be announced, but will include the refugee situation in Berlin.

**Week 4:** Four student presentations of group projects and summary of the course.

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## Assignments

1. Preparing the readings in advance, as assigned, and submitting discussion questions in advance of the class in question.
  2. A group presentation, which should be on a topic related to the course. It can be about an actual site or a more abstract topic. Do clear this in advance with the instructor. You are to introduce the site/topic and using the methods we have practiced in class, present your assessment of the site/topic and the potential further research interests and discussion questions that arise from your exploration of the topic. The presentation should be ca. 1 hour in total length. This includes
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presentation, discussion and feedback.

- Each student must hand in an individually-written research report (8-10 pages, double-spaced, 12 font, Times New Roman), which can be based on the presentation. Due date will be set closer to the time, but is usually fourteen days after the end of the course. The content should reflect the interests of the students as well as what will be explored together throughout the course. Specific guidelines for the report will be handed out at the beginning of the course.

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## Assessment Components

A minimum of 80% class attendance is required.

In order to be granted 5 ECTS, students are required to participate actively in all classes.

Your final grade will be composed of active attendance and participation. This includes:

- Attending the classes and the field trips, taking part in the discussions.
- Doing the readings in time and preparing discussion questions on them in advance.
- Taking part in a group presentation during class time.
- An individually-written research report. (6-8 pages, double-spaced, Times New Roman) submitted to the instructor by e-mail, as a word or pdf-document only, fourteen days after the end of 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 group presentation; iv.) the individual research report.

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

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## 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 schedule including handing over to the lecturer.

Commitment in class: pay particular attention to the lecturer and respect differences of opinions (classmates', lecturers, local constituents engaged with on the visits).

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 (see *FAQs* on [www.huwisu.de](http://www.huwisu.de)).

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 (80% class attendance are required).

Field trips: if classes involve a field trip or other external visits, these require attendance as well as appearance in time – transportation difficulties are never valid reasons for an excused absence.

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## Extra-curricular Activities

HUWISU offers a fine selection of interesting extra-curricular activities and aims to give all participants an unforgettable stay in Berlin. Your program includes excursions, sport activities and social gatherings providing you the opportunity to get to know the city, the university and your classmates better 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):** It's the central coordination point for the entire government policy. The office is in constant contact to departments and other authorities.
  - German Parliament (Bundestag):** As the highest organ of the legislative in Germany it's elected by the German people. In practice Germany is governed by a bicameral legislature, of which the Bundestag serves as the lower house and the Bundesrat equals the upper house.
  - House of Representatives (Abgeordnetenhaus):** It's the state parliament (Landtag) of Berlin and located in the center of the reunified city. Together with the Martin Gropius Bau, the Topography of Terror and the Bundesrat, it presents an arresting contrast to the flair of the new Potsdamer Platz.
  - Topography of Terror:** A permanent exhibition with focus on the central institutions of the SS and police during the "Third Reich" and the crimes they committed throughout Europe. With the help of
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mostly photographic material, visitors are led through the major themes of the exhibition's five main segments.

- **Political Archive:** As the "memory" of the Federal Foreign Office it preserves the files on German diplomacy since 1867, as well as the international treaties signed by the Federal Republic of Germany and its predecessors in title. The records are preserved, processed and made available for academic research.

#### Cultural guided tours:

- **Kreuzberg Tour:** Kreuzberg has emerged from its history as one of the poorest quarters in Berlin in the late 1970s to a cultural center of today's Berlin. A unique area and one of the hippest neighborhoods in Berlin with many bars, pubs and clubs.
- **Museum Island (Museumsinsel):** was awarded UNESCO World Heritage Status in 1999 and is an ensemble of five museums: Old Museum, New Museum, Old National Gallery, Pergamon Museum and Bode Museum.
- **Berlin Cathedral (Berliner Dom):** Berlin's largest and most important Protestant church is located on the Museum Island.
- **Daytrip to Potsdam:** Be inspired by the illustrious attractions of the UNESCO's World Heritage while underway through the city of Potsdam. Immerse yourself in the history and present of Potsdam and discover many palaces, gardens, and historic quarters such as the "Holländisches Viertel" or the "Nikolaikirche".
- **Exhibitions:** Berlin is known for its unique galleries and exhibitions, that is why we will visit at least one during the Summer University.

#### Social gatherings:

- **Welcome Get-Together:** We invite you to meet all participants as well as the HUWISU staff in a relaxed atmosphere.
  - **Boat trip:** Get to know Berlin from a completely new perspective and see Berlin's famous sights while floating along the river Spree.
  - **Beach Volleyball:** A fun outdoor sport activity on long warm summer evenings for those who love to play and everyone who just want to enjoy watching the others play, lying in the sand, meet friends for some drinks, or simply relax in the middle of Berlin.
  - **Farewell Party:** At the end of the Summer University we will come together to celebrate the exciting time with HUWISU.
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## 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 20<sup>th</sup> 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.

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Please note that the course and its syllabus are subject to change. Last update: January 2020