

## **(in) Visibly Black: understanding race, racism and the politics of belonging in Berlin**

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**Summer Semester 2022: 19 April - 23 July 2022**

### **CATEGORY**

History and Migration

### **COURSE STRUCTURE**

2 contact hours à 45 min per week (summer semester: 14 weeks)

### **WEEKLY SCHEDULE**

#### **Time**

Tuesday, 10-12 c.t. (10.15am-11.45pm)

#### **Place**

Hausvogteiplatz 5-7, 10117 Berlin, room 0323-26

### **COURSE LANGUAGE**

This course is taught in English, including assigned readings will be 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. The class will adapt to the range of English skills present. Class time will prioritise verbal skills in English, through speaking, engagement in discussions with fellow students, and conversations with invited guest lectures. Due to the sensitive nature of the course, students are encouraged to pause or clarify language used at any time. When possible, key terms will be gathered to build a growing lexicon of vocabulary. We will also address language's role in shaping thought and understanding within cultures. Reading and writing skills will be developed through assigned readings and comprehension activities throughout the course, along with written reflections, in English. Translations may be possible, however proficiency in English is a necessary element for involvement in this course.

**Language requirements** (Common European Framework of Reference for Languages)

English B2

## TARGET GROUP

Berlin Perspectives courses are designed for undergraduate students, however, Master students may participate if their home university agrees. Regular Humboldt-University zu Berlin students can select the course within the elective part of their study program (überfachlicher Wahlpflichtbereich üWP). It is important to note that this course is open to all students across all intersections of society with a strong interest in the course topic. The central goal of the course is to foster critical thinking and explore how interlocking systems of racism, who we are, based on our individual social location and experiences of privilege and oppression both historically and in the present.

## CREDITS = 5 ECTS

The Berlin Perspectives courses are offered by the Career Center as part of the elective program üWP. Registration takes place via Agnes.

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

## TECHNICAL REQUIREMENTS

- Registration on Moodle (HU's e-learning platform)

## in case of online classes

- Fully functional device (laptop, tablet, PC)
- Stable internet connection
- Software: Zoom (video/audio)
- *Recommended* hardware: external headset for better sound quality

### EXPECTATIONS & POLICIES

**Preparation for lively discussions:** 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:** 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:** Students must contact their class teachers to catch up on missed work – to excuse absence please contact the lecturer.

## COURSE DESCRIPTION

How do our unconscious biases impact the way we view people within the African Diaspora? The course aims to explore intersectional inequalities of citizenship and the politics of Belonging and how our unconscious biases impact the way we view (Black) Africans and people within the African Diaspora. The relationship between migration, social cohesion and national German identity has become an increasingly contentious political issue. Historically, the settlement of migrant groups and the formation of minority ethnic groups have changed the socio-cultural, political and economic fabric of receiving societies. We will explore the relationship between racial and ethnocultural diversity.

The African continent and the ancestral homeland must be central to any informed analysis and understanding of the dispersal of its people. Africa, in all of its cultural prosperity and diversity, remains alive in the receiving societies as the various ethnic groups created new cultures and recreated their old ways as circumstances allowed. Scholars engaging with the African diaspora must be wary not to homogenize the experiences of the diverse people within the diaspora. Whilst there are certain commonalities, there are also fundamental differences born of the societal context, the history, the political, economic, and racial circumstances. A focus will be given to narrative and discourses, both as tools for analysis and comprehending society's othering of the Black body. Exploring these debates plays an important role in understanding the intricacies of how different forms of citizenship are experienced and negotiated by people within the African diaspora.

Students are encouraged to the intentional notion of undoing – unlearning and dismantling unjust practices, assumptions, and institutions – as well as persistent action to create and build alternative spaces and ways of knowing, particularly concerning the Black (African) Diaspora. Berlin will be used as a case study for themes covered, however, students are encouraged to reflect on their own identities and the expressions of various identities around the city. Class sessions will be composed of lectures, online discussions forums and an excursion through Berlin's Black History. Course materials and readings are designed to give special emphasis to the African Diaspora initiatives and perspectives of shaping their own history. Ultimately the course provides students with a wide interdisciplinary introduction into the othering of (Black) Africans, so that students can interpret contemporary African issues with an informed historical background.

**German:** Berlin. Wie beeinflussen unsere unbewussten Vorurteile die Art und Weise, wie wir Menschen der afrikanischen Diaspora wahrnehmen? Dieser Kurs hat das Ziel, intersektionale Ungleichheiten von Staatsbürgerschaft, sowie der Politik des „Dazugehörens“ und wie unsere unbewussten Vorurteile unsere Wahrnehmung von (Schwarzen) Afrikaner\_innen und Menschen der afrikanischen Diaspora beeinflussen, zu untersuchen. Der Zusammenhang zwischen Migration, sozialem Zusammenhalt und nationaler deutscher Identität ist mehr und mehr zu einem politischen Streitpunkt geworden. Historisch betrachtet hat die Ansiedlung von Migrationsgruppen und die Formation von Gruppen ethnischer Minderheiten Veränderungen der sozio-kulturellen, politischen und wirtschaftlichen Landschaft des Migrationslandes zur Folge.

Wir werden die Zusammenhänge zwischen ethnischer und ethno-kultureller Diversität untersuchen.

Der afrikanische Kontinent, das Land der Vorfahren muss der zentrale Punkt jeder fundierten Analyse und jedes Verständnisses, im Hinblick auf die Zerstreuung seiner Menschen, sein. Afrika in all seinem kulturellen Reichtum und seiner Vielfalt lebt in den Migrationsländern weiter. Angepasst an die jeweiligen Umstände wurden, durch die immigrierten ethnischen Gruppen, Kulturen neukreiert und rekreiert. Wissenschaftler\_innen, die sich mit der afrikanischen Diaspora befassen, müssen achtsam sein, die Erfahrungen der diversen Menschen innerhalb der Diaspora nicht zu homogenisieren. Es gibt zwar Gemeinsamkeiten, es existieren aber auch fundamentale Unterschiede aufgrund von sozialen Kontexten und geschichtlichen, politischen, wirtschaftlichen und ethnischen Umständen. Ein Fokus (des Kurses) wird die Rolle von Narrativ und Diskurs, als analytische Werkzeuge und als Mittel zum Verständnis von gesellschaftlichem „Othering“ von Schwarzen Menschen sein. Diese Debatten zu untersuchen, spielt eine wichtige Rolle, um die Feinheiten und unterschiedlichen Art und Weisen in denen Staatsbürgerschaft von Menschen, innerhalb der afrikanischen Diaspora, gehandelt wird.

Studierende sind dazu ermutigt bewusst diskriminierende Praktiken und Vorurteile zu „entlernen“ und innerhalb von Institutionen, zu dekonstruieren. Außerdem sind sie ermutigt nachhaltige Aktionen zu kreieren und alternative Räume und Wege zu schaffen, insbesondere im Hinblick auf die (afrikanische) Diaspora. Berlin wird als Fallstudie, für die vorgegebenen Themen des Kurses, dienen. Studierende sind zusätzlich dazu aufgerufen ihre eigene Identität zu reflektieren, sowie die Art und Weise, in der sich diverse Identitäten innerhalb der Stadt ausdrücken. Der Kurs besteht aus Vorlesungen, online Diskussionsforen und Exkursionen durch Berlins Schwarze Geschichte. Kursmaterialien legen einen besonderen Fokus auf Initiativen der afrikanischen Diaspora und Perspektiven zum Formen der eigenen Geschichte. Das Ziel des Kurses ist Studierenden einen ausführlichen, interdisziplinären Überblick über das „Othering“ von (Schwarzen) Afrikaner\_innen zu geben, sodass sie (in Zukunft) zeitgenössische Afrika bezogene Themen mit einem fundierten, historischen Hintergrundwissen interpretieren können.

## **COURSE OBJECTIVES AND LEARNING OUTCOMES**

The objective of this Bachelor-level course is to equip students with an in-depth understanding of the complexities of being African in Berlin. Engage in discussion and information-sharing on the historical context of race and racism in Germany and its present day impacts on the (Black) African Diaspora. Placing experiences of race, class and gender at the center of interpretation, “(in) Visibly Black: understanding race, racism and the politics of belonging in Berlin” introduces basic concepts and perspectives of the Othering of Africans. Focusing on present-day issues (with reference to historical trends), we will examine lived experience with an emphasis on how people within the African Diaspora interacts with other identities. Students will be challenged throughout the semester to develop their own answers to some of these questions and develop their own thoughts and arguments through discussion, and writing. In addition, to understand and critically reflect on the most recent theoretical and empirical research as it relates to the Black Body. It will enable students to read, understand and critically reflect on how we view people within the African Diaspora and deepen our understanding of citizenship, diversity, belonging, and diasporic identities.

In order to achieve their academic goals, by the end of the course, students stand to gain:

### Knowledge

- **Describe** and **explain** key ideas and concepts concerning the social construction of race and ethnicity
- **Explain** how anti-Black racism acts institutionally, structurally, interpersonally and individually
- Understanding the endemic nature of Anti-Black racism in German society
- Different intersections of negotiation (One's) German identity
- **Articulate** and **critically** examine personal beliefs and opinions about race, class and gender
- **Identify** and **describe** the differences between multicultural and anti-racist education
- Demonstrate understanding of the **impact** of implicit bias, micro-aggressions, and in society
- **Reflect** on the applicability of Eurocentric categories/concepts for describing Africans

### Academic/Transferable Skills

- Producing assignments in different forms including presentations, written essays, research proposals, and critical response questions that require students to reflect on assigned readings, lectures, and their lived experience.
- Evaluate and analyze a wide range of source material from diverse perspectives
- Integrating knowledge from different disciplines in order to develop a new understanding on issues of race, racism, colonialism, intersectionality, inequity and how people within the African diaspora are portrayed within German society.
- Select relevant theories and methods for analyzing people within the African Diaspora
- The ability to read, critique, apply, and understand the theory and content discussed throughout the course.

### Competencies

- Apply relevant theories and concepts to engage in self-reflexively with constructs of citizenship, diversity and the politics of belonging.
- Apply relevant theories and concepts in independently in order to engage self- reflexively with constructs of race, ethnicity, gender identity, sexuality, nationality.

## READINGS

Adonis, C. K., & Silinda, F. (2021). Institutional culture and transformation in higher education in post-1994 South Africa: a critical race theory analysis. *Critical African Studies*, 13(1), 73-94.

Aitken, R., & Aitken, R.J.M. (2007). *Exclusion and Inclusion Gradations of Whiteness and Socio-economic Engineering in German Southwest Africa, 1884-1914*. Peter Lang.

Bazana, S., & Mogotsi, O. P. (2017). Social Identities and Racial Integration in Historically White Universities: A Literature Review of the Experiences of Black Students. *Transformation in Higher Education*, 2, 25.

Chinua Achebe, "An Image of Africa," in *Research in African Literatures*, Vol. 9, No. 1, Special Issue on Literary Criticism (Spring, 1978), 1-15.

Cyril K. Adonis & Fortunate Silinda (2021): Institutional culture and transformation in higher education in post-1994 South Africa: a critical race theory analysis, *Critical African Studies*, DOI: 10.1080/21681392.2021.1911448

<https://africanarguments.org/2016/06/07/where-is-the-african-in-african-studies/>

<https://africasacountry.com/2012/11/why-does-south-african-history-continue-to-be-written-primarily-by-white-scholars>

<https://africasacountry.com/2015/03/open-letter-to-60-minutes-regarding-its-reporting-on-africa>

<https://africasacountry.com/2015/04/the-postcolonial-problem>

<https://africasacountry.com/2018/03/what-are-the-politics-of-colonial-memory-in-germany>

<https://africasacountry.com/2019/08/there-is-no-africa-in-african-studies>

<https://www.dw.com/en/whats-life-really-like-for-black-people-in-germany/a-53159443>

[https://www.humanityinaction.org/knowledge\\_detail/facing-the-past-to-liberate-the-future-colonial-africa-in-the-german-mind/](https://www.humanityinaction.org/knowledge_detail/facing-the-past-to-liberate-the-future-colonial-africa-in-the-german-mind/)

Jürgen Zimmerer: Annihilation in Africa: the "race war" in German Southwest Africa (1904–1908) and its significance for a global history of genocide.

Letsekha, T. (2013). Revisiting the debate on the Africanisation of higher education: An appeal for a conceptual shift. *The Independent Journal of Teaching and Learning*, 8(1), 5-18.

Luvalo, L. M. (2019). Relationship between transformation and institutional culture. *South African Journal of Higher Education*, 33(1), 184-199.

Mampane, R. M., Omidire, M. F., & Aluko, F. R. (2018). Decolonising higher education in Africa: Arriving at a global solution. *South African Journal of Education*, 38(4).

Oyekan Owomoyela. 1994. "With Friends like These... A Critique of Pervasive Anti-Africanisms in Current African Studies Epistemology and Methodology," *African Studies Review*. 37(3): 77-101.

Plantation Memories Episodes of Everyday Racism Grada Kilomba, Chapter 5

Priyamvada Gopal: On Decolonisation and the University:  
<https://www.tandfonline.com/doi/full/10.1080/0950236X.2021.1929561>

Terre Blanche, M., Fourie, E., & Segalo, P. (2020). Teaching community psychology decolonially: A pedagogical journey. *Review of General Psychology*, 1089268020974588.

Wainaina, Binyavanga. 2005. "How to Write About Africa." Granta. London: Granta Publications.  
<https://granta.com/how-to-write-about-africa/>

## **ASSIGNMENT INFO**

### **Workload and assignments**

In order to be granted 5 ECTS, participants will be asked to

actively attend all sessions (a minimum of 75% attendance is required for classroom and online sessions)

prepare and revise the classroom/online sessions

hand in the following **assignments**:

- **Positionality Paper:** The first step in creating social change is to become fluent in your own history and to understand your stand point epistemology and social location. This is the goal of your first assignment. You will engage in an analytical discussion of how your identities interact with social forces. In particular, you will centrally address how intersectionality, oppression, privilege, and social constructions affect your life and inform your experiences.

This short paper asks you to understand your own relationship to the topics that will be covered in this course. [L]  
[SEP]

- **Critical Response Question/ Literature Review:** Literature review are designed to encourage scholars to critical analyse academic work. The object of a mini Literature Review article is to highlight a particular topic or series of linked topics; highlighting where the gaps are in the literature; and highlighting where there are areas for research development.
- **Questionnaire:** In order to foster cooperative learning and an in-depth study of a particular topic of interest, students will take-part in a questionnaire related to the topics covered in the course. [L]  
[SEP]
- **Class Excursion:** Reflection paper on the Class Excursion [L]  
[SEP]
- **Final Assignment:** Each student must submit an essay or an extensive literature review on a topic related to the topics covered in the seminar. This should be between 1800-2000 words. All topics must be approved by the instructor before as they should be relevant to the course. In addition, take-part in a questionnaire on topics related to the course.

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

## Assessment Components

The final grade will be composed of the above-mentioned assignments.



## YOUR INSTRUCTOR

### Azakhiwe Nocanda-Höhling

I am a (Xhosa) South African doctoral candidate at the Institute for Asian and African Studies at Humboldt University, Berlin in collaboration with the University of Pretoria, South Africa. My Ph.D. research focuses on the intersection of class, race, gender and ethnicity in the Othering of Africans in the context of Migration. I obtained my M.A in Sociology and graduated with Merit from the University of Glasgow (Scotland). In addition, I hold a joint Master of Arts in Social Sciences from the Global Studies Programme at the Institute for Sociology at Albert-Ludwig University of Freiburg (Germany) and the University of Cape Town (South Africa). My research interest includes Black Consciousness, African migration, intersectional inequalities and racial injustices and cultural relativism.

As an instructor teaching in the third space, my goal is to encourage my students to open their minds to other ways of knowing the world and recognize that in doing so. The African continent and the ancestral homeland must be central to any informed analysis and understanding of the dispersal of its people. Recent exposure and the rising number of discussions about the different dimensions of racism and different types of discrimination experienced by people within the African Diaspora have reaffirmed that while racial prejudices often exist unconsciously, they need to be understood and challenged to ensure an informed anti-racist stance is adopted. Africa, in all of its cultural prosperity and diversity, remains alive in the receiving societies as the various ethnic groups created new cultures and recreated their old ways as circumstances allowed. During the course I provide a variety of methods for learning during class and provide ample opportunity for students to demonstrate their learning.

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## COURSE SCHEDULE

**Week 1:      26.04.2022                      Introduction**

**Required Reading:** Ungubani; Who are you?

**Group activity / assignment:**

Part I: Introductions of instructor and students

Part II: Review of the syllabus and assignments

**Assignment: Positionality Paper:** You will find the instructions for this on Moodle. Please upload all assignment via Moodle

**Due:** To be announced on Moodle

**Week 2: 03.05.2022**

**Where is the 'African' in African Studies?**

"It is clear that those who produce knowledge about something wield considerable power over it. In this vein, African Studies remains a colonized space rife with misrepresentation, homogenization and essentialising about Africa"

(Pailey, 2016).

**Required Readings:**

Oyekan Owomoyela. 1994. "With Friends like These... A Critique of Pervasive Anti-Africanisms in Current African Studies Epistemology and Methodology," African Studies Review. 37(3): 77-101.

Wainaina, Binyavanga. 2005. "How to Write About Africa." Granta. London: Granta Publications. <https://granta.com/how-to-write-about-africa/>

**Assignment:** To be announced on Moodle

**Due:** To be announced on Moodle

**Week 3: 10.05.2022**

**Terms and Conditions: Social Construction of Race vs 'Rasse'**

Students will further their understanding of historical, social and intellectual construction of race within Germany and around the world; its origins and relation to African colonialism; and the underlying reasons behind the social construction of race.

**Required Reading:**

Haney López, I. F. (1994). The social construction of race. In Richard Delgado (Ed.) Critical Race Theory: The cutting edge (pp. 191-203). Philadelphia, PA: Temple University.

Eigen, Sara and Mark Larrimore (eds.). The German Invention of Race. SUNY Press, 2006.

**Assignment:** To be announced on Moodle

**Due:** To be announced on Moodle

**Week 4: 17.05.2022**

**Colonialism hiding in plain sight**

**Required Reading:**

Jürgen Zimmerer: Annihilation in Africa: the "race war" in German Southwest Africa (1904–1908) and its significance for a global history of genocide.

<https://africasacountry.com/2018/03/what-are-the-politics-of-colonial-memory-in-germany>

**Group activity / assignment:** Critical response questions in preparation for this week's class

**Due:** To be announced on Moodle

**Week 5: 24.05.2022**  
**Colonial Quarter? Part I**

**(in) Visible Black History of Berlin: African or**

**\*Class Excursion**

We will then explore the influences/traces of German colonialism on the African continent.

**Group activity / assignment:** Reflection Paper

**Due:** To be announced on Moodle

**Week 6: 31.05.2022**  
**Colonial Quarter? Part II**

**(in) Visible Black History of Berlin: African or**

**Week 7: 07.06.2022**

**Reading Week**

**Week 8: 14.06.2022**

**Decolonize: Rethinking institutional culture in higher education: The Lesson from South Africa: Part II**

**Required Reading:**

Bazana, S., & Mogotsi, O. P. (2017). Social Identities and Racial Integration in Historically White Universities: A Literature Review of the Experiences of Black Students. *Transformation in Higher Education*, 2, 25.

Cyril K. Adonis & Fortunate Silinda (2021): Institutional culture and transformation in higher education in post-1994 South Africa: a critical race theory analysis, Critical African Studies, DOI: 10.1080/21681392.2021.1911448

**Group activity / assignment:** To be announced on Moodle

**Due:** To be announced on Moodle

**Week 9: 21.06.2022 Intersections of German Identity: Citizenship and Belonging in the African Diaspora in Berlin**

What makes up German identity? Can Black/African people be German? How often is your nationality questioned? How often do you have to defend your nationality to others (Personally)? When you think of a 'German person' what comes to mind? In this session we will examine framework for the study of belonging and the politics of belonging as it relates to a collective German identity.

**Required Reading:**

Plantation Memories Episodes of Everyday Racism Grada Kilomba, Chapter 5 and 11

<https://www.dw.com/en/whats-life-really-like-for-black-people-in-germany/a-53159443>

**Assignment:** To be announced on Moodle, Group Discussion on notions of identity, citizenship and the politics of belonging

**Week 10: 28.06.2022 Feminist (ing) while African**

This session of the course is aimed at introducing and framing African feminism in various contexts and how it intersects with patriarchy, culture and religion. It will explore Feminisms from an African-Feminist perspective to include a multitude of Black women's voices.

We will address the ways in which global feminism provides a space for women to describe their conditions from their own cultural and historical contexts and strengthens the foundation and development of a global intersectional feminist community. For African (Black) women writers around the world, and for women who tell their own stories, the engagement with Blackness, Germaness and feminism adds to a culture of survival and resistance.

**Required Reading:** These will be made available to students

**Group activity / assignment:** Guest Lecture

**Week 11: 05.07.2022****(Anti-) Racism: conscious vs. sub-conscious**

Many of people in Europe belonging to the African Diaspora (Black Europeans and People of African Descent) face specific forms of racism - Afrophobia, Islamophobia, anti-Semitism and xenophobia. These forms of racism have also been shaped by Europe's history of colonial and repeated persecutions against minorities within Germany. Racism and its specific forms continue to be prevalent, ranging from very brutal acts of violence or harassment to extremely sophisticated forms of discrimination, instrumentalising Fundamental Rights to exclude minorities.

Implicit bias on the other hand shapes our conscious thought, which in turn guides judgments and decisions.

**Required Reading:** To be announced on Moodle

**Group activity / assignment:** to be announced via Moodle

**Week 12: 12.07.2022****Final Assignment Presentation****Week 13: 19.07.2022****Final Assignment Presentation**

Students are encouraged to explore a range of different topics, balancing them so that they are both relevant to your interests and also span the subject. During this week students will meet in smaller groups with the course instructor to discuss the content of their final assignment. Each student must submit an essay on a topic related to a topic covered in the seminar. The full details of the Final Assignment can found on Moodle under the section titled:

**Final Assignment**

Students will find all the necessary details concerning the Final Assignment.

**Final Essay due:** To be announced on Moodle

**Week 14: 23.07.2022**  
**here?****Re (imagine) African (s): Where do we go from**

## Seminar Policies:

In this course we will be discussing very complex issues that can be controversial and can evoke strong emotions, please temper your questions, answers and comments with respect for others' differences in opinions and with patience for others' unskilled expressions so that we can create a safe environment for learning issues of which we might be ignorant or misinformed. The best way to do this is to first see our common humanity with our strengths and weaknesses through the African philosophy of **Ubuntu**. Once we can see this, we can become more open to differences and can always remember to return to this commonality when we are frustrated, angry, confused, condescending, hurt, etc. As a class, if we can be mindful that what we know and feel are based on our limited experiences in the world, then we can try to be less judgmental and more aware of how our reactions and emotions to differing ideas are based on our own limited interaction in the world. While logic and social scientific evidence can help us through muddy thinking, our strong emotions can steer us in other ways. Hence, be thoughtful, self-reflexive and committed to fostering a safe space in the classroom to discuss difficult issues that will encourage each of us to grow and expand our mind beyond what we think we know.

**Contacting Instructor:** For quick questions or to schedule an appointment, the best way to contact is via email at [hoehlina@hu-berlin.de](mailto:hoehlina@hu-berlin.de) Please allow me up to 48 hours to respond to emails. If a question requires a lengthy response, please come to my office hours.

**Open office-hour with Instructor:** I would like to encourage you all to make use of the open office-hour to discuss questions and concerns related to the course. If you cannot attend the proposed office hours, please email me to arrange an alternative meeting time

**Attendance:** You must notify me via email if you are missing class, and while illness and other unforeseen circumstances occur, every attempt should be made to attend (**assigned \*Zoom-Meetings**) class.

**Moodle:** Moodle is an important resource. All class materials will be upload on the platform. I will make announcements through the course about upcoming deadlines or any newly uploaded materials. These announcements will also be sent to your HU-email. I will communicate with you individually, as the need arises, through your HU-email. It is your responsibility to check your email regularly throughout the semester. It is the only means I have to communicate with you outside of our scheduled class time.

**Class Conduct:** This is a discussion-based seminar. Both the instructor and the students should aim to create an environment where issues can be addressed openly, respectfully, and productively. A positive learning environment relies upon creating an atmosphere where diverse perspectives can be expressed, particularly in a course that focuses on pressing and controversial social and political issues. Students should feel free to express dissenting opinions but should also be mindful of everyone in the classroom and stay focused on the relevant topic at hand. Any discussion that continues outside of class or on an online platform should adhere to these same expectations.

Just as we expect others to listen attentively to our own views, we must reciprocate and listen

to others when they speak, especially when we disagree with them. However, in this class, our emphasis will be on engaging in the mutual exploration of issues as presented in the course readings as scholars.

## Videos

An integral part of the course will be the viewing of some videos. The videos that inform the course have been carefully selected to complement the reading materials. There may occasionally be some video clips as short as 10 minutes, but the five main videos to be viewed during class sessions are full-length films. I cannot recommend to you enough the value of watching the films and using them in class discussions, papers/essays, etc. Some of the videos **embody troubling and upsetting images** on the treatment of B(b)lack Africans and their history (e.g., slavery, colonialism, racism, etc.). These are not intended to put down any group, society, states, or colonial power(s), etc. Rather, the videos problematize and illuminate nuanced historical processes, and also throw additional critical light on the assigned readings, lectures, and class activities.

**Zoom meetings:** We will meet in Zoom videoconferences every other week, but this schedule is only approximate. Please therefore note the specific dates of our Zoom meetings. Zoom fatigue is a phenomenon that we have all experienced by now, so I will try to keep Zoom meetings to a length of 60 minutes per meeting to ensure a focused and productive discussion, unless we have a guest lecture. All meetings will be held when our class would have taken place in person, Tuesdays at 10:00am-12:00pm. We will utilize the Moodle platform for downloading reading materials, sharing other resources, participating in the discussion, and uploading course assignments.

**Technology:** Put your phone on airplane mode and out of view for the duration of class. We will start the semester with computers allowed to view documents and take notes, but I will revise this policy if I find that this privilege is abused (e.g, use of facebook, online shopping, etc).

*\*No recording devices of any kind are allowed in the classroom without the explicit permission of the instructor*

**Accessibility and Accommodations:** Students gain access to academic learning in a variety of ways. Please inform me early in the semester if you have a disability or other conditions that might require accommodations or modification in any of the course procedures. You may speak with me after class or during office hours. Students needing academic accommodations for a disability must first contact Disability Advisory Service at <https://www.hu-berlin.de/en/studies/behinderte/bewerbung-en/application>. Student/s should then schedule an appointment with me to make appropriate arrangements. It is essential that you address your needs early in the semester, before assignments are due. Students who need to miss class for religious reasons should provide me with an explanation, in writing, during the first week of the seminar.

**\*Late Submissions:** All assignments have *an automatic one-day grace period*. On time and early papers are always encouraged, but students also have two days to turn in the paper, no questions asked. After that, an automatic one grade (1,0 to 1,3, 1,3 to 1,7 to 2,0 etc.) is dropped

on the paper or graded assignment and the student will need to meet with instructor to work out a plan going forward. I encourage you all to plan your academic schedules ahead, comparing the syllables and assignment deadlines for your courses now, to see when you have conflicting assignments or difficult academic weeks. If things look impossible, please talk to me well in advance.

*\*I understand that your lives are complicated and demanding. If circumstances arise that prevent you from completing work on time, notify me as soon as possible so that we can help you deal with these circumstances and avoid penalties for late submission. It is preferable and easier to deal with complications as they arise rather than after the fact. It is your responsibility to communicate with me in a timely manner.*

**Plagiarism/Academic Honesty:** All students must understand the meaning and consequences of cheating, plagiarism and other academic offences. Any breach of academic integrity will not be tolerated and will be reported immediately. Students should refer to the Humboldt Universities Berlin policy.

**Names and Pronouns:** If you go by a different name or gender pronoun than the one under which you are officially enrolled, please inform me. Students are expected to respectfully refer to each other by correct names and pronouns.

**Basic Needs:** Any student who faces any challenges and believe this may affect their performance in the course is urged to contact the instructor for support if you are comfortable in doing so. This will enable her to provide any resources that she may possess.

**Religious and Disability Accommodation:** Students needing academic accommodations for a disability must first contact Disability Advisory Service at <https://www.hu-berlin.de/en/studies/behinderte/bewerbung-en/application>. Student/s should then schedule an appointment with me to make appropriate arrangements. It is essential that you address your needs early in the semester, before assignments are due. Students who need to miss class for religious reasons should provide me with an explanation, in writing, during the first week of the seminar.

**Literature:** All literature and course resources will be available via Moodle

**Recommended Book:** Please do not purchase the books under 'Recommended Books' for class, these are merely suggestions to further your knowledge and the African perspective beyond the classroom. Many of the themes discussed in the recommended books will be covered in class through other reading lists that will be made available to you.

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The course and its syllabus are subject to change. Last update: 10 January 2022