



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

Winter Semester 2021/22: 18 October 2021 - 19 February 2022

CATEGORY

Migration and Identity

COURSE STRUCTURE

2 contact hours à 45 min per week (winter semester: 16 weeks)

WEEKLY SCHEDULE

Time

Tuesday 12-14 c.t. (12.15 pm -1:45 pm)

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.

TARGET GROUP

English: 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.

German: Berlin Perspectives Kurse sind vornehmlich für Bachelorstudierende gedacht. Master Student_innen können mit Zustimmung ihrer Heimatuniversität aber auch teilnehmen. HU Studierende können diesen Kurs als Teils ihres überfachlichen Wahlpflichtbereichs (ÜWP) belegen. Der Kurs steht allen Studierenden offen. Das zentrale Ziel ist, kritisches Denken zu fördern und besser zu verstehen, wie Rassismus, als ineinandergreifendes System, unsere individuellen sozialen Positionen, Privilegserfahrungen und Unterdrückungen historisch und in der Gegenwart beeinflusst.

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

English: 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

- Critically read and reflect on a variety of scholarly books, book chapters, journal articles, blogs and websites relevant to the African Diaspora in Germany
- Understanding the endemic nature of Anti-Black racism in German society
- How citizenship and sense of belonging are experienced differently in Berlin.
- Different intersections of negotiation (One's) German identity
- Reflect on the applicability of Eurocentric categories/concepts for describing Africans
- Introduce students to the different genres and literary themes presented by African writers.
- The ability to easily and openly discuss issues of race, racism (specifically Anti-Black racism), and Germany's role in colonialism on the African continent.

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.

ASSIGNMENT INFO

Workload and assignments

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

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.
- **Critical Response Question:** At the beginning of some classes we will have time to go over some of the current events and media moments that have occurred in the last year in regards to the topics of the course.
- **Individual/Group Presentation:** In order to foster cooperative learning and an in-depth study of a particular topic of interest, students will be responsible for participating in a group presentation on one of the sessions in the course.
- **Class Excursion:** Reflection paper on the Class Excursion
- **Final Assignment:** Each student must submit an essay on a topic related to the topic covered in the seminar. In this essay, you will need to develop a research question and answer it in a logical structure. This should be between 1800-2000 words. All topics must be approved by the instructor before. Topics should be relevant to the course.

Assessment Components

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

All writing assignments for this course need to follow the Times Roman, 12pt font, double-spaced outline.

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

YOUR INSTRUCTOR

I am Azakhiwe Nocanda-Höhling a (Xhosa) South African doctoral student 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 of Africans (the Black body) 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.

COURSE SCHEDULE

Week 1: 19.10.2021 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: 21st October 2021 at 16:00pm (Berlin Time)

Recommended books:

Mungi Ngomane: I am because you are: Ubuntu

Nompumelelo Mungi Ngomane: Everyday Ubuntu: Living better together, the African way

Week 2: 26.10.2021 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 Reading:

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/>

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

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

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

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

Assignment: Find the African voices within African studies in the four Alliance University of Berlin. Further instructions are on Moodle. Please upload all assignment via Moodle platform.

Due: 28th October 2021 at 16:00pm (Berlin Time)

Week 3: 02.11.2021 Thinking critically about written representations of migrant experiences**Required Reading:**

Nyamnjoh, F.B. 2013. Fiction and reality of mobility in Africa. *Citizenship Studies*. 17(6-7): 653-680 (Excerpt on Mobility and the study of underprivileged mobilities, from pages 655 to 660)

Assignment: To be announced on Moodle

Recommended books:

Decolonising the Mind by Ngũgĩ wa Thiong'o

Week 4: 09.11.2021 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.

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.

https://www.humanityinaction.org/knowledge_detail/facing-the-past-to-liberate-the-future-colonial-africa-in-the-german-mind/

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

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

Due: 4th November 2021 at 16:00pm (Berlin Time)

Recommended books:

Afropean: Notes from Black Europe, by Johnny Pitts

Week 5: 16.11.2021 23.11.2021 The (in) visible Black History of Berlin: African or Colonial Quarter?

***Class Excursion**

This week, we will meet offline and discover the city's Black History together. In historical terms, we will first deal with Afro-German culture and social history, which includes contributions of Black people during World War I and II. We will then explore the influences/traces of German colonialism on the African continent.

Group activity / assignment: Reflection Paper

*Please fill out the Doodle poll for the Class Excursion date available on Moodle and sent via email

Due: 2nd December 2021 at 16:00pm (Berlin Time)

Recommended books:

Mobilizing Black Germany by Tiffany N. Florvil

Week 6: 23.11.2021 Decolonize: Rethinking institutional culture in higher education: The Lesson from South Africa

Part I: This part of the seminar is designed to be an invitation to participants to develop their knowledge and deepen their understanding of colonialism and the importance of decolonization in education. By focusing on the questions of lived experience, resistance, historical amnesia of Berlin's colonial history and the struggle for alternatives, students are invited to grapple with the associated questions: What are the experiences of Africans and African diasporic people living in Berlin? How do we see and hear their voices in everyday life? What do we do with this knowledge?

Required Reading:

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: Reflecting on the concept of decolonization and examples of decolonization

Due: To be announced

Recommended books:

My Black Skin: Schwarz. Erfolgreich. Deutsch. by Dayan Kodia

Week 7: 30.11.2021 Decolonize: Rethinking institutional culture in higher education: The Lesson from South Africa: Part II

Week 8: 07.12.2021 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? The negotiation of citizenship.

Required Reading:

Plantation Memories Episodes of Everyday Racism Grada Kilomba, Chapter 5

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

<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 9: 14.12.2021 Activism in Berlin

Week 10: 11.01.2021 Feminist (ing) while African

Part I

***Guest Lecture**

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. This will show that Africans are not a homogenous group hence the development of African feminism discourse needs to be contextualized to track the impact, development and identification of areas of conflict.

Required Reading: These will be made available to students

Group activity / assignment: African Feminist Guest Lecture

Week 11: 18.01.2022 Feminist (ing) while African Part II

Week 12: 17.01.2022-21.01.2022 Final Essay Topic Approval

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 me to discuss the content of their final essay and approval of essay topic. The final essay and interview account for 40% of your final grade. Each student must submit an essay on a topic related to a topic covered in the seminar. In this essay, you will need to develop a research question and answer it in a logical structure. The full details of the Final Essay can be found on Moodle under the section titled: **Final Essay**. Students will find all the necessary details concerning the Final Essay.

Final Essay due: February 2022 16:00pm (Berlin time)

Week 13: 25.01.2022 (Anti-) Racism in Germany

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.

Required Reading: *To be announced in due time

Week 14: 12.02.2022 Presentation of Final Essay

Week 15: 08.02.2022 Presentation of Final Essay

Week 16: 015.02.2022 Where do we go from here?

Seminar Policies:

Contacting Instructor: For quick questions or to schedule an appointment, the best way to contact is via email at hoehlina@hu-berlin.de Please contact the instructor in advance when you cannot attend a session. You might be able to complete a make-up task.

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.

Pregnancy obligation: Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, visit the Equity Services website.

Religious obligation: Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, visit the Equity Services website.

Zoom meetings: We will meet in Zoom videoconferences about 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, Mondays at 12:15-13:45. We will utilize the Moodle platform for downloading reading materials, sharing other resources, participating in the discussion, and uploading course assignments.

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.

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.

READINGS

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.

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

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

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>

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

The course and its syllabus are subject to change. Last update: 18 August 2021