

Conceptualizing German Identity: From Colonial towards Post-Colonial Diversity

Fall term 2022: 5 September – 9 December 2022

CATEGORY

Cultural and Migration Studies

COURSE STRUCTURE

3 contact hours à 45 min per week (14 weeks)

WEEKLY SCHEDULE

Time

Day: Tuesday, 09:00am -11:30am

Place

t.b.a.

COURSE LANGUAGE

English

Language requirements (Common European Framework of Reference for Languages)
English B2

TARGET GROUP

International exchange students of all subjects with a strong interest in the course topic. Humboldt Perspectives Study Abroad courses are designed for undergraduate students. Master students may participate if their home university agrees. This course is taught in English, including assigned readings will be in English. For the understanding of the texts and the discussions in class. 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.

CREDITS = 6 ECTS

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

This course is designed to introduce students to the wide interdisciplinary perspective on diversity, politics of belonging and the status of citizenship of people within the African Diaspora in Berlin. 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. As a result, the relationship between migration, social cohesion, and national German identity has become an increasingly contentious political issue. During the course, an emphasis will be given to specific readings of Steve Biko, W.E.B. Du Bois and Frantz Fanon as their work has had a profound impact on liberation struggles. These accounts of the politics, ideology, and cultures of colonialism as experienced by the colonized populations will provide students with an informed historical background of diasporic identity.

The course will travel through the hidden geography of the so-called Afrikanisches Viertel in Wedding and focus on issues around public space, monuments, and street names from the 1960s to the present day that have anchored German colonialism. We will consider the relationship between colonialism and white supremacy in Germany, whilst examining the ongoing debate around how German (Anti-)racism has been influenced by earlier colonial ideology and practice. We will turn to the resurgence of colonialism as a theme in recent literature and historiography and examine the state of play in contemporary (international) debates about the colonial past. 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 much 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 societal contexts and differing historical, political, economic, and racial circumstances.

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. There will be ample examples from which students can draw to develop a toolbox of critical skills and historical examples through which to understand German colonialism and how it has become a determining factor in contemporary discussions of intersectional inequalities. Exploring these themes plays an important role in understanding the intricacies of how different forms of citizenship are experienced and negotiated by people within the 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. Students who engage thoroughly with course materials will come away with a basic understanding of Africans deep history, as well as a set of analytic tools that will help them to think about historical change more broadly. Class sessions will be composed of lectures, online discussions forums and guided excursion in Berlin, where we will address some important concepts of colonialism, decolonization, diversity, citizenship and the politics of belonging.

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 centre of interpretation, "Conceptualizing German Identity: Race, Class and Gender" 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 B(b)lack 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: This course aims to provide students with the necessary knowledge and tools which will allow them to understand and critically position themselves within the themes discussed in course.

The aim is to have students:

- **Understand, 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
- Critically discuss the meanings of B (b)lackness and whiteness in modern German history.
- Critically discuss with sophistication the uses of primary and secondary sources.
- 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

and acquire the following skills and competencies:

- Producing assignments in different forms including presentations, mini-literature reviews, research proposals, and critical response questions that require students to reflect on assigned readings, lectures, and their lived experience.
- 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.
- Apply relevant theories and concepts to engage in self-reflexively with constructs of race, ethnicity, gender identity, sexuality, nationality.
- Reflect on the applicability of Eurocentric categories/concepts for describing Africans
- Recognize the different procedures by which scholars engaging with aspects of Africa identify sources, collect evidence, and draw conclusions.

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/

Jürgen Zimmerer: Annihilation in Africa: ¹_{SEP}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 glocal 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 6 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.

- **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.
- **Class Excursion:** Reflection paper on the Class Excursion
- **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.

COURSE SCHEDULE

Week 1: 06.09.2022 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

Week 2: 13.09.2022 Terms and Conditions: why is it crucial to locate the 'African' in African Studies?

In the first part of this session, 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.

In the second part;

"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 Part I:

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.

Required Reading Part II:

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/>

Group activity / assignment: To be announced on Moodle

Week 3: 20.09.2022 Reading Week I

Group activity / assignment: To be announced on Moodle

Due: To be announced on Moodle

Week 4: 27.09.2022 Hidden Curriculum: 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: 04.10.2022 (in) Visible Black History of Berlin: African or Colonial Quarter?***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 and Doodle

Week 6: 11.10.2022 Reading Week II

Group activity / assignment: To be announced on Moodle

Due: To be announced on Moodle

Week 7: 18.10.2022 Thinking critically about written representations of B(b)lack Germans

The aim of the session is to encourage participants to think more critically about representations of migrant experiences.

Group activity / assignment: Museum Exhibition: zurückgeschaut / looking back exhibition

Due: To be announced on Moodle and via Doodle

Week 8: 25.10.2022 Reading Week Part III

Group activity / assignment: To be announced on Moodle


Due: To be announced on Moodle

Week 9: 01.11.2022 Decolonize: Rethinking institutional culture in higher education: The Lesson from South Africa Part

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

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.

Group activity / assignment: Write up a review of the required reading  (SEP)

Due: To be announced on Moodle

Week 10: 15.11.2022 Identity and Belonging: conceptualisations German identity

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 and 11

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

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

Group activity / assignment: To be announced on Moodle

Due: To be announced on Moodle

Week 11: 22.11.2022 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 12: 29.11.2022 (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: These will be made available to students

Group activity / assignment: To be announced on Moodle

Week 13: 06.12.2022

Re (imagine) African (s): Where do we go from here?

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 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 09:00-11:30am. 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 social media, online shopping, etc.).

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

***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 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.

Sex Discrimination, Harassment, and Assault: Sexual harassment is unwelcome, gender-based verbal or physical conduct that is sufficiently severe, persistent or pervasive that it has the effect of interfering with, denying or limiting someone's ability to participate in or benefit from their University and/or activities, and is based on power differential (quid pro quo), the creation of a hostile environment, or retaliation. Sexual misconduct is a form of sexual harassment prohibited within the University. Sexual misconduct refers to "physical sexual acts perpetrated **against** a person's will or where a person is incapable of giving consent." Sexual misconduct includes dating violence, domestic violence, rape, sexual assault, stalking, and sexual coercion.

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.

The course and its syllabus are subject to change. Last update: 10 January 2021