

## Memory and Migration: Exploring Berlin Museums

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Fall Term 2024: 2 September – 13 December 2024  
(break: 21-25 October 2024)

### CATEGORY

History, Sociology, Anthropology

### COURSE STRUCTURE

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

### WEEKLY SCHEDULE

#### Time

Tuesdays: 12:30-3:00 pm

#### Place

Schönhauser Allee 10, 10119 Berlin  
Room 1.23

### 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 directed at students interested in wide range of topics: museology, history, memory studies, ethics, Jewish studies, and migration studies are just a few of the disciplines that this course can complement.

**CREDITS = 6 ECTS**

## COURSE DESCRIPTION

Berlin's rich museological landscape lends itself to in-depth exploration: How are the upheavals of the 20<sup>th</sup> and 21<sup>st</sup> centuries remembered and represented? How can the urban landscape be read as a myriad of dynamic sites? What do these sites, in turn, tell us about past traumas and present-day issues? This course aims to enable the students to get to know a number of Berlin museums focussing on key aspects of memory of the Second World War and Post-WWII migration, using anthropological methods. Students are encouraged to critically analyse these representations within larger theoretical frameworks of "self" and "other" constructions, exploring the role of museums in rendering such constructions visible.

## COURSE OBJECTIVES AND LEARNING OUTCOMES

The objective of this Bachelor-level course is to familiarize the students with a number of key Berlin museums. In addition, they are to be equipped with ethnographic methods in order to critically approach the material, reflecting on their own positionalities. They will also develop their abilities to read and reflect on a variety of relevant academic literature.

### Learning Objectives

The aim is to have students:

- Understand, describe and identify key aspects of Berlin's museological landscape
- Reflect critically on scholarly texts and sites and media output relevant to the Museology, Memory and Migration in Germany.

and acquire the following skills and competencies:

- The use of ethnographic and critical analysis methods to virtually explore settings and sites.
- Identifying and reflecting on the positionality of scholarly authors, museum, stakeholders, and themselves.
- Communicating and discussing key ideas in a constructive and respectful way.

## READINGS

1. Ostow, Robin. (2007). "From Displaying 'Jewish Art' to (Re)Building German-Jewish History: The Jewish Museum Berlin." In Vijay Agnew (ed.). *Interrogating Race and Racism*. University of Toronto Press. 289-319.
2. Feldman, Jackie and Anja Peleikis (2014). "Performing the Hyphen: Engaging German-Jewishness at the Jewish Museum Berlin." *Anthropological Journal of European Cultures*. 23 (2): 43-59.
3. Dekel, Irit. (2014). "Jews and Others at the Holocaust Memorial in Berlin." *Anthropological Journal of European Cultures* Volume 23, No. 2 (2014): 71-84
4. Rothberg, Michael and Yasemin Yildiz. (2011). "Memory Citizenship: Migrant Archives of Holocaust Remembrance in Contemporary Germany." *Parallax (Special Issue on Transcultural Memory)* 17.4, 32-48.

5. Partridge, Damani J. (2010). "Holocaust Mahnmal (Memorial): Monumental Memory Amidst Contemporary Race." *Comparative Studies in Society and History* 52(4): 820–850.

6. Shooman, Yasemin. (2016). "Between Everyday Racism and Conspiracy Theories. Islamophobia on the German-Language Internet." *Media and Minorities*: 136-155.

Readings may be updated closer to the course time as new publications become available. All readings will be accessible via Moodle.

## 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**:
  - i. Submit two to three discussion/content questions on each scholarly reading, as assigned via Moodle.
  - ii. Submit reflection papers on two of the museum visits (750-1000 words) via Moodle.
  - iii. Submit an individually-written research report (2500-3000 words) with bibliography via Moodle. Due 13 December
  - iv. Conduct a short (ca 15 mins) presentation in-class.

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

### Dr. Victoria Bishop Kendzia

The instructor's teaching method, although anthropologically inflected, is interdisciplinary in nature and is, therefore, not limited to the social sciences. It appeals to students from a wide variety of academic backgrounds from history to art, through to geography, theology, and politics. The focus of her work is on the urban landscape, especially, but not only, museums and memorials in and around Berlin. In this context, locations can be explored as dynamic sites that project and reframe key aspects of history and culture. The urban laboratory that is Berlin is particularly well-suited to this endeavour, given the historical and cultural upheavals it has witnessed during the 20th century and beyond. She defended her dissertation on visitor experience at the Jewish Museum Berlin in 2013 at the Institute for European Ethnology, Humboldt University Berlin under the supervision of Prof. Wolfgang Kaschuba and Prof. Sharon Macdonald. Her doctoral work was based on ethnography of young Berlin-based high school students in and around the Jewish Museum Berlin. She has a background in Museum Studies, having completed her master's

degree in this field from the University of Toronto, Canada in 2001 and her Bachelor of Arts Honours at the same university in 1999. She has been publishing scholarly articles in her field since 2009 and teaching at the university level since 2008. Her most recent publication is the 2018 monograph: *Visitors to the House of Memory. Political Education and Identity at the Jewish Museum Berlin*. London and New York: Berghahn Books. A new paperback edition of this book was published in December 2020.

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## **COURSE SCHEDULE**

### **Week 1: 03 SEP: Introduction to the Course**

Here the instructor will explain the syllabus and course requirements in detail and hold a lecture on the Jewish narrative in Germany. The concepts of Self and Other constructions and the power to interpret are key issues. In addition, the ethnological method – perception walk- will be explained and practiced in preparation for the museum visits.

### **Week 2: 10 SEP: Memory Part 1 – Visit to the Jewish Museum Berlin**

Students will visit the Jewish Museum Berlin and undertake a perception walk, using the tools and critical analyses outlined in the previous class.

Submission via Moodle of 2-3 content/discussion questions on the first two required readings (due date tba – usually the weekend before the next in-class session):

1. Ostow, Robin. (2007). "From Displaying 'Jewish Art' to (Re)Building German-Jewish History: The Jewish Museum Berlin." In Vijay Agnew (ed.). *Interrogating Race and Racism*. University of Toronto Press. 289-319.
2. Feldman, Jackie and Anja Peleikis (2014). "Performing the Hyphen: Engaging German-Jewishness at the Jewish Museum Berlin." *Anthropological Journal of European Cultures*. 23 (2): 43-59.

### **Week 3: 17 SEP: In-class discussion of JMB Visit and Readings 1-2**

In this class, we will share our impressions of the museum via a narrative interview workshop. In addition, we will address and discuss your questions on the above readings. Guidance will also be given regarding your presentations and research papers.

### **Week 4: 24 SEP: Memory Part 1 – continued**

Visit to the Memorial to the Murdered Jews of Europe. Here the students will be asked to compare their impressions of this site with the JMB. If possible, a tour will be arranged. This comparison can form the content for one of the two reflection papers, which are to be submitted (due date tba).

Submission of 2-3 content/discussion questions on the next two readings (due date tba):

3. Dekel, Irit. (2014). "Jews and Others at the Holocaust Memorial in Berlin." *Anthropological Journal of European Cultures* Volume 23, No. 2 (2014): 71-84

4. Rothberg, Michael and Yasemin Yildiz. (2011). "Memory Citizenship: Migrant Archives of Holocaust Remembrance in Contemporary Germany." *Parallax (Special Issue on Transcultural Memory)* 17.4, 32-48.

### **Week 5: 01 Oct: In-class discussion of visits in comparison and readings 3-4**

In this class there will be group work comparing the two sites. In addition, we will discuss your questions on readings 3-4. Examples of reflection papers will also be made available.

### **Week 6a: 08 Oct: Memory Part 2 Perpetrators in Focus**

Visit to site in which the perpetrator narrative is part of the focus. Comparison of This visit can also be the basis of a reflection paper.

### **Week 6b: 13 Oct (SUNDAY): Excursion to Sachsenhausen**

***Note this is a Sunday session and will take up most of the day.***

**Sunday, 13 Oct-we meet at 11:00 am (meeting location tba, probably Friedrichstrasse S-Bahn Station, Track 12)**

### **Week 7: 15 Oct: Memory Part 2 – continued –Lesser known stories**

Visit to a site of resistance and assistance. Details tba. This can also be the basis for one of the reflection papers.

### **Break 21-25 OCT – NO CLASSES!!!**

### **Week 8: 29 Oct: In-class Discussion and Comparisons of Sites**

We will use the constant comparison methods to analyze our impressions of the sites visited so far. In addition, the instructor will give a lecture on post-WWII migration.

### **Week 9: 05 Nov: Migration in Focus Part 1 – city museums**

Visit to a neighborhood museum that explores the topic of migration. Details tba.

### **Week 10: 12 Nov: Migration in Focus Part 1 - continued**

Visit to a second neighborhood museum that explores the topic of migration. Details tba. One or both of these museums can also be the basis for the reflection papers.

Submission of 2-3 content/discussion questions on the final two readings:

5. Partridge, Damani J. (2010). "Holocaust Mahnmal (Memorial): Monumental Memory Amidst Contemporary Race." *Comparative Studies in Society and History* 52(4): 820–850.

6. Shooman, Yasemin. (2016). "Between Everyday Racism and Conspiracy Theories. Islamophobia on the German-Language Internet." *Media and Minorities*: 136-155. Text Verdana 10,5

### **Week 11: 19 Nov: In-class discussion of visits and readings 6-7**

In-class workshop comparing the neighborhood museums and discussion of your questions on readings 6-7. I also plan to include a current events workshop during this session. All reading materials for this will be provided in class and/or via Moodle.

### **Week 12: 26 Nov: NO CLASS**

### **Week 13: 03 Dec: Final Class. Student Presentations, Summary, Feedback**

You will have conducted short research projects in the weeks preceding. This is the opportunity to share what has most interested you in this learning through research process.

### **Week 14: 10 Dec: NO CLASS**

## TECHNICAL REQUIREMENTS

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

### in case of online sessions

- 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.

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The course and its syllabus are subject to change. Last update: 16.12.2023