



## The African Diaspora: Diversity, Citizenship and the Politics of Belonging in Berlin

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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

Day: Tuesday, 9:00-11:30 am

#### 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: Intersectional inequalities, African studies, and migration studies are just a few of the disciplines that this course can complement.

### CREDITS = 6 ECTS

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

## **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. 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. 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.

Students are encouraged to critically analyse these representations with the intentional notion of undoing – unlearning within larger theoretical frameworks of the (in) visibility of the African diaspora in Berlin. 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.

## **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. In addition, they are to be equipped with interdeciplinary framework in order to critically approach the coursework and reflecting on their own positionalities. 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:

- **Define** power in terms of class, gender, and race within the German contexts
- **Examine** the ways in which colonialism continues to affect people's lives today
- **Describe** contemporary resistance movements against colonialism
- **Evaluate** the importance of imagery and language in defining who has power
- **Identify** and **evaluate** multiple perspectives and reactions within cross-cultural encounters
- **Explain** how anti-Black racism acts institutionally, structurally, interpersonally and individually
- **Understanding** the endemic nature of Anti-Black racism in German society
- **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/](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 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 80% 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.
- **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 Z. Nocanda**

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

3 hours à 45 min per week

## **Week 1: Introduction**

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

**Group activity / assignment:** Positionality Paper

Part I: Introductions of instructor and students

Part II: Review of the syllabus and assignments

**Due:** To be announced on Moodle

## **Week 2: why is it crucial to locate 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:** Available on Moodle

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

**Due:** To be announced on Moodle

## **Week 3: Presentation preparations: Terms and Conditions**

**Group activity / assignment:** Group work in-class/online

## **Week 4: Presentation preparation**

**Group activity / assignment:** Group Work

**Week 5: Presentation preparation**

\*No scheduled class, students continue working on your group presentations + a scheduled meeting with instructor on your ideas

**Group activity / assignment:** Group Work

**Week 6: Student Presentations: Terms and conditions Part I**

**Group activity / assignment:** Power Point Presentation

**Week 7: Student Presentations: Terms and conditions Part II**

**Group activity / assignment:** Power Point Presentation

**Week 8: Reading Week**

**Week 9: Hidden Curriculum: Colonialism hiding in plain sight**

**Required Reading:** Available on Moodle

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

**Due:**

**Week 10: (in) Visible Black History of Berlin: African or Colonial Quarter?**

**\*Class Excursion**



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.

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

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

**Assignment:** Reflection Paper

**Due:** To be announced on Moodle

### **Week 11: Museum Exhibition: "zurückgeschaut | looking back"**

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

**Required Reading:** To be announced

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

**Due:** To be announced

### **Week 12: Feminist (ing) while African**

**\*Guest Lecture**

**\*zoom-online**

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:** Available on Moodle

**Group activity / assignment:** non

**Week 13: Final Assignment topic approval**

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.

**Group activity / assignment:** one-on-one Meeting to discuss your final assignment

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

**Final Assignment due at 16:00pm (Berlin Time)**

**\*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.*

## 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 in this international classroom.

**Academic guidelines:** Comply with academic integrity policies, especially the academic honor code and the student code of conduct. Plagiarism in even a small assignment will result in failing the entire course.

**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: 9<sup>th</sup> November 2023