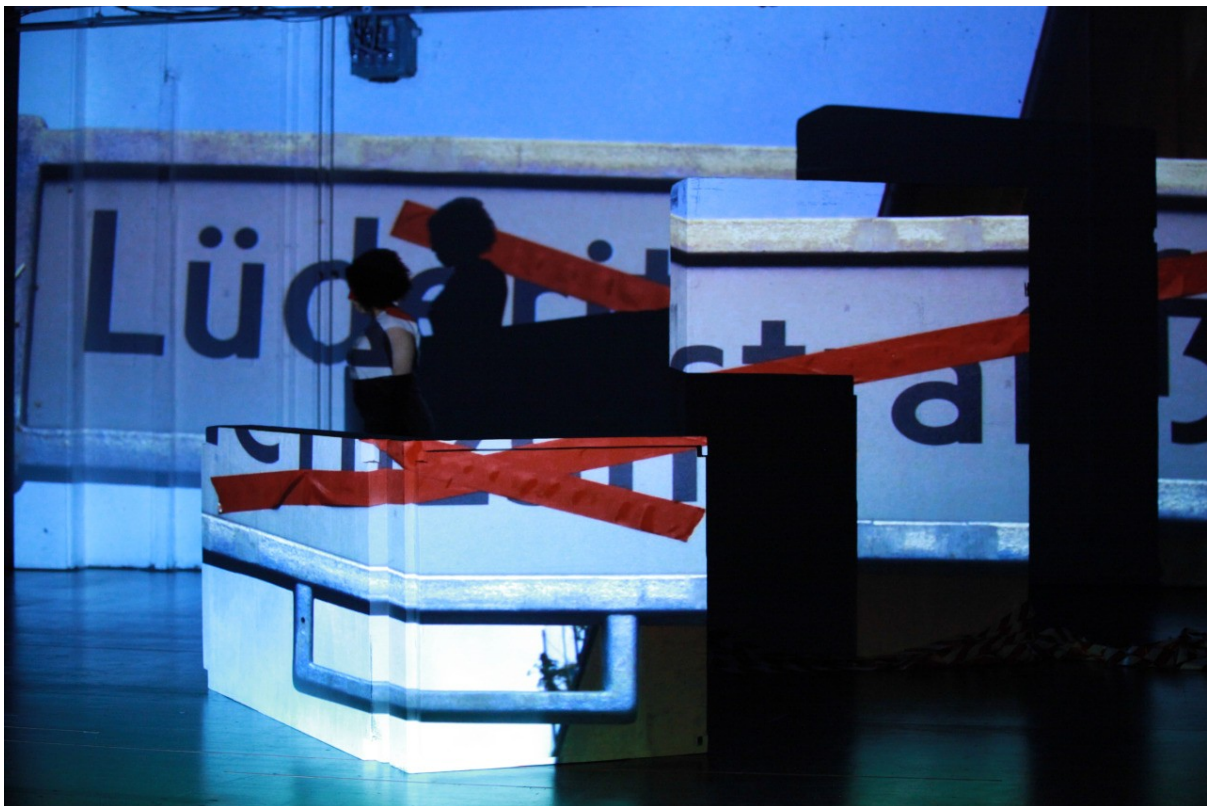


**CLCS 238T, Reading the Postcolonial City: Berlin and Hamburg,
Department of Languages, Literature, and Cultures, Fall 2018**



Still from Simone Dede Ayivi: "Performing Back"

Instructor:	Dr Kate Roy
Office:	Main Villa, Office 4
Office hours:	Mon/Thu: 11:30-12:30 and 14:30-15:30, and by appointment
Email:	kroy@fus.edu
Class time:	Wednesday: 13:00-15:45
Classroom:	Main Villa, Classroom 6

Course description

Colonialism has left its traces not only very obviously on the former colonies themselves but also on the face of the cities of the colonizers. Host of the “Congo Conference” that carved up the continent in 1885, Germany was late into the “scramble for Africa.”

However, it has long been implicated in colonialism through trade, scientific exploration, and Hamburg’s position as a “hinterland” of the Atlantic Slave Trade.

Seeking to explore colonial echoes in less obvious places, namely in contemporary Berlin and Hamburg, the course asks how we can remember colonialism in the modern world, become conscious of its traces, and encourage critical thinking about the connections between colonialism, migration and globalization. So what was colonialism and what forms did it take? Where can we see its traces in the modern city? How could or should we remember it and how can we actively employ its vestiges to engage critically with the past and to renegotiate it? (Re)introducing ideas surrounding power relations and the postcolonial through short texts, artworks and visual remnants and traces (including the “past” of contemporary objects and products like spices and coffee), we will explore the challenges and contradictions two modern German cities set in motion.

As an Academic Travel, this course will include an on-site component where the class will team up with postcolonial focus groups in Berlin and Hamburg, going onto the street and into the museum to retrace the cities’ colonial connections, and to experience and engage with the colonial past through performance-based activities.

Rationale

The overall aim of this course is to help students think critically about ideas surrounding power relations and the postcolonial, using the cities of the present as a medium. By exploring these ideas through “less obvious” locations, the course aims to make you think about what might constitute colonialism in the first place. As a course based in Comparative Literary and Cultural Studies, the course’s aim is also to provide you with a skill set to analyze culture and cultural artifacts, such as short texts, artworks and visual remnants and traces. As a travel, the course fulfills part of the travel requirement and provides the opportunity to encounter modern Germany through field observation studies and site visits in two of its most important cities.

Course objectives

The goals of this course include the following:

- to investigate and critique the idea of the “postcolonial city”;
- to explore and seek to understand artistic responses to the history of colonialism in the cities of the former colonial metropole;
- to closely read a range of short literary and filmic texts, artworks, and visual “traces”;
- to develop critical thinking and analytical skills;
- to practice synthesizing information from classroom discussions and reading;
- to present this information in a variety of formats, including class discussion, visual methods (posters etc.), oral presentation, and in commentary-style essays;
- to demonstrate the ability to work collaboratively;
- to understand how to travel respectfully and responsibly.

Student learning outcomes

Upon completion of this class, students should:

- be able to demonstrate an understanding of how colonial power relations have shaped cities of the past and present;
- be able to reflect on the role played by the colonial power relations of the past in the construction and expression of identities in the Berlin, Hamburg (and beyond) of the present;
- be able to demonstrate an understanding of critical concepts relating to the “postcolonial situation”, and the context of postcolonial engagement in Berlin, Hamburg and beyond;
- have “read” and written about these forms of engagement critically and analytically, also analyzing and applying secondary literature;
- have developed their awareness of theoretical methods to evaluate a range of textual, visual and critical evidence and to construct their own arguments based on these;
- have gained confidence in and the skill sets required in working collaboratively as a part of a team;
- have gained a first--hand understanding of German city culture;
- be able to travel in a group and respect the needs of all participants.

Course readings and materials

All course readings (both primary and secondary texts) will be available on Moodle.

Visual material (images, films) will either be viewed during the seminars or, in the case of longer films, will be available online and/or have a separate screening arranged.

Each course topic will have its own “extra reading” folder on Moodle, where you will find additional material useful for research and assignments.

Course assessment

Assessment 1: In-class commentary exam – 20%

This short exam task will present you with a choice of 3 images related to the material covered in the first few weeks of the course. Choosing ONE image, you will contextualize it historically (where did it come from? etc.), comment critically on its historical journey to Germany (how did it get there? etc.), and summarize what it might represent for us now (with reference to course materials and your own scholarly reading).

Assessment date: October 17

Assessment 2: “Diary” project – 25%

During the academic travel period you will focus each day on ONE thing that has struck you from that day (this could be an item at a museum, a monument, a street sign, a theatrical prop, an artwork, a written piece... etc.) and that you will respond to in some way. Responses could take the form of a picture, a poem, a reflective diary entry (on the connections it makes), a photo you have taken, a collage etc. We will talk about this and I will show some examples of what you could do in our session the week before we leave. The submitted “diary” should have one entry per day of our Academic Travel, and should be accompanied by a ca. 1500-word commentary-style essay that explains your rationale for choosing these items as your focus, and reflects, drawing closely on the items and

their features, on how these items might deconstruct colonial relationships (with reference to course materials and your own scholarly reading).

Assessment due date: November 14

Assessment 3: Group Poster and Poster Presentation (in pairs or groups of 3) – 25%

Choose ONE of the overarching themes (not the one you focused on in your student-led discussion session!) to investigate in-depth as a group. Try to bring together ideas discussed in our seminars as well as some choice examples or illustrations of those ideas that you encountered on travel to illustrate these ideas (feel free to make use of your own images and materials from travel!). As a group, you will create a poster (either on the computer, or by hand with glue, paper, etc.!) that gets your ideas across with maximum impact - and minimal text. Try to design your material around a central question or “statement” that you want to bring to our attention. The poster will play a supporting role to your explanation of the central idea of your project in the in-class poster session. In a typical poster session, posters are displayed on the walls of a room and the presenters stand next to their posters, ready to explain their project. In our case, each group will have a ca. 20-minute session where you give us an “elevator pitch” of the essentials of your idea, explain how your poster illustrates it, and then answer questions (from me and from your peers). Your “argument” will be assessed both via the poster design, and via the presentation/question-answer session, so try to share all tasks equally across the group.

Assessment dates (presentation session and submission of poster): December 5 and December 12

Assessment 4: Student-led discussion (in pairs or groups of 3) – 20%

For this assessment, students prepare and lead the discussion for part of one seminar (in pairs or in a group of 3). Leading the discussion does not mean giving a presentation. On the contrary, it means that you identify objectives for the discussion, think of questions you want to discuss with the seminar group, and design methods that are appropriate for achieving those objectives and questions.

After the discussion, each student will write an 800-1,000-word reflective report which is due a week after the discussion. The grade will be based both on your preparation for and performance during the discussion on the one hand and on the reflective report on the other.

Preparing the discussion

Leading the discussion requires a good amount of research and preparation. You will need to research beyond the required seminar readings in order to gain an in-depth understanding of the topic and to identify key questions. You do not, however, need to limit yourselves to those questions but can pursue any aspects of the topic that you find interesting or that you think the group will be keen to discuss. Above all, the main aim is to encourage a lively and stimulating discussion among your peers.

Tips for preparing the discussion:

- Think about what questions your peers are likely to find interesting and could provoke a good discussion.
- How can you structure the discussion in a meaningful and logical way?
- What discussion methods do you want to use? Be creative if you want to! (plenary discussion, small group discussions, open/structured debates, work with an aspect of the primary texts, films or artworks, role play/improvisation, etc., ...)

- Think of follow-up questions that you can ask if important points are not mentioned in the discussion.
- Write down the questions exactly as you want to ask them!
- Ask open questions and avoid Yes/No questions

You should discuss your plans with me during the week prior to the seminar. Bring along (or email me in advance of our meeting with) a plan with your suggestions. The plan should include a list of key objectives and a structure of the session with notes about possible questions for focus.

Leading the discussion

When leading the discussion, try to:

- Hold back. Make sure that you do not speak too much yourselves (your task is to get your peers talking).
- Be clear and precise. Formulate clear questions and give clear instructions.
- Be patient. Leave enough time for your peers to think, reflect and participate. Don't try to fill every silence and don't intervene too often, however hard this may be.

Your discussion session should last approximately 30 minutes.

The reflective report

The report should not be a mere recap of your plan for the session. At the outset, you should briefly outline the objectives of the session, which should include references to the scholarly literature (i.e. reference to course materials and your own scholarly reading). The main part of the report should be a reflection on what you have learned about the seminar topic through the experience of preparing and leading the discussion.

Student-led discussion sessions will take place in the on-campus seminars throughout the semester, with the date depending on that of the session theme your group chooses.

Participation grade – 10%

What is meant by active participation?

The student appears alert and attentive, responds promptly and enthusiastically to questions and communicative prompts, and collaborates actively and productively with others in group settings. The student diligently takes notes on, or obviously engages with, in-class discussion and lecture material. The student gives evidence of diligently executing assignments and reading, and prepares well for class by completing question sheets, and being able to discuss her/his chosen answers.

Grade distribution

Commentary exam	20%
Diary project (diary + commentary)	25%
Group poster and poster presentation	25%
Student-led discussion (10%) and reflective report (10%)	20%
Active In-class Participation	10%

Writing/research expectation

Aside from the above-mentioned assessed aspects of the course, all students are expected to do the course readings listed in the schedule, and to participate in general discussions based on their prepared answers to each session's key questions, which are focused on

the prescribed reading (question sheets will be distributed a week in advance). Students are expected to cite course readings and scholarly sources from their own, independent research in all pieces of assessment.

Course policies

Attendance policy

Regular attendance is required. Each student will be allowed one unexcused absence, no questions asked (the equivalent of two classes) during the course of the term. Your participation portion of the grade will drop by 15 points (out of 100) each time you miss class with an unexplained absence following this first permitted instance. Students who miss class due to illness must provide the relevant faculty members with a valid medical certificate if they wish to prove cause of absence. Please note the University's attendance policy, which states that non-compliance with the attendance policy specified in the syllabus of a course may result in the student being dropped from the roll for the course by the professor in consultation with the Dean and, in any case, will incur a reduction of the student's final grade by at least 10%.

Late work

Assignments are due on the date given in the course schedule below. For each day you hand your work in late I will deduct 3 points from your final grade. After ten days I will give you an F without prior warning.

Please hand in everything on Moodle (where possible – I realize this may not be an option for the diary assessment or the poster). If there is a compelling reason you cannot hand in your work, please come and speak to me **in advance of the deadline**.

Presentations/discussion sessions **must** be carried out and exams **must** be sat on the day listed in the schedule below unless there is a family or health emergency for which you can provide a valid medical note.

Attendance and participation policy while traveling

You are a mature individual who is participating in this travel course as part of our Franklin University curriculum. I trust that you are able to make appropriate judgments in everyday situations during our travel. Any conduct that interferes with our productive and enjoyable learning experience will not be tolerated, and will result in removal from our travel group before or during the travel, and/or a grade of F.

Reported class 3 violations (see section 4 of the Student Handbook) during Academic Travel will automatically result in the following:

- Immediate dismissal from the Academic Travel and return to Lugano at the student's expense;
- A failing grade for the class; and
- Immediate review of the case by the Judicial Board co-chairs.

Please remember, when traveling, you are ambassadors of your own culture and that of Franklin. Please also note: Missing academic sessions (lectures, walking tours, museum visits...) and events (e.g. theater, dinners...) on travel will have the same impact on your participation grade as missing regular classes. I.e. your participation portion of the grade will drop by 15 points (out of 100) each time you miss an academic session on travel or a travel event with an unexplained absence. Please get

in touch with me **before** the session/event if you have a valid reason for not being able to attend (i.e. illness).

Academic Dishonesty

Please refer to Franklin's Statement on Cheating and Plagiarism in the 2018-2020 Academic Catalog for the full version (p. 199) but to summarize here: you are to do your own work. Behavior such as copying the work of others, using third-party services, or any other circumvention of doing your own work are dishonest and are not acceptable in this class or at this institution.

- For papers and presentations, this includes the proper use of references and citations. Copying text without the use of quotations or paraphrasing the ideas of others without proper citations are both examples of plagiarism and thus unacceptable.
- For test/exam situations, this includes the use of notes, cellphones, talking to others, or copying off of the exam of others.

The first case of academic dishonesty will result in an automatic grade of a zero on the assignment and a report to the Dean. The second case will result in expulsion from the university.

Tentative course schedule (subject to change)

Part I: On-campus seminars

Date	Topic and Reading	Assignments/requirements
August 29	Introductory session: Presentation of the syllabus, introductions Brainstorming the (post)colonial	<i>Start thinking about roommates (you will have twin rooms at both hotels on travel)</i> <i>Check your visa requirements – do you have a Schengen visa? If not, do you require a tourist visa for Germany?</i> <i>Start thinking about groups and theme/session preferences for student-led discussion</i>

September 5	<p>Introduction: “Reading material”: What is a postcolonial city?</p> <ul style="list-style-type: none"> How has colonialism left its mark on the cities of the metropole? and how (and where) might the modern city answer back? <p>Reading: Brenda S.A. Yeoh (2001): “Postcolonial Cities”, in: <i>Progress in Human Geography</i>, 25.3: 456-468</p> <p>Mini-lecture – context: A short journey through Germany’s colonial past</p>	<p><i>Risk and Release forms</i></p> <p><i>Independent Travel Waiver</i></p> <p><i>Sign up for student-led discussion groups and themes</i></p>
September 12	<p>Archaeology I: Pergamon and Troy</p> <p>Primary materials: Extracts from writing by e.g. Emine Sevgi Özdamar, Mahmoud Darwish, Bertolt Brecht</p> <p>Secondary reading: Extracts from Jane Lydon/Uzma Rizvi (2010): <i>Handbook of Postcolonial Archaeology</i> (Walnut Creek, CA: Left Coast Press)</p>	<p><i>Final list of roommates</i></p> <p><i>Student-led discussion session I</i></p>
September 19	<p>Archaeology II: Egypt</p> <p>Primary materials: Viola Shafik (2003): <i>The Journey of Queen Tiye</i> (Immendingen: fechnerMedia)</p> <p>Secondary reading: Extracts from Jane Lydon/Uzma Rizvi (2010): <i>Handbook of Postcolonial Archaeology</i> (Walnut Creek, CA: Left Coast Press)</p>	<p><i>Health questionnaires</i></p> <p><i>Student-led discussion session II</i></p>

September 26	<p>Trade and colonial wares: Archives and counter-archives</p> <p>Primary materials: selection of advertising images, art from HMJokinen workshops, “Colonial Neighbours” website</p> <p>Secondary reading: John Phillip Short (2012): “World of Work, World of Goods: Propaganda and the Formation of its Object”, in: <i>Magic Lantern Empire: Colonialism and Society in Germany</i> (Ithaca, NY: Cornell University Press): pp. 36-56</p>	<i>Student-led discussion session III</i>
October 3 (German Unity Day)	<p>The Berlin Conference: The Scars of the Scramble for Africa</p> <p>Primary materials: images of artworks from Dierk Schmiedt’s “The Division of the Earth” exhibition, “We are Tomorrow” program booklet, Ballhaus Naunynstraße website, “We are Tomorrow” reviews</p> <p>Secondary materials: extracts from: Lotte Arndt et al. (eds.) (2010): <i>The Division of the Earth: Tableaux on the Legal Synopsis of the Berlin Africa Conference / Dierk Schmidt</i> (Cologne: Walther König)</p>	<i>Student-led discussion session IV</i>
October 10	<p>Collective memory and reshaping the city: Monuments and sites of memory Case study – The May-Ayim-Ufer in Berlin</p> <p>Primary materials: selection of images and translated extracts from Clara Ervedosa article and Berlin postkolonial website, extracts from writing by May Ayim</p> <p>Secondary reading: Jan Assmann (1995): “Collective Memory and Cultural Identity”, translated by John Czaplicka, in: <i>New German Critique</i>, 65 (Spring – Summer): 125-133</p>	<i>Student-led discussion session V</i>

October 17	1. Commentary exam 2. Recap and prep session: Looking for traces	<i>Commentary exam</i> <i>Discussion of Academic Travel Diary task (with examples of possible styles of “response”)</i>
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Part II: Academic field study in Berlin and Hamburg (tentative schedule, subject to change)

Day/Date	Activities
Sunday October 21	Bus transfer to Milan Malpensa easyJet flight to Berlin Bus transfer to hotel Group welcome dinner
Monday October 22	“Postcolonial orienteering” session – getting to know Berlin -> team/task work on finding and documenting colonial traces
Tuesday October 23	Museum visit: Pergamon Museum Museum visit: Neues Museum (NB: Your museum passes will be valid for 3 days)
Wednesday October 24	Performative walking tour exploring postcolonial Berlin Lecture on the work of the “Berlin postkolonial” group
Thursday October 25	Workshop/discussion session with actor Simone Dede Ayivi, centered on her performance “Performing Back” Visit to the “Colonial Neighbours” community archive at the SAVVY Gallery

Friday October 26	<p>Morning free</p> <p>Train: 14:39 Departure from Berlin Hauptbahnhof with ICE 800 16:21 Arrival in Hamburg</p> <p>Hamburg welcome dinner</p>
Saturday October 27	<p>“Postcolonial orienteering” session – getting to know Hamburg -> team/task work on finding and documenting colonial traces</p> <p>Guided Tour “Horn of Plenty and Armored Corvette. Between the Town Hall and the Chilehaus: Ciphers of the Colonial Metropole Hamburg” with HMJokinen, artist/curator</p>
Sunday October 28	<p>On-site image analysis and discussion “Echoes in the Barracks – Hamburg-Jenfeld’s National Socialist colonial monuments” with HMJokinen, artist/curator</p> <p>Guided Tour “Wandsbek Postcolonial” with Millicent Adjei, social economist and Kathrin Treins</p>
Monday October 29	<p>Speicherstadt - Museum visit (museum tbc)</p> <p>Coffee tasting</p>
Tuesday October 30	<p>Lecture “Memory from below: Colonial monuments and public---participative art in urban space” with HMJokinen, artist/curator</p> <p>Visit to the atelier of the art project “ort_m [migration memory]”</p> <p>Group farewell dinner</p>
Wednesday October 31	<p>Morning and early afternoon free (remember hotel check-out!)</p> <p>Bus transfer to airport</p> <p>Eurowings flight to Milan Malpensa</p> <p>Bus transfer Milan Malpensa -> Franklin</p>

NB: We will have several group meals over the course of the week which are yet to be formally included in the program.

Part III: On-campus seminars and project work

Date	Topic and Reading	Assignments/requirements
November 7	NO CLASS	<i>Informal, non-compulsory drop-in session in Main Villa Classroom 6 for those of you who'd like to discuss your diary project with me</i>
November 14	Travel round-up "Reading" and Responding to the Postcolonial City Primary materials: reflection on materials from travel Secondary reading: extracts from theoretical texts on "writing back"	<i>Diary project (diary + commentary) due</i> <i>Student-led discussion session VI</i>
November 21	"New colonies on their own territory?" (Post)colonial subjects I: Black Germans Primary materials: Extracts from e.g.: May Ayim, materials gathered during travel Brigitta Kuster/Moise Merlin Mabouna (2006): 2006 - 1892 = 114 years Secondary materials: extracts from May Opitz et al. (eds.) (1992): <i>Showing Our Colors: Afro-German Women Speak Out</i> , translated by Anne V. Adams (Amherst: University of Massachusetts Press)	<i>Group poster "abstract" due (expression of your proposed central idea, and how you'll go about illustrating it)</i>

November 28	<p>“New colonies on their own territory?”</p> <p>(Post)colonial subjects II: Turkish—Germans</p> <p>Primary reading: Extracts from e.g.: Emine Sevgi Özdamar, Sudabeh Mohafez</p> <p>Secondary reading: Monika Albrecht (2014): “German Multiculturalism and Postcolonialism in Comparative Perspective. Prolegomenon for the Framework for a Postcolonial Germany”, in Dirk Göttsche and Axel Dunker (eds.): <i>(Post)Colonialism across Europe: Transcultural History and National Memory</i> (Bielefeld, Aisthesis Verlag), pp. 33-56.</p>	<i>Informal peer feedback session on your poster projects</i>
December 5	<p>1. “New colonies on their own territory?” The case of East Berlin – debate</p> <p>2. Poster Presentations I</p>	<p><i>Poster Presentations I</i></p> <p><i>Poster submission due</i></p>
December 12 (Finals Week: shortened session – 13:30-15:30)	<p>1. Poster Presentations II</p> <p>2. Final Discussion Berlin and Hamburg – Going Global?</p>	<p><i>Poster Presentations II</i></p> <p><i>Poster submission due</i></p>

Travel: Additional Information

Flight details

Sunday, October 21:

14:55 Departure from Milan Malpensa on easyJet flight U25884

16:45 Arrival at Berlin Tegel

Wednesday, October 31:

18:05 Departure from Hamburg on Eurowings flight EW7826

19:45 Arrival at Milan Malpensa

Hotels**Berlin:**

Check in 21.10.2018, check out 26.10.2018

Best Western am Spittelmarkt

Neue Grünstraße 28

10179 Berlin

Phone: +49 30-31161500

Fax: +49 30-311615099

Website: <https://www.bestwestern.de/hotels/Berlin/Best-Western-Hotel-am-Spittelmarkt>

Hamburg:

Check in 26.10.2018, check out 31.10.2018

Hotel MyPlace Hamburg

Lippmannstrasse 5

22769 Hamburg

Phone: +49 40-28571874

Website: <http://www.myplace-hamburg.de/en/>

Visa requirements

Germany is a member of the Schengen countries (as is Switzerland). If you do not have a Schengen visa, please make your own arrangements as soon as possible, otherwise you risk not being able to go on the travel. For further information, this website is helpful: <http://www.immihelp.com/visas/schengenvisa/requirements-exemptions.html>

Allergies and medical conditions

Please inform me if you have a medical condition that I should be aware of and what to do in case of emergencies, so we can make sure you are all safe. If you have allergies (food etc.) please do let me know about this too. You will all need to complete this form: <http://www.fus.edu/images/pdf/Academic%20Travel%20Health%20Questionnaire.pdf>

Equipment note

Pack comfortable shoes, because we will be on our feet for much of the time! Check the forecast before we leave and bring warm clothes and rain gear. Germany (and especially Berlin) in the fall will very likely be windy and cold!