

ADDIS ABABA UNIVERSITY



UNIVERSITÄT LEIPZIG

Course Catalogue

Summer Term 2021

MA „Global Studies
with a special emphasis on Peace
and Security in Africa“

Addresses and Contact Persons

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Timeline – Summer Term 2021

Academic Term	01.04.2021 – 30.09.2021
Lecture Time	12.04.2021 – 24.07.2021

Holidays (Germany):

Karfreitag / Good Friday	02.04.2021
Ostermontag / Easter Monday	05.04.2021
1. Mai	01.05.2021 (Saturday)
Himmelfahrt / Ascension Day	13.05.2021 (Thursday)
Pfingstmontag / Whit Monday	24.05.2021

Deadlines:

Submission Essays	31.08.2021
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List of Abbreviations

BS	Block Seminar
C	Consultations
CAS	Centre for Area Studies (Strohsackpassage, Nikolaistraße 6-10, 5th Floor)
Co	Colloquium
GESI	Global and European Studies Institute (Emil-Fuchs-Straße 1, 04105 Leipzig)
GWZ	Geisteswissenschaftliches Zentrum (Beethovenstraße 15, 04107 Leipzig)
GWZO	Geisteswissenschaftliches Zentrum Geschichte und Kultur Ostmitteleuropas (Specks Hof, Eingang A, Reichsstr. 4-6, 04109 Leipzig)
HSG	Hörsaalgebäude (Universitätsstraße 7, 04109 Leipzig)
L	Lecture
LC	Language Course
M	Mandatory
KQ	Key Qualification
NSG	Neues Seminargebäude (Universitätsstraße 5, 04109 Leipzig)
S	Seminar
SFB	SFB 1199 (Strohsackpassage Nikolaistraße 6-10, 5th Floor)

Mandatory Courses

2 x Seminar Module GS-0810

2 x Seminar Module GS-0840

Courses Summer Term 2020

GS-0810 Regions in Globalisation Processes: Africa and the Near East I

- S Ulf Engel/Jens Herpoldsheimer: Peace and Security in Africa (mandatory)
- S Dmitri van den Bersselaar/Katja Werthmann: Debates about Development in Africa
- S Steffi Marung: Comrades and Competitors: The Soviet Union and Africa from the October Revolution until the End of the Cold War
- S Dmitri van den Bersselaar/Ari Awagana: Migration and Language

GS-0840 Regions in Globalisation Processes: Europe I

- S Wolfram von Scheliha: Transitional Justice and Post-Violence Memory Cultures in Historical Perspective
- S Steffi Marung: Rural Peripheries in Europe compared: global and historical perspectives
- S Susanna Jorek: Black Europe: An Introduction to Black European Studies.
- S Marian Burchardt: Belonging in a Transnational World: Spaces of Difference in the Age of Mobility
- S Ruth Ennis: Slavery and History
- S Katarina Ristić/ Karen Silva Torres: Social Media, Participatory Culture and Globalization

LC German Classes

M Internships

GS-0810 Regions in Globalisation Processes: Africa and the Near East I

Peace and Security in Africa

Seminar

Lecturer: Prof. Dr. Ulf Engel/Dr. Jens Herpoldsheimer

Time: Tuesday, 11.15–12.45

Place: Online

Examination: Essay

Description:

This seminar is taking stock of the state of peace and governance in Africa, with an interest in its spatializing effects. It is addressing the current dynamics of implementing the African Peace and Security Architecture (APSA) as well as the African Governance Architecture (AGA). We will make extensive use of primary resources and analyse current controversial debates around issues such as peace-keeping, counter-terrorism, international partnerships, financial dependency, etc.

This seminar is closely aligned to the research agenda of the SFB 1199 (see <http://research.uni-leipzig.de/~sfb1199/?id=7>).

Introductory Literature:

John A. Agnew 2013. "Territory, Politics, Governance", *Territory, Politics, Governance* 1 (1): 1-4.

Sophie Desmidt 2016. *Peacebuilding, conflict prevention and conflict monitoring in the African Peace and Security Architecture*. Maastricht: ECDPM (online).

Debates about Development in Africa

Seminar

Lecturer: Dmitri van den Bersselaar, Prof. Dr. Katja Werthmann (Institute for African Studies)

Time: Thursday, 11.15 –12.45

Place: Online

Examination: Essay

Description:

In this seminar we will explore debates in the humanities and social sciences about development in Africa. Following an introduction in the history of the concept of development, we will analyse critical perspectives on development from anthropology, history, political science and development sociology. We will discuss topics including: development and (post)colonialism; development and gender; African socialism and capitalism; entrepreneurship and informal economy.

Migration and Language

Seminar

Lecturer: Prof. Dr. Dmitri van den Bersselaar, Dr. Ari Awagana (Institute for African Studies)

Time: Tuesday, 9.15 – 10.45 am
Place: Online
Examination: Essay

Description:

In this seminar we will look at migration mainly within West Africa from historical, anthropological and linguistic perspectives. Following an introductory section when we discuss various theories of relevance to migration, we will discuss several historical and current examples in detail.

Comrades and Competitors: The Soviet Union and Africa from the October Revolution until the End of the Cold War

Seminar

Lecturer: Dr. Steffi Marung
Time: Wednesday, 15.15 – 16.45
Place: Online
Examination: Essay

When thinking of 20th century global history neither Soviet nor African actors seem to have taken a central position, according to conventional accounts. Even less so do their interactions and encounters appear as crucial in this regard. In the Western triumphalism after the end of the Cold War the legacies of these connections have long been ignored, resulting e.g. in the puzzlement of Western observers about Russian-African relations today. However, such narratives are increasingly empirically revised, providing rich material to investigate the parallel and entangled trajectories of seemingly distant parts of the world, allegedly marginal in the unfolding of “globalization”.

Since the beginning of the 20th century – in the wake of the First World War, the Russian Revolution, the onset of large scale processes of decolonization – societies both in the Soviet Union and African countries were confronted with the dramatic transformation of the world of empires, with profound challenges of decolonization and post-colonial state building, and with ambitions of large-scale modernization. Although rooted in different historical trajectories, they shared experiences of imperialism and colonialism, of economic marginalization, of violence and war, of inter- and transnational circulations. Under the conditions of the Cold War, these experiences were translated into new agendas, as part of ideological competition as well as of efforts to rethink the global order beyond empires, and beyond capitalism. African and Soviet actors observed, learnt from, and competed with each other in dealing with the challenges of the global condition in different settings: in the Communist International, in cultural and scholarly exchanges, in development projects, as comrades or competitors in international organizations.

Against this background, the seminar will introduce into the 20th century history of Soviet-African encounters since the early 20th century. Themes will be presented partly in a comparative way to discuss the specific challenges and conditions actors had to deal with, and partly in a transnational and transregional way to understand, how solutions to these challenges were also found (and lost) in encounters and circulations. The seminar will include themes such as empire and decolonization, development, race, economic and military cooperation, liberation movements, and socialisms. Disentangling not only the containers of “decolonization” or “socialism”, but also of “Africa” and the “Soviet Union”, the seminar will look at differentiations within Soviet as well as African spaces.

Based on collaboration in research teams students will work on a virtual exhibition and can decide, if they are producing a podcast, present and contextualize historical sources (textual, visual, oral or otherwise), introduce selected personalities in the encounters, or write shorter texts for the exhibition catalogue. Depending on the progress made and upon agreement with the participants, this virtual exhibition may be integrated into the programme of the Leipzig Science Festival “Border-Crossing Solidarities” in July 2021. Students are encouraged to make use of their language competencies beyond English, in particular French, Russian, and further languages spoken in African countries e.g. Swahili, Yoruba, or Amharic.

As introductory reading highly recommended:

- Odd Arne Westad, *The Global Cold War*. Cambridge 2003.
- Maxim Matusevich (ed.), *Africa in Russia, Russia in Africa: Three centuries of encounters*, Trenton, NJ 2007.

Course Requirements

- Active participation, which includes the preparation of reading material and historical sources provided for the sessions (20%).
- Active participation in research teams, which includes the production of a contribution for the virtual exhibition (40%).
- Essay Exposé of approx. 1500 words, including a bibliography (40%).

GS-0840 Regions in Globalisation Processes: Europe I

Transitional Justice and Post-Violence Memory Cultures in Historical Perspective

Seminar

Lecturer: Dr. Wolfram von Scheliha

Time: Thursday, 17.15 –18.45

Place: Online

Examination: Essay

Description:

Both the concept of Transitional Justice and the memorialization of a violent past are relatively recent trends. Transitional Justice became a global project only in the 1990s when the international community developed various instruments for implementing Transitional Justice measures in post-conflict societies. A milestone was the establishment of the International Criminal Court. However, the problems of addressing a violent past in post-conflict societies and how to build a new, stable, peaceful, and just order are as old as civilized humankind. The seminar looks at different approaches in past centuries. It explores in various case studies the gradual development of the modern Transitional Justice concept starting at the end of World War I up to the present.

The course also touches on some aspects of memory cultures. If the SARS-CoVid-19 pandemic conditions allow it, a one-day field trip to the Buchenwald Memorial in Weimar is planned. The notorious NS Concentration Camp at Buchenwald (1937-1945) was liberated by US forces that later handed the site over to the Soviet army. The Soviet NKVD ran in Buchenwald Special Camp no. 2 for the imprisonment of presumed German perpetrators. The Memorial is also an example of an ideologically monopolized memory culture during the GDR.

Introductory Readings:

Nico Wouters (ed.): *Transitional Justice and Memory in Europe (1945-2013)*. Cambridge-Antwerp-Portland 2014; Anatoly M. Khazanov/Stanley G. Payne: *How to deal with the Past?* In: *Totalitarian Movements and Political Religions* 9 (2008): 2/3, pp. 411-431; David Rieff: *In praise of forgetting. Historical memory and its ironies*. London 2016; John Rodden, "Here there is no why: Journey to the Buchenwald Concentration Camp. In: *Journal of Human Rights* 4 (2005), pp. 283-297.

Course requirements/grading:

50 % active classroom participation, preparation of assignments

50 % essay word according to the guidelines

Assignments:

The weekly assignments are, as a rule, to read and prepare one or more texts as specified in the syllabus. Participants are expected to summarize the respective text(s) in the online-sessions to inform the classmates about its/their content. That is supposed to initiate a lively classroom discussion about the session's subject and look at it from various perspectives.

Rural Peripheries in Europe compared: global and historical perspectives

Seminar

Lecturer: Dr. Steffi Marung

Time: Thursday, 15:15-16:45

Place: Online. Moodle and Zoom

Examination: Active participation, which includes the preparation of reading material and the presentation of one text in one session, as well as giving guidance for the respective discussion (25%).

Active participation in research teams, and presentation of its findings in class (25%)

Writing an academic blog post, complemented by a scientific bibliography of secondary and primary sources (50%)

Description:

As of 2018 45% of the world population lives in rural areas (World Bank). This ratio had massively declined from around 90% in the 19th century, when industrialization together with profound transformations in territorializing empires and nation states has not only pushed urbanization, but turned these rural areas into "peripheries", into spaces that were identified as challenges for the visions of mostly urban modernizers. These processes have affected different world regions in unequal ways: Not only live most people in many African and Asian societies still in rural areas with up to 80%, while Europe and North America witness the highest rates of urbanization. But also within world regions, these shifts have led to differentiated results: In Europe e.g. Belgium and the Netherlands are the "least rural" with less than 10%; Germany, the Czech Republic or Hungary show a medium rate of around 25%, and Poland, Ireland, Romania or Slovakia are with around 40% the "most rural" on the continent.

Already this brief glance invites for an historicizing and comparative view on how rural areas became identified as peripheries in the context of modernizing states, and how the

emergence of a global economy in a world of empires since the mid 19th century have affected them.

The seminar will further investigate, how rural communities have become objects of both national and international development schemes, how the countryside has been made legible and imagined in territorializing projects, and how these communities have responded, co-produced or resisted these projects, often in international arenas and through transnational practices.

Spanning the historical horizon from the late 19th century to the period after the end of the Cold War and opening up a comparative framework, which includes Eastern and Western Europe, Africa, Asia and Latin America, the seminar situates Eastern European histories of rural peripheries –from Poland to Russia –prominently, as the “agrarian question” has played a unique role in this region since the 19th century. This also highlights the region’s role in global dynamics: The Central Asian former colonial peripheries of the Tsarist empire, e.g., offer productive potential for connection and comparison with other former colonial peripheries in the Global South. Further, revolutionary upheavals across the 20th century have oftentimes originated in rural societies, as the example of the Russian Revolution demonstrates. And the socialist transformation of the countryside in the second half of the 20th century has been one of the most ambitious and painful projects of dealing with rural peripheries. This historicizing and comparative effort will help to get a better understanding of what and where rural peripheries are in Europe, and which role they play in current processes of European integration.

Literature (selection)

Bruisch, Katja (2014). *Als das Dorf noch Zukunft war: Agrarismus und Expertise zwischen Zarenreich und Sowjetunion*. Köln, Böhlau Verlag.

Conquest, Robert (1986). *The Harvest of Sorrow. Soviet Collectivization and the Terror-Famine*. New York, Oxford Univ. Press.

Figes, Orlando (1989). *Peasant Russia, civil war. The Volga countryside in revolution, 1917-1921*, Oxford; New York: Clarendon Press; Oxford University Press.

Fitzpatrick, Sheila (1996). *Stalin's peasants: resistance and survival in the Russian village after collectivization*. New York, Oxford Univ. Press.

Gupta, Akil (1998). *Postcolonial Developments. Agriculture in the Making of Modern India*. Durham, NC, Duke University Press.

Hawkins, Alun (1986). The discovery of rural England, in: Colls, Robert / Dodd, Philip (eds.): *Englishness. Politics and culture 1880-1920*, London, pp. 62-88.

Heinzen, James W. (2004). *Inventing a Soviet Countryside. Transformation of Soviet Russia*. Pittsburgh, PA, University of Pittsburgh Press.

Black Europe: An Introduction to Black European Studies.

Seminar

Lecturer: [Susanna Jorek](#)

Time: Friday, 11:15-12:45

Place: Online

Examination: Essay

Description:

This seminar is an introduction to the field of Black European Studies, with a particular interest in Black identity and activism in Germany and the UK (1980s-today). 2020 has shown global protests against the mistreatment of Black people not only in the US but also in other Western countries like Germany or the UK. In this seminar we will look at the history of Black activism in Germany and the UK as well as current movements and introduce concepts of Black political activism and Black cultural identity. We will look at the idea of a political Blackness and how it is often intertwined with anti-racist activism or centered around questions of identity and differences and similarities in the meaning of Blackness. Therefore, we will engage with discourses and voices from within Black communities and discuss perspectives of Black scholars and activist groups. This introduction to Black Studies and Black Activism in Europe also brings us to questions of postcolonial and decolonial thinking, which we will discuss towards the end of the seminar.

Students are asked to participate in the weekly sessions by reading the suggested literature, participating in the discussions, as well as prepare a presentation and write an essay (10-15 pages) as graded assignments. Students are encouraged to examine current activism and debates particularly in the digital arena and benefit from this overview to develop their own research questions.

Belonging in a Transnational World: Spaces of Difference in the Age of Mobility

Seminar

Lecturer: Marian Burchardt
Time: Tuesday, 13:15 –14:45
Place: Online
Examination: Essay

Description:

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Slaveries and History

Seminar

Lecturer: Ruth Ennis
Time: Tuesday, 11.15 –12.45
Place: Online
Examination: Essay

Description:

This seminar sets out to take a critical look at how histories of slavery are told. This will be done by examining a diversity of historical slaveries, the problems of defining slavery and how categories of difference are constructed and (re)produced historically within varying relationships of dependency. In this respect, intersectional positionalities will be reflected upon so as to move away from a strict hierarchical categorization of exploitation, toward a conversation which tries to take multiple spectrums of agency and dependency into consideration.

European colonialism and trans-Atlantic Slavery will be examined in the context of trying to offer a safe space to collectively develop a critical understanding of racial oppression as a continued legacy of these historical processes. At the same time however, Eurocentric thought which takes 18th century abolitionist definitions of slavery as a measuring stick for understanding all historical slaveries and relationships of dependency will be challenged. This will be done by engaging with the most recent literature and debates on slavery in history, which point to pre-modern slaveries, slaveries outside of the European colonial context, as well as how abolition and transatlantic/plantation slavery are appropriated and/or dealt with in memory and the museum.

Preparation Literature

Bloch, Marc, *Slavery and Serfdom in the Middle Ages: Selected Essay* by Marc Bloch, Translated by William R. Beer, Berkeley, Los Angeles & London: University of California Press, 1975
Blackburn, Robin. *The Overthrow of Colonial Slavery, 1778-1848*, London & New York: Verso, 1988, "Introduction: Colonial Slavery in the New World c. 1770", 1-32

Social Media, Participatory Culture and Globalization

Seminar

Lecturer: Katarina Ristić/ Karen Silva Torres

Time: Thursday, 11:15-12:45

Place: Online

Examination: Essay

Description:

The Course "Social Media, Participatory Culture and Globalization" examines social media from the global studies perspective. Distancing itself from diffusionist models of cultural globalization, global studies stress polycentrism and synchronicity as revealed in multiplying cultural transfers and interactions (Middell, 2014). Broadly situated within emerging field of digital humanities, the course addresses several changes introduced by social media in the process of knowledge production and cultural globalization: (i) changing actors in knowledge production, from professional and elitist (institutional or scientific) to the individual, due to access to social media; (ii) challenges to methodological nationalism in knowledge production as social media usage itself problematizes nation-state as a dominant regime; (iii) challenges to established criteria of truth, accuracy, and credibility and criteria of virality, emotionality, and visuality; (iv) challenges to presumed standards of collective action and protest participation.

Accordingly, the course is divided into four main blocks, starting with social media definitions and history, then reflecting the differences in comparison with traditional media, and historicizing this development and changes of meaning, influence, and global spread. The second block deals with social media and its relation to different power regimes, their spatial and temporal forms. These sessions ask how social media has changed time and space perceptions, introducing virtual space/time as globally simultaneous but differently perceived time and different kinds of networked and virtual spaces. It also thematizes attempts of the state, its intelligence agencies, and financial corporations to impose control on different scales by changing laws, collecting or spreading information, and establishing surveillance regimes. The third block deals with the relationship between

social media and increasing difficulties to decide about the truthfulness and accuracy, and criteria of their establishment, as well as the role of viral spread, emotions, and visuals in producing such epistemological uncertainties. Finally, the course focuses on the use of social media in political actions: to increase participation in democracies, to organize protests in authoritarian regimes, to start global human rights campaigns, or spread violence and terrorism.

The course's overall aim is to increase students' multiliteracy by providing incentives for reflecting on spatial, digital, cultural, and media literacy. Instead of answers, the course offers space for critical thinking and reflection while stressing mutual learning and discussions.

Students (alone or in small groups) are obliged to prepare one presentation, which is recorded and submitted 48h before the session. Presentations are evaluated by students at the end of the class, following in advance provided criteria. Activities: Students will write 3 reaction papers, 3 entries to the glossary, and 3 quizzes (one after each block). The best 6 out of 9 grades are taken for the final grade. Students can skip 3 activities without consequences. There will be two film evenings during the semester. The films on repertoire are Social Dilemma (Netflix) and USA against Julian Assange (ARD Mediathek).

The final paper should be no longer than 3 500 words submitted by July 31, 2021. Students are invited to submit a draft version at least two weeks before the final submission for feedback. Grade: 50% final paper, 10% presentation, 40% activities in class. Consultation hours: Thursdays, 13-14h

German Classes

The required language classes will take place during the second semester. More information will be announced before the beginning of the semester.

Internships

Students are expected to find and complete a research internship at the end of the second semester. The internship should last between 6-8 weeks.

After the internship, students are required to produce a report (about 4.000 words) containing the following:

1. Details of the internship (general description)
 - where the internship took place (short presentation of the institution, department, section) - time / duration of the internship
 - your tasks undertaken during the internship
2. Personal reflections on the internship
 - personal gains / knowledge / experiences obtained during the internship
 - challenges faced during the internship and a reflection on how they were handled
 - relevance of the internship for your field of study (Global Studies/Peace and Security) as well as your future career path / plans / possibilities / prospects

We are interested in seeing how you combined and integrated your practical internship with your academic studies, and what new insights and knowledge you have gained.

More information on the internships will be announced during the first month of the semester.