

ADDIS ABABA UNIVERSITY



UNIVERSITÄT LEIPZIG

# Course Catalogue

## Summer Term 2023

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

## Addresses and Contact Persons

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## Timeline – Summer Term 2023

|               |                         |
|---------------|-------------------------|
| Academic Term | 01.04.2023 – 30.09.2023 |
| Lecture Time  | 03.04.2023 – 15.07.2023 |

### Holidays (Germany):

|                             |                       |
|-----------------------------|-----------------------|
| Karfreitag / Good Friday    | 07.04.2023            |
| Ostermontag / Easter Monday | 10.04.2023            |
| 1. Mai                      | 01.05.2023 (Monday)   |
| Himmelfahrt / Ascension Day | 18.05.2023 (Thursday) |
| Pfingstmontag / Whit Monday | 29.05.2023            |

### Deadlines:

|                          |            |
|--------------------------|------------|
| Submission Essays        | 31.08.2023 |
| Submission Master Thesis | 30.09.2023 |

## 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<br>(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)  |

## **Welcome to the summer, welcome back at GESI!**

In a world in turmoil, GESI's Master's programmes in Global Studies (EMGS), in Global Studies with a Special Emphasis on Peace and Security in Africa (GSPSA) and in European Studies offer an excellent interdisciplinary curriculum to students from all over the world, who will be able to navigate a complex, highly interconnected yet also fragmented world. Our programmes provide knowledge about transnational, transregional, and global dynamics as well as they offer training in skills which are highly relevant for the understanding of our current world.

It is a pleasure – for lecturers and students alike – to profit from a vivid international and diverse environment in which we teach, learn, discuss, and share insights. We have composed a course catalogue for the summer for you, which builds on your achievements during the winter term, as well as helps you to identify your research interests, foster specialization and broaden your perspectives on transregional dynamics across Europe, Africa, Asia and the Middle East and the Americas. As usual, the courses are offered by the lecturers at GESI, by excellent scholars from ReCentGlobe, by guest scholars and by colleagues from our partner institutes at and outside of Leipzig university. The team at GESI – having been strengthened recently by our two junior professors Megan Maruschke and Daniela Ruß – can further enhance its scope and expertise by welcoming Dr. Gilad Ben-Nun, who joined the team in January and will offer courses on settler-based conflicts in Africa and the Middle East as well as the Israeli-Arab conflict as the standard-setter for the law of international organizations. We are excited that Dr. Ben-Nun contributes his expertise in the history of international law as well as on the Middle East and improve the quality of teaching, supervision and student support at the institute.

Our international community will further expand during the summer, as our students in the GSPSA-program join us from Addis Ababa. After making connections during the winter's hybrid format, we are now happy to exchange and work together on site in Leipzig. Fostering our community, we are preparing a welcome party for all students in GESI's courtyard soon. Celebrating and promoting a lively academic community is also the aim of major conferences, which this summer brings and which are also open to students from the institute to attend. To name just two: From 20-21 April, the annual conference of the Leipzig Research Centre Global Dynamics (ReCentGlobe) focusses on "Global crises and epistemic fragmentation". And the 7th Congress on World and Global History from 29 June to 1 July in The Hague brings together hundreds of scholars to discuss "Conflict and Inequity, Peace and Justice: Local, Regional and International Perspectives".

For students in the Global Studies programme, the Summer School in Christianslyst, in the South of Denmark, from 26 – 29 June offers the opportunity to get to know students and staff from the different study places of the EMGS consortium, but also to discuss your first ideas for the MA thesis and participate in workshops which will focus on questions of methodologies in global studies. You will also get acquainted with colleagues from your second-year university, helping you to prepare the shift.

As you know, there is a lively environment of research centres dealing with global and European issues, in which GESI is embedded, and which offers guest lectures, colloquia, book launches and other kinds of academic events, which are of course also open for students to attend – at ReCentGlobe, at the Leibniz Institute for Regional Geography or at the Leibniz Institute for the History and Culture of Eastern Europe, to name just a few. To keep up to date about ongoing and future events in Leipzig/ online, we'd recommend to subscribe to the Bulletin of ReCentGlobe or to follow it on twitter (@ReCentGlobe), check out GESI Twitter (@GESIUniLeipzig) as well as RISC (@fgz\_risc).

We wish everybody a great start into the new term and are looking forward to meeting you soon again.

Best wishes

A handwritten signature in blue ink that reads "Steffi Marung". The signature is written in a cursive style with a long, sweeping tail on the letter 'g'.

Dr Steffi Marung  
Director of the Global Studies Program

### **Mandatory Courses**

- 2 x Seminar Module GS-0810
- 2 x Seminar Module GS-0840
- 1 x Internship Module GS-0850
- 1 x Colloquium
- 1 x German classes

### **First Year Students**

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

- S Ulf Engel: Peace and Security in Africa
- S Gilad Ben-Nun: Settler-Based Conflicts
- S Steffi Marung: Global History of Development: Africa and Europe in transregional perspective

#### **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: Beyond the collapse: “1989” and the transformation of East-South connections
- S Megan Maruschke: Unfree mobilities, anti-slavery, and empire in the long nineteenth century
- S Katarina Ristić/ Karen Silva Torres: Social Media, Transnational Protests and Cultural Transfers

#### **GS-0850 Global Studies Colloquium I and Summer School**

- Co Colloquium Career Perspectives
- 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

Time: Tuesday, 11.15 – 14:45 (from 11.04 to 06.06.2023)

Place: GESI Room 3.16

Examination: Essay

Description:

This seminar is taking stock of the state of peace, security and governance in Africa. It addresses the current dynamics of implementing the complementary African Peace and Security Architecture (APSA) and African Governance Architecture (AGA). We will make extensive use of primary resources and analyse current controversial debates around issues such as the reform of the African Union, violent extremism and TOC, peacekeeping, third-term debates, border-making, 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).

### **Settler-Based Conflicts**

Seminar

Lecturer: Dr. habil. Gilad Ben-Nun

Time: Thursday, 15.15 – 15.45 (starts 07.04.2023)

Place: GESI Room 3.16

Examination: Essay

Description:

Settler-based conflicts are characterized by their perpetual protractedness and lethality. Contrary to colonial conflicts or border conflicts, where occupiers plunder the land and then leave, in settler-based conflicts the descendants of the first comers remain on the land and attach themselves to it. Over time, these settler communities gradually distance themselves away from their motherlands, eventually severing the ties to that motherland. And thus their desire or ability to disengage from the native population decreases. The ever-growing cycles of inter-community violence which ensue, waged between the privileged settlers and the oppressed local indigenous populations, become self-perpetuating destructive violence cycles, running counter to the prospects of those conflicts' resolution.

Yet contrary to Camus' grim vision of his own native Algeria and the prospects for his natal Pied Noir community, settler based conflicts have recently demonstrated a remarkable ability for resolution and significant improvement. This has been most notably in the mother of all settler-based conflicts: Northern Ireland as well as South Africa. The Palestinian/ Israeli conflict in turn, has assumed the primordial role of intractability, hitherto reserved for Northern Ireland and South Africa.

This seminar deals with the history, theory, and development of settler-based conflicts. It looks at the prospects for their resolution, and at the pitfalls of their failed resolution attempts and exacerbating characteristics.

### **Global history of international development: Ideas, actors and international organizations in the 20th century**

Seminar

Lecturer: Dr. Steffi Marung

Time: Wednesday 13:15-14:45

Place: GESI Room 3.16

Examination: Portfolio

Description:

International “development” is not only a contested concept and political project, connected to similarly disputed terms such as “modernity” and “backwardness”. It also has a longer history extending back to imperial times and its history is an essentially global one, connecting actors in different world regions in often unequal relations, promoting the transregional circulation of ideas, evolving in often competing projects and practices on multiple scales (national, regional, international) and in variable spaces (empires, nation states, local communities).

Drawing particular attention to African and European actors and dynamics in transregional contexts and covering the time period between the 1930s to the early 21st century, this seminar firstly introduces into visions and ideas of development and how these ideas were critiqued and reshaped. Secondly, larger historical currents such as decolonization and the Cold War, the rise and fall of the socialist camp, and regional integration processes will be discussed to better situate the specific dynamics of the history of development in a global perspective. Thirdly, the seminar introduces specific actors and institutions – such as scholars and experts, international organizations, NGOs and local communities – as the agents and arenas for how development is filled with meaning and translated into practices and projects. In this context, the seminar integrates often neglected geographies of the history of development, that were far more complex than simply a spreading of ideas from the West to the “rest” of the world, but also unfolded in South-South-interactions or in encounters between the socialist camp and the “Third World”.

Students will be trained to historicize and pluralize development as a concept and practice; to understand the role of actors and circulations for the shaping of these multiple concepts and practices and to challenge the West-centrism of development discourses and reconstruct alternative geographies of development history.

Next to the reading for the session, students will work in small teams to prepare presentation of actors or international organizations in the history of development. In the concluding session these teams will participate as “delegations” in a simulated international conference summoned to find solutions for one particular development problem which will be jointly identified during the course.

Requirements: Active participation, team presentation, essay.

Recommended reading as a general introduction:

- Unger, Corinna R. 2018. International development. A postwar history. London: Bloomsbury Academic.



- Macekura, Stephen J., and Erez Manela. 2018. *The development century: A global history*. Cambridge: Cambridge University Press.

## **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: NSG room tba

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

### **Beyond the collapse: "1989" and the transformation of East-South connections**

Seminar

Lecturer: Dr. Steffi Marung

Time: Thursday 11:15- 12:45

Place: GESI Room 3.16

Examination: Essay

Description:

As tensions between Russia and the West rose during the 2000s, academic, and political observers began to talk of a "New Cold War." This echoes conventional narratives of the Cold War as East-West-conflict, in which the Global South has a auxiliary position. And as the Cold War's ending has been presented in triumphalist narratives as the collapse of the Eastern bloc, marking a breakthrough in global history towards the "victory" of Western modernity, the "East" was also relegated to the rear seats of history.

Yet, this perception of “1989” is increasingly contested. Populist movements in Eastern Europe e.g. began to challenge the liberal script, claiming to truly give voice to the “people”. This anti-liberal shift can also be observed in the Western world as well as in several countries in the Global South. Furthermore, since the war of Russia against Ukraine, the end of the Cold War is now interpreted rather as the beginning of an exceptional intermediary period between two Cold Wars turned hot.

Against this background, this seminar challenges dominant East-West-geographies to highlight other kinds of connections, which have shaped 20th century global history, and which were also profoundly reconfigured when the Cold War ended. How can we make sense of the impacts of the “collapse” in 1989 on societies in the Global East and the Global South and how can these insights contribute to a better understanding of present ruptures?

We will study the more complex reconfigurations of transregional connections and encounters between societies in Eastern Europe and the Global South and how they impacted on the globality of both world regions in the late 20th and early 21st century. We will discuss the comparative and entangled perspectives of post-colonial and post-socialist scholarship and try to build bridges between a historiography on the Global Cold War and research on post-socialist trajectories.

In addition to introducing into the complex histories of East-South connections and how they were transformed across the Cold War’s ending, we will draw attention to different narratives of what 1989 meant in transregional contexts beyond East-West divides. As scholarship on the legacies of 1989 on East-South connections remains limited, students are invited to contribute their findings to the debate. Next to the reading for the course, students will investigate in small research teams the legacies of East-South connections in public and individual memories and experiences. They will test different methodologies (e.g. oral history, media analysis, archival research), and address diverse groups of actors and themes (e.g. education, women, labour). How did people make sense of the profound shift, disconnections and realignments? Which challenges did they face? Which conclusions did they draw for the ways in which they redefined their position in a rapidly changing world order?

Requirements: Active participation, team research and presentation, essay.

Recommended reading as a general introduction:

- James Mark/ Bogdan C. Iacob, Tobias Rupperecht, and Ljubica Spaskovska (eds.), 1989: A Global History of Eastern Europe, Cambridge University Press, 2019.
- James Mark/ Paul Betts (eds.), Socialism Goes Global: The Soviet Union and Eastern Europe in the Age of Decolonisation, Oxford University Press, 2022.

### **Unfree mobilities, anti-slavery, and empire in the long nineteenth century**

Seminar

Lectuer: Dr. Megan Maruschke

Time: Monday, 11:15 – 12:45 (starts 14.04.2023)

Place: GESI Room 3.16

Examination: Portfolio

This MA seminar is a reading course that explores themes regarding unfree mobilities, anti-slavery and humanitarianism, and empire across European empires of the 19th century with a stronger focus on the British Empire due to the centrality of anti-slavery in its imperial “civilizing mission.” Temporally the seminar starts with the abolitions of the age of revolutions in the US and Haitian Revolutions (ie. Emancipation or abolition in the British and French Empires) and ends with World War II. The nature of indentured and convict labor gives this seminar a regional focus on the Indian Ocean. By centering human unfree mobilities (indentured laborers, refugees,

formerly enslaved people, convicts, and sailors), the seminar is able to bring to light a number of themes such as transport infrastructure, the relationship between colonies and the metropole, the role of mobility controls, and the connections between anti-slavery ideology and imperialism. Finally, we end with a topic of reparations for chattel slavery and how they were organized in the French and British empires in the 19th century with a reflection on the politics of reparations today for 18th and 19th century slavery.

The seminar is based around the reading of three books (depending on the number of students) and involves substantial group work and a group presentation of one book. The books cover different aspects of this history from different methodological perspectives, which we reflect on in our discussions that are organized both by the students and the lecturer. The books raise questions about the agency of indentured laborers, the (formerly) enslaved, and convicts, and also allow us to talk about archives and historical methods. We draw on additional material from other readings to tease out certain themes as well as legacies today. Students will write a final essay exploring a topic of their choice related to the seminar themes. This course is for students interested in history, memory culture, and

We will also combine the seminar with a guided tour of Leipzig's memorial for forced labor under the NS regime.

Grading: Portfolio. The seminar grade will consist of a final essay 50% and the group presentation of a book 50%.

#### Key Reading:

Clare Anderson, *Convicts: A Global History*, CUP 2022.

Richard Huzzey, *Freedom Burning: Anti-Slavery and Empire in Victorian Britain*, Cornell University Press, 2012.

Amalia Ribi Forclaz, *Humanitarian Imperialism: The Politics of Anti-Slavery Activism, 1880-1940*, Oxford University Press, 2015.

#### Additional Readings drawn from:

Clare Anderson, *Subaltern Lives: Biographies of Colonialism in the Indian Ocean World, 1790-1920*, Cambridge University Press, 2012.

R. J. M. Blackett, *Building an Antislavery Wall: Black Americans in the Atlantic Abolitionist Movement, 1830-1860*, LSU, 2002.

Cassandra Pybus, *Epic Journeys of Freedom: Runaway Slaves of the American Revolution and their Global Quest for Liberty*, Beacon, 2006.

Jessica Balguy, *Indemniser l'Esclavage en 1848 ? : Débats dans l'empire français du XIXe siècle*, 2020.

Ana Lucia Araujo, *Reparations for Slavery and the Slave Trade: A Transnational and Comparative History*, Bloomsbury, 2017.

Mary Dewhurst Lewis, "Legacies of French Slave-Ownership, or the Long Decolonization of Saint-Domingue," *History Workshop Journal*, 83, 2017, pp. 151-175.

#### Exploration of Digital History/Memory/Political Projects:

Repairs ([esclavage-indemnitees.fr](http://esclavage-indemnitees.fr))

Nazi Forced Labour in Leipzig - Nazi Forced Labour in Leipzig ([zwangsarbeit-in-leipzig.de](http://zwangsarbeit-in-leipzig.de))

<https://innocenceproject.org/13th-amendment-slavery-prison-labor-angola-louisiana/>

<https://www.themarshallproject.org/records/764-prison-labor>

### **Social Media, Transnational Protest Dynamics and Cultural Transfers**

Seminar

Lecturers: Dr. Katarina Ristić/Karen Silva Torres

Time: Wednesdays 11.15 – 12:45

Place: GESI Room 3.15

Examination: Portfolio

Description:

The Course “Social Media, Transnational Protests, and Cultural Transfers” examines social media and its role in enabling and facilitating transnational protests, multiplying interactions and cultural transfers among participants and groups worldwide. We introduce different disciplinary approaches to social media, transnational movements, and cultural transfers from history, media studies and anthropology, providing a conceptual framework and analytical tools for dealing with transnational digital protests from the global studies perspective.

The increase and variety of online protests, and the new kind of organization, mobilization and participation they entail, have been at the center of scholarly inquiry for decades. Scholars mainly dealt with the progressive groups and activists fighting for democracy, human rights and liberalism. However, the recent rise of the far-right worldwide has moved the research focus toward the groups promoting discrimination, hatred and violence. This course addresses both movements as social movements, operating within interactive social media, mobilizing individuals beyond their place of origin and gaining large transnational influence. In this course, we will explore different ways to conceptualize social media and its main characteristics enabling such social mobilization, focusing on different communicative strategies, digital forms and formats.

The course is divided into three parts: the first part explores social media as a new environment for social activism. We look at different conceptualizations of social media from the first enthusiastic ideas of “participatory culture” toward the more pessimistic narratives of social media promoting hate speech and fake news. We focus on social media as informational, political and economic structures and their relation to different power structures and the reproduction of inequality, from echo chambers to the digital divide. At the same time, we look at prosumers practices on different social media platforms emphasizing relations between affordances and platforms’ everyday uses. Finally we address the specificity of social media communication, concentrating on emotions and low veracity and visual communication.

In the second part, we address the social movements use of social media and transformation from ‘collective’ to ‘connective’ action. We look at the current attempts to understand seemingly contradictory mobilization on different sides of the ideological specter, from human rights movement to far-right groups. To understand the transnational mobilization of social movements, we discuss the notion of cultural transfer as relevant to comprehend online and offline appropriations, circulations, and transformations of digital content across different sociopolitical contexts. Finally, in the third section of the seminar, we discuss two cases of transnational protest in social media, following the travelling of the content, form and participation.

Students obligations

Students are required to do one presentation, to participate in classes and write a final essay, up to 3.500 words, by 31. August 2023.

## **GS-0850 Global Studies Colloquium I and Summer School**

### **Global Studies Career Perspectives**

Colloquium

Lecturers: Stephan Kaschner

Time: Wednesday, 15.15-16.45 (irregular weeks)

Place: GESI, 3.16 and online

Participation: Mandatory

Examination: Active participation, group work

Description:

What to do after having successfully completed the Master's course in Global Studies? For sure a question each student has asked her- or himself at least once.

Although this question will need to be answered by each graduate individually, the Global Studies Colloquium aims at familiarizing you with a range of different career outlooks. Guest speakers will introduce you to different opportunities and inform you about requirements needed for a certain position and the duties and (daily) work related to it. In this regard, the colloquium should help you to sensitize you for prospective professional paths after graduation.

### **German Classes**

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.