



THE ART OF CONFLICT TRANSFORMATION

CLASS HOURS

Week 1&2 (July 22 - August 01), 11:30 am – 01:00 pm

PROFESSOR

Name: Dr Katy Radford, MBE

Email: k.radford@conflictresearch.org.uk



1) INFORMATION ON THE COURSE

CONTENT

COURSE DESCRIPTION

This discursive course using a range of media considers how artistic representations of identity, culture, tradition and heritage can be key components of conflict transformation. It offers an oversight of different art forms as agents of transformation, change and resilience building with a focus on individual and community responses that draw particularly, but not exclusively, on the history and workings of the conflict in and about Northern Ireland. It provides an interactive introduction to concepts and practice for students wishing to explore, engage with and critique the applicability of performance, visual and plastic arts in addressing conflict, reconciliation and building resilience.

The course will augment studies in anthropology, social sciences, social work, drama, ethnomusicology, and draws on contemporary and historical examples of the creation and reception of different art genres. Students will work individually and in groups to explore, critique and exchange learning from Northern Ireland as well as 'home', Marburg, and popular cultural sources.

LEARNING OBJECTIVES

Students can expect to build their visual and oral literacy skills to prepare them for further studies, or practice work where the arts are utilised as a principal methodology for engaging with individuals and within communities.

Students are equipped with tools and perspectives to critique a range of art forms to develop their understanding of how the arts are appropriated for use in a range of contexts.

Students will consider the practice and revitalisation of cultural traditions and customs in conflict and post conflict societies.

COURSE MATERIALS

Hobsbawm, Eric (1983) "Introduction: Inventing Traditions" *The Invention of Tradition* eds. E. Hobsbawm and Terence Ranger Cambridge: Cambridge University Press pp 1-14

McCormick Jonathan and Jarman, Neil (2005) *Death of a Mural* in *Journal of Material Culture* Vol 10(1) pp 49-71

Radford, Katy (2017) *Narrative Making and recording Trauma: Reflections from Northern Ireland* in eds Deslandes, Karine, Murlon, Fabrice and Tribout, Bruno *Civil War and narrative: Testimony, Historiography, Memory* London: Palgrave MacMillan

Schrag, Briand and Van Buren, Kathleen J. (2018) *Make Arts for a Better Life: A Guide for Working with Communities* New York: Oxford University Press

Skinner, Jonathan (2012) *Writing the Dark Side of Travel* Berghahn pp 1-28

TENTATIVE CLASS SCHEDULE

Class	Topic	Reading/ Assignments/ Additional Practice Materials
1	Introduction: The Art of Good Relations and Conflict Transformation	Series of introductory exercise and activities for use in later assignments.

2	Northern Ireland: An historical and artistic exploration.	McCormick Jonathan and Jarman, Neil (2005) Death of a Mural in <i>Journal of Material Culture</i> Vol 10(1) pp 49-71 Radford, Katy (2017) Narrative Making and recording Trauma: Reflections from Northern Ireland in eds Deslandes, Karine, Murlon, Fabrice and Tribout, Bruno <i>Civil War and narrative: Testimony, Historiography, Memory</i> London: Palgrave MacMillan Skinner, Jonathan (2012) Writing the Dark Side of Travel Berghahn pp 1-28 Hobsbawm, Eric (1983) "Introduction: Inventing Traditions" The Invention of Tradition eds. E. Hobsbawm and Terence Ranger Cambridge: Cambridge University Press pp 1-14
3	Literature	
4	Lens Based:	
5	Visual Arts	
6	Performance	
7	Music	
8	The artistic ecosystem in a political environment	
9	Presentations	

2) INFORMATION ON CLASS PARTICIPATION, ASSIGNMENTS AND EXAMS

ASSIGNMENTS

Class debates and summaries of same; small group presentation based on artistic examples experienced in Marburg and beyond; exercises in art appreciation and critiquing.

EXAMS

Students will a short essay (1,250 words max)

"How does the creation, exhibition and/or consumption of the arts explicitly and implicitly, positively and negatively disrupt our understanding of history and cultures."

PRACTICE MATERIALS

Description of and recommendation for practice materials

PROFESSIONALISM & CLASS PARTICIPATION

Students are expected to attend each class and arrive on time. They are also expected to have completed the assigned readings and to be prepared to discuss the course material.

MISSED CLASSES

Students are expected to attend class regularly, more than two hours of unexcused absence will result in a failing grade. In the event of sickness a medical certificate must be presented to the ISU secretary.

3) INFORMATION ON GRADING AND ECTS

ACADEMIC STANDARDS

Upon successful completion, 3 ECTS will be awarded for the class.

According to the rules of ECTS, one credit is equivalent to 25-30 hours student workload.

GRADING SCALE:

Percentage	Grade		Description
90-100%	15 points	1.0	very good: an outstanding achievement
	14 points		
	13 points	1.3	
80-90%	12 points	1.7	good: an achievement substantially above average requirements
	11 points	2.0	
	10 points	2.3	
70-80%	9 points	2.7	satisfactory: an achievement which corresponds to average requirements
	8 points	3.0	
	7 points	3.3	
60-70%	6 points	3.7	sufficient: an achievement which barely meets the requirements
	5 points	4.0	
0-60%	4 points	5.0	not sufficient / failed: an achievement which does not meet the requirements
	3 points		
	2 points		
	1 point		
	0 points		

This course description was issued on: 18.06.2019



State building and political violence in Europe and beyond

CLASS HOURS

Week 1&2 (July 22 - August 01), 11:30 am – 01:00 pm

PROFESSOR

Name: Prof. Dr. Thorsten Bonacker

Email: thorsten.bonacker@uni-marburg.de



1) INFORMATION ON THE COURSE CONTENT

COURSE DESCRIPTION

This course explores modes and challenges of building state institutions and the manifestation of political violence after 1945 in Europe and beyond. Historically statebuilding was often a very violent process in particular in Western societies. Even today it is highly disputed whether state building policies create autonomous state institutions, which are perceived as a legitimate form of rule. Key elements of state building are the establishment of effective government, the organization of free and fair elections and the provision of security. Over the last two decades, state building became an integral part of building peace after the end of organized violence, e.g. in Afghanistan, Bosnia or Iraq.

State building was and still is conducted by several actors such as colonial powers in particular in late colonialism and in the so-called era of decolonization, but also by UN-Missions, international administrations and institutions after the end of Cold War. These statebuilding policies were embedded in societies, which often were characterized by political conflicts and cleavages. In more recent international interventions as well as in development cooperation statebuilding is often seen as necessary mean for stable peace.

In the course, we will examine the continuities and discontinuities of state building with regard to its association with political violence. Surveying different cases of international state building the course focuses on the emergence, continuation or escalation of political violence within the targeted societies. We will examine case studies especially from Europe (including Germany) as well as more recent international efforts in state building (e.g. in Timor-Leste, Haiti, Tajikistan or Afghanistan) and cases of postcolonial statebuilding (e.g. India, Cameroon or Kenya).

LEARNING OBJECTIVES

The course will introduce students to the field of international statebuilding also capturing an historical and macrosociological perspective. It will provide students with an understanding of theoretical and conceptual debates on the relation between the state and society. Students learn to analyze mechanisms and dynamics of international statebuilding on the background of historical, but also recent global developments like the process of decolonization, the Cold War and (post-)liberal interventionism. With regard to research methods students also gain knowledge about case study research and comparative approaches in conflict studies.

The class will consist of close readings of seminal texts on statebuilding and the state-in-society- literature in particular. From that small teams or groups will work on selected cases. In general, readings for this course are drawn from a variety of disciplines (political science, history, sociology, anthropology, and others).

COURSE MATERIALS

For introduction:

Carl Bildt, former prime minister and foreign minister of Sweden: The Seven Lessons of State Building, <https://medium.com/the-future-of-conflict/the-seven-lessons-of-state-building-ba07f8daf5e3>

For the framework of statebuilding the following texts are of particular importance. For specific case studies additional material will be provided.

Berit Bliesemann de Guevara (ed.) 2012: Statebuilding and State-Formation: The Political Sociology of Intervention, London.

Youssef Cohen et al. 1981: The Paradoxical Nature of State Making: The Violent Creation of Order, in: The American Political Science Review 75:4, 901-910.

Roy Licklider 1999: The American way of state building: Germany, Japan, Somalia and panama, *Small Wars & Insurgencies*, 10:3, 82-115.

Edward Newman 2013: The Violence of Statebuilding in Historical Perspective: Implications for Peacebuilding, in: *Peacebuilding* 1, 141-157.

Joel S. Migdal & Klaus Schlichte 2005: Rethinking the State, in: Klaus Schlichte (Hg.): *The Dynamics of State*, Aldershot, 1-40.

Dan Slater 2010: *Ordering Power. Contentious Politics and Authoritarian Leviathans in Southeast Asia*, New York, Part I, 3-52.

Mandy Turner & Florian P. Kühn (ed.) 2016: *The Politics of International Intervention*, New York.

Michael Wesley 2008: The State of the Art on the Art of State Building, in: *Global Governance* 14 (3), 369-385.

Charles Tilly 1985: War Making and State Making as Organized Crime, in Peter Evans, Dietrich Rueschemeyer & Theda Skocpol (ed.): *Bringing the State Back In*. Cambridge, 169-191.

Tunong Vu 2010: Studying the State through State Formation, in: *World Politics* 62: 1: 148-175.

TENTATIVE CLASS SCHEDULE

Class	Topic	Reading/ Assignments/ Additional Practice Materials
1	Introduction: What is statebuilding?	
2	Statebuilding through violence	Cohen et al. 1981, Tilly 1985
3	Case studies	Students discuss several case studies in small groups
4	Statebuilding after violence	Bliesemann de Guevara 2012
5	Case studies on decolonial and postwar statebuilding	Students discuss several case studies in small groups

6	Case studies on UN-Statebuilding Missions	Students discuss several case studies in small groups
7	Statebuilding and regime change in violent societies	Slater 2010
8	Case studies	Students discuss several case studies in small groups
9	Statebuilding simulation	

2) **INFORMATION ON CLASS PARTICIPATION, ASSIGNMENTS AND EXAMS**

ASSIGNMENTS

Prepare readings, visual and oral summary of group discussions.

EXAMS

A short essay on “Lessons learned from statebuilding for building peace” (1000 words).

PROFESSIONALISM & CLASS PARTICIPATION

Students are expected to attend each class and arrive on time. They are also expected to have completed the assigned readings and to be prepared to discuss the course material.

MISSED CLASSES

Students are expected to attend class regularly, more than two hours of unexcused absence will result in a failing grade. In the event of sickness a medical certificate must be presented to the ISU secretary.

3) **INFORMATION ON GRADING AND ECTS**

ACADEMIC STANDARDS

Description of the grading criteria (in %)

Upon successful completion, 3 ECTS will be awarded for the class.

According to the rules of ECTS, one credit is equivalent to 25-30 hours student workload. Any form of plagiarism will result in failing the class.

GRADING SCALE:*Description of the grading scale:*

<i>Percentage</i>	<i>Grade</i>		<i>Description</i>
90-100%	15 points	1.0	very good: an outstanding achievement
	14 points		
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	0 points		

This course description was issued on: 18.06.2019



Populism in a Turbulent World - Politics of Fear and Politics of Hope in Current Europe

CLASS HOURS

Week 1&2 (July 22 - August 01), 11:30 am – 01:00 pm

PROFESSOR

Name: Kristian Steiner

Email: Kristian.Steiner@mau.se



1) INFORMATION ON THE COURSE CONTENT

COURSE DESCRIPTION

Currently, Europe and North America experience a new kind of right-wing populism that expresses anti-globalization, protectionism, and Euroscepticism, as well as opposition to immigration, Islam and Muslims. This kind of populism has become an important force in European politics. In this course, we will analyse populism, foremost how fear is being exploited, identify and analyse how in- and out-groups are constructed in terms of stereotypes and stigmatization. Moreover, we will examine how these constructions can be used to justify populist policies. In the course we will also discuss why human beings so easily embrace populist messages, and a discourse of fear, and what can be done to counteract such messages.

LEARNING OBJECTIVES

After completing the module the student will

1. be able to independently identify and analyze current European populist stereotypes
2. understand how populist stereotypes can justify xenophobic policies

3. understand how media and other actors create and reproduce populist stereotypes
4. understand human tendency to accept populist messages and discourses of fear, as well as how such messages and discourses can be counteracted

PRELIMINARY READING

The literature on the topic will be made available to the participants in the spring. The knowledge of the preparatory readings is expected and is a prerequisite to receive the ECTS credits. The students are supposed to search for some empirical data during the course.

Below, I have presented possible literature to be used in the course.

- Hinton, Perry R (2013) *Stereotypes, Cognition and Culture*, Hove: Psychology Press
- Lawler, Steph (2014) *Identity. Sociological perspectives*, UK: Polity Press [314 p]
- Malesevic, Sinisa (2004) *The sociology of ethnicity*. London: Sage Publications [200 p.]
- Lentin, Alana (2004) *Racism & Anti-Racism in Europe*, London: Pluto [320 p]
- Spencer, Stephen (2006): *Race and Ethnicity. Culture, identity and representation*, Routledge [231 p]

EMPIRICAL DATA

The students are supposed to analyze populist and xenophobic messages, using an analytical framework presented during the course. It could be a speech, an editorial, a party platform etc. You are supposed to independently search for the empirical data you plan to analyze.

TENTATIVE CLASS SCHEDULE

Class	Topic	Reading/ Assignments/ Additional Practice Materials
1	Introduction The exam will be presented Concepts, like stereotype, xenophobia, and populism will be discussed.	
2	Theories explaining the acceptance of stereotypes and xenophobic messages will be discussed I.	
3	Theories explaining the acceptance of stereotypes and	

	xenophobic messages will be discussed II.
4	Ideal typical xenophobic images will be discussed
5	Supervision meeting. We will discuss the
6	Measures to counteract xenophobia and populism will be discussed.
7	Literature discussing different explanations to the recent grows of populism.
8	Student presentation, and feedback.
9	Student presentation, and feedback.

2) **INFORMATION ON CLASS PARTICIPATION, ASSIGNMENTS AND EXAMS**

PROFESSIONALISM & CLASS PARTICIPATION

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MISSED CLASSES

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3) **INFORMATION ON GRADING AND ECTS**

ACADEMIC STANDARDS

Description of the grading criteria (in %)

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GRADING SCALE:

Description of the grading scale:

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	2 points		
	1 point		
	0 points		

This course description was issued on: 18.03.2019

Hessen: ISU Course Outline



Grimms' fairy tales in European contextualization

CLASS HOURS

Week 1&2 (July 22 - August 01), 11:30 am – 01:00 pm

PROFESSOR

Dr. Olivia Varwig

olivia.varwig@staff.uni-marburg.de



1) INFORMATION ON THE COURSE CONTENT

COURSE DESCRIPTION

Conflict (resolution) potential in world literature, using the example of Grimms' fairy tales in European contextualization

The fairy tales collected and/or written by Jacob and Wilhelm Grimm (both former Marburg students), published from 1812 onwards, have a long history stemming from different European sources and later had a worldwide reception in multiple media and have been popular up to now. This module seeks to determine the origins of this compilation and disclose its worldwide influence. What do we learn about Germany, Europe and society conflicts then and now? Are the fairy tales still relevant in the present age? Can or should they teach us something about current problems of European integration and migration? Can connections be established between the tales and national or racial theories? These questions are to be discussed regarding examples of some of the most popular, but also some fairly unknown ones from the over 200 tales in the collection. Also, it is to be defined what romanticism means, regarding German vs. European romanticism and how the Grimms and their tales are to be classified within this literary movement.

TENTATIVE CLASS SCHEDULE

Please decide for with topic you would like to prepare a short presentation.

1. Introduction into the topic
 - a. Organization, distribution of the presentation topics
 - b. What is a fairy tale?
2. The Brothers Grimm in Marburg
 - a. About the Grimms lives and works and their connection to Marburg
 - b. About the Indo-European languages
3. Background, sources and the nascence of the Grimm collection
 - a. Where do the fairy tales come from?
 - b. How where they collected and edited?
 - c. Analysis of original Grimm manuscripts
4. Reception of the Grimm's fairy tales
 - a. Reception worldwide
 - b. Reception back then and nowadays
 - c. Reception and adaptations in different types of media
 - d. How illustrations affect the reception
5. Classifying the Grimms within German vs. European romanticism
 - a. What is romanticism?
 - b. Comparisons to coeval arts and poetry
6. Analyzing fairy tales with narration theory
 - a. Narrators and narrative situation
 - b. Voice, focalization
7. Example analysis of well-known vs. fairly unknown tales
 - a. Comparisons to other European tales (e.g. French, Italian, Russian, Norwegian)
 - b. Comparisons to coeval arts and poetry
8. Migration and integration processes in the fairy tales
 - a. Migration of storytellers (topics and themes)
 - b. Migration of characters within the tales
9. Relevance of the Grimms' fairy tales nowadays. Concluding discussion

RECOMMENDED LITERATURE

Loo, Oliver: The Original 1812 Grimm Fairy Tales. A New Translation of the 1812 First Edition Kinder- und Hausmärchen Children's and Household Tales. Collected through the Brothers Grimm. Vol. 1, 200 Year Anniversary Edition. Translated by Oliver Loo. Kassel 2014.

Michaelis-Jena, Ruth: The Brothers Grimm, London 1970.

Rankin, Walter: Grimm Pictures. Fairy Tale Archetypes in Eight Horror and Suspense Films. North Carolina/London 2007:

- Introduction. Branding the Grimm Brothers. From the Black Forest to the Hollywood Hills, p. 11-15.
- Off the Eaten Path. "Hansel and Gretel" and What Lies Beneath. A Grimm View of the Fairy Tale Witch, p. 142-167.

Zipes, Jack: The Great Fairy Tale Tradition. From Straparola and Basile to the Brothers Grimm. New York 2001:

- Neumann, Siegfried: The Brothers Grimm as Collectors and Editors of German Folktales, p. 969-981.
- Zipes, Jack: Cross-Cultural Connections and the Contamination of the Classical Fairy Tale, p. 845-869.

Zipes, Jack: Grimm Legacies. The Magic Spell of the Grimms' Folk and Fairy Tales. Princeton/Oxford 2015:

- Americanization of the Grimms' Folk and Fairy Tales: Twists and Turns of History, p. 78-108.
- The Grimmness of Contemporary Fairy Tales: Exploring the Legacy of the Brothers Grimm in the Twenty-First Century, p. 152-186.

2) INFORMATION ON CLASS PARTICIPATION, ASSIGNMENTS AND EXAMS

EXAMS

Essay 1 (in week 1, max. 1 page):

Describe the influence of the Grimms' Fairy Tales in your country of origin. Translations/film versions etc. Which other fairy tale collections are popular in your country, where do they come from, what are similarities, what are differences in the choice of topics and treatments?

Essay 2 (in week 2, max. 1 page):

Why are the Grimms' Fairy Tales still popular today? What can we learn from them about society conflicts in former time and today? Are the fairy tales still relevant in the present age? Can or should they teach us something about current problems of European integration and migration?

PROFESSIONALISM & CLASS PARTICIPATION

Expectations for class participation: 2 essays, 1 short presentation and discussion participation in class (each 25 %).

MISSED CLASSES

Students are expected to attend class regularly, more than two hours of unexcused absence will result in a failing grade. In the event of sickness a medical certificate must be presented to the ISU secretary.

3) INFORMATION ON GRADING AND ECTS

ACADEMIC STANDARDS

Description of the grading criteria (in %)

Upon successful completion, 3 ECTS will be awarded for the class.

According to the rules of ECTS, one credit is equivalent to 25-30 hours student workload.

GRADING SCALE:

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	7 points	3.3	
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	5 points	4.0	
0-60%	4 points	5.0	not sufficient / failed: an achievement which does not meet the requirements
	3 points		
	2 points		
	1 point		
	0 points		

This course description was issued on: 18.06.2019



The History of International Criminal Law

CLASS HOURS

Week 3&4 (August 06 - August 16), 11:30 am – 01:00 pm

PROFESSOR

Name: Taxiarchis Fiskatoris

Email: fiskator@staff.uni-marburg.de

1) INFORMATION ON THE COURSE CONTENT

COURSE DESCRIPTION

International criminal law is a branch of international law concerned with the attribution of individual criminal responsibility to perpetrators of international crimes. The development of substantive norms and principles of international criminal law has taken place in a piecemeal fashion, following two – sometimes parallel, sometimes alternate – trajectories: the internationalization of domestic criminal law on the one side, and the criminalization of international law on the other side. This incoherent agglomeration of rules has produced enduring normative debates and doctrinal ambiguities which are difficult to be understood without reference to the historical and political contexts. This course covers in a concise but comprehensive manner the history of international criminal law in its broad sense from the ancient times to the present.

This course is designed for participants with or without prior legal knowledge. During the course, participants will have the opportunity to engage in an analysis of an emerging field of law, exploring how its basic concepts and principles have developed and how “international crimes” have been established through treaties and customs, and addressed through national, international and quasi-international courts and tribunals. Upon its completion, the participants will have acquired a comprehensive understanding of the origins, the pioneering ideas, the

defining moments, as well as the important actors and institutions in the history of international criminal law.

LEARNING OBJECTIVES

By completion of this course, the participants will have been able to:

- ✓ Explore the broader historical, political and social contexts within which international criminal law has developed.
- ✓ Demonstrate an understanding of the evolution of the concepts of “international crime”, “core crimes” (war crimes, genocide, crimes against humanity, aggression), and “transnational crimes” (such as piracy, terrorism and human trafficking).
- ✓ Identify shifting trends in the history of international criminal law.
- ✓ Critically assess the field’s trajectories and progress.
- ✓ Critically reflect on the nature, function, strengths, weaknesses, achievements, failures and challenges of international criminal courts and tribunals.
- ✓ Critically evaluate the role of various actors and stakeholders, such as major powers, the United Nations International Law Commission, the United Nations Security Council, NGOs, academic networks etc.
- ✓ Gain insight into the basic concepts, principles and instruments of international criminal law.
- ✓ Be introduced to interdisciplinary ways of thinking and researching, by examining the interaction between international history, law and politics, as well as international criminal law’s association with other branches of international law (e.g. international law of armed conflicts, international law on the use of force, human rights).
- ✓ Display comprehension of texts and sources of legal history and become familiar with the special terminology of the field.
- ✓ Collaborate and communicate effectively, appropriately and persuasively on issues pertaining to the history of international criminal law.
- ✓ Gain knowledge and enhance skills which will facilitate participation in current debates concerning international criminal justice, as well as monitoring and assessing further developments.

COURSE MATERIALS

Preliminary Readings:

- Cenap Cakmak, Historical Background: Evolution of the International Criminal Law, Individual Criminal Accountability and the Idea of a Permanent International Criminal Court, Human Rights & Human Welfare Working Paper No. 39 (2006) (79 pages)
Available at: <https://www.du.edu/korbel/hrhw/workingpapers/2006/39-cakmak-2006.pdf>
- Harry Rhea, “The Evolution of International Criminal Tribunals”, International Journal of Criminology and Sociology, 2017, Vol. 6, pp. 52-64 (13 pages)
Available at: <http://www.lifescienceglobal.com/pms/index.php/ijcs/article/view/4621>
- Beth Van Schaack and Ron Slye, A Concise History of International Criminal Law (2007)
Available at: <http://digitalcommons.law.scu.edu/facpubs/626> (41 pages)

Further Recommended Readings:

- Michael Bryant, *A World History of War Crimes: From Antiquity to the Present*, Bloomsbury, 2016 (300 pages)
- Cenap Cakmak, *A Brief History of International Criminal Law and International Criminal Court*, Palgrave Macmillan, 2017 (300 pages)
- Mark Lewis, *The Birth of the New Justice: The Internationalization of Crime and Punishment, 1919-1950*, Oxford University Press, 2016 (300 pages)

Participants will be assigned additional readings during the class, as listed in the Class Schedule.

TENTATIVE CLASS SCHEDULE

Description of class schedule as planned

Class	Topic	Reading/ Assignments/ Additional Practice Materials
1	The Concept of International Criminal Law	<p>Cherif Bassiouni, "The Discipline of International Criminal Law", in Cherif Bassiouni (ed), <i>International Criminal Law, Volume 1: Sources, Subjects and Contents</i>, Martinus Nijhoff Publishers, 3rd ed, 2008, p. 3</p> <p>Robert Cryer et al, <i>An Introduction to International Criminal Law and Procedure</i>, Cambridge University Press, 2007, pp. 1-36</p>
2	The "Prehistory" of International Criminal Law	<p>Emiliano Buis, "Between Isonomia and Hegemonia: Political Complexities of Transitional Justice in Ancient Greece", in Morten Bergsmo et al (eds), <i>Historical Origins of International Criminal Law: Volume 3</i>, TOAEP, 2015, p. 27</p> <p>Gregory Gordon, "The Trial of Peter von Hagenbach: Reconciling History, Historiography and International Criminal Law", in Kevin Jon Heller and Gerry Simpson (eds), <i>The Hidden Histories of War Crimes Trials</i>, Oxford University Press, 2013, p. 13</p> <p>Jenny Martinez, "Anti-Slavery Courts and the Dawn of International Human Rights Law", <i>The Yale Law Journal</i>, Vol. 117, 2007, p.500</p> <p>Tasmin Paige, "Piracy and Universal Jurisdiction", <i>Macquarie Law Journal</i>, Vol. 12, 2013, p. 131</p>
3	The Emergence of Modern International Humanitarian Law	<p>Francois Bugnion, "Birth of an Idea: The Founding of the International Committee of the Red Cross and of the International Red Cross and Red Crescent Movement: From Solferino to the Original Geneva Convention (1859–1864)", <i>International Review of the Red Cross</i>, Vol. 94, Issue 888, 2012, p. 1299</p>

		<p>Christopher Keith Hall, "The First Proposal for a Permanent International Criminal Court", <i>International Review of the Red Cross</i>, Vol. 38, Issue 322, 1998, p. 57</p> <p>Patryk Labuda, "The Lieber Code, Retaliation and the Origins of International Criminal Law", in Morten Bergsmo et al (eds), <i>Historical Origins of International Criminal Law: Volume 3</i>, TOAEP, 2015, p. 299</p>
4	The Aftermath of World War I	<p>Kirsten Sellars, "Trying the Kaiser: The Origins of International Criminal Law", in Morten Bergsmo et al (eds), <i>Historical Origins of International Criminal Law: Volume 1</i>, TOAEP, 2014, p. 195</p> <p>Paul Mevis and Jan Reijntjes, "Hang Kaiser Wilhelm! But for What? A Criminal Law Perspective", in Morten Bergsmo et al (eds), <i>Historical Origins of International Criminal Law: Volume 1</i>, TOAEP, 2014, p. 213</p> <p>Joseph Rikhof, "The Istanbul and Leipzig Trials: Myth or Reality?", in Morten Bergsmo et al (eds), <i>Historical Origins of International Criminal Law: Volume 1</i>, TOAEP, 2014, p. 259</p>
5	The Nuremberg and Tokyo Trials	<p>Niel Boister, "The Tokyo Military Tribunal: A Show Trial?", in Morten Bergsmo et al (eds), <i>Historical Origins of International Criminal Law: Volume 2</i>, TOAEP, 2014, p. 3</p> <p>Hisakazu Fujita, "The Tokyo Trial Revisited", in Jose Doria et al (eds), <i>The Legal Regime of the International Criminal Court: Essays in Honour of Professor Igor Blishchenko</i>, Martinus Nijhoff Publishers, 2009, p. 23</p> <p>Guenael Mettraux, "Trial at Nuremberg", in William Schabas and Nadia Bernaz (eds.), <i>Routledge Handbook of International Criminal Law</i>, 2010, p. 5</p> <p>Richard Overly, "The Nuremberg Trials: International Law in the Making" in Philipp Sands (ed), <i>From Nuremberg to The Hague: The Future of International Criminal Justice</i>, Cambridge University Press, 2003, p. 1</p>
6	The Draft Code of Crimes against the Peace and Security of Mankind	<p>Cherif Bassiouni, "The History of the Draft Code of Crimes Against the Peace and Security of Mankind", <i>Israel Law Review</i>, Volume 27, 1993, p. 247</p> <p>Martin Ortega, "The ILC Adopts the Draft Code of Crimes Against the Peace and Security of Mankind", <i>Max Planck Yearbook of United Nations Law</i>, 1997, p. 283</p>
7	The UN <i>Ad Hoc</i> Tribunals for the Former Yugoslavia and Rwanda	<p>Daqun Liu, "Contribution of the UN <i>Ad Hoc</i> Tribunals to the Development of International Criminal Law" in Morten Bergsmo et al (eds), <i>Historical Origins of International Criminal Law: Volume 4</i>, TOAEP, 2015, p. 125</p> <p>William Schabas, "Customary Law or Judge-Made Law? Judicial Creativity at the UN Criminal Tribunals", in Jose Doria et al (eds), <i>The Legal Regime of the International Criminal Court: Essays in Honour of Professor Igor Blishchenko</i>, Martinus Nijhoff Publishers, 2009, p. 77</p> <p>Michael Sharf and Margaux Day, "The <i>Ad Hoc</i> International Criminal Tribunals: Launching a New Era of</p>

		Accountability”, in William Schabas and Nadia Bernaz (eds.), <i>Routledge Handbook of International Criminal Law</i> , 2010, p. 51
8	Negotiating the International Criminal Court	Cherif Bassiouni, “Negotiating the Treaty of Rome on the Establishment of an International Criminal Court”, <i>Cornell International Law Journal</i> , Vol. 32, Issue 3, 1999, p. 443 Fanny Benedetti et als, <i>Negotiating the International Criminal Court: New York to Rome 1994-1998</i> , Martinus Nijhoff Publishers, 2014, pp. 57-87
9	The Development of International Criminal Law by National and Hybrid Jurisdictions	Fidelma Donlon, “Hybrid Tribunals” in William Schabas and Nadia Bernaz (eds.), <i>Routledge Handbook of International Criminal Law</i> , 2010, p. 85 Joseph Powderly, “The Trials of Eichmann, Barbie and Finta” in William Schabas and Nadia Bernaz (eds.), <i>Routledge Handbook of International Criminal Law</i> , 2010, p. 33 Michael Scharf, “The Lockerbie Model of Transfer of Proceedings”, in Cherif Bassiouni (ed), <i>International Criminal Law, Volume 2: Multilateral and ilateral Enforcement Mechanisms</i> , Martinus Nijhoff Pulishers, 3 rd ed, 2008, p. 521

2) INFORMATION ON CLASS PARTICIPATION, ASSIGNMENTS AND EXAMS

ASSIGNMENTS

Every participant will be assigned one additional reading during the class, which shall serve as a basis for an oral presentation.

EXAMS

Oral Presentation: 80%

Participation in the discussions: 20%

PRACTICE MATERIALS

N.A.

PROFESSIONALISM & CLASS PARTICIPATION

Students are expected to attend each class and arrive on time. They are also expected to have completed the assigned readings and to be prepared to discuss the course material.

MISSED CLASSES

Students are expected to attend class regularly, more than two hours of unexcused absence will result in a failing grade. In the event of sickness a medical certificate must be presented to the ISU secretary.

3) **INFORMATION ON GRADING AND ECTS**

ACADEMIC STANDARDS

Description of the grading criteria (in %)

Upon successful completion, 3 ECTS will be awarded for the class.

According to the rules of ECTS, one credit is equivalent to 25-30 hours student workload. Any form of plagiarism will result in failing the class.

GRADING SCALE:

Description of the grading scale

e.g.:

<i>Percentage</i>	<i>Grade</i>		<i>Description</i>
90-100%	15 points	1.0	very good: an outstanding achievement
	14 points		
	13 points	1.3	
80-90%	12 points	1.7	good: an achievement substantially above average requirements
	11 points	2.0	
	10 points	2.3	
70-80%	9 points	2.7	satisfactory: an achievement which corresponds to average requirements
	8 points	3.0	
	7 points	3.3	
60-70%	6 points	3.7	sufficient: an achievement which barely meets the requirements
	5 points	4.0	
0-60%	4 points	5.0	not sufficient / failed: an achievement which does not meet the requirements
	3 points		
	2 points		
	1 point		
	0 points		

This course description was issued on: 18.06.2019

Hessen: ISU Course Outline

Hessen:ISU
International Summer University



www.isu-hessen.de



Youth, society and politics in Germany, Europe and beyond

CLASS HOURS

Week 3&4 (August 06 - August 16), 11:30 am – 01:00 pm

PROFESSOR

Name: Dr. Philipp Lottholz

Email: lottholz@uni-marburg.de



1) INFORMATION ON THE COURSE CONTENT

COURSE DESCRIPTION

This course provides an introduction into the roles of youth in societal and political processes. It seeks to convey a number of perspectives and conceptions in order to make participants critically consider young people's potential to affect social and political change, but also the factors limiting such agency. Starting from a discussion, as to how 'youth' can be understood and defined as a social category, the course surveys various approaches to youth in political science, sociology and social work and illustrates their relevance with practical examples and case studies from European countries and beyond. Towards the end of the course, participants will have the opportunity to get to know local youth activists first hand and conduct interviews with them, which they can optionally integrate into their final course work.

LEARNING OBJECTIVES

The course will introduce students to the field of youth research in sociology, area studies, social policy and neighbouring social science disciplines. It will particularly provide an understanding of the inter-relatedness of 'youth' with its various intersecting social categories

and dimensions such as age, generation, class or gender and corresponding potentials and limits of understanding the role of youth in processes of social and political change. Students will learn to navigate and critically assess the existing academic debates and their relevance for political and societal current dynamics. Group work exercises and the preparation and conduct of interviews with local youth activists will serve to develop and strengthen participants' analytical thinking and self-reflection skills.

COURSE MATERIALS

Introductory readings:

Pilkington, Hilary, Gary Pollock, and Renata Franc (eds.) (2018) *Understanding Youth Participation Across Europe*. Springer.

Kelly, Peter, Kamp, Annelies (eds.) (2014) *A critical youth studies for the 21st century*. Brill.

Loncle, Patricia, Cuconato, Morena (eds.) (2012) *Youth participation in Europe: Beyond discourses, practices and realities*. Policy Press.

Schild, Hanjo Connolly, Nuala, Labadie, Francine, Vanhee, Jan, and Howard Williamson (2017) Thinking seriously about youth work. And how to prepare people to do it, Youth Knowledge #20, Council of Europe and European Commission, <https://pjp-eu.coe.int/en/web/youth-partnership/thinking-seriously-about-youth-work>

Kennelly, J. 2011. *Citizen Youth: Culture, Activism, and Agency in a Neoliberal Era*. Palgrave.

TENTATIVE CLASS SCHEDULE

Class	Topic	Reading/ Assignments/ Additional Practice Materials
1	Introduction: Overview and key terms	<p>Participants get to know the module; key terms are introduced in interactive learning exercises</p> <p>Purhonen, S. (2016). Generations on paper: Bourdieu and the critique of 'generationalism'. <i>Social Science Information</i>, 55(1), 94-114.</p> <p>Muniglia, V., Cuconato, M., Loncle, P., & Walther, A. (2012). The analysis of youth participation in contemporary literature: A European perspective, in Loncle, Patricia and Morena Cuconato (eds.) <i>Youth participation in Europe: Beyond discourses, practices and realities</i>, 1-17.</p> <p>Optional reading: Schwarz, Christoph H., & Oettler, Annika (2017). Political Temporalities of Youth. <i>Middle East-Topics & Arguments</i>, 9: 5-14.</p>

2	A youth (anti-) politics?	<p>Pilkington, Hilary, Pollock, Gary (2015) 'Politics are bollocks': youth, politics and activism in contemporary Europe, <i>The Sociological Review</i> 63: 1-35.</p> <p>Rheingans, Rowan, Hollands, Robert (2013) 'There is no alternative?': challenging dominant understandings of youth politics in late modernity through a case study of the 2010 UK student occupation movement, <i>Journal of Youth Studies</i> 16(4): 546-564.</p>
3	Political economy	<p>France, Alan, Threadgold, Steven (2016) Youth and political economy: Towards a Bourdieusian approach, <i>Journal of Youth Studies</i> 19(5): 612-628.</p> <p>Cairns, David (2014) A Tale of Two Crises: Young People and the Great Recession in Portugal and Ireland, in Kelly, Peter, Kamp, Annelies (eds.) (2014) <i>A critical youth studies for the 21st century</i>, Brill, 214-222.</p>
4	Youth and social policy	<p>Schild, Hanjo Connolly, Nuala, Labadie, Francine, Vanhee, Jan, and Howard Williamson (2017) Thinking seriously about youth work. And how to prepare people to do it, <i>Youth Knowledge #20</i>, Council of Europe and European Commission, https://pip-eu.coe.int/en/web/youth-partnership/thinking-seriously-about-youth-work</p> <p>Introduction and chapters 1, 6, and 21.</p>
5	Youth cultures and identities	<p>Kennelly, Jacqueline, Stuart Poyntz, and Paul Ugor (2009) Special issue introduction: Youth, cultural politics, and new social spaces in an era of globalization, <i>The Review of Education, Pedagogy, and Cultural Studies</i> 31(4): 255-269.</p> <p>Kelly, P. (2006) The Entrepreneurial Self and 'Youth-at-Risk': Exploring the Horizons of Identity in the Twenty-First Century, <i>Journal of Youth Studies</i> 9(1): 17-32.</p>
6	Youth in peace, conflict and security	<p>Pruitt, Leslie J. (2013) Youth in Peace and Conflict, in Pruitt, Leslie J. <i>Youth peacebuilding: Music, gender, and change</i>, Suny Press, 1-16.</p> <p>Adelman, Madelaine, Yalda, Christine (2000). Seen but not heard: The legal lives of young people, <i>PoLAR: Political and Legal Anthropology Review</i>, 23(2): 37-58.</p>
7	Researching youth	<p>Participants are introduced to research methods and basic interview techniques; preparation of small projects in groups</p> <p>Gray, David, (2013) Interviewing, in Gray, David, <i>Doing research in the real world</i>, SAGE, 381-410.</p>
8	Research module	<p>Participants carry out interviews with local activists; reflection and discussion in project groups and plenary</p>
9	Recap, reflection, wrap-up	<p>Project groups provide final conclusions from interview research and link it back to course materials; general reflection and feedback</p>

2) INFORMATION ON CLASS PARTICIPATION, ASSIGNMENTS AND EXAMS

ASSIGNMENTS

Group work and presentation of results to other participants, preparation and conducting of interviews with local youth activists.

EXAMS

An essay on the role of youth in society and politics discussing one or several concrete examples.

PRACTICE MATERIALS

N/A

PROFESSIONALISM & CLASS PARTICIPATION

Students are expected to attend each class and arrive on time. They are also expected to have completed the assigned readings and to be prepared to discuss the course material.

For a good discussion culture in class, students should be curious, able to familiarize themselves with unknown topics and subject matters, as well as able to accept and engage with points of view different from their own.

MISSED CLASSES

Students are expected to attend class regularly, more than two hours of unexcused absence will result in a failing grade. In the event of sickness a medical certificate must be presented to the ISU secretary.

3) INFORMATION ON GRADING AND ECTS

ACADEMIC STANDARDS

Description of the grading criteria (in %)

Upon successful completion, 3 ECTS will be awarded for the class.

According to the rules of ECTS, one credit is equivalent to 25-30 hours student workload. Any form of plagiarism will result in failing the class.

GRADING SCALE:

<i>Percentage</i>	<i>Grade</i>		<i>Description</i>
90-100%	15 points	1.0	very good: an outstanding achievement
	14 points		
	13 points	1.3	
80-90%	12 points	1.7	good: an achievement substantially above average requirements
	11 points	2.0	
	10 points	2.3	
70-80%	9 points	2.7	satisfactory: an achievement which corresponds to average requirements
	8 points	3.0	
	7 points	3.3	
60-70%	6 points	3.7	sufficient: an achievement which barely meets the requirements
	5 points	4.0	
0-60%	4 points	5.0	not sufficient / failed: an achievement which does not meet the requirements
	3 points		
	2 points		
	1 point		
	0 points		

This course description was issued on: 10th of January 2019



Minorities in a Turbulent Europe

CLASS HOURS

Week 3&4 (August 06 - August 16), 11:30 am – 01:00 pm

PROFESSOR

Name: Ana Ivasiuc

Email: ana.ivasiuc@sowi.uni-giessen.de



Ana Ivasiuc is an anthropologist and a postdoc researcher at the University of Giessen, Germany. She obtained a diploma in Cultural Anthropology and Development Sociology from the University of Leiden, The Netherlands, a Master's Degree in Migration and Interethnic Relations from the University of Paris VII – Denis Diderot, and a PhD in the anthropology of development from the National School of Political Science and Public Administration in Bucharest, Romania. Among her publications are *Renewing Research and Romani Activism*, a co-edited volume with Sam Beck to be published in 2018 with Berghahn Books, as well as *The Securitization of the Roma in Europe*, a co-edited volume with Huub van Baar and Regina Kreide, to appear in 2018 with Palgrave Macmillan. Her work focuses on the Roma minority in Europe.

1) INFORMATION ON THE COURSE CONTENT

COURSE DESCRIPTION

Many of the conflict processes currently troubling Europe are related to minorities: the rise of fear-based nationalist extremism coagulates discourses and practices against particular minorities such as Muslims or the Roma; minority identities seem to be increasingly essentialized and rejected as unassimilable otherness; migration flows from “the Global South” feed into fragile equilibriums in increasingly precaritized societies; while in some European countries, some minorities have recently gained more rights, such as the right to

marry for LGBT groups, other minorities' struggle for their rights is increasingly undermined by racist ideologies constructing various groups as undeserving.

The rejection of minority groups' practices, and sometimes of their sheer presence in the European space, is unquestionably on the rise, pointing to developments requiring a critical and nuanced analysis. It is thus essential to understand contemporary conflict processes related to minorities in a turbulent Europe. The seminar will tackle analytic and normative dimensions of minority studies, such as: the evolution of theories related to minorities, processes of production of difference, minority-related concepts and their normative "luggage", analyses of (neo)racism, multiculturalism, nationalist populisms, as well as management apparatuses for minorities such as legal protection instruments, "integration" / inclusion policies and programmes, and technologies of citizenship. Last, it will also touch upon contemporary forms of minority activism, with concrete case studies.

LEARNING OBJECTIVES

The objectives of the seminar are:

- to provide students with conceptual tools for understanding minority-related politics in contemporary Europe;
- to enhance students' ability to engage in critical and nuanced ways with processes affecting minorities in Europe;
- to develop critical analytical tools to decipher minority politics and minority management apparatuses;
- to provide information on particular minority case studies in Europe (the Roma, Muslims, "sans papiers", LGBT, other linguistic and religious minorities).

COURSE MATERIALS

Balibar, Etienne. 1991. "Is There a Neo-Racism?" In: E. Balibar, I.M. Wallerstein. *Race, Nation, Class: Ambiguous Identities*. London & New York: Verso, pp. 17-28 (12 pages)

Barth, Fredrik. 1969. "Introduction". In F. Barth (ed.). *Ethnic Groups and Boundaries. The Social Organization of Culture Difference*. Boston: Little Brown and Company, pp. 9-38 (30 pages)

Brown, Wendy. 2008. "Tolerance as a Discourse of Depoliticization". In W. Brown. *Regulating Aversion. Tolerance in the Age of Identity and Empire*. Princeton and Oxford: Princeton University Press, pp. 1-24 (24 pages)

Brubaker, Rogers. 2015. "Language, Religion, and the Politics of Difference". In R. Brubaker. *Grounds for Difference*. Cambridge (MA) and London: Harvard University Press, pp. 85-101 (17 pages)

Brubaker, Rogers. 2017. "Between Nationalism and Civilizationism: The European populist moment in Comparative Perspective". *Ethnic and Racial Studies* 40(8): 1191-1226 (35 pages)

Goldberg, David Theo. 2009. "Precipitating Evaporation (On Racial Europeanization)". In D.T. Goldberg. *The Threat of Race: Reflections on Racial Neoliberalism*. Malden (MA): Blackwell Publishing, pp. 151-198 (48 pages)

Joppke, C. 2007. "Transformations of Citizenship: Status, Rights, Identity". *Citizenship Studies* 11(1): 37-48 (11 pages)

McNevin, Anne. 2006. "Political Belonging in a Neoliberal Era: The Struggle of the Sans-Papiers". *Citizenship Studies* 10(2): 135-151 (14 pages)

New Keywords Collective. 2016. "Crisis", pp. 7-15. Available at http://nearfuturesonline.org/wp-content/uploads/2016/01/New-Keywords-Collective_11.pdf (8 pages)

Van Baar, Huub. 2012. "Socio-Economic Mobility and Neo-Liberal Governmentality in Post-Socialist Europe: Activation and the Dehumanisation of the Roma". *Journal of Ethnic and Migration Studies* 38(8): 1289-1304 (14 pages)

Vertovec, Steven. 2007. "Super-diversity and its implications". *Ethnic and Racial Studies* 30(6): 1024-1054 (27 pages)

Wieviorka, Michel. 2014. "A critique of integration". *Identities: Global Studies in Culture and Power* 21(6): 633-41 (8 pages).

Total no. of pages: 248

TENTATIVE CLASS SCHEDULE

Class	Topic	Reading/ Assignments/ Additional Practice Materials
1	Introductory session: theories and concepts in minority studies	Barth (1969)
2	The production of difference: language, religion, sex, culture	Brubaker (2015)
3	From 'integration' to 'superdiversity': analytic and normative implications	Wieviorka (2014) Vertovec (2007)
4	Racism and neoracism in Europe	Balibar (1991) Goldberg (2009)
5	Tolerance, multiculturalism, and crisis: debates and critique	Brown (2008) New Keywords Collective (2016)
6	European nationalist populisms and the rhetoric against minorities	Brubaker (2017)
7	The management of minorities: protection frameworks, policies and programs	Van Baar (2012)

8	Citizenship and its transformations	Joppke (2007)
9	Acts of citizenship: minority activism	McNevin (2006)

2) INFORMATION ON CLASS PARTICIPATION, ASSIGNMENTS AND EXAMS

ASSIGNMENTS

Students will be required to present one of the compulsory reading materials used in class. The assignments may be done individually or in group, depending on the number of students. Moreover, a short research assignment will be given each week, with the possibility of delivering a written essay for a graded certificate.

EXAMS

While there are no compulsory exams, and attendance and satisfactory participation in class will result in an ungraded certificate of 3 ECTS, students will have the possibility to opt for a graded certificate requiring the submission of a written essay based on one of the research assignments. Satisfactory participation entails regular attendance, the presentation of one of the compulsory readings in class, and active participation in the discussions.

PRACTICE MATERIALS

Students are expected to read the compulsory materials listed above. Additionally, they are expected to follow media coverage on relevant topics and be able to contribute to the class discussions using examples from their own country or other cases on which they might have knowledge.

PROFESSIONALISM & CLASS PARTICIPATION

Students are expected to read the compulsory materials listed above. Additionally, they are expected to follow media coverage on relevant topics and be able to contribute to the class discussions using examples from their own country or other cases on which they might have knowledge.

MISSED CLASSES

Students are expected to attend class regularly; more than two hours of unjustified absence will result in a failing grade.

3) INFORMATION ON GRADING AND ECTS

ACADEMIC STANDARDS

Upon successful completion, 3 ECTS will be awarded for the class.

According to the rules of ECTS, one credit is equivalent to 25-30 hours student workload.

GRADING SCALE:

Percentage	Grade		Description
90-100%	15 points	1.0	very good: an outstanding achievement
	14 points		
	13 points	1.3	
80-90%	12 points	1.7	good: an achievement substantially above average requirements
	11 points	2.0	
	10 points	2.3	
70-80%	9 points	2.7	satisfactory: an achievement which corresponds to average requirements
	8 points	3.0	
	7 points	3.3	
60-70%	6 points	3.7	sufficient: an achievement which barely meets the requirements
	5 points	4.0	
0-60%	4 points	5.0	not sufficient / failed: an achievement which does not meet the requirements
	3 points		
	2 points		
	1 point		
	0 points		

This course description was issued on: 11.02.2019



Cultures of Socialism in Europe

CLASS HOURS

Week 3&4 (August 06 - August 16), 11:30 am – 01:00 pm

PROFESSOR

Dr. Ingo Schröder

schroedl@staff.uni-marburg.de

Ingo W. Schröder holds a PhD in Anthropology from the University of Frankfurt and a Postdoctoral Degree (Habilitation) from the University of Marburg. In the summer semester 2018 he was a temporary professor at the Department of Cultural and Social Anthropology in Marburg. He has also taught at the universities of Bonn, Münster, New Mexico, and Kaunas (Lithuania). Between 2006 and 2010 he was a Senior Research Fellow at the Max Planck Institute for Social Anthropology in Halle/Saale. Ingo has done research in the US Southwest and Lithuania. His scholarly interests focus on two main fields, (1) the anthropology of capitalism and its contestations and (2) the history and present of colonialism and decolonization of North American Indigenous societies.

1) INFORMATION ON THE COURSE CONTENT

COURSE DESCRIPTION

Post-World War II European history has been decisively shaped by socialist political ideologies and practices that cover a wide range of organizational forms, from state-socialist governments east of the “Iron Curtain” to Western and “Euro-Communist” parties to numerous varieties of anti-state, social-movement socialism of Leninist, Maoist, Trotskyist, and other “undogmatic” persuasions that were most highly visible during the radical 1960s and 1970s. Even after the demise of state socialism, its heritage still impacts sociopolitical practices and understandings across Eastern Europe.

Anthropologists have studied socialist organizational forms not as mere political interest groups but as cultures that were engendered by ideological convictions and everyday social relations and practices alike. At a time when notions of socialism are widely silenced in public discourse across Europe, the seminar introduces to a rich research tradition based in ethnography and social history that has investigated the practices and cultures of socialism and their lasting impact in Europe across time and space up to the present.

It will introduce to studies of cultures of socialism from four main perspectives:

- The state-socialist countries of Eastern Europe and the Soviet Union and the lingering impact vis-à-vis public disavowal of the socialist heritage in the so-called postsocialist present
- Western European socialisms in countries where it has shaped political culture over decades (e.g. Italy)
- Postsocialist memory politics and the role of the socialist past in the rise of illiberal nationalism and xenophobia
- contemporary political activism across Europe as part of a resurgent global leftist culture inspired by a multifaceted assemblage of socialist and other leftist ideas and symbols of manifold provenience

Finally, the seminar offers a comprehensive introduction to a specifically anthropological view on the interconnectedness and historical dynamics of culture and politics.

LEARNING OBJECTIVES

It will introduce to studies of cultures of socialism from three main perspectives:

1. the state-socialist countries of Eastern Europe and the Soviet Union and the lingering impact vis-à-vis public disavowal of the socialist heritage in the so-called postsocialist present
2. Western European socialisms in countries where it has shaped political culture over decades (e. g. Italy)
3. contemporary political activism across Europe as part of a resurgent global leftist culture inspired by a multifaceted assemblage of both socialist and neo-anarchist ideas and symbols of manifold provenience
4. Finally, the seminar offers a comprehensive introduction to a specifically anthropological view on the interconnectedness and interpenetration of culture and politics.

COURSE MATERIALS

See materials in list below

TENTATIVE CLASS SCHEDULE

Please note: the schedule below is tentative and may change prior to the seminar.

Class	Topic	Reading/ Assignments/ Additional Practice Materials
1	<i>Introductory session: Anthropological approaches to socialism</i>	<i>Sampson, Steven (1991) Is There an Anthropology of Socialism? Anthropology Today 7 (5): 16-19</i>
2	<i>Perspectives on state socialism in Eastern Europe and the Soviet Union</i>	<i>Archer, Rory (2018) The Moral Economy of Home Construction in Late Socialist Yugoslavia. History and Anthropology 29: 141-162</i> <i>Verdery, Katherine (1991) Theorizing Socialism: A Prologue to the "Transition". American Ethnologist 18: 419-439</i>
3	<i>Postsocialist societies and cultures in Eastern Europe</i>	<i>Brandtstädter, Susanne (2007) Transitional Spaces: Postsocialism as a Cultural Process. Critique of Anthropology 27: 147-163</i> <i>Rogers, Douglas (2010) Postsocialisms Unbound: Connections, Critiques, Comparisons. Slavic Review 69: 1-15</i>
4	<i>Western European socialism: the case of Italy</i>	<i>Heywood, Paolo (2015) Equivocal Locations: Being "Red" in "Red Bologna". Journal of the Royal Anthropological Institute (N. S.) 21: 855-871</i> <i>Kertzer, David I. (1974) Politics and Ritual: The Communist Festa in Italy. Anthropological Quarterly 47: 374-389</i>
5	<i>Contemporary European anarchist activism</i>	<i>Kroijer, Stine (2010) Figurations of the Future: On the Form and Temporality of Protests among Left Radical Activists in Europe. Social Analysis 54 (3): 139-152</i> <i>Ringel, Felix (2012) Towards Anarchist Futures? Creative Presentism, Vanguard Practices, and Anthropological Hopes. Critique of Anthropology 32: 173-188</i>
6	<i>The Alter-Globalization Movement: forging a broad postmodern left?</i>	<i>Franquesa, Jaume (2016) Dignity and Indignation: Bridging Morality and Political Economy in Contemporary Spain. Dialectical Anthropology 40: 69-86</i> <i>Razsa, Maple John & Andrej Kurnik (2012) The Occupy Movement in Zizek's Hometown: Direct Democracy and a Politics of Becoming. American Ethnologist 39: 238-258</i>
7	<i>Postsocialist memory culture in East Germany</i>	<i>Berdahl, Daphne (1999) "(N)Ostalgie" for the Present: Memory, Longing, and East German Things. Ethnos 64: 192-211</i> <i>Gallinat, Anselma (2009) Intense Paradoxes of Memory: Researching Moral Questions about Remembering the Socialist Past. History and Anthropology 20: 183-199</i>

8	<i>Nationalism, radical right politics and xenophobia in Eastern Europe: a socialist heritage?</i>	<p><i>Kalb, Don (2018) Upscaling Illiberalism: Class, Contradiction, and the Rise and Rise of the Populist Right in Postsocialist Central Europe. Fudan Journal of the Humanities and Social Sciences 11: 303-321</i></p> <p><i>Thorleifsson, Cathrine (2017) Disposable Strangers: Far-Right Securitization of Forced Migration in Hungary. Social Anthropology 25: 318-334</i></p>
9	<i>Concluding session: an anthropological approach to politics, culture and memory: summary discussion</i>	

2) **INFORMATION ON CLASS PARTICIPATION, ASSIGNMENTS AND EXAMS**

ASSIGNMENTS

Satisfactory course participation entails regular attendance and active participation in discussions, reflecting upon the readings and presenting other examples, e. g. from their own country.

Moreover, students are required to present one of the compulsory texts and facilitate a discussion – either individually or in a group, depending on the number of course participants.

EXAMS

A graded certificate requires the submission of a written essay on one of the topics addressed in class.

MISSED CLASSES

Students are expected to attend class regularly, more than two hours of unexcused absence will result in a failing grade. In the event of sickness a medical certificate must be presented to the ISU secretary.

3) **INFORMATION ON GRADING AND ECTS**

ACADEMIC STANDARDS

Description of the grading criteria (in %)

Upon successful completion, 3 ECTS will be awarded for the class.

According to the rules of ECTS, one credit is equivalent to 25-30 hours student workload.

GRADING SCALE:

Description of the grading scale

Percentage	Grade		Description
90-100%	15 points	1.0	very good: an outstanding achievement
	14 points		
	13 points	1.3	
80-90%	12 points	1.7	good: an achievement substantially above average requirements
	11 points	2.0	
	10 points	2.3	
70-80%	9 points	2.7	satisfactory: an achievement which corresponds to average requirements
	8 points	3.0	
	7 points	3.3	
60-70%	6 points	3.7	sufficient: an achievement which barely meets the requirements
	5 points	4.0	
0-60%	4 points	5.0	not sufficient / failed: an achievement which does not meet the requirements
	3 points		
	2 points		
	1 point		
	0 points		

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