

SHEFFIELD HALLAM UNIVERSITY
FACULTY OF DEVELOPMENT AND SOCIETY

**Citizenship, Violence and Race:
Germans and Africans in Colonial and
Postcolonial Encounters**

A Year III/Level 6 History Module

Module: 77-600593-BF-20190

Tutor: Dr. Robbie Aitken

Session January 2020 – April 2020

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If you have any questions concerning the module, please do not hesitate to contact me. I am more than happy to receive and talk through coursework plans prior to submission.

1 MODULE AIMS

The module's aim is to give students a specialised, theoretical and empirical, knowledge of aspects of a history of interaction between Africans and Germans and the consequences of this interaction. Students will be introduced to aspects of post-colonial theory, constructions of blackness and race, and debates about the nature of German colonialism. At the same time they will learn about the challenges faced by African-Germans and African migrants, past and present, in creating a place for themselves in German society as well as how the presence of an African Diaspora in Germany has called into question constructions of Germanness.

2 MODULE LEARNING OUTCOMES:

BY THE END OF THE MODULE YOU WILL BE ABLE TO:

- Reflect upon concepts of race as a cultural, political, scientific and social construct and apply them to the relationship between the colony and the metropole.
- Evaluate and apply post-colonial theory to the experience of an Africa Diaspora in Germany.
- Critically assess the diverse interpretations of historians on studies of colonial and race relations.
- Analyse and contextualise a variety of primary sources relating to German colonialism and the presence of Africans in Germany.
- Demonstrate an ability to critically engage with extended passages of academic historical writing.
- Show awareness of different ways of describing and interpreting historical developments over the period under study.

3 TEACHING METHODS

The module will be taught over 3 hours per week. This will include weekly two hour lectures, which will introduce you to the main empirical material and historiographical debates. There will also be weekly one hour seminars in which we will examine key issues in greater depth. Seminar time will be organised in a variety of ways - tutor-led group discussions, informal student presentations, and analysis of original documents. Material in the form of secondary readings and primary source documents will be provided in advance via the blackboard site. For each seminar topic there is a compulsory piece of reading which will also be available electronically via blackboard. Please come prepared to discuss the week's reading!

There are also two films which we will be watching during the course of the semester:

David Okuefuna, *Hitler's Forgotten Victims* (1997)
Robert Stemmler, *Toxi* (1952)

Your role within the module

The University regulations on attendance state, ***'We assume that you will take responsibility for your own learning and we expect you to attend all classes, as learning is a shared experience and you have a part to play in promoting collective understanding.'*** You need to attend lectures and

seminars in order to participate fully in the course, to take advantage of the opportunity to learn from your tutors and your peers, and to make your own contribution to their learning. It is also in seminars that assessment feedback will normally be distributed.

You are expected to participate in classes in a way that helps foster a constructive learning environment. This includes arriving on time, reading any set texts in advance of seminars, taking part in class discussions, and treating your colleagues with politeness and consideration.

4 ASSESSMENT

The module is assessed by two tasks:

Task 1: Portfolio (50%):

This is composed of 2 subtasks handed on the same date (week 10)*

a) (25%) 1,000 Word Topic Report

You will be asked to write a report on one of themes covered in lectures and seminars taking place within the first 6 weeks of the semester. Here you will be expected to outline the main issues of discussion regarding the theme of your choice.

b) (25%) 1,000 Word Document Analysis

You will be asked to provide an extended analysis on one of a choice of primary documents relating to themes covered in lectures and seminars during the last 6 weeks of the semester. The analysis must engage with the wider secondary literature on the topic and it should be structured and presented in the same way as the topic report.

Your combined mark from both subtasks needs to be more than 40% in order to pass this task. Any students failing to achieve 40% will be required to resubmit BOTH subtasks during the resit period.

Task 2: 2 Hour Unseen Exam (50%)

You will answer two essay questions in two hours on topics and documents drawn from various parts of the module. The exam paper is split into two parts. In the first part you will be given the opportunity to answer a question covering one of the key themes in the module and in the second part you will be given a choice of primary sources and asked to provide an extended analysis of your chosen document.

Students must attain on **overall minimum mark of 40%** to pass the module.

5 FEEDBACK

You will receive feedback on their performance in the following ways:

You will be given extensive feedback on your seminar report and additional verbal feedback for those students who request it. Typed written feedback will also be provided on the essay question, due towards the end of the module. Again students will be offered verbal feedback if they request it.

In classroom discussion you will be given the opportunity to express and develop ideas of your own and you will receive informal feedback from the tutor and other students on this.

*** We will discuss the practicalities of this in week 1**

6 ASSESSMENT REGULATIONS

You are reminded that it is your responsibility to familiarise themselves with the University's Assessment Regulations, including policies and procedures relating to work submitted late, the granting of extensions, and plagiarism. These are available via the student intranet.

7 BLACKBOARD SITE

There is a Blackboard site for the module, which contains important information such as the module guide, electronic handouts for the lectures (available retrospectively), all powerpoints, and all important announcements. In addition copies of the weekly primary sources will be placed on the blackboard site as well as links to websites that are relevant to the course. Please consult the site regularly.

8 SUPPORT AND ADVICE

If you wish to talk to someone about your course, life at the University or any issues which may be affecting your studies then please contact the Student Services Team via the D&S Faculty Helpdesk based on Level 11 of the Owen Building, City campus.

Student Support Officer

Tel: 0114 225 3226

Email: owen11and9@shu.ac.uk

Your student services team can offer help and advice on:

- What to do if you are unable to attend
- What to do if you are unable to submit assignments and/or attend examinations
- Progression through the course
- Queries relating to Blackboard
- University Regulations and procedures (extensions and extenuating circumstances)

For general queries: Faculty Helpdesk: 0114 225 3113 / fdsenquiries@shu.ac.uk

Advice on Coursework to be submitted

1) The Topic Report

Each student should choose a topic for their portfolio of coursework. The reports should be 1,000 words in length. Should you wish to explore a different topic, please consult me first!

Choose **one** of the following:

1. Constructions of the Other in European/German thought pre-1884
2. The colonial movement in Germany up to 1884
3. Colonial Rule
4. Colonial Violence
5. Settler society and undesirable white settlers **or** the role of women in settler society
6. Colonial Memory

What is a Topic Report?

- A topic report is in some respects like a mini essay.
- You should write it in the same style as an essay with a coherent argument and in continuous prose.
- It requires a clear structure (including an introduction and conclusion) with full use of academic conventions (footnotes/endnotes and bibliography).
- It differs from an essay in two respects: it is only half the length, and there is no specific question for you to answer.
- You should develop the topic as you see best fit in order to produce a clear and progressive argument, which demonstrates your knowledge and understanding of your chosen topic. **It should not simply be narrative based.**
- You will be expected to **read at least four** items from the reading list (books and/or articles and/or book chapters).

2) The Document Analysis

Each student should choose a document to analyse for their portfolio of coursework. The analysis should be 1,000 words in length. Should you wish to analyse a different document, please consult me first! Copies of all documents can be found in the module guidebook and on Blackboard.

Choose from **one** of the following:

1. Memorial, Mülheim an der Ruhr
2. The African Welfare Association
3. 'Certificate Concerning Permission to Marry' (1940)
4. Walter Kirchner, 'Academic Success of "N####rmisschlinge"'
5. Lucia Engombe, 'An old photo', in *Kind Nr. 95 Meine deutsch-afrikanische Odyssee* (2004)
6. Brothers Keepers, 'Adriano (Letzte Warnung)', July 2001

Writing a Document Analysis: Guidelines

- Your source analyses must engage with the wider secondary literature on the topic
- They should be structured and presented in the same way as your essays.
- You will be expected to **read at least four** items from the reading list (books and/or articles and/or book chapters).

Your analysis should consider the following:

1. **Form** - What form does the document take? Is it a letter, a picture, an official report, etc? Is the source complete or is it an extract from a wider piece?

2. **The Author** - Who wrote the source? What is their background - does this bear any influence on the source?

3. **Themes and Aim** - What is general theme of the document? What event or events are focused upon in it? What is the aim of the document - who is the audience?

4. **Timing** - Why did the author choose to write about or represent events contained in the primary document at all? Why were the events described important to the person recording them or the period in which he or she lived in general? In other words, why was the document used produced when it was?

5. **Focus/Argument** - Evaluate the account of events presented by the author of the primary document. Is it descriptive or is there an overriding argument? Is his or her focus justified? Is his or her account biased or exaggerated? Why or why not? What evidence does the author of the document marshal to support his or her thesis? Is the evidence he or she employs appropriate and/or sufficient to support his or her interpretation? Why or why not?

6. **Language/Tone** - What does the language used contribute to our understanding of the source? Is the piece written in emotive language? Does the author make use of literary techniques such as rhetorical questions, metaphors, the repetition of words or phrases? If so, why?

7. **Images** - How is the image framed - what is included and what is excluded? Is the background /setting important - why might it have been chosen? Who is depicted in the image, if it is a group of figures how are they arranged and why? Is any text included, if so how is it integrated and why?

8. **Greater context** - What do you know about the context in which the document was produced? How does the document contribute to your knowledge? Is the document representative? If a primary document is not representative, then your analysis must proceed cautiously, if at all. It could be that a new interpretation or thesis is needed. Can you say anything about how it compares to other sources? In order to understand the context it is essential to consult relevant secondary literature.

9. **Significance** - What is the significance of the events described by the author of each primary document used? Determine the historical significance of the events found in the primary documents using relevant secondary works (i.e., works written after the events described by modern historians).

For both pieces of coursework marking will take into consideration:

- the extent of your empirical knowledge and theoretical understanding;
- the fluency, coherence, consistency and depth of your argument;
- your engagement with the existing historiography
- presentation and writing style (spelling, grammar, sentence structure);
- the extent to which referencing/footnoting and bibliography conform to academic conventions.

!Please see your assessment diary for deadlines!

Lecture Programme:

Lectures take place on Mondays 13.00-15.00 in EMB, Room 3114

- Week 1 Introduction: Colonial Amnesia and Confronting the Past**
- Week 2 Armchair Colonialism and Blackness without Blacks**
- Week 3 In Search of an Empire: The German Colonial Movement**
- Week 4 Colonial Rule: From Protection to Domination**
- Week 5 Colonial Violence and African Resistance**
- Week 6 Settler Society and Constructions of Whiteness**
- Week 7 Africans in Germany: The Beginnings of a Community**
- Week 8 Survival in the Metropole: Status, Work, Family, Community**
- Week 9 Under the Shadow of National Socialism**
- Week 10 Children of the Liberation and Challenges to post-war Constructions of Germanness**
- Week 11 Living on the Margins. Africans in the GDR, 1970s-1990s and the GDR in Africa**
- Week 12 Showing our Colors/Farbe bekennen: An Afro-German Identity**

Seminar Programme:

Seminars take place on Mondays 15.00-16.00 in EMB, Room 3018, Tuesdays 15.00-16.00 in Owen 1026

- 1. Introduction**
- 2. European Constructions of the Other**
- 3. Does Germany Need Colonies? The Pros and Cons of Colonising**
- 4. Colonial Rule: Protection, Dominance, Resistance – the case of the Duala**
- 5. Was there a German Colonial Sonderweg?**
- 6. Settler Society - The Enemy Within and Women in the Colonies**
- 7. Africans in Germany: The Beginnings of a Community**
- 8. Survival in the Metropole – Politics and Resistance**
- 9. Between Persecution and Protection: Life in Nazi Germany**
- 10. Toxi and the Children of the Occupation**
- 11. Living on the Margins. Africans in the GDR, 1970s-1990s and the GDR in Africa**
- 12. Assertions of Identity: May Ayim, Farbe Bekennen and Afro-German Hip-Hop**

Seminar Outlines

All seminars will take place in the week of the relevant lecture. For every seminar there is a piece of compulsory reading, which will be available electronically. For a number of seminars you will also be asked to come prepared to discuss set primary sources.

Seminar 1: Module Introduction (no readings)

Introduction to the module and the module guidebook; information on content and assessment of the module; introduction to the key themes.

Seminar 2: European Constructions of the Other

Themes: This seminar will take a broad historical overview of changing European perceptions of Black people and blackness. Such images were never static but were constantly changing over time. Notions of difference between Europeans and Africans were influenced by religion, real and imagined contact, voyages of discovery, the Enlightenment and by science. By the onset of realised German colonialism, however, an image of the Black as being racially different and biologically inferior had become established.

- What do we mean by the Self-Other dichotomy?
- How does the image of the Black and blackness change over time?
- What impact do science and the Enlightenment have on imagined images of Black people? What impact does Darwinism have?
- How do Germans justify colonialism in a) social Darwinist terms and through b) the civilising mission?

Compulsory Reading: Schubert, Michael, 'The 'German nation' and the 'black Other': social Darwinism and the Cultural Mission in German Colonial Discourse', *Patterns of Prejudice* 45/5 (2011), pp. 399-416.

Other Recommended Reading: Miles and Brown, El-Tayeb, Zantop, Pieterse, Fredrickson

Seminar 3: Does Germany Need Colonies? The Pros and Cons of Colonising

Themes: From the mid-19th century onwards increasing calls for German Europe to attain overseas territories were heard. These became increasingly vocal after German unification in 1871 and were greatly influenced by Friedrich Fabri's 1879 text *Does Germany need Colonies?* In general colonial supporters put forth economic arguments in favour of Germany joining the ranks of the European empires. While supporters remained small in number their political and economic influence was far wider reaching.

- Which groups within German society were in favour of colonialism and why?
- What was Bismarck's attitude to colonialism and how did he hope to fund empire?
- What financial and economic interests were interested in empire and why? Why were banks not interested in German expansion?
- What did the Germans hope to gain through the attainment of overseas territories?

Compulsory Reading: Bade, Klaus. 'Imperial Germany and West Africa: Colonial Movement, Business Interests, and Bismarck's Colonial Policies', in Stig Foerster, Wolfgang Mommsen and Ronald Robinson (eds.), *Bismarck, Europe, and Africa: The Berlin Africa Conference 1884-1885 and the Onset of Petition* (Oxford: OUP, 1988), pp.121-147

Other Recommended Reading: Anything by Woodruff Smith, Conrad, Narranch

Seminar 4: Colonial Rule: Protection, Dominance, Resistance

Themes: While the German colonial empire was officially created in 1884, actually imposing rule over the newly colonised populations proved to be more difficult. We will look at the process of acquiring overseas territories, the justifications of colonial rule, and the various forms of colonial governance. As we will see while the colonial relationship started off with treaties of mutual interest, these were soon ignored by the Germans as soon as they felt themselves in a position to establish themselves as colonial masters.

- Why did indigenous populations sign treaties with the Germans?
- What forms of rule did the Germans impose in their overseas territories?
- What difficulties did the Germans encounter in trying to impose their rule and what spaces opened up for indigenous resistance?
- How successful was the German colonial project?
- How was German/European colonial rule justified?

Compulsory Reading: Wirz, Albert, 'The German Colonies in Africa', in Rudolf von Albertini (ed.), *The Impact of the West on India, Southwest Asia, and Africa*, trans. by John G. Williamson (Oxford: Clío Press, 1982), pp.388–417

Other Recommended Reading: Conrad, Knoll, Steinmetz, Smith

Seminar 5: Colonial Violence and the *Sonderweg* Theory

Themes: Most recent research into German colonialism has been dominated by work on the Herero-Nama war which has been officially recognised by the United Nations as an attempt to exterminate the Herero and Nama population groups. This has led a number of historians to link this war in Namibia to the genocidal policies of the Nazis. During this seminar we will look for evidence of a German colonial *Sonderweg* through considering war in Namibia as well as other forms of violence in the German colonial empire.

- Is colonial rule implicitly violent?
- What is meant by the *Sonderweg* theory and how does it relate to German colonialism?
- Was German colonialism more brutal than that of its European rivals?
- Why is the Herero-Nama war so controversial?

Compulsory Reading: Zimmerer, Jürgen. 'War, concentration camps and genocide in South-West Africa: The First German Genocide', in Jürgen Zimmerer and Joachim Zeller (eds) *Genocide in German South-West Africa. The Colonial War of 1904-1908 and its Aftermath*, trans. by E.J. Neather (Pontypool: Merlin Press, 2010), pp.41-63

Other Recommended Reading: Austen and Derrick, *Bulletin of the German Historical Institute*, Giblin and Monson, Hull, Madley, Perras, Smith, Zeller

Seminar 6: Settler Society - Gradations of Whiteness: The Enemy Within

Themes: This seminar examines the construction of a hierarchical social order amongst settlers in German Southwest Africa. It explores the development of a pioneer society in which undesirable settlers were socially, politically and economically excluded whilst desirable settlers sought to forge a racially and culturally exclusive utopia. In connection with this we will also look at the role of German women in the colonial project.

- What vision did colonial interest parties have of German Southwest Africa and what made it suitable as a settler colony?
- What type of people migrated to the colonies?
- Why was the presence of some settlers more desirable than that of others?
- Who was the 'Enemy Within' and why?
- How did women create a space for themselves in the colonial project and what role were they expected to play?

Compulsory Reading: Wildenthal, Lora, 'Race, Gender, and Citizenship in the German Colonial Empire', in Frederick Cooper and Ann L. Stoler, eds, *Tensions of Empire: Colonial Cultures in a Bourgeois World* (London: University of California Press, 1997), pp.263–283

Other Recommended Reading: Anything by Aitken, Fitzpatrick, Söldenwagner, Walther or Wildenthal

Seminar 7: Africans in Germany: The Beginnings of a Community

Themes: An unforeseen consequence of German colonialism was the increased migration flow of men and women of African heritage to Germany. As we will see the routes that brought them to Germany were many and varied. For migrants from the German colonies, their status as colonial subjects impacted greatly upon their experiences of Germany. While most migrants' period of stay was only temporary others remained on a longer term basis and became part of an increasingly visible Black community.

- What greater processes help explain the increased presence of men and women of African heritage in Germany?
- What were the main migration reasons bringing Africans to Germany?
- Where did Black migrants come from and why were there so few female migrants?
- Can we say anything about the experiences of Black people in Germany during this period?

Compulsory Reading: Aitken, Robbie, 'A transient presence: Black visitors and sojourners in Imperial Germany, 1884–1914', *Immigrants and Minorities*, 34/3 (2016): 233-255 [E]

Other recommended reading: Aitken, Davies, Joeden-Forgey, Michels, Gouaffo, Zimmerman

Seminar 8: Survival in the Metropole

Themes: The outbreak of World War One had lasting implications for Africans from Germany's colonies. It brought an end to migration from the overseas territories and, following the Versailles Settlement, led to a change in their status once Germany lost its colonies. This made it far more difficult for them to return to Africa. Effectively stranded in Europe they had to create a life worth living and space for themselves in Germany. As we will see their changed status impacted greatly upon their ability to do this.

- What citizenship status did migrants from the German colonies hold in the post-war period and how did this impact upon their lives?
- What evidence is there of a developing community at local, national and transnational levels?
- What strategies did Black men and women employ to 'survive' in Germany?
- How were Black men and women perceived by the German authorities and what help, if any, did the authorities offer to struggling Africans?

- Why did most Africans based in Germany work in the entertainment industry, what kind of roles did they take on, and what significance did this have?

Compulsory Reading: Eckert, Andreas, 'Louis Brody (1892-1951) of Cameroon and Mohammed Bayume Hussein (1904-1944) of Former German East Africa', in Dennis Cordell (ed.), *The human tradition in modern Africa* (Lanham, Md.: Rowman & Littlefield Publishers, 2011), pp.159-74 [E]

Other Recommended Reading: Anything by Aitken, Joeden-Forgey, Eckert, Nagl, Reed-Anderson

Seminar 9: Between Persecution and Protection: Life in Nazi Germany

Themes: The attitude of the Nazi government towards the small African community in Germany was highly ambivalent and swayed between protection and persecution. Thus, the creation of the Africa Show, a travelling ethnographic show, was seen as a means of creating employment for Black men and women. At the same time, however, we will look at new evidence that suggests the members of the Nazi hierarchy had taken an unhealthy interest in Germany's Black population and that plans for their physical exclusion from German society were being considered.

- What was the German-Africa Show?
- Who were the Rhineland children?
- What factors influenced the Nazi's policies towards Black people?
- Is there evidence of the systematic persecution of Black people in Germany and if so what underpins this?
- How did Black people survive the Third Reich?

Compulsory Reading: von Joeden-Forgey, Elisa. 'Race Power in Postcolonial Germany: The German Africa Show and the National Socialist State, 1935-40', in Eric Ames, Marcia Klotz and Lora Wildenthal (eds), *Germany's Colonial Pasts* (London: University of Nebraska, 2005), pp. 167-88

Other Recommended Reading: Aitken and Rosenhaft, Lusane, Massaquoi, Rosenhaft, Campt, Eckert

Seminar 10: *Toxi* and the Children of the Liberation

Themes: Following German defeat in World War Two a large number of African-American GIs were stationed in West Germany. Fraternisation led to mixed relations and the growth of a new group of African-German children, born to the soldiers and German women. The presence of these children challenged contemporary concepts of Germanness in the context of the aftermath of the Holocaust and at a time in which discrimination on account of race was now illegal.

- What was the response of the West German authorities to the occupation children? Why was 1952 a key year?
- What does the fate of the occupation children tell us about contemporary conceptions of Germanness?
- How did African-Americans react to the fate of the occupation children and why?
- What was the Brown Bay plan and why was it initiated?
- To what extent does the film *Toxi* reflect contemporary discussions on the fate of the occupation children?

Compulsory Reading: Lemke Muniz de Faria, Yara-Colette, "'Germany's 'Brown Babies' Must Be Helped! Will You?": U.S. Adoption Plans for Afro-German Children, 1950-1955', *Callaloo* 26.2 (2003): 342-362 [E]

Other Recommended Reading: Anything by Fehrenbach, Lemke Muniz de Faria, Opitz

Seminar 11: Africans in the GDR, 1970s-1990s and the GDR in Africa

Themes: From the 1970s onwards East Germany entered into mutually beneficial relationships with a number of so-called developing countries, partly against the background of the Cold War. These included Angola, Mozambique and Namibia. A consequence of this was the arrival in East Germany of over 40 000 African men, women and children. The circumstances under which they arrived were varied, but their experiences of East Germany were frequently controlled and they were often shut off from the rest of East German society.

This led to misunderstandings and jealousy among members of the host society and perhaps helps explain the rise of aggressive nationalism and attacks on foreigners in East Germany in the immediate aftermath of the fall of the Berlin wall.

- What motivated East Germany to engage with African states and what was in it for the latter?
- Under what conditions did African men and women come to East Germany?
- What were the experiences of African migrants in East Germany and how did they intersect with those of other visitors to East Germany?
- What were the experiences of migrants who returned home?

Compulsory Reading: Piesche, Peggy, 'Black and German?: East German Adolescents Before 1989: A Retrospective View of a "Non-Existent Issue" in the GDR', in Leslie Adelson (ed.), *The Cultural Afterlife of East Germany: New Transnational Perspectives* (Washington D.C.: AICGS, 2002) available at: <http://www.aicgs.org/site/wp-content/uploads/2011/11/volume13.pdf>

Other Recommended Reading: Dennis, Kenna, Muller, Owens

Seminar 12: May Ayim, *Farbe Bekennen* and Afro-German Hip-Hop

Themes: The 1980s saw the emergence of an Afro-German movement which sought to create a space in German society for men and women of African heritage and to recapture the history of a Black presence in Germany. At its forefront were mainly women who were engaged in identity politics, many of whom were influenced by the Caribbean-American poet Audre Lourde. Among the most influential women in this movement was May Ayim (1960-1966) and in this seminar we will look at examples of her poetry. More recently hip hop has been utilised as a means of expressing an African-German identity and as a forum to challenge popular prejudice.

- Who was May Ayim?
- What are the factors of influence behind the construct 'Afro-German'?
- Why were women frequently at the forefront of the Afro-German movement?
- How do notions of an Afro-German identity find expression in music and particularly in Hip Hop?

Compulsory Reading: Wright, Michelle, 'Others-from-Within From Without: Afro-German Subject Formation and the Challenge of a Counter-Discourse', *Callaloo* 26.2 (2003): 296-305

Other Recommended Reading: Anything by May Ayim (Opitz), Camp, Eggers, El-Tayeb, Weheliye or by Wright

List of Documents for Semester 2, 2019 – available electronically on Blackboard

Topic: The German Colonial Movement

Document 1: Friedrich Fabri, *Does Germany Need Colonies?* (1879)

Document 2: Carl Peters on the motives that drove him to East Africa (1898)

Topic: German Colonial Rule

Document 1: Treaty of Protection with Chiefs of Cameroon Coast (1884)

Document 2: J. von Gerst Meyer, Law for the Natives ([1914], 1920)

Document 3: Legal Expert on Administration of Colonial Justice 1910

Topic: German Colonial Violence

Document 1: Order of Lothar von Trotha to the Herero People (1904)

Document 2: Gustav Frenssen Excerpt from *Peter Moors fährt nach Südwest* (1906)

Topic: Colonial Settler Society

Document 1: Karl Dove, 'Verkafferung' (Degeneration) ([1914], 1920)

Document 2: Letter, Carl Becker to Governor Schuckmann (1909)

Topic: Africans in Germany, 1884-1914

Document 1: Memorial, Mulheim on the Ruhr (1901)

Document 2: Samson Dido, Berlin (1886)

Document 3: 'An African Prince on German West Africa', *Pall Mall Gazette* (1890)

Topic: Survival in the Metropole

Document 1: Promotional Postcard for the *Bonambelas* (ca. 1920s)

Document 2: Gottlieb Kala Kinger's Identity Papers (1922)

Document 3: The African Welfare Association (1918)

Topic: Under the Shadow of Hitler

Document 1: Postcard: *Die Deutsche Afrika-Schau* (ca.1936-7)

Document 2: Stolperstein for Bayume Mohamed Husen, Brunnenstrasse 193, Berlin (2007)

Document 3. Certificate Concerning Permission to Marry (1940)

Document 4: Order for Registration of all *N####r* (1942)

Topic: Children of the Liberation

Document 1: Herbert in Revue, Easter (1952)

Document 2: Walter Kirchner, 'Academic Success of "*N####mischlinge*"' (1956)

Topic: Africans in East Germany

Document 1: Lucia Engombe, 'An old photo', in *Kind Nr. 95 Meine deutsch-afrikanische Odyssee* (2004)

Topic: Afro-German Movement

Document 1: May Ayim, borderless and brazen: a poem against the German "u-not-y" (1990)

Document 2: Afro-German 1 (1985)

Document 3: Brothers Keepers, 'Adriano (Letzte Warnung) (2001)

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