

| | | | | | | |
|---|-------------------|---|------------|-----------------|----------------------|----------|
| Bachelor | Foundation | | Yes | 1 | Yes | 4 |
| Degree Programme | Department | Module Area: Anti-discrimination in Theory & Practice | Mandatory | Semester | across Departments | Credits |
| Prerequisites | | | | | | |
| none | | | | | | |
| Module : Unit | | | | | | |
| “How can we talk about anti-discrimination in Art and Design?” (Basic Course) | | | | | | |
| Content | | | | | | |
| Power structures in the fields of art and design are addressed in this course, aiming to foster a more critical awareness of how they function in practice. Positioning within the university context will be practiced, considering why this is a crucial act to confront the many layers of elitism and exclusivity. With a focus on accessibility, selected works on critical whiteness in Germany, various forms of institutional critique, and queerfeminist activism that stretch beyond the frameworks of academic text-based learning will be examined. | | | | | | |
| Qualification Goals | | | | | | |
| <ul style="list-style-type: none"> • Address power structures in the fields of art and design • Foster a more critical awareness of how power structures function in practice • Critique inequality in art and design institutions • Practice positioning within the university context to confront elitism and exclusivity • Focus on accessibility and examine critical whiteness in Germany, various forms of institutional critique, and queerfeminist activism | | | | | | |
| Form of Examination | | | | | | |
| Participation in discussions Presentation | | | | | | |
| | | | | workload | Presence Time | |
| | | | | 120 | 60 | |
| Facilitator Teacher | | | | | | |
| The facilitator/ teacher must have prior experience giving anti-discrimination and/ critical whiteness workshops and have knowledge/ experience in creative fields. BIPOC facilitators should be prioritised. | | | | | | |
| Rhythm Alternatives | | | | | | |
| 1st semester, usually winter term | | | | | | |

| |
|---|
| Module : Unit |
| “How can we talk about anti-discrimination in Art and Design?” |
| Methodology |
| <p>Use a variety of learning methods:</p> <ul style="list-style-type: none"> • Collaboration • Off-screen exercises • Podcast/video sessions • Self-reflection • Course will take place online in German/English depending on group preferences and course materials • Course materials will be available in both languages where possible |
| Examples |
| <ul style="list-style-type: none"> • Critiquing inequality in art and design institutions • Positioning ourselves in the university context to understand and confront layers of elitism and exclusivity (eg white cube) • Examining selected works on critical whiteness in Germany • Exploring various forms of institutional critique (see resources) • Investigating queerfeminist activism beyond academic text-based learning frameworks |
| Reader / Resources |
| <p>Hito Steyerl, “White Cube and Black Box. Die Farbmethaphysik des Kunstbegriffs” und andere Essays in Mythen, Masken Und Subjekte: Kritische Weißseinsforschung in Deutschland (Münster: UNRAST-Verlag, 2005), p 135-144.</p> <p>Mia Mingus, “Changing the Framework: Disability Justice,” Leaving Evidence, April 23, 2012, https://leavingevidence.wordpress.com/2011/02/12/changing-the-framework-disability-justice/</p> <p>Muhammad, Zarina, and Gabrielle de la Puente. “The White Pube.” https://instagram.com/thewhitepube?igshid=g9vln92eaq9k</p> <p>Liepsch, Elisa, Julian Warner, and Matthias Pees, eds. Allianzen: Kritische Praxis an Weißen Institutionen. 34. Vol. 34. Postcolonial Studies. Berlin: transcript Verlag, 2018.</p> <p>Vaid Menon, Alok, Quill Christie-Peters, and Rania El Mugammar. “Introducing a Practice: Reimagining the Role of Artists the Conversation Series.” Directed by Joshua Vettivelu. YouTube. YouTube, September 17, 2021. https://www.youtube.com/watch?v=kQq_hq5xvmQ&t=603s.</p> |
| |