

**German 360: The German Experience in North America
Spring 2011**

5 credit hours

Tuesday, Thursday 11:30 – 1:18
Hagerty Hall

Professor Barbara Becker-Cantarino
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Office: 336 Hagerty
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Course Description:

This course serves as an introduction to the literature, culture, and history of German immigrants to North America, especially to the Midwest and Ohio, from the seventeenth century into the twenty-first. We study selected settlements (like Schoenbrunn, Zoar, Gnadenhuetten, and German Village in Columbus) and selected individuals (from Ohio missionary David Zeisberger Bertolt Brecht and Henry Kissinger) and their (auto)biographies and letters, as well as stories and tales of German pioneer authors (like Sealsfield). A field trip to German Village in Columbus will provide a first-hand encounter with the culture and life of the settlers - and what is left of it. Taught in English; a knowledge of German is not required.

Student Learning Goals and Objectives:

This course fulfills **GEC Category 2C: Breadth: Arts and Humanities**, subcategory **3 Cultures and Ideas**.

2 C: Breadth: Arts and Humanities

Goals:

Students evaluate significant writing and works of art. Such studies develop capacities for aesthetic and historical response and judgment; interpretation and evaluation; critical listening, reading, seeing, thinking, and writing; and experiencing the arts and reflecting on that experience.

Expected Learning Outcomes:

1. Students develop abilities to be informed observers of, or active participants in, the visual, spatial, performing, spoken, or literary arts.
2. Students develop an understanding of the foundations of human beliefs, the nature of reality, and the norms that guide human behavior.

3. Students examine and interpret how the human condition and human values are explored through works of art and humanistic writings.

Subcategory 3: Cultures and Ideas

Expected Learning Outcomes:

1. Students develop abilities to analyze, appreciate, and interpret major forms of human thought and expression.
2. Students develop abilities to understand how ideas influence the character of human beliefs, the perception of reality, and the norms which guide human behavior.

The Specific Course Objectives/ Learning Outcomes which fulfill the GEC: By completing the Requirements for this course students will:

1. Acquire a perspective and an understanding of the factors that shape human activity by learning about the motives and conditions of German immigrants, the culture of the settlements, the difficulties they faced, and their contributions to American life and culture.
2. Gain an understanding of political, cultural, and social differences in or among the world's nations and cultures outside the US.
3. Develop critical thinking by evaluating the role of national origin as it relates to international institutions and citizenship.
4. Learn to recognize the role of national and international diversity in shaping one's own attitudes and values as a global citizen.
5. Improve communication skills through discussions, exams, and a research paper.

Required Readings in:

“The German Experience in America,” a course packet available at Grade A Notes Copy Center, 22 East 17th Ave; tel. 299 9999; hours during first week of classes: 9 am – 8 pm , M-Th; 9-5 Friday, 12-4 Saturday.

More texts, material and power point presentations can be found in CARMEN.

The primary focus of this course will be on reading and discussion. The reading consists of some enjoyable stories, some letters, and historical and cultural information. Always look at the syllabus for future assignments and manage your time accordingly. Taking notes during reading, class discussions and lectures will greatly enhance your ability to perform well in this course.

Assignments:

Quizzes: Quizzes will assess timely and thorough completion of reading assignments.

Mid-term Exam: **The Mid-term Exam** will consist of identification and essay questions based on the readings and discussions in class.

Short Quizzes: Short quizzes are based on readings and the immediate past class.

Research Project presented as a 1) **Report** in class and submitted as a 2) **Final Paper** is required: Research and write the story of a German Immigrant, A German town/ settlement, A German building/ institution [in your hometown], A German Church or School or Cemetery [in your hometown]. Must be new material - something/ somebody we have not covered in detail in class.

The **German immigrant**, if you choose an individual, can be a historical person, famous or not (Henry Kissinger, Steuben, Carl Schurz, etc.) documented by his/ her letters or a biography or whatever authentic material you can find and read; or he/she can be still living, a **native speaker of German older than 50 years** (he / she has to have a story to tell), like a neighbor, relative, friend whom you can interview for your essay. Important is the person's story as an immigrant: how was his/her life in Germany? Why did he/she leave? How? Where did he/she go to, why? How was he/she received, how did he/she feel about his/ her new life and new country? What kind of a life did he have? Family? Job? Central to your project are the questions of immigration (why, when, where), relocation (settlement/ career in the US, encounter with/ contribution to American culture and society) and acculturation (anglicization, learning English, bi-lingualism, otherness, being and feeling "foreign" or at home, meaning of "home," nation, citizenship). You can also choose a group like: Germans in Texas, Germans in St. Louis.

A **German Town**, or Church, School, Institution, Newspaper, Cemetery in [the US, your hometown] You must be able to visit and see, perhaps take photos, research its history, tell about and explain its origins (when, by whom, why) and purpose, history (changes over time), development, present state. What was or is German about it? Why and how did it change? What was/ is the contribution to American life/ economy/ culture... (include picture[s], take some yourself, interview persons who know about it, were/are members).

3) Abstract: 1 page summary of project (**due Tuesday, May 11**). Select your topic, tell me in one (typed) page what you plan to investigate and write about. **Include your sources: interview with..., chapters in books, web pages. Critically assess your sources: how reliable are they, and what do you hope to learn from them. Your sources MUST INCLUDE AT LEAST TWO PUBLISHED BOOKS (CHAPTERS).**

4) Oral Report: 10 minutes, show pictures, explain names, answer questions etc. from your fellow students (starting on May 27 + last week of classes)

The Final Paper must be typed, minimum of 6 pages (about 1500 words), list documentation, where you have your information from; include photos, maps, tables, if illustrating your German story in America. Due: Wednesday, June 9, by 5 PM (my office Hagerty 336 or my mailbox in German Department, Hagerty 498)

Possible Research Topics:

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Personal / interviews:

- (Your) German Family History
- (Your) Mother's / Grandfather's... Story as an Immigrant (Based on letters, a diary, or personal interview)

Local / national history or institution or historical figure or issue:

- (Your) Ohio community founded by German Immigrants (New Berlin, OH; New Bern, OH; Zanesville, OH, Minster....)
- Letters from Immigrants
- Baroness Riedesel
- Nativism versus multi-culturalism
- The Kindergarten movement
- German farmers as 'colonizers';
- immigration as a business;
- German-Americans in World War I; and II
- the German language in the US / Ohio;

20th century German business / professional immigrant /exile artist, writer, for example:

- Roebling (architect of Brooklyn Bridge)
- Hans Behnke (physicist)
- Hanna Arendt
- Henry Kissinger
- Arnold Schoenberg
- George Grosz
- Lion Feuchtwanger

Be original, search for a topic of interest to you! Find someone or a topic close to your field of study or major.

Grading Policy:

Grades will be based on

Midterm	30%
Short quizzes (announced) and all homework collected and graded	30%
Individual research project (4+6+20) <i>(4 points abstract, 6 points presentation, 20 points paper)</i>	30%
<i>Quality and fullness of information, ideas, and issues relating to the course</i>	
Attendance and participation in discussion	10%

The grade for your research project / paper and most of your grade in this course will be based on how well you write about what you have learned.

Grading Scale

Department of Germanic Languages and Literatures grading scale:

A	93-100
A-	92-90
B+	88-89
B	87-83
B-	82-80
C+	79-78
C	77-73
C-	72-70
D+	69-68
D	67-63

Class Policies:

NO messaging PLEASE, NO cell phones in action!

Attendance and Participation are essential; second and subsequent unexcused absences will mean a reduction of grades (0.5 percent of final grade deducted for each unexcused absence).. Documented medical excuse needed. No make-ups or extension of time for latecomers.

“Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated, and should inform the instructor as soon as possible of their needs. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, TDD 292-0901; <http://www.ods.ohio-state.edu/>.”

Academic Integrity

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct (http://studentaffairs.osu.edu/info_for_students/csc.asp).

Weekly Schedule

Topics (correspond to textbook –course packet, available at GradeANotes, 22 East 17th Ave.; 299-9999)

Week 1

3/30

Introduction: “The German-Americans” (film)
WWW.GERMANSINAMERICA.ORG

4/01

Origins: Germany.
Why Germans left home: Push and pull factors.
The Germans in America: Chronology – overview
Readings:
The Germans in America: Chronology – overview in:
<http://www.loc.gov/rr/european/imde/germchro.html#top>
Adams, Willi Paul. *The German-Americans. An Ethnic Experience*.
American Edition by LaVern J. Rippley and Eberhard Reichmann.
Indianapolis: Max Kade German-American Center, Indiana Univ.-Purdue
Univ., 1993, chapters 1 and 2.

Week 2

4/06

Early Communities: Germantown, PA (1683).
The Earliest Protest Against Slavery.
Travel and the Redemptioner system.
Readings:
Fogleman, Aaron Spencer: *Hopeful Journeys. German Immigration, Settlement, and Political Culture in Colonial America, 1717-1775*.
Philadelphia: University of Pennsylvania Press, 1996, pp. 15-45.
First protest against American slavery by Franz Daniel Pastorius [1688
in Germantown, PA] in: *Documents of American History*. Ed. Henry
Steele Commager. New York 1949, 5th ed., vol. 1, pp. 37- 39.

*Souls For Sale. Two German Redemptioners Come to Revolutionary
America*. Susan E. Klepp et.al. ed. University Park, PA: Penn State UP,
2006., pp. 25-35.

4/08

Germans and Native Americans: The Missionary David Zeisberger
The Schoenbrunn (Ohio) Story (film);
The Gnadenhuetten (Ohio) Massacre (1782).
Readings:
*Schoenbrunn Story: Excerpts from the Diary of the Reverend David
Zeisberger*..The Ohio Historical Society, Columbus, 1972. Pp. 1-23.
Faul, Katherine M. *Moravian Women’s Memoirs. Their Related Lives
1750-1820*. Syracuse University Press, 1997, pp. 48-56, 66--78.

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Week 3

4/13

Adventurers, Travelers, and Settlers.
Colonization: The Homestead Act and “Infinite Destiny.”
Utopian Experiments. The Community of Zoar (Ohio)

Readings:

Journal of Rudolph Friedrich Kurz. Washington: Smithsonian Institution, 1937, pp. I-VII, vii-ix, 1-25.

America: Glorious and Chaotic Land. Charles Sealsfield Discovers the Young United States. Tr. By E. L. Jordan. Englewood Cliffs: Prentice Hall, 1972, pp. 70-75, 109-129, 294-97.

Zoar: An Ohio Experiment in Communalism. Columbus: Ohio Historical Society, 1972, 12 pp <http://www.zca.org/history.html> and <http://www.zca.org/separatists.html>

4/15

The “Forty-Eighters.” Carl Schurz
Letters from Immigrants to the Midwest in the 19th century.

Readings:

Kamphoefner, Walter D., Wolfgang Helbich and Ulrike Sommer, eds., *News from the Land of Freedom: German Immigrants Write Home*. Trans. Susan Carter Vogel. Ithaca: Cornell University Press, 1991, pp. 11-25, 62-94.

Homestead Act of 1862. THIRTY-SEVENTH CONGRESS, Sess. II, Ch. 75, 1862. 2pp.

Week 4

4/20

Religion, Ethnicity /National Identity, and Class.
The Story of Joseph Jennings and The Josephinum
Guest: Thomas Stefaniuk

Readings:

Adams, *The German-Americans: An Ethnic Experience*, chapters 3 – 6, 5,6.

4/22

Religion, Education, and Language.
The Amish. German or English? German Names, Schools, Newspapers.

Readings:

Schlabach, Theron F. Peace. *Faith, Nation: Mennonites and Amish in Nineteenth-Century America*. Scottsdale, Pennsylvania: Herald Press, 1988, pp. 19-27, 71-75, 141-148.

Boas, Hans. *The Life and Death of Texas German*. Durham: Duke University Press, 2009, pp. 5- 30.

4/27

Ethnic Politics and Xenophobia: Nativism versus Mass Immigration,
The Emigration Business. The Columbus Germans

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Readings:

Russell Kazal, Russel *Becoming Old Stock: The Paradox of German-American Identity*. Princeton and Oxford: Princeton University Press, 2004, pp. 12-45.

Adams, *The German-Americans: An Ethnic Experience*, chapters 8, 9

4/29

World Wars and German-Americans in the US

Discussion of Research Projects.

Midterm review session.

Readings:

Holian, Timothy J. *The German-Americans and World War II: An Ethnic Experience*. New York: Peter Lang, 1998, pp. 12-60.

Week 6

5/04

Midterm Exam

5/06

Excursion to German Village: **we meet in Schiller Park at the Schiller monument at 11:45** (each student selects and explains one name/ place/ building or episode); attendance required

Readings:

Ripley, La Vern J. *The Columbus Germans*. Nashville, Indiana:

NCSA Literature, 1998, 35 pp.

3 Scenes from Friedrich Schiller, *William Tell*. Project Gutenberg Etext

Week 7

5/11

Fascism and Exiles.

Hitler's Exiles: Personal Stories.

***Submit a plan for your research project, 1 page abstract.**

Readings:

Anderson, Mark M. *Hitler's Exiles*. New York: The New Press, 1998, pp. 108-125; 157-182; 211-40.

5/13

Refugee Artists and Exiles in North America.

Readings:

Bertolt Brecht Poems. Ed. John Willet, New York: Methuen, 1979, pp. 384-98.

Hertha Nathorff, 4 poems from *Stimmen der Stille. Gedichte*. Solingen, 1966.

Week 8

5/18

Guest: Jaqueline Vansant (University of Michigan, Dearborn)
Jewish Youths from Vienna in the US

Readings:

Jacqueline Vansant. *Reclaiming Heimat. Trauma and Morning in Memoirs by Jewish-Austrian Reémigrés*. Detroit: Wayne State University Press, 2001, pp. 13-35.

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Adams, *The German-Americans: An Ethnic Experience*, chapter 10.

5/22

Experiencing “New York” as Immigrant.
Post-World War II American German Encounters: “Berlin”
A Foreign Affair (scenes from Billy Wilder film with Marlene Dietrich)
Reading:
Ruth Kluger. *Still Alive. A Holocaust Girlhood Remembered*. New York; Feminist Press, 2001, pp. 173-214.
My Life / Marlene Dietrich. London: Weidenfeld, 1989; excerpts on: http://en.wikipedia.org/wiki/Marlene_Dietrich

Week 9

5/25

Germany and the US today. Integration and Multi-Culturalism
Exchanges and Cross-Currents
Crawshaw, Steve. *Easier Fatherland: Germany And The Twenty-First Century*. London/New York: Continuum, 2004, pp. 70-107..
German-American Relations, 2001 to present in:
<http://usa.usembassy.de/garelations.htm>

5/27

Immigration Today: Issues in the US and In Germany.
Readings:
Adams, *The German-Americans: An Ethnic Experience*, chapter 11.
Crawshaw, *Easier Fatherland*, “Kanak Attack,” pp. 107-117.
Immigration Reform in: <http://www.immigrationforum.org/>

Week 10

6/01

Presentations of research project to class

6/03

Presentations cont.

6/9 (Wednesday)

Research Paper due by 5 PM (=final exam)