

Term Information

Effective Term Spring 2024

General Information

Course Bulletin Listing/Subject Area German
Fiscal Unit/Academic Org Germanic Languages & Lit - D0547
College/Academic Group Arts and Sciences
Level/Career Undergraduate
Course Number/Catalog 3317
Course Title Black Identity and Culture in German-Speaking Europe
Transcript Abbreviation BlackIdenCulGerman
Course Description This course discusses the history of Afro-Germans in Europe & internationally. Conversations and questions thematized pertain to identity formation and erasure; systemic racism; Westernization; xenophobia; and eugenics. German 3317 provides students with the support to identify intersecting social influences & factors that inform (and often reinforce) the categories of race, gender, and ethnicity.
Semester Credit Hours/Units Fixed: 3

Offering Information

Length Of Course 14 Week, 12 Week, 8 Week, 7 Week, 6 Week, 4 Week
Flexibly Scheduled Course Never
Does any section of this course have a distance education component? No
Grading Basis Letter Grade
Repeatable No
Course Components Lecture
Grade Roster Component Lecture
Credit Available by Exam No
Admission Condition Course No
Off Campus Never
Campus of Offering Columbus, Lima, Mansfield, Marion, Newark, Wooster

Prerequisites and Exclusions

Prerequisites/Corequisites
Exclusions
Electronically Enforced No

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code 16.0501
Subsidy Level General Studies Course
Intended Rank Freshman, Sophomore, Junior, Senior

Requirement/Elective Designation

Race, Ethnicity and Gender Diversity

The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes

- Expected Learning Outcomes

Successful students are able to:

1.1. Describe and evaluate the social positions and representations of categories including race, gender, and ethnicity, and possibly others.

- 1.2. Explain how categories including race, gender, and ethnicity continue to function within complex systems of power to impact individual lived experiences and broader societal issues.

- 1.3. Analyze how the intersection of categories including race, gender, and ethnicity combine to shape lived experiences.

1.4. Evaluate social and ethical implications of studying race, gender, and ethnicity.

- 2.1. Demonstrate critical self-reflection and critique of their social positions and identities.

2.2. Recognize how perceptions of difference shape one's own attitudes, beliefs, or behaviors.

- 2.3. Describe how the categories of race, gender, and ethnicity influence the lived experiences of others.

- • respectfully engage in topics of international race politics

- • gain basic knowledge of German 20th c. history

- • gain basic knowledge of German literary culture

- • gain basic knowledge of 18th and 20th c. racism in a German cultural context

- • discuss texts in translation

- • strengthening spontaneous explanation of one's thoughts and/or argument

- • increasing comfort speaking on screen and in front of an audience

- • synthesizing thoughts and identifying connections between texts

- • expressing their personal experiences with the content of the course

- • speaking of their own experience

- • strengthen one's ability to formulate an argument with the support of primary and secondary sources

- • write essays and a final paper that discusses international race politics (developing critical thinking, close reading, interpretative analysis, and argument-based writing skills)

- • present your knowledge and write for a public audience

- • create a multimodal project that one will have to organize, facilitate, present on to one's classmates, instructor, and general OSU public (via website and/or other publication opportunities to be discussed and determined –

- – potentially the Hagerty Atrium monitors and/or a GLL departmental news update).

Content Topic List

- Intro to Afro-German Topics
 - Renaissance German-speaking Europe
 - German Colonialism
 - German Eugenic Thought
 - Afro-German Experiences in Weimar Germany
 - Human Zoos
 - The Nuremberg Laws and Rise of Nazi Germany
 - WWII and Blackness
 - Race Politics & Policing
 - The so-called "Rheinland Bastards"
 - Racist German children's books & fables
 - Audre Lorde - The Berlin Years 1984-1992
 - Post Reunification
 - The Afro-German Feminist Movement
 - Accountability
 - Herero & Namaqua genocide
 - Being Black and German
 - Contemporary Black Experience in Austria
- No

Sought Concurrence

Attachments

- Porter.GE.3317.Syll.Black Identity and Culture in German-Speaking Europe.docx: Ver1 - German 3317 Syllabus
GEN
(Syllabus. Owner: Miller, Natascha)
- Porter.GE.FoundationsApp.Black Identity and Culture in German-Speaking Europe.docx: GE Foundations Rationale
German 3317
(Other Supporting Documentation. Owner: Miller, Natascha)
- CurriculumMap_Update_2023Apr.pdf: German major curriculum map
(Other Supporting Documentation. Owner: Miller, Natascha)
- Porter.GE.3317.Syll.UpdatedV2.Black Identity and Culture in German-Speaking Europe.docx: UPDATE- Ver2 -
Syllabus revised as requested
(Syllabus. Owner: Miller, Natascha)
- Porter.GE.3317.Syll.UpdatedV3.Black Identity and Culture in German-Speaking Europe.pdf: Update - Ver3 -
Syllabus revised as requested
(Syllabus. Owner: Miller, Natascha)

COURSE REQUEST
3317 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette
Chantal
10/05/2023

Comments

- 10/4/23 Syllabus Version 3 addressing the feedback of Sep 26th is attached.
6/27/23 Please see updated syllabus addressing panel feedback of 6/08/23.
4/26/23 thank you! Please find the updated curriculum map for the German major attached. *(by Miller, Natascha on 10/04/2023 03:51 PM)*
- See feedback email sent 09-26-2023 RLS *(by Steele, Rachel Lea on 09/26/2023 02:27 PM)*
- Sending back to Natascha *(by Holub, Robert Charles on 06/27/2023 11:43 AM)*
- Please see Panel feedback email sent 06/08/2023. *(by Hilty, Michael on 06/08/2023 05:06 PM)*
- If this course will be able to count in your major (even as an elective inside the major), please provide an updated curriculum map of your major. *(by Vankeerbergen, Bernadette Chantal on 04/25/2023 03:39 PM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Miller, Natascha	04/20/2023 02:25 PM	Submitted for Approval
Approved	Holub, Robert Charles	04/20/2023 02:44 PM	Unit Approval
Revision Requested	Vankeerbergen, Bernadette Chantal	04/25/2023 03:39 PM	College Approval
Submitted	Holub, Robert Charles	04/25/2023 03:52 PM	Submitted for Approval
Approved	Holub, Robert Charles	04/25/2023 04:08 PM	Unit Approval
Revision Requested	Vankeerbergen, Bernadette Chantal	04/26/2023 12:32 PM	College Approval
Submitted	Miller, Natascha	04/26/2023 12:42 PM	Submitted for Approval
Approved	Holub, Robert Charles	04/26/2023 01:31 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	04/26/2023 02:40 PM	College Approval
Revision Requested	Hilty, Michael	06/08/2023 05:06 PM	ASCCAO Approval
Submitted	Holub, Robert Charles	06/08/2023 07:47 PM	Submitted for Approval
Revision Requested	Holub, Robert Charles	06/27/2023 11:43 AM	Unit Approval
Submitted	Miller, Natascha	06/27/2023 11:48 AM	Submitted for Approval
Approved	Holub, Robert Charles	06/27/2023 11:49 AM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	06/27/2023 01:39 PM	College Approval
Revision Requested	Steele, Rachel Lea	09/26/2023 02:27 PM	ASCCAO Approval
Submitted	Miller, Natascha	10/04/2023 03:52 PM	Submitted for Approval
Approved	Taleghani-Nikazm, Carmen	10/04/2023 05:31 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	10/05/2023 04:15 PM	College Approval
Pending Approval	Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Neff, Jennifer Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	10/05/2023 04:15 PM	ASCCAO Approval

GERM 3317: Black Identity and Culture in German-Speaking Europe

The Ohio State University
Spring 2024

Instructor: Cynthia D. Porter
Office: Hagerty 429

Email: porter.506@osu.edu
Office Hours: TBD; by appt.

COURSE MATERIALS AND TECHNOLOGIES

- Theodor, Michael, *Black German: An Afro-German Life in the Twentieth Century*, ISBN: 978-1781383117
- Oguntoye, Katharina, May Ayim/Opitz, and Dagmar Schultz, eds., *Showing Our Colors: Afro-German Women Speak Out*, ISBN: 9780870237607 (Print or via E-Book, available through our OSU library)

COURSE OVERVIEW

Course Description:

This course discusses the history of Afro-Germans in Europe and internationally (including, but not limited to, the US, France, Namibia, England, and South Africa). Conversations and questions thematized in this course pertain to identity formation and erasure; systemic racism; Westernization; xenophobia; and eugenics. The content discussed in this course is introductory for the study of race, ethnicity, and gender diversity through the adoption of a historical timeline that spans the 18th century to the present. By discussing a range of texts, including film, scholarly works, and poetry, students are guided through conversations that explore how constructs of race, gender, and ethnicity are established, modified, and negotiated through both official (read: bureaucratic) and unofficial (read: social) channels. Further, German 3317 provides students with the support to identify intersecting social influences and factors that inform (and often reinforce) the categories of race, gender, and ethnicity. This course discusses milestones in German history where we see significant and often detrimental interaction between the Black diaspora and German-speaking Europe.

Expected Learning Outcomes (GE: Race, Ethnicity and Gender Diversity):

Successful students are able to:

- 1.1. Describe and evaluate the social positions and representations of categories including race, gender, and ethnicity, and possibly others.
- 1.2. Explain how categories including race, gender, and ethnicity continue to function within complex systems of power to impact individual lived experiences and broader societal issues.
- 1.3. Analyze how the intersection of categories including race, gender, and ethnicity combine to shape lived experiences.
- 1.4. Evaluate social and ethical implications of studying race, gender, and ethnicity.
- 2.1. Demonstrate critical self-reflection and critique of their social positions and identities.
- 2.2. Recognize how perceptions of difference shape one's own attitudes, beliefs, or behaviors.
- 2.3. Describe how the categories of race, gender, and ethnicity influence the lived experiences of others.

Goals (GE: Race, Ethnicity and Gender Diversity):

1. Successful students will engage in a systematic assessment of how historically and socially constructed categories of race, ethnicity, and gender, and possibly others, shape perceptions, individual outcomes, and broader societal, political, economic, and cultural systems.
2. Successful students will recognize and compare a range of lived experiences of race, gender, and ethnicity.

German 3317 guides students through discussions on the topics of race, gender, and ethnicity as they have developed and evolved in German history between the 18th century, where this course begins, to the present. Students are therefore guided through texts and conversations where they are called to critically reflect on the components that inform constructions and conventions of race, gender, and ethnicity. As the course transitions through the centuries, students learn about concrete social developments that have shaped our contemporary considerations of these three topics, as we continue to grapple with the various elements of body politics that inform considerations of inclusion and exclusion, social negotiations of the categorization of peoples, bias and stereotypes, the interwoven elements of power as they relate to racism and sexism, and how one's behaviors and attitudes are informed by social

factors that are both Political (enforced by governing bodies) and political (reinforced through societal developments and attitudes).

Additional Course Learning Goals:

- respectfully engage in topics of international race politics
- gain basic knowledge of German 20th c. history
- gain basic knowledge of German literary culture
- gain basic knowledge of 18th and 20th c. racism in a German cultural context
- discuss texts in translation
- strengthening spontaneous explanation of one's thoughts and/or argument
- increasing comfort speaking on screen and in front of an audience
- synthesizing thoughts and identifying connections between texts
- expressing their personal experiences with the content of the course
- speaking of their own experience
- strengthen one's ability to formulate an argument with the support of primary and secondary sources
- write essays and a final paper that discusses international race politics (developing critical thinking, close reading, interpretative analysis, and argument-based writing skills)
- present your knowledge and write for a public audience
- create a multimodal project that one will have to organize, facilitate, present on to one's classmates, instructor, and general OSU public (via website and/or other publication opportunities to be discussed and determined – potentially the Hagerty Atrium monitors and/or a GLL departmental news update).

This course is organized to guide you through close-readings of a variety of cultural objects, including articles, autobiography, documentary, and poetry. The range of resources for this class will give you both theoretical tools and stances in addition to historical contexts and frameworks from which our understandings on broader issues of race, ethnicity, gender diversity, xenophobia, and class will expand and extend beyond German-speaking Europe. With this framework and foundation, you will gain experiences in media analysis that will support your own research. Our conversations on Blackness and all that is embedded in its construction, restriction, and embrace in German speaking Europe will contribute to your skills in thinking critically about social/cultural constructs and how they impact our everyday lives.

HOW THIS COURSE WORKS

Mode of delivery: This course is taught 100% in person and meets three times a week.

Credit hours and work expectations: This is a **3-credit-hour course**. According to Ohio State policy (go.osu.edu/credithours), students should expect around 3 hours per

week of time spent on direct instruction (e.g., instructor content and Carmen activities) in addition to 6 hours of homework (e.g., digital workbook activities, preparing and completing assignments) to receive a grade of (C) average.

GRADING

Attendance and Participation	10%
Journals	20%
Homework	5%
Presentation	10%
Quizzes	5%
Discussion Lead	5%
Thematic Interview	5%
Two Tests	20%
Course Portfolio Website	10%
Final Paper	10%

Grading scale

93.5–100: A	86.5–89.4: B+	79.5–83.4: B-	73.5–76.4: C	67.5–69.4: D+	Below 64.5: E
89.5–93.4: A-	83.5–86.4: B	76.5–79.4: C+	69.5–73.4: C-	64.5–67.4: D	

Grading Breakdown and Descriptions

Attendance and Participation (10%):

Attendance: Daily class attendance is crucial for the development of your communicative skills and, therefore, for success in this course regular attendance is expected. Absences will be closely monitored and fall into three categories: “grace sessions”, excused absences, and unexcused absences.

Over the course of the semester, you will be permitted **three** days of absences as “grace sessions” (equivalent to one week of class) without the need for official documentation. Any absence beyond the three “grace sessions” can be excused, if you email Frau Prof. Porter before the start of the class. You do not need to give a detailed account of why you will not be in attendance. Students are allowed a maximum of 3 excused absences without the requirement of verifiable documentation, due to the fact that participation is a requirement for this course. Each unexcused absence will result in the lowering of your final course grade by 1% at the end of the semester. For example, if your grade is 85% with the fifth unexcused absence beyond your “grace sessions” your grade will be reduced to 84% and 83% with the sixth unexcused absence and so on.

Note: *Should you be absent the day of an exam, you must present official, documented proof of illness or of some other calamity in order to be able to make it up. Otherwise, you will receive a zero!*

Absences are only excused with a valid, written excuse. If you have to be absent or are ill, contact a classmate or your instructor to find out the assignments that you missed.

Some examples of **ACCEPTABLE** excuses include:

- Emergency/extreme situations such as illness, family medical emergency, or death in the family
- A career interview that cannot be rescheduled outside of class time (upon verification)
- Governmental duties such as subpoenas, jury duty, and military service

Some examples of **UNACCEPTABLE** excuses include:

- Family vacations
- Conflicts with work schedule (You are a student first at OSU. Instructors expect students' class schedule/performance to take precedence over work schedules.)
- Athletic/recreational activities that are not affiliated with OSU

Note: *The falsification of official documents is a serious offense that will be reported to COAM. See the discussion on Academic Misconduct.*

Tardiness: Coming late to class is disrespectful to the students in class and the instructor. It also disrupts the lesson. Repeated **tardiness** will lower your grade. **Four** times 15 minutes late or more will be counted as one full day of unexcused absence.

Excessive Absences: Students with **25% of the scheduled meetings (or more) total absences** will not receive a passing grade regardless of the reasons for the absences (grace sessions, excused, unexcused) since in-class communicative activities cannot be made up. If a student has 25% or more absences and can provide valid documentation for those absences, Frau Prof. Porter will support the student's petition to withdraw from the course late or to do a retroactive withdrawal.

Students who find themselves in this situation should notify their academic counselor as soon as possible to explore options.

In sum, make sure that you clearly understand the attendance and tardiness policies for this course, that you keep track of your own attendance and tardiness records, and that you make wise decisions regarding if and when you miss class.

ELOs & Goals achieved through this category (Attendance):

- **ELO 1.1 – 2.3:** Through regular attendance in class, students establish and practice skills pertaining to the description and evaluation of social positions and representations of race, gender, and ethnicity; collectively analyze how the intersection of categories including race, gender, and ethnicity combine to shape lived experiences. These analyses are guided/facilitated by Prof. Porter with active student engagement with texts that explain how categories including race, gender, and ethnicity continue to function within complex systems of power in small group and large group discussion. Students will evaluate social and ethical implications of studying race, gender, and ethnicity; demonstrate critical self-reflection and critique of their social positions and identities; are guided to recognize how perceptions of difference shape one's own attitudes, beliefs, or behaviors; describe how the categories of race, gender, and ethnicity influence the lived experiences of others.
- **Goals achieved for GE Foundation Race, Ethnicity and Gender Diversity:** Through regular attendance in class, students succeed in achieving competency understanding and discussing societal constructions that inform categories of race, ethnicity, and gender, and that shape perceptions, resulting in varied individual outcomes, and shape broader societal, political, economic, and cultural systems.

Journals (20%):

For this course, students will write five journal entries of 500+ words that synthesize the texts discussed over the course of the semester. Students will be given optional prompts to which they may respond. Prompts include the designation of texts to bring into conversation, and questions for reflection that they can respond to in their submission. If a student prefers to create their own prompt, they will be required to bring no fewer than two texts discussed in class in conversation with one another. All students will synthesize their points from the designated texts in conversation by detailing what information is new and/or serves to broaden their scope and understanding of the many politics interwoven in the construction of and issues pertaining to race, ethnicity, and gender diversity.

Flipgrid: Periodically over the course of the semester, students will record and post short (4+ minute) reflection videos, where they respond to a prompt and discuss the topics, texts, themes, and figures of the course. A Flipgrid

assignment may function similar to a Journal entry and *may* be offered by Frau Prof. Porter as an alternative to a written Journal submission.

- Learning goals tied to Flipgrid assignments: Strengthening spontaneous explanation of one's thoughts and/or argument; increasing comfort speaking on screen; synthesizing thoughts and identifying connections between texts; expressing personal experiences with the content of the course; and speaking of one's own experience.

Journal grade breakdown:

- 55% – Content
- 20% – Organization and Clarity
- 10% – Grammar
- 10% – Accuracy (texts discussed)
- 5% – Length

ELOs & Goals achieved through this category (Journals):

- **ELO 1.1 – 2.1; 2.3:** The Journal assignments for this course are structured to provide students with the opportunity to evaluate, analyze, and reflect on intersections of race, gender, ethnicity, and their associative social power investments in preparation for writing their Journal entries. Through the writing process, students demonstrate self-reflection and critique that is both individual and societal, which is supported by the student's ability to describe how social positions and representations of categories including race, gender, and ethnicity influence the lived experiences of others through the historical figures and communities discussed over the course of the semester.
- **Goals achieved for GE Foundation Race, Ethnicity and Gender Diversity:** Though the Journal assignments, students engage assessing how historically and socially constructed categories of race, ethnicity, and gender, and possibly others, shape perceptions, individual outcomes, and broader societal, political, economic, and cultural systems. The prompts provided for the journals invite students to engage in comparing a range of lived experiences as they relate to the topics of race, gender, and ethnicity.

Homework (5%):

To receive full credit, assignments must be **done completely and with care by the beginning of class for the day they are assigned. All homework tasks (including reading) are due the day of class every day.** In the event that we have a hybrid/hyflex schedule, please have your assignments completed by the time of class but you may submit finalized assignments by midnight on CarmenCanvas the day they are due. The homework of this course is largely be tied to student preparation for class through reading texts, watching assigned films, and/or completing tasks (like Jamboard and Flipgrid) *prior* to coming to class. For reading assignments, students are required to

show Prof. Porter their annotated/highlighted reading for completion (in/complete) as a part of their preparation for class. Film assignments are to be accompanied by notes (handwritten or typed). Students are required to put their name and the assignment date due at the top of any assignment you turn in. Given the importance of timely preparation for the success of our in-class work, **no late work will be accepted**. Partial assignments will receive at least half credit. **If you are absent and it is excused, on the first day you return to class you must turn in the assignment(s) for the day(s) missed. No homework will be accepted after that point, unless otherwise discussed and with appropriate documentation (doctor's note, etc.).**

Pedagogical Tools: Tools used in the facilitation and assessment of this course include:

- Jamboard
- Flipgrid

ELOs & Goals achieved through this category (Homework):

- **ELO 1.3 – 1.4; 2.2:** Completing the assignments and the note-taking help students analyze the texts as they relate to intersections of the categories of race, gender, and ethnicity, evaluate the implications discussed in the readings/texts, and recognize shifting social perceptions that inform one's beliefs, behaviors, and attitudes. Successful completion of the homework is an important factor in preparation for students to arrive to class ready to engage in large group discussion.
- **Goals achieved for GE Foundation Race, Ethnicity and Gender Diversity:** By completing the homework assignments for class, students will engage in assessments of the material as an individual in preparation for discussion as a group. Students will also be able to recognize and compare examples of lived experiences as they pertain to race, gender, and ethnicity as we make our way through the semester. As the semester progresses, students will be able to successfully link topics from previous discussions with the themes assigned and scheduled for discussion for the day.

Presentation (10%):

Each student will give a 7-10 minute presentation on a subject pertinent to the class over the course of the semester. Students will sign-up for a date/subject and present during class on the day they selected. Each presentation will provide synthesizing and/or additional information beyond that which is assigned as homework for the day. The supplemental information provided by each student is encouraged to be in conjunction with their individual interests, yet still related to the subject at hand for discussion the day of their presentation.

Presentation grade breakdown:

50% – Content (Information; Photographs; and/or Video clips)

- 20% – Organization and clarity
- 10% – Presentation style
- 10% – Discussion questions for classmates
- 5% – Accuracy
- 5% – Duration

ELOs & Goals achieved through this category (Presentation):

- **ELO 1.1 – 1.4; 2.2 – 2.3:** Each student gives a presentation as a part of this course, and the achievement of the ELOs may vary depending on the topic of which the student presents. For example, for Week 5 (Afro-German Experiences in Weimar Germany), a student will present on “Human zoos + Tierpark Hagenbeck,” which will (1.1) require the student to evaluate and reflect on social representations of race, gender, and ethnicity, (1.2) explain how these categories functioned in systems of power in German early 20th century history, and (2.2) recognize how perceptions of difference shape one’s attitudes, beliefs and behaviors. To provide an alternative, in Week 11 (Cold War; Audre Lorde, May Ayim, and the Afro-German Feminist Movement), a student will present on American scholar and poet Audre Lorde. The ELOs achieved in this presentation include the student (1.3) analyzing intersections of race, gender, and ethnicity as they shape lived experiences, (1.4) evaluate social and ethical implications of studying race, gender, and ethnicity, and (2.3) describe how the categories of race, gender, and ethnicity influence the lived experiences of others.
- **Goals achieved for GE Foundation Race, Ethnicity and Gender Diversity:** Through the Presentation assignment, the student engages in presenting (and therefore demonstration knowledge of) how historically and socially constructed categories of race, ethnicity, and gender shape perceptions, individual outcomes, and broader societal, political, economic, and cultural systems.

Quizzes (5%):

There will be quizzes sprinkled across the semester. Students will be quizzed on key terms, concepts, theories, authors, and texts. Quizzes will be announced on the schedule for class. Quizzes are facilitated via CarmenCanvas or (legibly) hand-written on a piece of paper. The format of the quizzes may include but are not limited to: multiple choice; short answer; matching; summary; fill in the blank; definitions.

ELOs achieved through this category (Quizzes):

- **ELO 2.1; 2.3:** Quizzes in this course allow students to demonstrate critique and self-reflection of their social positions and identities while also describing how categories of race, gender, and ethnicity influence(d) the lived experiences of others over the course of German history from the 18th century to the present.

Discussion Lead (5%):

Over the course of the semester, each student will sign up to submit 3+ discussion questions for a class meeting. Questions are required to be open-ended (rather than content/accuracy-based to the text(s) for the day – however, quote- or excerpt reflection questions are acceptable) to encourage student reflection on the subject(s) at hand. Students will sign up for their discussion lead day during the first week of the semester. Students will submit their questions via CarmenCanvas and email Frau Prof. Porter the night before they are assigned to lead class discussion (latest by 10pm, EST).

ELOs & Goals achieved through this category (Discussion Lead):

- **ELO 1.1; 1.3 – 2.2:** In the preparation of discussion questions for class, students will be called to evaluate the texts as they pertain to the social positions and representations of categories including race, gender, and ethnicity, and analyze how the intersection of these categories shape lived experiences, and evaluate considerations of social and ethical implications of studying race, gender, and ethnicity. Further, students demonstrate, by guiding discussion, critical self-reflection and critique of their social positions, while also recognizing how perceptions of difference shape one's attitudes and behaviors.
- **Goals achieved for GE Foundation Race, Ethnicity and Gender Diversity:** Students will recognize and compare a range of lived experiences of race, gender, and ethnicity by posing questions that link various readings together that require their classmates to critically reflect how historically and socially constructed categories of race, ethnicity, and gender shape perceptions, individual outcomes, and inform broader societal, political, economic, and cultural systems.

Thematic Interview (5%):

In the last weeks of the semester, we will begin proficiency interviews for the entire class. These interviews will take place in small groups during our regularly scheduled time slot or via Zoom. You will have a discussion groups of three-five, depending on the size of the class. Alternatively, in the event that the time availability does not allow of in-person and/or synchronous attendance with Frau Prof. Porter (again, depending on the size of course enrollment), students will meet and record their session using the guiding questions assigned for discussion and provided by Frau Prof. Porter. The discussion will work to synthesize discussions, themes, and texts that we have discussed over the course of the semester.

ELOs & Goals achieved through this category (Thematic Interview):

- **ELO 1.1 – 2.3:** In this concluding discussion, students are tasked with collectively discussing, analyzing, evaluating, and explaining social positions, representations, and categorizations pertaining to race, gender, and ethnicity, and possibly others. Though the course of the discussion, students will demonstrate critical self-reflection, recognize how perceptions of difference function to shape beliefs and behaviors, and describe how the categories of race, gender, and ethnicity influence the lived experiences of others. Students will use examples from the texts discussed over the course of the semester to detail their understanding of how power systems function to inform constructs of race, gender, and ethnicity, and demonstrate the students' abilities to compare a range of lived experiences of others as they relate to these topics.
- **Goals achieved for GE Foundation Race, Ethnicity and Gender Diversity:** Successful students will engage in a systematic assessment of how historically and socially constructed categories of race, ethnicity, and gender, and possibly others, shape perceptions, individual outcomes, and broader societal, political, economic, and cultural systems. Successful students will recognize and compare a range of lived experiences of race, gender, and ethnicity.

Tests (20%):

There will be two tests to evaluate student control of the thematic material over the course of the semester.

ELOs & Goals achieved through this category (Tests):

- **ELO 1.1 – 1.2; 2.1; 2.3:** Tests for this course call for students to present their skills in describing social positions and representations of race, gender, and ethnicity in addition to explaining how these categories continue to function within complex systems of power to impact individual lived experiences and broader societal issues. Students will demonstrate critical critique of their social positions and identities and be able to describe how the categories of race, gender, and ethnicity influence the lived experiences of others.
- **Goals achieved for GE Foundation Race, Ethnicity and Gender Diversity:** Successful students will assess the historical constructions of race, ethnicity, and gender and pair their assessment with how these constructions shape perceptions, individual outcomes, and broader societal, political, economic, and cultural systems.

Course Portfolio Website (10%):

Over the course of the semester, students will contribute to a course portfolio that will be submitted at the end of the semester. The course portfolio will take shape as an u.osu.edu website and linked to Frau Prof. Porter's page that she creates specifically for this course design. Students will submit their website link at the end of the semester via CarmenCanvas. Any and all materials submitted for class are eligible for inclusion. Additional, supplemental materials (including articles, films, creative creations, etc. engaged with while working on your final paper) are also required to be a part of one's portfolio. At the start of the semester, the first "item" for inclusion is a write-up expressing the student's prior knowledge in the subject of Afro-German history and culture, what they hope to get out of the class, naming biases, and what inspired their interest in the course. The final entry will be a concluding assessment, where the student will revisit their entry journal and reflect on the topics they found the most impactful in the class. Details outlining the expectations and grading rubrics for the course portfolio will be available on CarmenCanvas. Students can choose to set their webpage portfolio as public or private – but Frau Prof. Porter will require access to assess student work.

Portfolio Rubric/Checklist:

Entry	Points possible	Percentage of Portfolio Grade (rounded to nearest percentage point)	Points earned
3 Journal entries	5 points/each – 15 total	10%	
1 Abstract describing Final Paper (250-words, max.)	10 points	6%	
An introductory/Home page describing the website, student goals for the project; and introduction of student	10 points	6%	
3 YouTube videos discussing issues pertaining to and/or explored by members of the African diaspora residing in German-speaking Europe	10 points/each – 30 total	19%	

(5+ sentence blurb/each video)			
1 reflection discussion Video with 1 or 2 peers (10-15 min)	40 points	26%	
3 historical figures on the Black Central Europe website interactive map (5+ sentences/each: historical moment/context; biographical information; media tied to each figure; additional info based on student's interest)	10 points/each – 30 total	19%	
Use of digital tools (The student will use Voyant, Jamboard, and/or Gephi to analyze and assist in interpreting texts discussed over the course of the semester The student will write a blurb of 5+ sentences for each tool/media representation posted on the website.)	20 points, total: 10 points for use of a digital tool 10 points for the application of the tool in textual analysis – described in a small blurb of 5+ sentences.	13%	
TOTAL POINTS:	155 Points	100%	

ELOs & Goals achieved through this category (Course Portfolio Website):

- **ELO 1.1 – 2.3:** Like the Thematic Interview, the Course Portfolio Website is a comprehensive product that students will customize to their areas of interest as they pertain to the course. Students are expected to describe social positions and representations of categories including race, gender, and ethnicity, and possibly others, explain how they relate to complex systems of power that impact both the individual and society at large, and analyze their intersections influencing lived experience. Students will also evaluate social implications of studying race, gender, and ethnicity, demonstrate their critical self-reflection, recognize how systems of power function in relations to race, ethnicity, and gender diversity, and describe how they influence the lived experiences of others.

- **Goals achieved for GE Foundation Race, Ethnicity and Gender Diversity:** Students will use the course portfolio to present the historical constructions of race, ethnicity, and gender and pair their assessments of how these constructions shape perceptions, individual outcomes, and broader societal, political, economic, and cultural systems with their own experiences.

Final Paper (10%):

Students will write a final paper that is 5 pages in length, submitted via CarmenCanvas, and write an abstract and publish it (with any supplemental and/or additional media) on their webpage portfolio. This assignment takes shape as a research paper with the requirement that each student will choose a text/subject/theme discussed over the course of the semester and engage in researching a subject in greater detail. This paper is expected to engage in 2+ scholarly works (peer-reviewed academic journal articles) in addition to texts that we explore in class. Since this assignment is designed to be in conversation with the Course Portfolio Website, students are encouraged to use the content they include on their website to be related to the subject of their final paper. This will help students digest, synthesize, and apply their acquired knowledge in a cohesive paper presenting their opinion, thesis, or argument. An outline and abstract draft (250-words, maximum) for this assignment are due in Week 11 of the semester and require peer-review/peer-to-peer feedback.

Final Paper Rubric found on Page 15

3317 - Final Paper Rubric

Category	Notes	Points	Detailed account for grading
Content & Vocabulary		36-40	<i>Excellent to very good:</i> shows thorough knowledge of assigned readings; substantive, thorough development of thesis or statement; relevant to topic assigned; accurate word/idiom choice; mastery of word forms; appropriate register/ semantics.
		31-35	<i>Good to average:</i> some knowledge of subject/ readings; adequate range; limited thematic development; mostly relevant to topic, but lacks detail; errors of word/idiom choice; effective transmission of meaning, but can show semantical glitches.
		26-30	<i>Fair to poor:</i> limited knowledge of subject/ readings; minimal substance; poor thematic development; limited range; frequent word/idiom errors; inappropriate word choice, usage; meaning not effectively communicated; semantical errors.
		20-25	<i>Very poor:</i> shows little or no knowledge of subject/ readings; inadequate quantity; translation-based errors; little knowledge of target language vocabulary, or not enough to rate.
Organization & Style		36-40	<i>Excellent to very good:</i> Clear and detailed cohesion of thesis/argument; clear statement of ideas; solid support; clear organization; logical and cohesive sequencing.
		31-35	<i>Good to average:</i> adequate cohesion of thesis/argument; main ideas clear but loosely organized; supporting material limited; sequencing logical but incomplete.
		26-30	<i>Fair to poor:</i> low cohesion of thesis/argument; ideas not well connected; logical sequencing and development lacking.
		20-25	<i>Very poor:</i> ideas not communicated; organization lacking, or not enough to rate.
Grammar & Mechanics		18-20	<i>Excellent to very good:</i> accurate use of relatively complex structures; few errors in agreement, number, tense, word order, articles, pronouns, prepositions, masters conventions of spelling, punctuation, capitalization, paragraph indention, etc...
		14-17	<i>Good to average:</i> simple constructions used effectively; some problems in use of complex constructions; errors in agreement, number, tense, word order, articles, pronouns, prepositions, occasional errors in spelling, punctuation, capitalization, etc... which do not interfere with meaning.
		10-13	<i>Fair to poor:</i> significant defects in use of complex constructions; frequent errors in agreement, number, tense, negation, word order, articles, pronouns, prepositions; fragments and deletions; lack of accuracy interferes with meaning, frequent errors in spelling, punctuation, capitalization, etc... meaning disrupted by formal problems.
		7-9	<i>Very poor:</i> no mastery of simple sentence constructions; text dominated by errors; does not communicate, no mastery of conventions due to frequency of mechanical errors, or not enough to rate.

ELOs & Goals achieved through this category (Final Paper):

- **ELO 1.1 – 1.3; 2.1 – 2.3:** By writing a thorough Final Paper, the student will describe social positions and representations of categories including race, gender, and ethnicity, explain how these continue to function within complex systems of power to impact individual lived experiences and broader societal issues, and analyze intersections of these categories and how they shape lived experiences. Through the process of writing the paper, the student will also demonstrate critical self-reflection and critique of their social positions and identities as they relate to the subject(s) discussed in the paper, recognize the ties between perceptions of difference and how one's attitudes, beliefs, and behaviors are shaped, and describe how the categories of race, gender, and ethnicity influence the lived experiences of others.
- **Goals achieved for GE Foundation Race, Ethnicity and Gender Diversity:** Concluding the course, the Final Paper will serve as a deliverable that demonstrates the student's engagement in systematic assessment of socially constructed categories of race, ethnicity, and gender, and possibly others, shape perceptions, individual outcomes, and broader societal, political, economic, and cultural systems. Depending on how the student structures their paper, they may demonstrate how they have achieved the goal of recognizing and comparing how various lived experiences of race, gender, and ethnicity were informed by multiple systemic influences and connect those experiences with the student's own self-reflection.

COURSE TECHNOLOGY

Technology support

For help with your password, university email, Carmen, or any other technology issues, questions, or requests, contact the Ohio State IT Service Desk. Standard support hours are available at ocio.osu.edu/help/hours, and support for urgent issues is available 24/7.

- **Self-Service and Chat support:** ocio.osu.edu/help
- **Phone:** 614-688-4357(HELP)
- **Email:** servicedesk@osu.edu
- **TDD:** 614-688-8743

Technology skills needed for this course

- Basic computer and web-browsing skills
- Navigating Carmen (go.osu.edu/canvasstudent)
- CarmenZoom virtual meetings (go.osu.edu/zoom-meetings)
- Recording a slide presentation with audio narration (go.osu.edu/video-assignment-guide)
- Recording, editing, and uploading video (go.osu.edu/video-assignment-guide)

Required equipment

- Computer: current Mac (MacOs) or PC (Windows 10) with high-speed internet connection
- Webcam: built-in or external webcam, fully installed and tested
- Microphone: built-in laptop or tablet mic or external microphone
- Other: a mobile device (smartphone or tablet) to use for BuckeyePass authentication

Required software

- Microsoft Office 365: All Ohio State students are now eligible for free Microsoft Office 365. Full instructions for downloading and installation can be found at go.osu.edu/office365help.

Carmen access

You will need to use BuckeyePass (buckeyepass.osu.edu) multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you take the following steps:

- Register multiple devices in case something happens to your primary device. Visit the BuckeyePass - Adding a Device help article for step-by-step instructions (go.osu.edu/add-device).
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click **Enter a Passcode** and then click the **Text me new codes** button that appears. This will text you ten passcodes good for 365 days that can each be used once.
- Download the Duo Mobile application (go.osu.edu/install-duo) to all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at 614-688-4357(HELP) and IT support staff will work out a solution with you.

OTHER COURSE POLICIES

Health and safety requirements

All students, faculty and staff are required to comply with and stay up to date on all university safety and health guidance (<https://safeandhealthy.osu.edu>), which includes wearing a face mask in any indoor space and maintaining a safe physical distance at all times. Non-compliance will be warned first, and disciplinary actions will be taken for repeated offenses.

Communication guidelines

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- **Tone and civility:** Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't always come across online.
- **Backing up your work:** Consider composing your academic posts in a word processor, where you can save your work, and then copying into the Carmen discussion.

Academic integrity policy

Ohio State's academic integrity policy

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the university's *Code of Student Conduct* (studentconduct.osu.edu), and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the university's *Code of Student Conduct* and this syllabus may constitute "Academic Misconduct."

The Ohio State University's *Code of Student Conduct* (Section 3335-23-04) defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the university or subvert the educational process." Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the university's *Code of Student Conduct* is never considered an excuse for academic misconduct, so I recommend that you review the *Code of Student Conduct* and, specifically, the sections dealing with academic misconduct.

If I suspect that a student has committed academic misconduct in this course, I am obligated by university rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the university's *Code of Student*

Conduct (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the university.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Other sources of information on academic misconduct (integrity) to which you can refer include:

- Committee on Academic Misconduct web page (go.osu.edu/coam)
- *Ten Suggestions for Preserving Academic Integrity* (go.osu.edu/ten-suggestions)
- *Eight Cardinal Rules of Academic Integrity* (go.osu.edu/cardinal-rules)

Note that it is considered plagiarism if you cut and paste a text from the internet into your course work. It is also plagiarism to have a native speaker or fluent speaker of German do any of your work for you. In this course, it is considered cheating to use any sort of internet translator (such as Google Translate) to complete your course work. Also, keep in mind that these online tools are not accurate.

Copyright for instructional materials

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

Statement on Title IX

All students and employees at Ohio State have the right to work and learn in an environment free from harassment and discrimination based on sex or gender, and the university can arrange interim measures, provide support resources, and explain investigation options, including referral to confidential resources.

If you or someone you know has been harassed or discriminated against based on your sex or gender, including sexual harassment, sexual assault, relationship violence, stalking, or sexual exploitation, you may find information about your rights and options at titleix.osu.edu or by contacting the Ohio State Title IX Coordinator at titleix@osu.edu. Title IX is part of the Office of Institutional Equity (OIE) at Ohio State, which responds to all bias-motivated incidents of harassment and discrimination, such as race, religion, national origin and disability. For more information on OIE, visit equity.osu.edu or email equity@osu.edu.

Commitment to a diverse and inclusive learning environment

The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as

age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

Land Acknowledgement

We would like to acknowledge the land that The Ohio State University occupies is the ancestral and contemporary territory of the Shawnee, Potawatomi, Delaware, Miami, Peoria, Seneca, Wyandotte, Ojibwe and Cherokee peoples. Specifically, the university resides on land ceded in the 1795 Treaty of Greeneville and the forced removal of tribes through the Indian Removal Act of 1830. I/We want to honor the resiliency of these tribal nations and recognize the historical contexts that has and continues to affect the Indigenous peoples of this land.

More information on OSU's land acknowledgement can be found here:

<https://mcc.osu.edu/about-us/land-acknowledgement>

Your mental health

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling [614-292-5766](tel:614-292-5766). CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at [614-292-5766](tel:614-292-5766) and 24 hour emergency help is also available 24/7 by dialing 988 to reach the Suicide and Crisis Lifeline.

ACCESSIBILITY ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

Requesting accommodations

The university strives to maintain a healthy and accessible environment to support student learning in and out of the classroom. If you anticipate or experience academic barriers based on your disability (including mental health, chronic, or temporary medical conditions), please let me know immediately

so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion.

If you are isolating while waiting for a COVID-19 test result, please let me know immediately. Those testing positive for COVID-19 should refer to the Safe and Healthy Buckeyes site for resources. Beyond five days of the required COVID-19 isolation period, I may rely on Student Life Disability Services to establish further reasonable accommodations. You can connect with them at slds@osu.edu; 614-292-3307; or slds.osu.edu.

Statement on religious accommodations:

It is Ohio State's policy to reasonably accommodate the sincerely held religious beliefs and practices of all students. The policy permits a student to be absent for up to three days each academic semester for reasons of faith or religious or spiritual belief.

Students planning to use religious beliefs or practices accommodations for course requirements must inform the instructor in writing no later than 14 days after the course begins. The instructor is then responsible for scheduling an alternative time and date for the course requirement, which may be before or after the original time and date of the course requirement. These alternative accommodations will remain confidential. It is the student's responsibility to ensure that all course assignments are completed.

Accessibility of course technology

This online course requires use of CarmenCanvas (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with your instructor.

- [Canvas accessibility \(go.osu.edu/canvas-accessibility\)](http://go.osu.edu/canvas-accessibility)
- Streaming audio and video
- CarmenZoom accessibility (go.osu.edu/zoom-accessibility)
- Collaborative course tools

WEEKLY SYLLABUS

Refer to the CarmenCanvas for weekly topic and assignment due dates.

Tentative Schedule for Spring 2024

Week 1 - Introduction to Afro-German Topics

Monday

Syllabus and Introductions to each other and the topic

Wednesday

Introduction to Afro-German Topics: Honeck, Mischa, et al., editors.

“Introduction.” *Germany and the Black Diaspora: Points of Contact, 1250-1914*, 1st ed., Berghahn Books, 2013, pp. 1–18. *JSTOR*, www.jstor.org/stable/j.ctt9qcz8z.5 .

“Schwarzfahrer” – YouTube - <https://youtu.be/XFQXcv1k9OM> (English)

Friday

Afro-Germans and Afro-Austrians: Opitz, May, Katharina Oguntoye, and Dagmar Schultz. 1992. “**Precolonial Images of Africa, Colonialism, and Fascism**” in *Showing Our Colors : Afro-German Women Speak Out*, Amherst, Mass: University of Massachusetts Press. <https://library.ohio-state.edu/record=b5353985~S7>, p. 3-15;

Due: Journal #1 – Week 1 (Topic: “Expectations and Intentions of myself for this class”)

Week 2 – Renaissance German speaking Europe

Monday

Afro-German Philosophy: Meyns, C. 2019. “Anton Wilhelm Amo’s Philosophy of Mind.” *Philosophy Compass* 14 (3). doi:10.1111/phc3.12571.

Wednesday

“Ambiguous Duty: Black Servants at German Ancien Régime Courts.” In *Germany and the Black Diaspora: Points of Contact, 1250-1914*, edited by Kuhlmann Anne, Honeck Mischa, and Klimke Martin, 57-73. Berghahn Books, 2013.

<http://www.jstor.org/stable/j.ctt9qcz8z.8>.

Friday

Kaplan, Paul H. D. “The Calenberg Altarpiece: Black African Christians in Renaissance Germany.” In *Germany and the Black Diaspora: Points of Contact, 1250-1914*, edited by

Honeck Mischa, Klimke Martin, and Kuhlmann Anne, 21-37. Berghahn Books, 2013.
<http://www.jstor.org/stable/j.ctt9qcz8z.6>.

Due: Flipgrid self-reflection video #1

Week 3 – German Colonialism

Monday – Presentation: Female German Colonizers + Colonial literature

Opitz, May, Katharina Oguntoye, and Dagmar Schultz. “**The Germans in the Colonies**” in *Showing Our Colors : Afro-German Women Speak Out*. Amherst, Mass: University of Massachusetts Press. <https://library.ohio-state.edu/record=b5353985~S7>. p.19-41;

Smith, Woodruff D. “Chapter 1: Prelude to Empire.” In *The German Colonial Empire*. Chapel Hill: The University of North Carolina Press. 1978. <https://library.ohio-state.edu/record=b1897542~S7>.

Wednesday (Quiz 1)

Muschalek, Marie. “Introduction: Everyday Violence and the Colonial State.” In *Violence as Usual: Policing and the Colonial State in German Southwest Africa*. Ithaca: Cornell University Press, 2019. <https://library.ohio-state.edu/record=b9528301~S7>

Friday

Naranch, Bradley. “Global Proletarians, Uncle Toms, and Native Savages: Popular German Race Science in the Emancipation Era.” In *Germany and the Black Diaspora: Points of Contact, 1250-1914*, edited by Honeck Mischa, Klimke Martin, and Kuhlmann Anne, 169-86. Berghahn Books, 2013. <https://library.ohio-state.edu/record=b7394692~S7>.

Week 4 – German Colonialism + German Eugenic Thought

Monday

Wipplinger, Jonathan. “The Racial Ruse: On Blackness and Blackface Comedy in ‘Fin-De-Siècle’ Germany.” *The German Quarterly* 84, no. 4 (2011): 457-476.
<https://tinyurl.com/y6roqbkz>

Wednesday

Diedrich, Maria I. “**From American Slaves to Hessian Subjects: Silenced Black Narratives of the American Revolution.**” In *Germany and the Black Diaspora: Points of Contact, 1250-1914*, edited by Honeck Mischa, Klimke Martin, and Kuhlmann Anne, p.92-112. Berghahn Books, 2013. <http://www.jstor.org/stable/j.ctt9qcz8z.10>.

Friday: Synthesizing thoughts/discussion: Weeks 1-4

Due: Journal Entry #2: Weeks 1-4

Week 5 – Afro-German Experiences in Weimar Germany

Monday

Michael, Theodor. *Black German: An Afro-German Life in the Twentieth Century*, p.14-22.

Preparation for Test I

Wednesday

Test I

Friday – Presentation: Human zoos + Tierpark Hagenbeck by [Student]

Zeitleiter, Annika. „Human Zoos: When people were the exhibits“ Deutsche Welle. March 10, 2017;

Michael, Theodor. *Black German: An Afro-German Life in the Twentieth Century*, P.23-29.

Week 6 - Afro-German Experiences during the rise of Nazi power

Monday - Presentation: Reichstag fire by [Student]

Michael, Theodor. *Black German: An Afro-German Life in the Twentieth Century*, p.35-38.

Wednesday

Haas, Francois. “German Science and Black Racism--Roots of the Nazi Holocaust.” 2008. FASEB Journal 22 (2): 332–37. <https://search-ebSCOhost-com.proxy.lib.ohio-state.edu/login.aspx?direct=true&db=edsagr&AN=edsagr.US201300853844&site=eds-live&scope=site>.

Friday

Michael, Theodor. *Black German: An Afro-German Life in the Twentieth Century*, p.39-50.

Due: Flipgrid self-reflection video #2

Week 7 – The Nuremberg Laws and Rise of Nazi Germany

Monday - **Presentation: Nuremberg laws by [Student]**

“The Nuremberg Race Laws.” Accessed February 28, 2023.

<https://encyclopedia.ushmm.org/content/en/article/the-nuremberg-race-laws>.

Fatima El Tayeb. 1999. “‘Blood Is a Very Special Juice’: Racialized Bodies and Citizenship in Twentieth-Century Germany.” *International Review of Social History* 44 (December): 149–69. <https://search-ebscohost-com.proxy.lib.ohio-state.edu/login.aspx?direct=true&db=edsair&AN=edsair.doi.....5bb8c08bfd9bd274b0b735d133b2370&site=eds-live&scope=site>.

Wednesday

Michael, Theodor. *Black German: An Afro-German Life in the Twentieth Century*, p.51-58.

Nuremberg laws: **Video/Film – TBD**

Friday

Campt, Tina, *Other Germans: Black Germans and the Politics of Race, Gender, and Memory in the Third Reich*. Ann Arbor: University of Michigan Press, 2004. p.30-50

Due: Journal #3 – Weeks 5-7

Week 8 – Nazi Germany

Monday - **Presentation: German Labor Front by [Student]**

Michael, Theodor. *Black German: An Afro-German Life in the Twentieth Century*, p.59-69.

Wednesday (**Quiz 2**)

//Check-in// + Synthesis of subject areas discussed thus far

Due: Jamboard text-reflection and thematic overview #1 (This exercise is intentionally synchronized with Quiz 2 so students can use the opportunity to prepare for the quiz)

Friday

Michael, Theodor. *Black German: An Afro-German Life in the Twentieth Century*, p.75-83.

Week 9 – WWII and Blackness: Race Politics and Policing

Monday - Presentation: *Nowhere in Africa* – Stephanie Zweig + Jewish Exiles to African Countries [Student]

Film discussion: *Nirgendwo in Afrika / Nowhere in Africa*

Kanopy: <https://www.kanopy.com/en/osu/video/4606360>

Wednesday

Film discussion: *Nirgendwo in Afrika / Nowhere in Africa*

Friday

Michael, Theodor. *Black German: An Afro-German Life in the Twentieth Century*, p.86-88;

Fehrenback, Heide. “Flaccid Fatherland: Rape, Sex, and the Reproductive Consequences of Defeat,” in *Race After Hitler*. Princeton: Princeton University Press, 2005 p.46-69.

Due: Flipgrid self-reflection video #3

Week 10 – The so-called “Rheinland Bastards”

Monday

Identity, expression, and frustration: Opitz, May, Katharina Oguntoye, and Dagmar Schultz. “**Afro-Germans After 1945: The So-called Occupation Babies**” in *Showing Our Colors : Afro-German Women Speak Out*. Amherst, Mass: University of Massachusetts Press. <https://library.ohio-state.edu/record=b5353985~S7>, p. 77-112.

Preparation for Test II

Wednesday

Test II

Friday – Presentation: Racist German children’s books/fables by [Student]

Opitz, May, Katharina Oguntoye, and Dagmar Schultz. “**Racism Here and Now**” in *Showing Our Colors : Afro-German Women Speak Out*. Amherst, Mass: University of Massachusetts Press, <https://library.ohio-state.edu/record=b5353985~S7>, p. 125-143.

Week 11 – Cold War; Audre Lorde, May Ayim, and the Afro-German Feminist Movement

Monday (American Blackness in East Germany; Gender equality and construction)

Layne, Priscilla. "Of Blues and Blue Jeans: American Dreams in the East," in *White Rebel in Black: German Appropriation of Black Popular Culture*. Ann Arbor: University of Michigan Press. P.79-86

Due: Final paper outline

Wednesday – Presentation: „Audre Lorde” by [Student]

Film Screening: *Audre Lorde – The Berlin Years 1984-1992* (2012, dir. Dagmar Schulz, English Subtitles) Google Doodle (2021): <https://g.co/doodle/zfu6pwn>

Friday

Florvil, Tiffany N. "Black German Women and Audre Lorde," in *Mobilizing Black Germany: Afro-German Women and the Making of a Transnational Movement*. Chicago: University of Illinois Press, 2020. P.25-42.

Due: Journal #4 – Week 7-11

Week 12 - Post Reunification - The Afro-German Feminist Movement

Monday

Ayim, May, 1960-1996 and Anne V. Adams. 2003. *Blues in Black and White: A Collection of Essays, Poetry and Conversations*. Trenton, N.J: Africa World Press. [p.4-17](#).

Film Screening: *Hope in My Heart – The May Ayim Story* (1997, dir. Maria Binder, English Subtitles)

Wednesday (Quiz 3)

Opitz, May, Katharina Oguntoye, and Dagmar Schultz. „What makes me so different in the eyes of others?” in *Showing Our Colors : Afro-German Women Speak Out*. Amherst, Mass: University of Massachusetts Press. <https://library.ohio-state.edu/record=b5353985~S7>, [p.165-177](#).

Friday

Opitz, May, Katharina Oguntoye, and Dagmar Schultz. 1992. *Showing Our Colors : Afro-German Women Speak Out*. Amherst, Mass: University of Massachusetts Press. <https://library.ohio-state.edu/record=b5353985~S7>, p.165-177 (cont.).

Week 13 – Contemporary Discussions - Accountability

Monday – Presentation: Herero and Namaqua genocide by [Student]

Colonialism and Accountability:

- [“Namibia rejects Germany's reparations offer for genocide“](#) (Aug. 12, 2020);
- [“Berlin confronts Germany's colonial past with new initiative“](#) (Jan. 1, 2020);
- Reuters. “Germany Colonial-Era Genocide Reparations Offer Not Enough – Namibia Vice President.” *Reuters*, June 5, 2021, sec. Africa.
<https://www.reuters.com/world/africa/germany-colonial-era-genocide-reparations-offer-not-enough-namibia-vice-2021-06-04/>;
- Walfisz, Jonny. “Germany Returns Stolen Colonial Treasures to Namibia.” euronews, May 25, 2022. <https://www.euronews.com/culture/2022/05/25/germany-returns-stolen-colonial-treasures-to-namibia-as-reparations-continue>.

Wednesday

#BLM: “Is the street name 'Uncle Tom' racist?” 03.08.2020. <https://www.dw.com/en/is-the-street-name-uncle-tom-racist/a-54416596>

Friday: Afro-Germans today

Film Screening: “Afro Germany - being black and German | DW Documentary”
([YouTube – English voice-over](#))

Due: Discussion questions for the documentary

Week 14 – Contemporary Discussions – Afro-Austrians, BLM, and Heimat: How does ethnicity factor in discussions of Blackness?

Monday

Cont. Discussion of Film: “Afro Germany - being black and German | DW Documentary” ([YouTube – English voice-over](#))

The Contemporary Black Experience in Austria: “Vienna Würstel Stand, [“3 powerful voices on what it’s like to be black in Austria that you should definitely listen to“](#)”

Due: Jamboard text-reflection and thematic overview #2

Wednesday

United Nations Human Rights Office of the High Commissioner. “Statement to the Media by the United Nations’ Working Group of Experts on People of African Descent, on the Conclusion of Its Official Visit to Germany, 20-27 February 2017.” Accessed April 14, 2023. <https://www.ohchr.org/en/statements/2017/02/statement-media-United-nations-working-group-experts-people-african-descent>.

Alistair Walsh, “Berlin sees fresh Black Lives Matter protest” Deutsche Welle, June 27, 2020, <https://p.dw.com/p/3eQjf> (text + videos)

Friday

Identity: Watkins, Jamele. “Rearticulating Black Feminist Thought in Heimat, bittersüße Heimat.” *Women in German Yearbook* 32, (2016): 138-151. <https://tinyurl.com/y5lmbzxn>

DANKE - a Short Film (Engl. “THANK YOU”), 2020.
https://www.youtube.com/watch?v=rVrt2tpC7_0.

Due: Journal #5 - Week 11-14

Week 15 – Synthesis

Monday

Thematic Interviews

Optional Reading: Perry, Kennetta Hammond and Kira Thurman. Guest Poster. “Black Europe: A Useful Category of Historical Analysis.” AAIHS, December 20, 2016.
<https://www.aaihs.org/black-europe-a-useful-category-of-historical-analysis/>.

Wednesday

Thematic Interviews

Week 16: (Finals Week)

Due: Portfolio Website link + Final paper (CarmenCanvas)

GE Rationale: Foundations: Race, Ethnicity, and Gender Diversity (3 credits)

Requesting a GE category for a course implies that the course fulfills **all** the expected learning outcomes (ELOs) of that GE category. To help the reviewing panel evaluate the appropriateness of your course for the Foundations: Race, Ethnicity, and Gender Diversity, please answer the following questions for each ELO.

- A. Foundations** Please explain in 50-500 words why or how this course is introductory or foundational for the study of Race, Ethnicity and Gender Diversity.

This course discusses the history of Afro-Germans in Europe and internationally (including, but not limited to, the US, France, Namibia, England, and South Africa). Conversations and questions thematized in this course pertain to identity formation and erasure; systemic racism; Westernization; xenophobia; and eugenics. The content discussed in this course is introductory for the study of race, ethnicity, and gender diversity through the adoption of a historical timeline that spans the 18th century to the present. This course discusses milestones in German history where we see significant and often detrimental interaction between the Black diaspora and German-speaking Europe. Included in the foundational structure for the study of Race, Ethnicity, and Gender Diversity found in the course is:

- The first Black German philosopher Anton Wilhelm Amo,
- The history of Black servants and staff used as objects of value and status,
- German participation in Colonialism,
- The Herero and Namaqua genocide; discussions of reparations
- Pre- and post-colonial cultural images and references
- Biographical and Anthology texts
- International (American, British, and European) cultural exchange of historical figures and racist stereotypes (ex. Blackface coupled with humor)
- The prevalence of human zoos of the early 20th century
- Systemic racism as facilitated by the Nazi Regime during the Weimar Era
- The impact of having one's history rendered irrelevant, resulting in Afro-Germans of the early 20th century categorized as stateless
- Stereotypes found in Colonial German film
- German "Occupation babies" and the sterilization programs of Afro-Germans after 1945
- The rise of the Black German feminist movement and the participation of Audre Lorde in Black German identity creation
- Afro-German poetry
- Renaming of German streets, U-Bahn stations, and stores
- Contemporary Afro-German documentaries

B. Specific Goals of Race, Ethnicity, and Gender Diversity

GOAL 1: Successful students will engage in a systematic assessment of how historically and socially constructed categories of race, ethnicity, and gender, and possibly others, shape perceptions, individual outcomes, and broader societal, political, economic, and cultural systems.

Expected Learning Outcome 1.1: Successful students are able to describe and evaluate the social positions and representations of categories including race, gender, and ethnicity, and possibly others. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Students enrolled in Black Identity and Culture in German-Speaking Europe examine the intentional constructions of race as it relates to the rise of Eugenics and so-called racial-cleansing endeavors originating in German-speaking Europe. This is accomplished through the engagement with various media, including literature, film/documentary, scholarly articles, and contemporary media outlets (German newspapers, social media, etc.).

Some of the texts assigned to provide students with a foundational understanding of the creation of race as a construct with an emphasis on Blackness include:

- Honeck, Mischa, et al., editors. "Introduction." *Germany and the Black Diaspora: Points of Contact, 1250-1914*, 1st ed., Berghahn Books, 2013, pp. 1–18. <https://library.ohio-state.edu/record=b7394692~S7>
- "Precolonial Images of Africa, Colonialism, and Fascism" in *Showing Our Colors : Afro-German Women Speak Out*, Amherst, Mass: University of Massachusetts Press. <https://library.ohio-state.edu/record=b5353985~S7>. p. 3-15.
- Meyns, C. 2019. "Anton Wilhelm Amo's Philosophy of Mind." *Philosophy Compass* 14 (3). doi:10.1111/phc3.12571.
- Menn, Stephen, and Justin E. H. Smith. "1 - Introduction." In *Anton Wilhelm Amo's Philosophical Dissertations on Mind and Body*, edited by Stephen Menn and Justin E. H. Smith, 0. Oxford University Press, 2020. <https://doi.org/10.1093/oso/9780197501627.003.0001>. p.1-19.
- Fatima El Tayeb. 1999. "'Blood Is a Very Special Juice': Racialized Bodies and Citizenship in Twentieth-Century Germany." *International Review of Social History* 44 (December): 149–69. <https://search-ebshost-com.proxy.lib.ohio-state.edu/login.aspx?direct=true&db=edsair&AN=edsair.doi.....5bb8c08bff49bd274b0b735d133b2370&site=eds-live&scope=site>.

Expected Learning Outcome 1.2: Successful students are able to explain how categories including race, gender, and ethnicity continue to function within complex systems of power to impact individual lived experiences and broader societal issues.

Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Students will read texts that focus on the construction of race in a German cultural context that include pre-colonial perceptions of Other, German participation in and rationalization for Colonialism, the sterilization program in the Rhineland, and the forced participation of members of the African diaspora in traveling shows, human zoos, film, and theater.

Readings assigned that contribute to achieving this outcome include:

- “Precolonial Images of Africa, Colonialism, and Fascism” in *Showing Our Colors : Afro-German Women Speak Out*, Amherst, Mass: University of Massachusetts Press. <https://library.ohio-state.edu/record=b5353985~S7>. p. 3-15.
- Afro-German Topics: Honeck, Mischa, et al., editors. “Introduction.” *Germany and the Black Diaspora: Points of Contact, 1250-1914*, 1st ed., Berghahn Books, 2013, pp. 1–18. *JSTOR*, www.jstor.org/stable/j.ctt9qcz8z.5
- “The Germans in the Colonies” in *Showing Our Colors : Afro-German Women Speak Out*. Amherst, Mass: University of Massachusetts Press. <http://search.ebscohost.com.denison.idm.oclc.org/login.aspx?direct=true&db=e000xna&AN=22390&site=ehost-live>, p.19-41.
- Smith, Woodruff D. “Chapter 1: Prelude to Empire.” In *The German Colonial Empire*. Chapel Hill: The University of North Carolina Press. 1978. <http://search.ebscohost.com.denison.idm.oclc.org/login.aspx?direct=true&db=e000xna&AN=552020&site=ehost-live>.
- Muschalek, Marie. “Introduction: Everyday Violence and the Colonial State.” In *Violence as Usual: Policing and the Colonial State in German Southwest Africa*. Ithaca: Cornell University Press, 2019. <https://tinyurl.com/y9pxtoch>
- Campt, Tina. “Chapter I: ‘Resonant Echoes’ – The Rhineland Campaign and Converging Specters of Racial Mixture.” *Other Germans: Black Germans and the Politics of Race, Gender, and Memory in the Third Reich* (Ann Arbor: University of Michigan Press, 2004). p.31-50; 50-62.
- Zeitleiter, Annika. „[Human Zoos: When people were the exhibits](#)” Deutsche Welle. March 10, 2017.

Expected Learning Outcome 1.3: Successful students are able to analyze how the intersection of categories including race, gender, and ethnicity combine to shape lived experiences. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Students in this course explore the lived experiences of Afro-Germans in both the 20th and 21st century through the assignment of sources from autobiographical texts and documentary film. Contributing to the achievement of ELO 1.3 is a screening of *Audre Lorde – The Berlin Years 1984-1992*, which illustrates the international exchange and negotiation of identity as it was/is created in conjunction with other members of the African diaspora. Topics of race, ethnicity, gender expression, social expectation of said expression(s), the German Black Feminist Movement, and sexual orientation and expression interconnect in this segment of the semester.

Assigned readings and documentaries contributing to the accomplishment of ELO 1.3 include:

- *Audre Lorde – The Berlin Years 1984-1992* (2012, dir. Dagmar Schulz, English Subtitles)
- Florvil, Tiffany N. “Black German Women and Audre Lorde,” in *Mobilizing Black Germany: Afro-German Women and the Making of a Transnational Movement*. Chicago: University of Illinois Press, 2020. P.25-42.
- Excerpts: Ayim, May, 1960-1996 and Anne V. Adams. 2003. [Blues in Schwarz Weiss. Orlando Verlag. p.”Grußwort”; 18-19; 25; 82-83; “May Ayim.” // *Blues in Black and White: A Collection of Essays, Poetry and Conversations*. Trenton, N.J: Africa World Press. p.4-17.](#)
- *Showing Our Colors : Afro-German Women Speak Out*. Amherst, Mass: University of Massachusetts Press.
<http://search.ebscohost.com.denison.idm.oclc.org/login.aspx?direct=true&db=e00xna&AN=22390&site=ehost-live>.
- “Afro Germany - being black and German | DW Documentary” ([YouTube – English voice-over](#)) // “Afro.Deutschland | DW Deutsch” ([YouTube – Original German](#))
- Nieman, Susan. *Learning from the Germans*. “Rights and Reparations.” P.308-317.
- *DANKE - a Short Film (Engl. “THANK YOU”)*, 2020.
https://www.youtube.com/watch?v=rVrt2tpC7_0.

Expected Learning Outcome 1.4: Successful students are able to evaluate social and ethical implications of studying race, gender, and ethnicity. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Over the course of the semester, students will read the memoir of Afro-German actor, journalist, and activist Theodor Wonja Michael. Certain chapters of Michael’s book detail the social structure of early- to mid-20th Century Germany, how the Weimar Era saw the gradual, yet consequential, transition into Nazi rule, and does so from the perspective of Michael’s lived experiences. Coupled with the readings from Michael’s

memoir is information about the rise of Eugenic thought and “science,” the social investment of blood in a German historical context, and Nuremberg Race Laws.

Readings assigned that contribute to the accomplishment of ELO 1.4 include:

- Michael, Theodor. “The Reichstag is Burning,” “Circus Child,” “On my Knees in Gratitude;” “Lord is My Shepherd;” “The Nuremberg Laws.” *Black German: An Afro-German Life in the Twentieth Century*, p.30-38; 51-58.
- “The Nuremberg Race Laws.” Accessed February 28, 2023. <https://encyclopedia.ushmm.org/content/en/article/the-nuremberg-race-laws>.
- Fatima El Tayeb. 1999. “‘Blood Is a Very Special Juice’: Racialized Bodies and Citizenship in Twentieth-Century Germany.” *International Review of Social History* 44 (December): 149–69. <https://search-ebscohost-com.proxy.lib.ohio-state.edu/login.aspx?direct=true&db=edsair&AN=edsair.doi.....5bb8c08bff49bd274b0b735d133b2370&site=eds-live&scope=site>.

GOAL 2: Successful students will recognize and compare a range of lived experiences of race, gender, and ethnicity.

Expected Learning Outcome 2.1: Successful students are able to demonstrate critical self-reflection and critique of their social positions and identities. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

- **Journal Entries (Contributing to 20% of the course grade):** For this course, students will write five journal entries of 500+ words that synthesize the texts discussed over the semester. Students will be given optional prompts to which they may respond. Prompts include the designation of texts to bring into conversation, and questions for reflection that they can respond to in their submission. If a student prefers to create their own prompt, they will be required to bring no fewer than two texts discussed in class in conversation with one another. All students will synthesize their points from the designated texts in conversation by detailing what information is new and/or serves to broaden their scope and understanding of the many politics interwoven in the construction of and issues pertaining to race, ethnicity, and gender diversity.
 - **Flipgrid:** Periodically over the course of the semester, students will record and post short (4+ minute) reflection videos, where they respond to a prompt and discuss the topics, texts, themes, and figures of the course. A Flipgrid assignment may function similar to a Journal entry and *may* be offered as an alternative to a written Journal submission.
- **Presentation (Contributing to 20% of the course grade):** Each student will give a 7-10 minute presentation on a subject pertinent to the class over the

course of the semester. Students will sign-up for a date/subject and present during class on the day they selected. Each presentation will provide synthesizing and/or additional information beyond that which is assigned as homework for the day. The supplemental information provided by each student is encouraged to be in conjunction with their individual interests, yet still related to the subject at hand for discussion the day of their presentation (ex. biographical information about the historical figure, contextual information about poem, etc.).

- **Discussion Lead (Contributing to 5% of the course grade):** Over the course of the semester, each student will sign up to submit 3+ discussion questions for a class meeting. Questions are required to be open-ended (rather than content/accuracy-based to the text(s) for the day – however, quote- or excerpt reflection questions are acceptable) to encourage student reflection on the subject(s) at hand.
- **Course Portfolio Website (Contributing to 20% of the course grade):** Over the course of the semester, students will contribute to a course portfolio that will be submitted at the end of the semester. The course portfolio will take shape as an u.osu.edu website and linked to Cynthia’s page that she will create specifically for this course design. Cynthia discussed this multimodal platform format with DH librarian Leigh Bonds in addition to the assignment design in accordance with Cynthia’s completion of the DH Pedagogy endorsement during SP ‘23. Students will submit their website link at the end of the semester via CarmenCanvas. Any and all materials submitted for class are eligible for inclusion. Additional, supplemental materials (including articles, films, creative creations, etc. engaged with while working on the final paper) are also required to be a part of one’s portfolio. At the start of the semester, the first “item” for inclusion is a write-up expressing the student’s prior knowledge in the subject of Afro-German history and culture, what they hope to get out of the class, naming biases, and what inspired their interest in the course. The final entry will be a concluding assessment, where the student will revisit their first entry journal and reflect on the topics they found the most impactful in the class.
- **Final Paper (submitted as part of the Portfolio - Contributing to 20% of the course grade):** Students will write a final paper that is 5 pages in length, submitted via CarmenCanvas, and write an abstract and publish it (with any supplemental and/or additional media) on their website portfolio. This assignment takes shape as a research paper with the requirement that each student will choose a text/subject/theme discussed over the course of the semester and engage in researching a subject in greater detail. This paper is expected to engage in 2+ scholarly works in addition to texts that we explore in class. An outline and abstract draft (250-words, max.) for this assignment are due in Week 11 of the semester and require peer-review/peer-to-peer feedback.

Expected Learning Outcome 2.2: Successful students are able to recognize how perceptions of difference shape one’s own attitudes, beliefs, or behaviors. Please link

this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

As students are introduced to Theodor Wonja Michael's life story, they will also watch the 2001 drama *Nowhere in Africa* – a story about a German-Jewish family that flees the rise of National socialism and seeks refuge as farmers in 1930s Kenya. The biographical text provides students with witness accounts from the perspective of an Afro-German man whose 94 years of life allowed him to witness milestones in German perceptions of race, the violence that resulted from Eugenic thought, the rise and fall of Nazi Germany, the establishment of a unified Afro-German identity, and who experienced the cultural shifts pertaining to race as it related to his profession(s) and financial stability. Michael invests his text with details of how he and his fellow members of the Black diaspora residing in Germany had to constantly adapt to the tense cultural climate of the 1930s and 1940s, and contend with the instability of bureaucratic systems that denied them acknowledgement and recognition as “belonging” to Germany. In correlation, students will examine the politics of erasure, recognition, and acknowledgement as they relate to the adoption of identity.

The drama *Nowhere in Afrika* provides students with a fictional account that thematizes the politics of Othering that, in many respects, bridges Jewish history in Germany with that of the cultural reverberations stemming in Germany's colonial history. The drama is an adaptation of Stefanie Zweig's 1995 best-selling autobiographical novel of the same name. The narrative of the film provides students with multiple points of intersection between Othering, eugenicist thought, xenophobia, racist stereotyping, and the fickle assignment of “civility” as it relates to cultural investment in race as a construct. The film also thematizes gender roles, hierarchical systems of power (and the construction and reinforcement of that power), and provides historical references to the Second World War and the Holocaust.

- Michael, Theodor. “Our Roots in Cameroon;” “My Father's Story;” “The Human Menagerie.” *Black German: An Afro-German Life in the Twentieth Century*, p.17-26.
- Film discussion: *Nirgendwo in Afrika / Nowhere in Africa*. Access through Kanopy: <https://www.kanopy.com/en/osu/video/4606360>

Expected Learning Outcome 2.3: Successful students are able to describe how the categories of race, gender, and ethnicity influence the lived experiences of others. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met.

Students in this course are assigned a selection of complementary tasks to complete as homework and serve as additional preparation for in-class discussion. Included in these assignments are a video worksheet coupled with the *Deutsche Welle* documentary “Afro Germany - Being Black and German | DW Documentary” ([YouTube – English voice-over](#)). The documentary is coupled with contemporary discussions of race in Germany and provides students with points of comparison to current conversations around race that continue to resonate in American society.

- El-Tayeb, Fatima. 1999. “‘Blood Is a Very Special Juice’: Racialized Bodies and Citizenship in Twentieth-Century Germany.” *International Review of Social History* 44 (January): 149–69. [https://search-ebscohost-com.proxy.lib.ohio-state.edu/login.aspx?direct=true&db=edsjrs&AN=edsjrs.26405298&site=eds-live&scope=site](https://search.ebscohost.com.proxy.lib.ohio-state.edu/login.aspx?direct=true&db=edsjrs&AN=edsjrs.26405298&site=eds-live&scope=site).
- “Afro-Germans After 1945: The So-called Occupation Babies” in *Showing Our Colors : Afro-German Women Speak Out*. Amherst, Mass: University of Massachusetts Press. <http://search.ebscohost.com.denison.idm.oclc.org/login.aspx?direct=true&db=e000xna&AN=22390&site=ehost-live>, p. 77-112.
- “Is the street name 'Uncle Tom' racist?” 03.08.2020. <https://www.dw.com/en/is-the-street-name-uncle-tom-racist/a-54416596>
- Alistair Walsh, “Berlin sees fresh Black Lives Matter protest” Deutsche Welle, June 27, 2020, <https://p.dw.com/p/3eQjf> (text + videos)
- Articles on Colonialism and Accountability:
 - “[Did Germany offer 10 Mil Eur for colonial-era genocide in Namibia?](#)” (Aug. 13, 2020)
 - dw.com. “Namibia Rejects German Reparations Offer – DW – 08/12/2020.” Accessed February 28, 2023. <https://www.dw.com/en/namibia-germany-reparations/a-54535589>.
 - dw.com. “Berlin Confronts Germany’s Colonial Past – DW – 01/19/2020.” Accessed February 28, 2023. <https://www.dw.com/en/berlin-confronts-germanys-colonial-past-with-new-initiative/a-52060881>.
 - Reuters. “Germany Colonial-Era Genocide Reparations Offer Not Enough – Namibia Vice President.” *Reuters*, June 5, 2021, sec. Africa. <https://www.reuters.com/world/africa/germany-colonial-era-genocide-reparations-offer-not-enough-namibia-vice-2021-06-04/>.
 - Walfisz, Jonny. “Germany Returns Stolen Colonial Treasures to Namibia.” *euronews*, May 25, 2022. <https://www.euronews.com/culture/2022/05/25/germany-returns-stolen-colonial-treasures-to-namibia-as-reparations-continue>.
 - Optional Reading: Perry, Kennetta Hammond and Kira Thurman. Guest Poster. “Black Europe: A Useful Category of Historical Analysis.” *AAIHS*, December 20, 2016. <https://www.aaihs.org/black-europe-a-useful-category-of-historical-analysis/>.

German Major--Curriculum Map

B = Beginning
I = Intermediate
A = Advanced

Apr 2023 update

	Cultural Knowledge & Awareness	Compre-hension	Speaking	Critical Analysis	Writing & Critical Expression
Core Required Courses					
1101.01 German 1 -GE	B	B	B		B
1101.02 German 1 (DL) -GE	B	B	B		B
1101.51 German 1: Self-paced -GE	B	B	B		B
1102.01 German 2 -GE	B	B	B		B
1102.02 German 2 (DL) -GE	B	B	B		B
1102.51 German 2: Self-paced -GE	B	B	B		B
1103.01 German 3 -GE	B/I	B/I	B/I		B/I
1103.02 German 3 (DL) -GE	B/I	B/I	B/I		B/I
1103.51 German 3: Self-paced -GE	B/I	B/I	B/I		B/I
2101 Texts & Contexts 1: Contemporary Germany	I	I	I	B/I	I
2102 Texts & Contexts 2: 20 th -century Germany	I	I	I	I	I
3101 Texts & Contexts 3: Historical Perspectives	I/A	I/A	I/A	I	I
3102 News & Views: Current Issues	I/A	I/A	I/A	I	I
2350 Introduction to German Studies	B			B/I	I
3689 or equiv. (data) Words Across the World				I	I
Advanced Required Courses					
3200 Topics in German Literature, Art and Film	I	I	I	I	I
3300 Topics in German Culture Studies, Social and Intellectual History	I	I	I	I	I
3600 Topics in German Linguistics/Language	I	I	I	I	I
3602 German for the Professions 1	I	I	I	I	I
3603 Translation 1	I	I	I	I	I
4200 Senior Seminar in German: Literature, Art and Film (German)	A	A	A	A	A
4300 Senior Seminar in German: Culture Studies, Social and Intellectual History (German)	A	A	A	A	A
4600 Senior Seminar in German: Linguistics/Language (German)	A	A	A	A	A
4602 German for the Professions 2	A	A	A	A	A
4603 Translation 2	A	A	A	A	A
Advanced Required Courses in English					
4250 Senior Seminar in German Studies: Literature, Art and Film (English)	A			A	A
Elective Courses in German					
5602 ALI: German for the Professional World	A	A	A	A	A

	Cultural Knowledge & Awareness	Comprehension	Speaking	Critical Analysis	Writing & Critical Expression
Elective Courses in English					
2250 Berlin: Stories, Languages, and Ideas GE	B			B	B
2251 German Literature and Popular Culture GE	B			B	B
2252H The Faust Theme GE	B			B	B
2253 Magic, Murder and Mayhem GE	B			B	B
2254.01 Grimms' Fairy Tales and their Afterlives GE	B			B	B
2254.02 (DL) Grimms' Fairy Tales and their Afterlives GE	B			B	B
2255 Postwar Germany and Japan GE	B			B	B
2256 Fan Fiction: From Homer to Harry Potter GE	B			B	B
2310 Introduction to Literature, Culture, and the Environment	B			B	B
2352 Dresden Yesterday and Today GE	B			B	B
2367 German Literature and American Culture GE	B			B	B
2451 Hollywood: Exiles and Émigrés GE	B			B	B
2798.02 Berlin, Then and Now: People, Places, and Experiences GE	B			B	B
3252.01 The Holocaust in Literature and Film GE	I			I	I
3252.02 (DL) The Holocaust in Literature and Film GE	I			I	I
3253 The German Experience in American GE	I			I	I
3254H Representations and Memory of the Holocaust in Film GE	I			I	I
3256 Coming to Terms with the Holocaust and War in Germany: <i>Vergangenheitsbewältigung</i> GE	I			I	I
3317 Black Identity & Culture in German-Speaking Europe GE	I			I	I
3351 Democracy, Fascism and German Culture GE	I			I	I
3352 Dresden Yesterday and Today GE	I			I	I
3353H German Intellectual History: Marx, Nietzsche, and Freud GE	I			I	I
3451H Religion in Modern German Literature and Philosophy GE	I			I	I
4191 Internship in German	A			A	A
4252 Masterpieces of German Literature GE	A			A	A
4670H Cinema and the Historical Avant Garde GE	A			A	A

Appendix

Program Goals of the German Major at The Ohio State University

Linguistic Proficiency Students demonstrate linguistic proficiency in German at the B2 or C1 level of CEFR, they reflect on their own language and gain translation skills.

Knowledge Students demonstrate knowledge of German Linguistics, German History, German Cultural Achievements, and the current German-speaking world.

Critical Analysis Students demonstrate the ability to undertake critical reading and analysis of texts, to interpret cultural products and events within relevant contexts, and to express ideas and perspectives clearly, cogently and persuasively.

Understanding/Perspective Students demonstrate an understanding of differences in verbal and nonverbal communication, recognize cultural differences and similarities, and gain perspective on their own world view and cultural values.

Research/Inquiry Students demonstrate the ability to use sophisticated tools for research and knowledge acquisition, and to evaluate the validity of resources available in the media landscape.