

Dr. Emily Frazier-Rath, Ph.D.
(Pronouns: she/her/hers)
Visiting Assistant Professor of German Studies
Department of German Studies
Davidson College
Office: 218 Watson, Phone ext. 2-3126
Email: emfrazierath@davidson.edu

Office Hour: Mondays, 1:30-2:30pm, or by appointment
Dr. Rosemarie Peña, Ph.D.
(Pronouns: she/her/hers)
President, Black German Heritage & Research Association

Email: rosemarie.pena@ubc.ca

Black German Art & Resistance

GER 251 (Fulfills LTRQ)

Fall 2023

Tuesdays and Thursdays 1:40-2:55pm

Chambers 2416, Zoom

Course Description

Taught in English, this class explores contemporary literature, music, film, poetry, theater, and activism that has been written, created, performed, and enacted by Afro- and Black-Germans. Taking special care to center the voices and works of Afro- and Black-Germans and the work of BIPOC scholars, our topics will include (re)unification and (German) identity, memory culture, the politics of representation, East Germany, racisms, resistance and forms of activism, coalition- and solidarity-building, and more. Central to the class is our collaboration with the Black German Heritage & Research Association (BGHRA) and its president, Dr. Rosemarie Peña.

Satisfies the Literary Studies, Creative Writing, and Rhetoric requirement.

Course Goals

- Collaborate with and co-create a learning community together with Dr. Rosemarie Peña and the Black German Heritage & Research Association (BGHRA);
- Conduct collaborative research that will ultimately feature on the BGHRA website, and add to the growing BGHRA archives in accordance with BGHRA aims and values;
- Demonstrate an understanding of German culture and history, especially as they have been shaped by Black Germans and Black people in Germany;
- Using the tools of transnational feminist cultural studies, analyze, contextualize, and interpret a range of literary, artistic, and cultural contributions of Black people in Germany;
- Improve critical reading and writing skills;

- Think critically about our own positionalities vis-à-vis the material in the class;
- Investigate ways in which our learning in the classroom can have impact outside it;
- Reflect on our own learning processes.

Course Expectations

This is a discussion-based class and attendance is mandatory. As a student, you are expected to come to class, to be respectful, to be prepared, to participate, and to take responsibility for your own learning.

Preparation means...

you have read the texts, watched the films, listened to the music, or whatever you are asked to do for that day of class. You have engaged meaningfully with the material, which means you have:

- read/viewed/listened to it,
- thought about it on its own,
- thought about it in relation to other course materials,
- taken notes on the material and on your thoughts about it,
- written down any questions you have for the class, as well as anything you thought was particularly confusing or thought-provoking.

The general rule of thumb as an undergrad is that for every hour of class you have per week, you should spend 3 hours working on materials for that class at home. For this class, that means 9 hours.

Research shows that you learn better by taking your own notes, outlining texts in your own way, and organizing the information for yourself. We will be working on these skills this semester. [Here](#) is one article that explains some research behind this idea.

As instructors, we are expected to...

come to class, to be respectful, to be prepared, to provide you with interesting materials, to facilitate meaningful discussions, to challenge you and push you beyond your comfort zone, and to support you as you learn and as you progress in your studies.

Please note: Dr. Frazier-Rath is always happy to answer questions per email. Please allow 24 hours for me to respond to you. If you'd like to meet with me, no need to email! Simply make an appointment via my Calendly link, or come to my office hour Mondays from 1:30-2:30pm in Watson 218.

Student Evaluation

35%	Preparation for Class, Class Participation & Attendance
25%	Reflection Journal
15%	Presentation
25%	Final Project

A Note on Participation:

Participation means coming to class, first and foremost. It also means contributing meaningfully to class discussions, working as a team in pairs and groups, listening to what your instructor and classmates are saying, and referencing your text when appropriate. Cell phones are not allowed in class, and the use of laptops or tablets should be restricted to taking notes, not visiting websites, messaging, or using social media. Research (like the articles listed [here](#)) has shown that using electronics in the classroom is distracting for the person using them, as well as for the people sitting around that person. *If you must use your phone, please leave the classroom.*

Attendance Policy

You are allowed to miss two class sessions this semester without penalty. You did not need to provide a reason or justification for missing these two sessions, but please let us know as soon as you do that you will not be in class. You are responsible for all course material, including what is covered on days you are absent. Please make arrangements with a friend from the class or with us to go over what you missed. After two absences, we need to meet to discuss the impact more absences will have on your grade.

Deutsch

For those of you who speak and/or are learning German, Dr. Frazier-Rath is happy (Nein! Enthusiastic about!) holding an extra hour of class weekly or every other week to discuss materials in German. I am always happy to provide materials in German when they are available, and will normally do so on Moodle.

Required Texts

We will provide you with online/digital versions of all texts for this course. If you prefer hard copies/book versions, please let us know, and we will provide you with all the publishing information so that you can order the most pertinent texts (or simply those that interest you!). All of our materials can be found on our course Moodle page.

Research and Digital Project Assistance

Set up an appointment with an expert to get help with research and digital tools:
<https://davidson.libguides.com/research-assistance>.

Accommodation for Disabilities

The college welcomes requests for accommodations related to disability and will grant those that are determined to be reasonable and maintain the integrity of a program or curriculum. To make such a

request or to begin a conversation about a possible request, please contact the Office of Academic Access and Disability Resources by emailing AADR@davidson.edu. It is best to submit accommodation requests within the drop/add period; however, requests can be made at any time in the semester. Please keep in mind that accommodations are not retroactive.

Preferred Student Names and Pronouns

Davidson College recognizes that students' legal information doesn't always align with how they identify. Students may update their preferred names and pronouns via the student portal; those preferred names and pronouns are listed on instructors' class rosters. In the absence of such updates, the name that appears on the class roster is the student's legal name.

Religious Holidays

Campus policy regarding religious observances requires that faculty make every effort to deal reasonably and fairly with all students who, because of religious obligations, have conflicts with scheduled exams, assignments or required attendance. In this class, please simply email me when you know that you will miss a class due to a religious holiday.

Support outside the course

More information is available on Moodle.

The counseling office offers free counseling to all enrolled Davidson Students. Please note that all college services are available to those who have experienced violence or sexual misconduct of any kind, regardless of whether a student intends to file a formal complaint. Resources for students are listed under “General Student Resources” on our Moodle site and include:

- Carley Dix, Title IX Coordinator, Dean of Students Office: 704-894-2225
- Student Health and Counseling: 704-894-2300
- Chaplain’s Office: 704-894-2423
- Georgia Ringle, Health Educator: 704-894-2902
- Campus Police: 704-892-7773 (non-emergencies) or 911 (emergencies)
- Town of Davidson Police Department: 704-892-5131

Course Calendar (Subject to Change)

We ek	Date	Topic	Assignment (Due on the date listed)
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1	Tuesday, August 29	<i>Introductions</i>	
	Thursday, August 31	<i>The BGHRA & Our Project</i> (Zoom)	Explore: BGHRA.org Read: Scholarly Activism: The Black German Heritage and Research Association (BGHRA) and Black German Studies in the United States (Peña)
2	Tuesday, September 5	<i>Sam, a Saxon</i> East Germany: A Short History	Watch: Sam, a Saxon, Episodes 1-2 Begin journaling.
	Thursday, September 7	<i>Sam, a Saxon</i> Modes of Resistance (Zoom)	Watch: Sam, a Saxon, Episodes 3-4
3	Tuesday, September 12	<i>Sam, a Saxon</i>	Watch: Sam, a Saxon, Episodes 5-6 Don't forget to continue journaling . You should aim to write/create two entries per week.
	Thursday, September 14	<i>Sam, a Saxon</i> (Zoom)	Watch: Sam, a Saxon, Episode 7
	Sunday, September 17	Dinner with the cast and creators of <i>Sam, a Saxon</i> 6:30 (hor d'oeuvres), 7:00 dinner Alumni House Please RSVP to Dr. Frazier-Rath by Tuesday, September 12 at the latest!	
4	Monday, September 18	Lunch with the cast and creators of <i>Sam, a Saxon</i> 1-3pm (come when you can, leave when you must) 900 Room, Alvarez Student Union (3rd Floor) Please RSVP to Dr. Frazier-Rath by Tuesday, September 12 at the latest! MANDATORY! A Conversation with the Cast and Creators of <i>Sam, a Saxon</i> 7-9pm Duke Family Performance Hall, Alvarez Student Union Please secure (free) tickets here:	

		https://www.etix.com/ticket/p/92884073/the-bghragerman-studiesand-german-embassy-presen-tsama-saxon-qa-with-the-cast-and-crew-davidson-duke-family-performance-hall-davidson-coll-ge	
	Tuesday, September 19	<i>Sam, a Saxon: Debrief</i> (Zoom)	PLEASE NOTE: WE ARE SWITCHING TO ZOOM TODAY, AND WILL HAVE CLASS IN PERSON ON THURSDAY FOR THIS WEEK ONLY!!
	Thursday, September 21		No class today.
5	Tuesday, September 26	The African Diaspora in Europe (In person)	Read: “Pan-Africanism and the African Diaspora in Europe” (McEachrane) Read: “On Conceptualising African Diasporas in Europe” (McEachrane) Watch:  A Conversation with Dr. Michael McEachrane Find Out: Check out the links to documents and videos featuring Dr. McEachrane, and explore how his career has unfolded (especially from 2014 to the present > ENPAD > EU > UN > ?)
	Thursday, September 28	Germany’s Black Diaspora	Read: Making Visible the Invisible: Germany's Black diaspora, 1880s -1945 (Aitken) Read: Workshop Materials (from Dr. Robbie Aitken) (on Moodle) Peruse: Folder entitled “Readings and Resources: German Colonialism” Read (optional, but encouraged): “AKA - Sarah Baartman” (Henderson) Watch (optional, but encouraged): <i>Angelo</i> Read (optional, but encouraged): “More about Mmadi-Make aka ‘Angelo Soliman’” (on Moodle) Keep journaling!
6	Tuesday, October 3	<i>Majub’s Journey</i>	Watch: <i>Majub’s Journey</i> (Knopf, 2013)

	Thursday, October 5		First Journal Submission Read: <i>Racism: A Very Short Introduction</i> , Ali Rattsansi (Chapters 2-3)
During weeks 7-16 we will be engaging in conversations with various artists, activists, and scholars primarily on Thursdays via Zoom. Each conversation will require that you engage with our guest’s work prior to their visit, and then send a discussion question to Dr. Frazier-Rath no later than by 1pm on the day our conversation will take place. Please find examples of conversations we held in our previous classes here: BLACK GERMANS - YouTube			
7	Tuesday, October 10	<i>No class - Fall break</i>	
	Thursday, October 12		
8	Tuesday, October 17	<i>“The Moral Responsibility of the Artist”</i>	Watch / Listen to: “The Moral Responsibility of the Artist” (James Baldwin, 1963) Read: <i>Racism: A Very Short Introduction</i> , Ali Rattsansi (Chapters 4-5)
	Thursday, October 19		Journals returned. Read: ABOUT laurencox and watch her TEDx performance here: A Spark of Passion that Shaped a Lifetime Watch:  A Conversation with Lauren & Beatrice Cox
9	Tuesday, October 24	<i>Daima</i>	Read: <i>Daima</i> (ed. Sharon Dodua Otoo), pgs. 1-47 Read: <i>Camera Lucida</i> (Roland Barthes)
	Thursday, October 26		Read: <i>Daima</i> (ed. Sharon Dodua Otoo), pgs. 48-end Due Today: “Zero Draft” of Final Project Idea
10	Tuesday, October 31		Question for Elisabeth is due by 12pm to Drs. Frazier-Rath and Peña Zoom Today: A Conversation with Elisabeth Clarke-Hasters
	Thursday, November 2	<i>No class today. Dr. Frazier-Rath is attending an academic conference.</i>	

11	Tuesday, November 7	Debriefing	
	Thursday, November 9	Etab Hreib (please note, we are meeting in person today in the Carolina Inn)	Look: Etab Hreib's Work (on Moodle) Question for Etab is due by 12pm to Drs. Frazier-Rath and Peña Chatting and Painting with Syrian Artist Etab Hreib (Carolina Inn, during our normal class time.) Thank you to Dr. Rebecca Joubin in Arabic Studies for this opportunity.
12	Tuesday, November 14	Thinking about Painting as Resistance	Watch: A Conversation with Zari Harat (2022) Look: Zari's Artwork (Link on Moodle) Read: "How to View a Painting"
	Thursday, November 16		Question for Zari is due by 12pm to Drs. Frazier-Rath and Peña Zoom Today: A Conversation with Zari Harat
13	Tuesday, November 21	Writing as Resistance	Read: Excerpts from <i>Un-fulfilled: Lyrik und Kurzgeschichten über Identität, die Freiheit und das Leben</i> (Lena Whooo) (on Moodle) Read: "How to Read a Poem"
	Thursday, November 24	<i>No class - Thanksgiving Break</i>	
14	Tuesday, November 28		Question for Lena is due by 12pm to Drs. Frazier-Rath and Peña Zoom Today: A Conversation with Lena Whooo Watch: DNA Poerty Performance by Lena Whooo Lena Whooo reading a shortstory at Viefelfeld Fest in Bielef... REPETITIVE THOUGHTS - MELT Performance by Lena Who...
	Thursday, November 30	Debriefing	
15	Tuesday, December 5	Final Conversations	

	Thursday, December 7	Final Presentations Presentations should be 5 minutes in length, include any visuals that might help us understand your project, and should include the following elements: 1. <i>Project Details</i>: What is your project? Who or what are the objects of your study? How will you empower / give agency to / allow space for the people in your project to share their perspectives and voice? 2. <i>Context</i>: How does it fit into the class? How does it fit into the BGHRA’s vision/mission/archive? 3. <i>Audience</i>: Who is it for? (Remember: your project should be <u>FOR</u> Black Germans/Europeans (broadly understood, as we consider both Imani Jones-Pugh AND Amal Abbass in this definition) 4. <i>Positionality</i>: How are you included in this project? Where are you in it? What does it mean to you to be in it? 5. <i>Citations</i>: What are your sources? (Note: this does not have to be “academic” sources. Hopefully we have proven to you over and over again throughout the course how knowledge is created and exists in many forms.) Presentations do not need to be anything fancy, but need to include all of this information. With 9 of you presenting in 6 groups for 5 minutes each, hopefully this will leave us with adequate time for Q&A. Final Journal Hand-in (Due by Midnight on Sunday, December 10)
16	Friday, December 15	Final Projects AND Letter (Details Below) Due to Both Dr. Peña and Me by 5pm! In your letter, you should ● talk about your learning: what you’re proud of, what worked well, what you’re curious about, what’s especially difficult for you, what you still need to work on; ● include some notes about your thoroughness and care in working through the course assignments, and in preparing for our conversations with our guests and with each other; ● talk about how your progress and learning is reflected in your assignments (the journals and your final project) (or not); This letter will need to be about a page, 200–300 words. At the end of the letter, assign yourself a letter grade for the course that you feel reflects your learning. We reserve the right to raise a grade, but not to lower a grade.