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Black German Art & Resistance

GER 251 (Fulfills LTRQ)

Fall 2021

Tuesdays and Thursdays 9:50-11:05am

Chambers 1046, 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.

Student Evaluation

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

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.

Access

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, which is located in the Center for Teaching and Learning in the E.H. Little Library: Beth Bleil, Director, [bebleil@davidson.edu](mailto:bebleil@ davidson.edu), 704-894-2129; or Alysén Beaty, Assistant Director, albeaty@davidson.edu, 704-894-2939. 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

Religious Observances

Please look carefully at the syllabus during the first week of class. If any of the assignments conflict with a major religious holiday for your faith, please let me know. I will make every effort to provide the necessary accommodations.

Names and Gender Pronouns

Class rosters are provided to the instructor with the student's legal name. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records.

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)

Week	Date	Topic	Assignment (Due on the date listed)
1	Tuesday, August 24	<i>Introductions</i>	

	Thursday, August 26	<i>The BGHRA & Our Project</i>	<p>Explore: BGHRA.org</p> <p>Read: Scholarly Activism: The Black German Heritage and Research Association (BGHRA) and Black German Studies in the United States (Peña)</p>
2	Tuesday, August 31	<i>History of Black Germany (& a Brief History of Germany)</i>	<p>Explore: Black Central Europe</p>
	Thursday, September 2	<i>Germany's Early Black Diaspora</i>	<p>Read: Making Visible the Invisible: Germany's Black diaspora, 1880s - 1945 (Aitken)</p> <p>Watch: “Anton Wilhelm Amo Fest Berlin 2021”</p> <p>Watch: “A brief history of Germany with Dr. Tiffany Florvil”</p>
3	Tuesday, September 7	<i>Colonialism</i>	<p>Read: “Advertising Chocolate, Consuming Race? On the Peculiar Relationship of Chocolate, German Colonialism, and Blackness” (Hackenesch)</p> <p>Peruse: Folder entitled “Readings and Resources: German Colonialism”</p> <p>Read (optional, but encouraged): “AKA - Sarah Baartman” (Henderson)</p> <p>Watch (optional, but encouraged): <i>Angelo</i></p> <p>Watch (optional, but encouraged): “Blackness in Germany and the AfroEuropean Diaspora” (Dr. Tiffany Florvil)</p>

	Thursday, September 9	<i>Musicians & Actors in the Interwar Period</i>	<p>Read: “When Marian Anderson Defied the Nazis” (Thurman)</p> <p>Watch: <i>Majub’s Journey</i> (Knopf)</p> <p>Revisit (Part II): Making Visible the Invisible: Germany’s Black diaspora, 1880s -1945</p>
4	Tuesday, September 14	<i>Preparation for Conversation with Dr. Michael McEachrane (Thursday)</i>	<p>Read: “Pan-Africanism and the African Diaspora in Europe” (McEachrane)</p> <p>Read: “On Conceptualising African Diasporas in Europe” (McEachrane)</p>
	Thursday, September 16	<i>Conversation with Dr. Michael McEachrane</i>	<p>Find Out About Dr. Michael McEachrane’s Work:</p> <p>Co-founder of the European Network of People of African Descent (ENPAD) in Berlin 2014</p> <p>Co-initiator of the <i>Being Black in the EU</i> (2018) report</p> <p>Contributor to several articles of the <i>European Parliament Resolution on the Fundamental Rights of People of African Descent</i> (2019)</p> <p>Involved in the recent landmark UN report <i>Agenda Towards Transformative Change for Racial Justice and Equality</i> (2021) (Watch: “Michael McEachrane: The Brutal Impacts of Systemic Racism”)</p> <p>Peruse/Skim: Report: Agenda towards transformative change for racial justice and equality</p> <p>Involved in the UN International Decade for People of African Descent</p>

			<p>2015-2024 (Watch: Midterm Review of the International Decade for People of African Descent (43.00-1.04.00))</p> <p>Contributor to the recent UNGA resolution that was passed last month for the establishment of a UN Permanent Forum of People of African Descent (Read: Establishment of the Permanent Forum of People of African Descent (Resolution Adopted Aug. 2021))</p> <p>Board Member of Black Lives Matter Sweden (BLMSWE)</p>
5	Tuesday, September 21	<p><i>Nazi Germany</i></p> <p><i>Racism and the French Occupation of the Rhineland</i></p>	<p>Watch: “Theodor Wonja Michael”</p> <p>Watch: “Marie Nejar Engl.”</p> <p>Read: <i>Racism: A Short Introduction</i> (Rattansi), Chapters 2-4 (pp. 13-68)</p> <p>Read:, “Dangerous Liaisons: Race, Nation, and German Identity” (El-Tayeb)</p>
	Wednesday, September 22	<i>German Film Night (Hance, 8:15pm): Auf den zweiten Blick (On Second Look) (Sheri Hagen, 2012)</i>	
	Thursday, September 23	<p><i>(Transnational) Adoption & the Black (German) Diaspora</i></p>	<p>Watch: Brown Babies</p> <p>Read: “Black Occupation Children and the Devolution of the Nazi Racial State” (Heide Fehrenbach)</p>
	Sunday, September 26	<i>12-3pm: Wahlparty (German Election Party) (Lilly Gallery)</i>	

6	Tuesday, September 28	Journal Hand-in 1 <i>Conversation with Imani Jones-Pugh</i>	Read: Jones-Pugh, Imani. “They call me, ‘Citizen Nowhere’: <i>A case study of One Family’s Afro-German-American Transnational Identity Formation.</i> ” Thesis, 2019. Listen: Music of Joy Denalane
	Thursday, September 30	NO CLASS TODAY (FALL BREAK)	
7	Tuesday, October 5	<i>Mobilizing Black Germany</i>	Read: Excerpts from <i>Mobilizing Black Germany</i> (Florvil) Watch: Interview with Dr. Tiffany Florvil (edX) Complete: Comprehension Question Guide Watch (Optional): Mobilizing Black Germany Book Launch: Tiffany N. Florvil in conversation with Keisha N. Blain
	Thursday, October 7		Read (Excerpts): <i>Blues in Black and White</i> (May Ayim) Investigate: ISD , ADEFRA , and International Women’s Space (IWS) Read (Excerpts): <i>Showing Our Colors: Afro-German Women Speak Out</i> (Ayim, et al., 1986)
8	Sunday, October 10	<i>Borderless & Brazen: German U-Not-Y in Context and Conversation Pastries and coffee will be served. 1-3pm, Carolina Inn</i>	
	Tuesday, October 12	<i>A Conversation with Amal Abbass, Cofounder of Stichting Inspiratie-Inc.</i>	ZOOM CLASS TODAY Review: https://www.amalabbass.org/
	Thursday, October 14	<i>A Conversation with Doris Walker-Mayberry, Denese Henderson, and Dr. Rosemarie Peña (postwar</i>	Watch: <i>Brown Babies: The Mischlingskinder Story</i> Review/Rewatch: Brown Babies

		<i>Black German adoptees speak about their experiences)</i>	
9	Tuesday, October 19	<i>Debriefing & Final Projects</i>	<p>Come to class ready to discuss last week's conversations with Amal Abbass & Doris Walker-Mayberry and Denese Walters Henderson.</p> <p>Attend: Public Lecture with Amal Abbass (4pm Eastern via Zoom)</p>
	Thursday, October 21		<p>Come to class with ideas for your final projects!</p> <p>Watch: Afro Germany - being black and German (Deutsche Welle Documentary)</p> <p>Watch: "Sylvie Nantcha Engl." and "Kevin John Edusei"</p>
10	Tuesday, October 26	<i>Conversation with Dr. Natasha Kelly, Filmmaker & PhD in Sociology & Communications</i>	<p>ZOOM CLASS TODAY</p> <p>Watch: <i>Millis Erwachen / Milli's Awakening</i> (Kelly)</p> <p>Attend: Q&A and Film-screening with Natasha Kelly (7-8:30pm), Zoom</p>
	Thursday, October 28		Watch: Yes I Am! Afro-German Youth
11	Tuesday, November 2	<i>Hip-Hop and Beyond</i>	<p>Watch: "Adriano (letzte Warnung)" (Brothers Keepers)</p> <p>Watch: Sami Deluxe (Videos TBA)</p>
	Wednesday, November 3	<p>Masel Tov Cocktail, <i>Film Screening (30 minutes) and Discussion with Directors</i></p> <p>3:30pm in Studio D, E.H. Little Library</p>	
	Thursday, November 4	<i>A Conversation with Dr. Jamele Watkins "Oppositional Gaze: Postmodernism in</i>	Listen: SXTN's "Hass Frau", "Ich bin Schwarz" and Nura's "Niemals Stress"

		<i>Contemporary German Rap</i>	Read: “Afrolocken: Natural Hair in German Literature and Media” (Watkins)
	Friday-Sunday	<i>Jewish German Memory Symposium & Salon</i>	
	Monday, November 8	<i>7pm: Trauma in the World, Trauma in the Archive (Hance Auditorium)</i>	
12	Tuesday, November 9	<i>Class Conversation with Dr. Layla Zami and Oxana Chi</i>	Zoom Class! Read: “ Dancing Through Gardens ” Read: “ Interview with Layla Zami ” Watch: Durch Gärten tanzen / Dancing Through Gardens (See Moodle for Password)
		<i>7pm: Memorial Event & Teach-In (Lilly Family Gallery)</i>	
	Thursday, November 11	<i>Discussion about Dancing Through Gardens</i>	Watch: Durch Gärten tanzen / Dancing Through Gardens (See Moodle for Password) Bring: Notes & Questions for a class discussion
13	Monday, November 15	<i>Discussion with Performer, Choreographer, and Poet Lauren Cox</i>	In preparation for our event with Lauren Cox, please explore her website here: https://www.laurencox.org/about and watch her TEDx performance here: A Spark of Passion that Shaped a Lifetime
	Tuesday, November 16	<i>Discussion about Lauren Cox’s Performance and Lecture</i>	Bring: Notes & Questions from Lauren Cox’s Performance and Talk
	Wednesday, November 17	<i>Film Screening with Director in Attendance: Becoming Black</i> 12:30-2:30pm Eastern Sign up here in advance.	

	Thursday, November 18	Conversation with Ines Johnson-Spain	Watch: <i>Becoming Black</i> (2019, Dir. by Ines Johnson-Spain)
	Sunday, November 21	<i>5pm: Germany in Cardboard (Catan Game Night) (German Speakers & Learners)</i>	
14	Tuesday, November 23	Conversation with Bassirou Camara **Final Project Meetings**	Hand In: Journal Hand-in 2 Read: Bassirou's LinkedIn page and his Twitter page Read/Look Through: BLM Berlin (I'll especially point you to these guidelines for non-Black people at BLM Protests.) Have a look at: Black Lives Matter Syllabus **You should plan on asking him about his experiences in Berlin and studying abroad in South Korea, his course of study and interests, and expect that he asks you similar things about your own lives and experiences here.
	Thursday, November 25	NO CLASS - THANKSGIVING BREAK	
15	Monday, November 29	**Final Project Meetings** Reading, Writing, Reflection, Presentations, and Exams - NO CLASS	
	Tuesday, November 30	**Final Project Meetings** Reading, Writing, Reflection, Presentations, and Exams - NO CLASS	
	Thursday, December 2	Final Presentations Zoom Class, 9:50-11:05am Presentations should be 5 minutes in length, include any visuals that might help us understand your project, and should include the following elements: <ol style="list-style-type: none"> 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 	

		<p>voice?</p> <ol style="list-style-type: none"> 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.) <p>Presentations do not need to be anything fancy, but need to include all of this information. With 8 of you presenting for 5 minutes each, hopefully this will leave us with adequate time (about 35 minutes) for Q&A.</p>
16	Friday, December 10	<p>Final Projects AND Letter (Details Below) Due to Both Dr. Peña and Me by 5pm!</p> <p>In your letter, you should</p> <ul style="list-style-type: none"> ● 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); <p>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.</p>