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# Black German Art & Resistance

GER 251 (Fulfills LTRQ)

Fall 2022

Tuesdays and Thursdays 1:40-2:55pm

Chambers 3209, 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

## 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>.

# Classroom Behavior

Both students and faculty are responsible for maintaining an appropriate learning environment in all instructional settings, whether in person, remote or online. Those who fail to adhere to such behavioral standards may be subject to discipline. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with race, color, national origin, sex, pregnancy, age, disability, creed, religion, sexual orientation, gender identity, gender expression, veteran status, political affiliation or political philosophy. For more information, see the [classroom behavior](#) policy, the [Student Code of Conduct](#), and the [Office of Institutional Equity and Compliance](#).

# Accommodation for Disabilities

If you qualify for accommodations because of a disability, please submit your accommodation letter from Disability Services to your faculty member in a timely manner so that your needs can be addressed. Disability Services determines accommodations based on documented disabilities in the academic environment. Information on requesting accommodations is located on the [Disability Services website](#). Contact Disability Services at 303-492-8671 or [dsinfo@colorado.edu](mailto:dsinfo@colorado.edu) for further assistance. If you have a temporary medical condition, see [Temporary Medical Conditions](#) on the Disability Services website.

# Preferred Student Names and Pronouns

CU Boulder 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.

# Honor Code

All students enrolled in a University of Colorado Boulder course are responsible for knowing and adhering to the [Honor Code](#). Violations of the Honor Code may include, but are not limited to: plagiarism, cheating, fabrication, lying, bribery, threat, unauthorized access to academic materials, clicker fraud, submitting the same or similar work in more than one course without permission from all course instructors involved, and aiding academic dishonesty. All incidents of academic misconduct will be reported to Student Conduct & Conflict Resolution ([honor@colorado.edu](mailto:honor@colorado.edu)); 303-492-5550). Students found responsible for violating the [Honor Code](#) will be assigned resolution outcomes from the Student Conduct & Conflict Resolution as well as be subject to academic sanctions from the faculty member. Additional information regarding the Honor Code academic integrity policy can be found on the [Honor Code website](#).

# Sexual Misconduct, Discrimination, Harassment and/or Related Retaliation

CU Boulder is committed to fostering an inclusive and welcoming learning, working, and living environment. University policy prohibits sexual misconduct (harassment, exploitation, and assault), intimate partner violence (dating or domestic violence), stalking, protected-class discrimination and harassment, and related retaliation by or against members of our community on- and off-campus. These behaviors harm individuals and our community. The Office of Institutional Equity and Compliance (OIEC) addresses these policies, and individuals who believe they have been subjected to misconduct can contact OIEC at 303-492-2127 or email [cureport@colorado.edu](mailto:cureport@colorado.edu). Information about university policies, [reporting options](#), and support resources can be found on the [OIEC website](#).

Please know that faculty and graduate instructors have a responsibility to inform OIEC when they are made aware of any issues related to these policies regardless of when or where they occurred to ensure that individuals impacted receive information about their rights, support resources, and resolution options. To learn more about reporting and support options for a variety of concerns, visit [Don't Ignore It](#).

## 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.

See the [campus policy regarding religious observances](#) for full details.

## 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)

Important Dates:	First Journal Submission	October 6 (last class before fall break)
	Final Presentations	December 6 (second-to-last day of classes)
	Final Journal Submission	December 8 (last day of classes)
	Final Project Due	December 16 (last day of semester)
	No class	November 10 (Emily at conference)

Week	Date	Topic	Assignment (Due on the date listed)
1	Tuesday, August 30	<i>Introductions</i>	
	Thursday, September 1	<i>The BGHRA &amp; Our Project</i>	<p><b>Explore:</b> <a href="http://BGHRA.org">BGHRA.org</a></p> <p><b>Read:</b> <a href="#">Scholarly Activism: The Black German Heritage and Research Association (BGHRA) and Black German Studies in the United States</a> (Peña)</p>
2	Tuesday, September 6	<i>Germany's Early Black Diaspora</i>	<p><b>Read:</b> <a href="#">Making Visible the Invisible: Germany's Black diaspora, 1880s-1945</a> (Aitken)</p> <p><b>Read:</b> Workshop Materials (from Dr. Robbie Aitken) (on Moodle)</p> <p><b>Watch:</b> "<a href="#">Anton Wilhelm Amo Fest Berlin 2021</a>"</p>
	Thursday, September 8	<i>Colonialism</i>	<p><b>Peruse:</b> Folder entitled "Readings and Resources: German Colonialism"</p> <p><b>Read (optional, but encouraged):</b> "AKA - Sarah Baartman" (Henderson)</p> <p><b>Watch (optional, but encouraged):</b> <i>Angelo</i></p> <p><b>Read (optional, but encouraged):</b> "More about Mmadi-Make aka 'Angelo Soliman'" (on Moodle)</p>

3	Tuesday, September 13	<i>The Interwar Period</i>	<b>Watch:</b> <i>Majub's Journey</i> (Knopf, 2013)
	Thursday, September 15	<i>A Conversation with Elisabeth Clarke-Hasters on Art &amp; Resistance in Germany</i>	<b>Zoom class today with Dr. Peña and Elisabeth Clarke-Hasters. (Dr. Frazier-Rath is at an academic conference.)</b>  <b>Watch:</b> <a href="#">▶ Alice Hasters: Unpacking Racism in Germany and the US (May)</a> <b>Watch:</b> <a href="#">▶ A Conversation with Elisabeth Clarke-Hasters</a>
4	Tuesday, September 20	<i>Pan-Africanism and African Diasporas in Europe</i>	<b>Read:</b> “Pan-Africanism and the African Diaspora in Europe” (McEachrane)  <b>Read:</b> “On Conceptualising African Diasporas in Europe” (McEachrane)  <b>Watch:</b> <a href="#">▶ A Conversation with Dr. Michael McEachrane</a>  <b>Find Out:</b> 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 22	<i>Intersectionality</i>	<b>Read:</b> <i>Daima</i> (Ed. by Sharon Dodua Otoo, 2013) (on Moodle)
5	Tuesday, September 27	<i>(Transnational) Adoption &amp; the Black (German) Diaspora</i>	<b>Watch:</b> <a href="#">▶ A Conversation with Two Black German Adoptees: Doris Walke.</a>
	Thursday, September 29	<i>In-Class Worksheet</i>	<b>Watch:</b> <a href="#">Brown Babies: Germany's Lost Children</a>  <b>Read:</b> “The Rekinning: Portraying Postwar Black German Transnational Adoption” (Dr. Peña’s 2020 Dissertation) (pgs. 1-3; Chapter 1; and, Chapter 3)  <b>Mandatory Journal Prompt</b> We began the week by considering the personal reflections of three postwar Black German adoptees - Dr. Peña, Doris Walker-Mayberry, and Denese Henderson. We ended the week by considering what ethical, responsible, and accountable film-making looks like (or can look like), and thinking about the documentaries, both called <i>Brown Babies</i> , through this lens.  1) Have a look at some further arguments and justifications for framing one's nonfiction filmmaking work in this way. You can find many resources listed

			<p>here. Here are some of my (Dr. F's) favorites:</p> <ul style="list-style-type: none"> <li>• <a href="https://www.documentary.org/feature/documentary-power-new-manifesto">https://www.documentary.org/feature/documentary-power-new-manifesto</a> ;</li> <li>• <a href="https://www.nextdoc.org/tf2019">https://www.nextdoc.org/tf2019</a></li> <li>• <a href="https://www.documentary.org/online-feature/considering-trauma-informed-process-documentary-filmmaking">https://www.documentary.org/online-feature/considering-trauma-informed-process-documentary-filmmaking</a></li> <li>• <a href="https://www.documentary.org/column/doc-ethics-let-core-values-drive-your-decisions">https://www.documentary.org/column/doc-ethics-let-core-values-drive-your-decisions</a></li> <li>• <a href="https://firelightmedia.medium.com/beyond-empathy-ad6b5ad8a1d8">https://firelightmedia.medium.com/beyond-empathy-ad6b5ad8a1d8</a></li> </ul> <p>2) Using what you've learned, what we've discussed, and what you've read in Dr. Peña's dissertation, reflect further upon <i>Brown Babies</i> (the film we watched for class). Does the film match up with the values you outlined for documentary filmmaking? How about with the values set out by the VEA? Get into conversation with Dr. Peña's work - with what do you agree or disagree? If you believe the film is ethical, responsible, and accountable, please explain. If not, can you describe what an ethical, responsible, and accountable film made about this cohort's experiences might look like? Why or why not? If yes, what would it look like? Who would be involved? Who would the audience be?</p> <p>3) Now, consider another documentary film you've seen (or watch another one - about ANY topic that interests you). Reflect upon the film as you did in #2 for <i>Brown Babies</i>, considering whether the film is responsible, accountable, and ethical.</p>
6	Monday, October 3	<a href="#"><i>A Conversation with Gabriella Ghermandi</i></a> (10-11:30am EST)	
	Tuesday, October 4		If you were unable to attend yesterday's public conversation with Gabriella Ghirmandi, please be sure to watch the recording. Dr. Peña always uploads these to our <a href="#">YouTube Channel</a> shortly after the event is over.
	Thursday, October 6		<p><b>First Journal Submission</b></p> <p><b>Class Conversation with <a href="#">Gabriela Ghirmandi</a> (Writer &amp; Performer)</b></p> <p><b>Read:</b> "The Neighborhood Phone" (Ghermandi, 2008 (Trans.))</p> <p><b>Listen:</b> <a href="#">Be kibir</a> (Album, 2016)</p> <p><b>Explore:</b> <a href="#">The Atse Tewodros Project</a></p>

During weeks 7-15 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 last year's class here: [BLACK GERMANS - YouTube](#)

7	Tuesday, October 11	<i>No class - Fall break</i>	
	Thursday, October 13		<p>Chatting and Painting with Syrian <a href="#">Artist Etab Hreib</a> (Carolina Inn, during our normal class time.)</p> <p>Thank you to Dr. Rebecca Joubin in Arabic Studies for this opportunity.</p>
8	Tuesday, October 18		<p><b>Watch:</b> <a href="#">ABOUT   laurencox</a> and watch her TEDx performance here: <a href="#">A Spark of Passion that Shaped a Lifetime</a></p> <p><b>Watch:</b>  <b>A Conversation with Lauren &amp; Beatrice Cox</b></p>
	Thursday, October 20		<b>Complete:</b> "Final Project: First Steps" Worksheet
9	Tuesday, October 25		<p><b>Watch:</b> <a href="#">Thespian News Death of Desdemona</a></p> <p><b>Watch:</b> <a href="#">Strumpets and friends</a></p> <p><b>Explore:</b> <a href="#">Momentum Acts (Website)</a></p>
	Thursday, October 27		<p><b>Public Lecture with Zari Harat, Artist (11-12:15pm EST)</b></p> <p><b>In Class: A Conversation with Dana Day, Student of Shakespeare</b></p>
10	Tuesday, November 1		<p><b>Look at:</b> Zari Harat's Artist Portfolio (on Moodle)</p> <p><b>Watch:</b> <a href="#">A Conversation with Visual Artist Zari Harat</a> (our public lecture last week)</p>
	Thursday, November 3		<b>A Conversation with Zari Harat, Artist</b>

11	Tuesday, November 8		<p><b>Class Conversation with ZOE, performance artist, musician choreographer, and coach</b></p> <p>Explore: <a href="#">about-english — THE ART OF ZOE</a></p>
	Thursday, November 10	<i>No class - Emily at conference</i>	
12	Tuesday, November 15	**Final Project Meetings**	<p>No homework for today :)</p> <p>In class, we will discuss Goitseone Montsho's short story "Safer Spaces;" discuss the significance and centrality of poet, activist, author, and friend of many, May Ayim, to Black German Studies (and how her centrality has become problematic); and briefly touch on the representation of and movement through space as an activist act.</p> <p><a href="#">Black Brown Berlin</a>  <a href="#">Black Brown Berlin   Mission</a></p>
	Thursday, November 17	**Final Project Meetings**	<p><b>A Class Conversation with <a href="#">Goitseone Montsho</a></b></p> <p><b>Read:</b> Goitseone Montsho's Biography (on Moodle)</p> <p><b>Listen to:</b> "The Shape of My Anger" (Montsho) (on Moodle)</p> <p><b>Watch / Listen to:</b> "<a href="#">The Moral Responsibility of the Artist</a>" (James Baldwin, 1963)</p> <p><b>Watch:</b> "A cowrie for your thoughts" (on Moodle)</p>
13	Tuesday, November 22	**Final Project Meetings**	<p><b>Class Conversation with Miriam Ibrahim (Actress, Director, Singer)</b></p> <p>Explore: <a href="#">Miriam Ibrahim</a> (Website)</p>
	Thursday, November 24	<i>No class - Thanksgiving Break</i>	
14	Tuesday, November 29	Reflections	<p><b>Review Day #1</b></p> <p>Please continue to work on your journals and final projects. Your presentations will be next Tuesday! Please schedule a meeting with Dr. Frazier-Rath and Dr. Peña (optional) for early this week if you haven't already!</p>
	Thursday, December 1		<b>Review Day #2</b>

15	Tuesday, December 6	<p><b>Final Presentations</b></p> <p>Presentations should be 5 minutes in length, include any visuals that might help us understand your project, and should include the following elements:</p> <ol style="list-style-type: none"> <li>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?</li> <li>2. <i>Context</i>: How does it fit into the class? How does it fit into the BGHRA’s vision/mission/archive?</li> <li>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)</li> <li>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?</li> <li>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.)</li> </ol> <p>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&amp;A.</p>
	Thursday, December 8	<p><b>A Conversation with Katharina Warda (actress) (2pm EST)</b></p> <p>Explore: <a href="#">Katharina Warda</a></p> <p><b>Final Journal Hand-in</b></p>
16	Friday, December 16	<p><b>Final Projects AND Letter (Details Below) Due to Both Dr. Peña and Me by 5pm!</b></p> <p>In your letter, you should</p> <ul style="list-style-type: none"> <li>• 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;</li> <li>• 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;</li> <li>• talk about how your progress and learning is reflected in your assignments (the journals and your final project) (or not);</li> </ul> <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>