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Race, Gender, Migration

GER 351 (Fulfills LTRQ)

Frühlingssemester 2022

dienstags und donnerstags 9.50 bis 11.05 Uhr

TBD, Zoom

Course Description

Our class takes part in community-based learning, as our work—including students’ final research projects tied to our trip to Berlin—supports the Black German Heritage & Research Association (BGHRA) and its president, a nonprofit organization whose aim is to “document[t] and suppor[t] the activities of Black Germans internationally and promot[e] scholarship relating to the historic and contemporary presence of Black people in Germany, Black Germans in the United States, and beyond.” Taught in German, this class explores the intersections and interconnections between concepts of race, gender, and citizenship/nationhood in Europe (and beyond) as they emerged (in new ways) in the 18th and 19th centuries, as they informed Nazi ideology and experiences of the Holocaust/Porajmos, and as people have responded to and rethought these relationships in the late 20th and early 21st centuries. This semester, the foundation of our curriculum will be conversations hosted by Davidson (thanks to the Dean Rusk International Speakers Fund) and the BGHRA between students and various, artists, activists, and scholars whose work and lives and experiences speak to the main themes of our course: who belongs, where, and how? What role(s) do borders play in articulating and understanding our lives? Who defines our identities, for what purposes, and to what end? What histories drive us forward, and what histories are (intentionally) forgotten? We will study the concepts/ideas/phenomena of migration, citizenship, and belonging through the lens of Black Diaspora Studies, paying special attention to Black Germans and their stories/experiences.

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

Course Goals

- Articulate (new) ways of thinking about migration, citizenship, and belonging by employing a critical lens informed by Black German Studies;
- 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;
- 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: We are always happy to answer questions per email. Please allow 24 hours for us to respond to you. If you'd like to meet with us, no need to email! Simply make an appointment via Dr. Frazier-Rath's Calendly link, or email Dr. Peña directly.

A word about language [\(adapted from Dr. Koritha Mitchell\)](#)

We will not be enacting discursive violence in this class.

This class will be free of hate speech regarding sexual orientation, gender expression, race, and socio-economic status or background. Inflammatory remarks will not go unchecked and will not be tolerated. Each member of this class is responsible for fostering an environment in which people and their ideas are respected. For the same reasons, students will strive to make remarks that are informed by our material and the history that surrounds it.

The N-word won't be used in this class by a person of any race (in English or in German), even if it consistently appears in our texts (though most of the texts and people we are engaging with will also not use this language). The same goes for the "F" word, regardless of a person's (perceived) sexual orientation or gender expression. In our German texts, we might encounter the M*-Wort. Instead of using this term to refer to children who have one white parent and one Black parent, for example, we will use terminology that reflects the way that people self-identify. We will not use the terms "Besatzungskinder," nor "Brown babies." The group of Black people who were adopted as children from Germany in the postwar era should be referred to as the "postwar cohort of Black adoptees from Germany." Please always defer to people's preferred way of self-identifying, which includes using people's preferred pronouns

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.

Student Evaluation

- 35% Preparation for Class, Class Participation & Attendance
- 15% Reflection Journal (in German, English, or a combination)
- 10% Two Events (Reflections, in German)
- 15% BGHRA Conference Live-Tweeting (English and German)
- 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.*

Journal Assignment

Each week, please write/record/draw/create 1-2 (or more!) posts/entries/Vlogs/Blogs/mixed-media submissions/artworks/poems/whatever... that respond to the week's question prompts, which will appear on Moodle under each week, OR that respond to something else from class that week. In other words, these prompts are just that: prompts, so don't feel tied to them. The aim of each post should be to really reflect upon - in whatever form and means makes most sense to you - what you are learning and thinking about in class, through our conversations with our guests, and as you engage with the work, activism, scholarship, and art presented to you, and which you (hopefully) will also begin to encounter on your own.

Only Dr. Peña and I will see these journals, and we will never share them with anyone without your express permission. We simply expect you to engage thoughtfully, deeply, self-reflectively, and thoroughly with our course materials and topics.

On March 1, we will take a look at how your journaling is progressing, provide some comments and questions to push your thinking (this is, after all, our job as educators!), and return your journals to you to keep as we move through the second half of the course.

Importantly, your journal can be in German, English, or a mix; don't worry about accuracy (we won't be correcting your German in the journals), so feel free to play with the language and use it as it suits you.

Attendance Policy

“Regular class attendance is the student’s obligation, and the student is responsible for all the work of all class meetings. A student who is absent from more than one-fourth of the course meetings scheduled by the instructor shall be assigned a grade of F, unless the instructor specifies a different policy at the beginning of the course. Students should note that each professor has discretion to establish attendance policy in each class. (3.2 Academic Regulations, Faculty Handbook 2021-22, page 118)”

In this class, we expect you to be present, either in person or via Zoom. As long as we are in conversation about your participation and attendance in class, which means that you email us when you are unable to attend class for whatever reason PRIOR TO CLASS, we will work together to make sure that you have access to the necessary course materials for that day. Failure to communicate with us and disappearing from the class will result in an F.

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, 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.

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)

Other Conversations with Scholars, Activists, & Community Members Currently Being Scheduled:

- Hadija Haruna-Oelker is a German journalist, radio news presenter, and political scientist. She focuses primarily on German youth, immigration to Germany, Afro-German experiences and culture, and the city of Frankfurt, Germany. Her work has appeared in *Der Tagesspiegel*, *Fluter*, *Zeit*, *Deutschlandfunk Kultur*, and elsewhere.
- Zari Harat is a visual artist; more information can be found here: <http://www.zariharat.com/>

Woche	Datum	Thema	Hausaufgaben (am gelisteten Tag fällig)
1 (“Leseweche”: asynchrone Woche mit keinen festen Terminen)	24.-28. Januar	<ol style="list-style-type: none"> 1. Einführung in den Kurs 2. Einleitungen 3. Die BGHRA & Unsere Zusammenarbeit 4. Bürokratie 	<p><i>Bis Sonntag um Mitternacht:</i></p> <ol style="list-style-type: none"> 1. Schauen Sie unser Willkommensvideo an. 2. Sehen Sie sich an: BGHRA.org 3. Schauen Sie sich die Projekte von den Studierenden aus letztem Semester an (rechts oben gucken, und auf den Namen klicken) 4. Lesen Sie: Scholarly Activism: The Black German Heritage and Research Association (BGHRA) and Black German Studies in the United States (Peña) 5. Schauen Sie sich ein Paar von den Videos an, die im letzten Semester aufgenommen wurden. Fragen Sie sich nach: Wer ist hier als Zuschauer gemeint? Welche Geschichten werden hier erzählt? Von wem? 6. Logistik (auf Moodle zu finden)
2	Dienstag, den 1. Februar (Präsenzunterricht)	Was bedeutet Migration? Was bedeutet Randständigkeit? Was bedeutet es, irgendwo zu gehören?	<ol style="list-style-type: none"> 1. Schauen Sie sich mal den Lernplan an. 2. Machen Sie: Einbürgerungstest (DE) und Citizenship Test (USA) (Moodle) 3. Machen Sie: Video-Aufnahme, in der Sie die folgenden Fragen

			<p>antworten (bis Montag um 20 Uhr fällig):</p> <ol style="list-style-type: none"> sich selbst erstmals vorstellen; Besprechen Sie Ihre Testergebnisse bei den beiden Tests; Was bedeutet Einbürgerung in Deutschland? In den USA? Was muss gewiss werden, um die Einbürgerungstests in beiden Ländern zu bestehen? (Grob gesagt, berichten Sie nicht unbedingt über spezifische Fragen, sondern über große Themen). Was fehlt Ihnen auf?
	Donnerstag, den 3. Februar (über Zoom)		<ol style="list-style-type: none"> Schauen Sie sich an: "A conversation with Olivia Wenzel" (2022) (ungefähr 1 Stunde 15 Minuten lang) Lesen Sie: Auszug aus dem Buch von Olivia Wenzel Tausende Serpentinien Angst (2020), S. 39-62 Machen Sie: Handout 1 <p>(Journaling beginnt.)</p>
	Freitag, den 4. Februar	A Conversation with John Amoateng-Kantara (13.00 Uhr) (Der Link zur Reservierung finden Sie hier.)	
3	Dienstag, den 8. Februar (über Zoom)	Gespräch mit Filmemacher John Kantara	<p>Schauen Sie sich an: Afro.Talk und Die Macht der Vorurteile (Kantara); (Zum Wunsch: Schauen Sie auch Unter Druck (Kantara) an.) (Bitte teilen Sie diese Linke nicht!)</p> <p>Bis Sonntag um Mitternacht sind Fragen für John fällig! Mindestens 1. Fragen pro Person, die auf die</p>

			Werke von John (nämlich seine Filme) berücksichtigen.
	Donnerstag, den 10. Februar (über Zoom)	Gespräch mit Dr. Robbie Aitken	<ul style="list-style-type: none"> ● Lesen Sie: Making Visible the Invisible: Germany's Black diaspora, 1880s -1945 (Aitken) ● Schauen Sie an: "Being Black in Nazi Germany" (1 Minute lang) ● Lesen Sie: "Workshop Materials 1884 1914" (Auf Moodle) ● Schicken Sie mir (auf Englisch oder auf Deutsch) Ihre Fragen für Dr. Aitken bis 9 Uhr morgens! <p>(Vergessen Sie Ihr Journal nicht!)</p>
4	Dienstag, den 15. Februar (über Zoom)	Gespräch mit Dr. Michelle Moyd	<p>Lesen Sie: Preface, Map 1, Kapitel 1 von <i>Violent Intermediaries</i> (Dr. Michelle Moyd, 2014)</p> <p>Schicken Sie mir Ihre Fragen bis 9 Uhr morgens!</p> <p>(Vergessen Sie Ihr Journal nicht!)</p>
	Donnerstag, den 17. Februar - BGHRA Conference	<p><u>Live twittern auf Deutsch und auf Englisch!</u> - Hier finden Sie heraus, was von Ihnen im Lauf der Konferenz von mir erwartet wird.</p> <p>Journaling wird auch im Lauf des Wochenendes sehr wichtig sein!</p>	
	Freitag, den 18. Februar - BGHRA Conference	<p><u>Setzen Sie hier Ihren Namen daneben, was Sie live twittern werden!</u> Hier auf diesem Dokument schreiben wir auch unsere Klassennotizen für die Konferenz.</p>	
	Samstag, den 19. Februar - BGHRA Conference	<p>Live twittern auf Deutsch und auf Englisch! - <u>Hier</u> finden Sie heraus, was von Ihnen im Lauf der Konferenz von mir erwartet wird.</p>	
	Sonntag, den 20. Februar - BGHRA Conference	<p>Please find a <u>PPT presentation</u> explaining what to do for the assignment this weekend!</p> <p><u>Here is a long and weird video</u> for you explaining everything on said PPT and the assignment (sorry it's so long – maybe play it at double speed?).</p>	

		<p>Main things:</p> <p>Live tweeting is important to...</p> <ol style="list-style-type: none"> 1. Connect people 2. Raise up people's work 3. Advertise and boost engagement with the BGHRA 4. Inform and archive the conference <p>Please don't tweet screenshots of people or material without their consent, and we will be checking to make sure it's ok to live tweet each and every panel as we go. People will have the option to "opt out" and we'll need to respect that.</p> <p>In addition to live-tweeting...</p> <ol style="list-style-type: none"> 1. Retweet others' tweets 2. Like things 3. Follow so many people 😊 (can we get to 1000?) 4. Boost people's work – here's so-and-so's book (a link), here's an article by so-and-so; here's this person's website 5. JOURNAL AND TAKE NOTES 6. Really try to enjoy yourself – this should be low stress, invigorating, interesting, and engaging. If it's not, you need to let me know ASAP, and we will adjust. <p>Email or direct message me any time over the weekend – ich bin für Sie da 😊</p>	
5	Dienstag, den 22. Februar (Präsenzunterricht)	Conference Debrief	<p>Schauen Sie sich an: Chimamanda Ngozi Adichie: The danger of a single story TED Talk</p> <p>Bringen Sie Ihre Notizen, Ideen und Fragen von den letzten zwei Wochen mit! (Unsere Gespräche mit John Kantara, Dr. Robbie Aitken, Dr. Michelle Moyd, und die Konferenz! Wir haben viel, dass wir heute diskutieren müssen!)</p>
	Donnerstag, den 24. Februar	Gespräch mit Filmemacherin Denise Ekale Kum	<p>Schauen Sie: https://vimeo.com/260634968 (Passwort ist auf Moodle zu finden.)</p> <p>Bitte uns Ihre Fragen für Denise bis 9 Uhr schicken! Sie sollen den Film auch vorher anschauen.</p>

			(Journaling)
6	Dienstag, den 1. März	Ukraine, Rassismus als Rahmung und der Handlungsbogen unseres Kurses	Journal ist heute fällig. Am Donnerstag werden Sie Ihr Journal zurückbekommen.
	Donnerstag, den 3. März		Lesen Sie: <i>Racism - A Very Short Introduction</i> (Rattansi, S. 60-85) Add to the Resources on Ukraine (for Students of German) Page Um 13 Uhr - Ein Gespräch mit Elisabeth Clarke-Hasters
	Freitag, den 4. März	Ein Gespräch mit Drs. Michelle Moyd und Robbie Aitken 13-14.15 Uhr	
7	Dienstag, den 8. März		Machen Sie: <i>Respringendo</i> Arbeitsblatt Schauen Sie: "Wir waren Deutsche" (Kantara) Schreiben Sie: Klassennotizen und Fragen zum Film " Wir waren Deutsche " (Kantara)
	Donnerstag, den 10. März	Ein Gespräch mit Ngozi Okwuosa, Autorin von Rapulu's Rainbow Stars	Lesen Sie: Rapulu's Rainbow Stars (2021) Bitte interessante Themen und Fragen, so Ihre Interessen in Bezug auf dem Buch auflisten und Drs F-R. und P. bis Dienstag um 9 Uhr schicken! Klassennotizen aufschreiben
8	14.-18. März	Semesterferien - Keine Kursen finden diese Woche statt A Conversation with Dr. Kori Graves and Deann Borshay Liem (Screening: Geographies of Kinship) Zur Registrierung	
9	Dienstag, den 22. März		Schauen Sie: <i>Geographies of Kinship</i> (Reg. Deann Borshay Liem) (verfügbar mit Eventbrite Link)


			<p>Lesen Sie: “National Born Aliens’: Transnational Adoptees and U.S. Citizenship” (auf Moodle)</p>
	Donnerstag, den 24. März	<i>Ein Gespräch mit Jeanette Footman and Jeannine Kantara</i>	<p>Lesen Sie: “Exposé Jeanette and Jeannine” (auf Moodle)</p> <p>Lesen Sie: “Gestern, heute und darüber hinaus: Brief einer afrodeutschen Mutter an ihre afrodeutschen Kinder” (Jeannine Kantara) (auf Moodle)</p> <p>Lesen Sie: "Die Kinder können sich schon wehren, Papa" (Interview mit Familie Kantara am Küchentisch) (auf Moodle)</p> <p>Lesen Sie: Together They Rise: Perk Up Café Edible Indy (Jeanette Footman)</p>
10	Dienstag, den 29. März	<i>Gespräch mit Love Newkirk, Dr. Cassandra Ellerbe, and Trina E. Roach</i>	<p>Lesen Sie / Schauen Sie sich mal an:</p> <p>Cassandra Ellerbe https://www.cassandraellerbe.com/</p> <p>Trina Roach https://www.linkedin.com/in/creatingtomorrow</p> <p>Love Newkirk https://love-newkirk.de/en/</p> <p>Klassennotizen aufgeschrieben</p>
	Donnerstag, den 31. März		<p>Semesterendprojekt - Gespräch 1</p> <p>1) Bitte lesen und schauen Sie die Semesterendprojekte der Studierende, die letztes Semester unsere Black German Art & Resistance Kurs belegt haben. Schreiben Sie Notizen.</p> <p>2) Schreiben Sie mindestens eine Seite (auf Deutsch, 12pt Schrift, 1"</p>

Rand, doppelzeilig), in der Sie eine Idee für ein Semesterendprojekt in Bezug auf unseren Kursmaterialien gliedern. Schicken Sie Dr. Peña und Dr. Frazier-Rath Ihre einseitige Beschreibung Ihrer Ideen bis Donnerstag um 9 Uhr morgens.

Some things to consider, when you're thinking about what you might like to do for your final project:

- Project Details: 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?
- Context: How does it fit into the class? How does it fit into the BGHRA's vision/mission/archive?
- Audience: Who is it for? (Remember: your project should be FOR Black Germans/Europeans (broadly understood))
- Positionality: How are you included in this project? Where are you in it? What does it mean for you to be in it?
- Citations: 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, many forms.)

3) Machen Sie einen Termin per Calendly aus, um sich mit Drs. Peña und Frazier-Rath zu treffen. Wir werden zusammen über Ihre Ideen diskutieren.

11	Montag, den 4. April	Gespräch mit Sharon Dodua Otoo (Public Event), 13-14.15 Uhr	
	Dienstag, den 5. April	<p>Gespräch mit Sharon Dodua Otoo (über Zoom mit der Klasse)</p> <p>Vergessen Sie nicht, mir Ihre Fragen bis 9 Uhr zu schicken!</p>	<p>Lesen Sie: "Herr Gröttrup setzt sich hin"</p> <p>Machen Sie: Wortschatz 1 und 2 (auf Moodle)</p> <p>Machen Sie: Verständnisfragen 1 und 2 (auf Moodle)</p> <p>Klassennotizen aufschreiben</p>
	Donnerstag, den 7. April	<p>Gespräch: "Herr Gröttrup setzt sich hin" (Über Zoom mit Dr. Peña)</p>	<p>Lesen Sie noch einmal: "Herr Gröttrup setzt sich hin"</p> <p>Heute diskutieren wir die Kurzgeschichte "Herr Gröttrup setzt sich hin" von Sharon Dodua Otoo. Bringen Sie den Text und Ihre Notizen zur (Zoom)Klasse mit!</p>
12	Dienstag, den 12. April	Ukraine und Leute der afrikanischen Diaspora	<p>In-class assignment: Ressourcen auflisten (Thema: Ukraine und die afrikanische Diaspora)</p> <p>Wir treffen uns heute weder persönlich noch über Zoom, sondern arbeiten wir zusammen an dieser Aufgabe.</p> <p>Public Talk: Ein Gespräch mit MP Dr. Pierrette Herzberger-Fofana (11.30 Uhr)</p>
	Donnerstag, den 14. April	Debriefing Day (Nachbesprechungstag)	<p>Heute gibt es zu unseren Gesprächen mit Sharon Dodua Otoo und Dr. Pierrette Herzberger-Fofana viel zu sagen. Bringen Sie Ihre Notizen und Fragen mit!</p>
13	Dienstag, den 19. April		<p>Fügen Sie hier mindestens 3 weitere Ressourcen hinzu:</p> <p> Ukraine und die afrikanische ...</p> <p>Erkunden Sie die Webseite des</p>

			<p><u>Afrozensus</u></p> <p>Lesen Sie: “Afrozensus 2020 Einzelseiten”</p> <p>S. 12-19, 31-45, 56, Kapital 6 (überfliegen Sie die Informationen hier - konzentrieren Sie darauf, was Sie am interessantesten finden, und schreiben Sie Notizen!)</p>
	Donnerstag, den 21. April		<p>Public Talk: Ein Gespräch mit Jeanette Footman & Jeannine Kantara (13-14.15 Uhr)</p>
	Montag, den 25. April	<p>Ein Gespräch mit Dr. Heidi Lewis 19-20.15 Uhr</p>	
14	Dienstag, den 26. April		
	Donnerstag, den 28. April	<p>Ein Gespräch mit Dr. Heidi Lewis</p>	<p>Lesen Sie: <i>In Audre's Footsteps</i> (Lewis, 2021), Preface, Forward, Introduction, Kapital 1, Afterword</p> <p><u>Klassennotizen</u> aufschreiben</p> <p>Journal ist heute fällig. Am Donnerstag (dem 5. Mai) werden Sie Ihr Journal zurückbekommen.</p>
	Samstag, den 30. April	<p>Verna Miller Case Symposium</p>	
15	Dienstag, den 3. Mai	<p><i>Keine Klasse, Arbeitstag</i></p>	
	Donnerstag, den 5. Mai <i>(Letzte Sitzung)</i>	<p>Final Presentations Zoom Class, 9:50-11:05 am</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"> 1. <i>Project Details:</i> What is your project? Who or what are the objects of your study? How will you empower / give agency 	

		<p>to / allow space for the people in your project to share their perspectives and 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) 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 7 of you presenting for 5 minutes each, hopefully this will leave us with adequate time (about 40 minutes) for Q&A.</p>
	<p>Freitag, den 6. Mai <i>(Lesetag)</i></p>	
	<p>7.-9. Mai <i>(Prüfungstage)</i> <i>**Final Project Meetings**</i> Reading, Writing, Reflection, Presentations, and Exams - NO CLASS</p>	
<p>16</p>	<p>Montag, den 9. Mai <i>(Seniors Semesterendprojekte sind bis 17.00 Uhr heute fällig)</i> 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>	

Freitag, den 13. Mai

(Non-seniors Semesterendprojekte sind heute bis 17.00 Uhr fällig.)

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.