



Winter 2022

Tu/Th 4-5:15pm (on Zoom)

Professor Nicole Coleman (she/her/hers)

[ncoleman@wayne.edu](mailto:ncoleman@wayne.edu)

Office Hours: Tu 11am-12pm, Th 9-10am and by appointment

## Material

Please purchase the following novels (graduate students should read all four novels in German, undergraduate students can talk to me about how much and what of each should be read in German and can otherwise purchase the English translations where available):

Olga Grjasnowa: *Der Russe ist einer, der Birken liebt* (*All Russians Love Birch Trees*), ISBN: 978-3-423-14246-5

Saša Stanišić: *Vor dem Fest* (*Before the Feast*), ISBN: 978-3-442-74989-8

Antje Rávic-Strubel: *Unter Schnee* (*Snowed Under*), ISBN: 978-3-596-03714-8

Shida Bazayr: *Drei Kameradinnen* (no English translation yet), ISBN: 978-3-462-05276-3

Almost all of these are available as e-books in German and/or English, used copies are also available.

You will also need to purchase or rent one movie:

Sheri Hagen. *Auf den Zweiten Blick*, available here: <https://vimeo.com/ondemand/aufdenzweitenblick> (Links to an external site.)

**All other material will be available on canvas.**

You should also have access to a good dictionary, I recommend the following web resources

- [Linguee.com](http://Linguee.com)
- [Dict.leo](http://Dict.leo)
- [Duden.de](http://Duden.de)

## Course Description

German 4600/5600 is designed to serve as a bridge to our department's upper-level seminars and to prepare you to do upper-level work in German studies.

To help you continue to develop your reading, writing, speaking, and listening skills, classes will be conducted in German. In addition, you will receive feedback and be evaluated based on both the style and the content of your written work. Grammar will not be a focus of the class but we will work on what you individually need to bring your writing skills to the next level.

To help you develop your cultural and historical knowledge, this course will focus primarily on the period since 1989. We will read a few texts about historical events and the literary landscape of the post-unification era.

As an advanced course in a humanistic discipline, GER 4600/5600 is about reading and viewing both for pleasure and with a critical eye. Our primary texts include Olga Grjasnowa's *Der Russe ist einer, der Birken liebt*, Saša Stanišić's novel, *Vor dem Fest*, Antje Ravic-Strubel's *Unter Schnee*, and a very recent novel, *Drei Kameradinnen*, by Shida Bazyar. We will also view the film *Auf den Zweiten Blick*. Poems, pictures, microfiction, and a short story round out our primary sources this semester. These texts will allow us to deal in depth with important topics in contemporary Germany, e.g. belonging and identity, while helping you to hone your reading skills and analytical abilities. This course is also dedicated to the efforts to diversify and decolonize the curriculum, which we will address in class.

Finally, this course is intended to help you to understand the work of cultural and literary criticism, something that Gabriel Zaid has defined as the work of gathering texts that are not one's own "into meaningful and appealing assemblages . . . [in which] noise becomes music; scattered stars acquire an outline, names and even legends, and become recognizable constellations that guide navigation." We will thus talk about how others read and have read in the past, about conducting research effectively, and about writing clearly and convincingly. To help you improve your information literacy skills, that is, your ability to locate and evaluate both print and electronic forms of information, we will also work with library databases. These sessions will help you move locate secondary sources and assembling a bibliography to writing a research paper at the end of the semester.

## Learning Outcomes

Over the course of this class, you will:

- improve your reading skills;
- improve your writing skills;
- improve your analytical skills;
- improve your knowledge of German cultural history since 1989;
- further develop your knowledge of the structures of the German language;
- further develop your information literacy skills. At the end of this course you should be able to locate film and book reviews, know how to use the WSU library catalog, know how to use the WorldCat, use the MLA style sheet, be familiar with key German reference works, and have a sense of some of the differences between print and electronic sources;
- improve your research skills.

## How we will work together

This course is taught in the SYNC mode, that means it is facilitated online with mandatory synchronous meetings. Should you not be able to make it to these meetings, reach out as soon as possible so that we can find equivalent ways of engagement.

We have meetings every week, sometimes with everyone and sometimes in groups. Sometimes you do individual research or discuss in a discussion board on canvas rather than zoom. All of these modalities are listed in the course schedule.

## Communication Policy

Especially in a class that doesn't meet face to face, regular and effective communication between you and me is essential to your success. I encourage you to get in touch as soon as you have concerns or questions.

The best way of contacting me is to write emails (WSU email and Canvas inbox both work fine). I will get back to emails within 24 hours during the work week and within 48 hours on the weekends. I usually don't respond to emails after 5pm or before 8am.

You can also write your questions in the Q&A discussion forum. I will only check this twice a week, but your peers may be able to help as well.

It is important that you check your emails and into Canvas regularly and that you read announcements. If anything is unclear, reach out to me!

## (Un)Grading

This course will focus on qualitative not quantitative assessment, something we'll discuss during the class and also in our individual meetings. While you will get a final grade at the end of the semester, I will not be grading individual assignments, but ask questions and make comments that engage your work rather than simply evaluate it. You will also be reflecting carefully on your own work and the work of your peers. The intention here is to help you focus in a more organic way, as opposed to working as you think you're expected to. We will meet multiple times during the semester to discuss your goals and where you are standing in class. At the end of the semester, you will submit a "letter of learning," in which you give yourself a final grade and explain why you assess your work that way. You can also provide evidence of your learning and attach it to the letter (but the research paper and your work in class will already provide all the evidence needed).

If this process causes any anxiety, please reach out at any point. I am happy to talk with you. If you are worried about your grade, now while reading this or at any point during the semester, your best strategy should be to join the synchronous and asynchronous discussions, do the reading and listening, and complete the assignments.

**You should consider this course a place where all your work is meaningful. If an assignment does not feel productive, we can find ways to modify, remix, or repurpose the instructions.**

## In this class, you will...

- Participate in as many live sessions as possible, be prepared and actively engaged in our discussions;
- Read fictional texts/watch movies and take notes for our discussions;
- Post three questions for each reading before class;
- Answer three of these questions at the indicated points during the semester in reflective writing exercises;
- Research secondary texts and post short summaries of the chosen secondary texts for each major primary source we discuss [5600 only];
- Learn new vocabulary and create a glossary;
- Give two presentations [4600] or facilitate one discussions session [5600];
- Write a research paper in several steps;
- Present your research at a class-conference.

## Revisions and Deadlines

If you receive feedback on any assignment that makes you want to revise and improve, feel free to do so. This class is for you and I am happy to create as many opportunities for learning as possible.

When we work together both synchronously and asynchronously it is important that everyone is present and does their part. Discussions can only happen during the time when they are running. These elements of the class, therefore, have fixed deadlines.

All other elements have "best by" dates rather than deadlines. I am listing them in the schedule in a certain week to help you organize the semester. You don't want to have to write all reflections in just one week and a research paper is easier when the preliminary steps are spaced apart. Therefore, I recommend that you work as much within the schedule as possible. Should your other classes make it necessary to adjust the schedule, please do so and keep me updated, so that we can make sure that you are staying on a successful path.

## Details about the Elements of the Class

Your **PARTICIPATION** is essential to the success of this class. Since this class is a collaborative endeavor, we need you on board, prepared, and engaged as much as possible. Your homework will prepare you to actively engage in class. You will be actively involved in all activities during our live sessions, speak German at all times, and contribute to activities outside of the live sessions.

Our main purpose in class is to use German communicatively and creatively, and the homework is an essential means to this end. **HOMEWORK** most often means reading and the reading will prepare you for class.

Learning a language means to continuously increase our active and passive **VOCABULARY**. You want to keep track of new words that you learn, and you can choose the best way for yourself. I like quizlet, but you might already know a different program or like to do it on actual paper flashcards. Or you want to create a class glossary that you have handy for each of the class sessions. Anything works. This is a good practice for live-long learning though and you are accountable to yourself and your own learning of new words.

Most of our live sessions will be **DISCUSSION** based. We will also have some synchronous or asynchronous discussions in canvas (see schedule). Discussion forums in canvas allow written text but also the recording of audio and video. So, you get to choose for these contributions in which mode you want to communicate (you can also mix and match). This way you can practice interpersonal speaking and writing.

Graduate students (those enrolled in 5600) will find secondary sources for each of our major texts and summarize the source in our **research discussion board**. Everyone should

have a different source (first come, first serve) so that we have a repertoire of texts and analytical approaches for the writing project later.

You will write or record three **REFLECTIONS** about the themes in our class. You will choose one of the questions posed about a text for your reflections. I recommend writing/recording them at the end of a particular week while the content is fresh in your mind but by the indicated time in the schedule at the latest. These reflections are informal, they can be as short or as long as you need them to be to convey what you are trying to say. You can either write and upload a document or you can record your spoken response.

There will be multiple **PRESENTATIONS** during the semester. Undergraduate students (enrolled in 4600) present twice. Topics are indicated in the schedule and can be about authors or historical events.

Graduate students (enrolled in 5600) will **lead the discussion** for one of our major texts. You will read widely before the presentation and provide the other students with reading questions. We will work together how to structure the class session, which you will then lead.

Presentations are spoken, not read, they can include visuals to support your speech.

Everyone will present their research paper in our **CLASS CONFERENCE** at the end of the semester.

The **RESEARCH PROJECT** this semester comes with several steps. In coordination with me you will come up with a topic to research (step 1). You will then find secondary sources (at least three for undergraduate, at least five for graduate students) and submit them to me with a short description of how you found those sources (step 2). You will then read your sources and send me an annotated bibliography (step 3). The last thing is the actual writing process, which will result in a first draft (step 4) and then a final draft after getting peer feedback and my comments (step 5).

## Inclusion and Student Resources

### Preferred Name and Preferred Pronouns

Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender, gender variance, and nationalities. I will gladly honor your request to address you by a chosen name and your preferred gender pronoun. Please advise me of this preference early in the semester. You can also indicate both in the system.

### Religious Holidays

Because of the extraordinary variety of religious affiliations of the University student body and staff, the Academic Calendar makes no provisions for religious holidays. However, it is University policy to respect the faith and religious obligations of the individual. Students with classes or examinations that conflict with their religious observances should notify me well in advance so that we can agree on an alternative that works for everyone.

## Usability, Disability, and Design

I am committed to creating a course that is inclusive in its design. If you encounter barriers, please let me know immediately so that we can determine if there is a design adjustment that can be made or if an accommodation might be needed to overcome the limitations of the design. I am always happy to consider creative solutions as long as they do not compromise the intent of the assessment or learning activity. You are also welcome to contact the Student Disability Services (SDS) to begin this conversation or to establish accommodations for this or other courses. The office is located in the Adamany Undergraduate Library. The SDS telephone number is 313-577-1851 or 313-202-4216 (videophone). I welcome feedback that will assist me in improving the usability and experience for all students.

## Counseling and Psychological Services (CAPS)

It is quite common for college students to experience mental health challenges, such as stress, anxiety and depression that interfere with academic performance and negatively impact daily life. Help is available for any currently enrolled WSU student who is struggling with a mental health difficulty, at WSU Counseling and Psychological Services ([caps.wayne.edu](http://caps.wayne.edu)). During the pandemic, CAPS offers telemental health services to currently registered WSU students using the Microsoft Teams app. To work remotely with a CAPS counselor, download the Teams app to your computer or smartphone, then call 313-577-3398. CAPS counselors are available Monday-Friday, 9am-3pm.

Warrior Chat can also help. It is a nonclinical peer counseling program staffed by graduate students in the College of Education's Counseling and School Psychology programs.

## Sexual Misconduct and Mandatory Reporting

Every student has the right to live, learn, and work at WSU – free from Harassment or Discrimination. Any member of the WSU Community that is impacted by sexual misconduct has the right to report to the University (i.e. Responsible Employee or Title IX Coordinator), to law enforcement (i.e. WSUPD or other jurisdiction), to both, or to

neither. Every Warrior is encouraged to make the reporting decision that is right for them.

Please be advised: Most faculty and staff are considered “Responsible Employees” and are required to report information they receive about incidents of sexual misconduct (including sexual assault, intimate partner violence, sexual harassment, and stalking) to appropriate authorities when it involves WSU students, faculty, or staff.

Free, confidential, and anonymous support is available 24 hours a day, seven days a week to survivors, their friends, and their family through the Rape, Abuse & Incest National Network (RAINN) ([www.rainn.org](http://www.rainn.org)). Call 1-800-656-4673 or chat online with a professional support specialist.

Please visit [TitleIX.wayne.edu](http://TitleIX.wayne.edu) to learn more about resources and support on campus and in the local community.

## Basic Needs

For students who have difficulty affording groceries or accessing sufficient food to eat every day, the W Food Pantry provides resources (nonperishable food, toiletries, and feminine hygiene products). The W Food Pantry is located at 703 W Kirby (next to Dunkin’ Donuts). During the pandemic, it is open only on Wednesdays, from 12-4pm. Bags of supplies will be packaged in advance for pickups. Please email the W at [TheW@wayne.edu](mailto:TheW@wayne.edu) with any questions.

## Note about Children

This pandemic has upended many of our usual routines and options for studying and working free of distraction and on our own schedules. Many parents are in particularly difficult positions when they need to care for their children and also work and study. Children are always welcome in our zoom rooms. Should you need any other accommodations, please reach out.

## Online Learning Resources

The writing center offers remote tutoring. The Academic Success Center’s Learn Anywhere webpage has links to numerous resources to assist in online learning, as well as tips to help students navigate their studies during the pandemic.

## Academic Integrity



Wayne State University prohibits all forms of academic misconduct. Check the Student Code of Conduct for university policies.

For our class in particular, I encourage you to borrow ideas (from me, from the authors we read, from the things we watch, from your classmates). But, even more, I encourage you to truly make them your own – by playing with, manipulating, applying, and otherwise turning them on their head. This doesn't give you license to copy something in its entirety and present as your own. That's just stealing. Instead, think very consciously about how you are influenced by your sources. And think also about the real responsibility you have to those sources.

Nobody is perfect when writing, we all make mistakes. We are here to learn and can only do that, if we produce our own work. This is even more true for writing in a different language. Stay away from translation software. For one, the translations can be awkward, but also because it prohibits you from actually learning the language that you signed up for. Dictionaries are good for looking up individual words but use those words to create your own sentences and paragraphs and then we will work with them!

## Course Drops and Withdrawals

In the first two weeks of the term, you can drop this class and receive 100% tuition and course fee cancellation. After the end of the second week there is no tuition or fee cancellation. Students who wish to withdraw from the class, can initiate a withdrawal request. You will receive a transcript notation of WP (passing), WF (failing), WN (no graded work) at the time of withdrawal. No withdrawals can be initiated after the end of the tenth week. Students enrolled in the 10th week and beyond will receive a grade. Because withdrawing from courses may have negative academic and financial consequences, students considering course withdrawal should make sure they fully understand all the consequences before taking this step.

## Schedule

Date	Before Class	In-Class	After Class
Jan 11		Kennenlernen, Syllabus, May Ayim "Deutsche (Sch)einheit"	
Jan 13	Read May Ayim "1990"	Die deutsche Einheit und Menschen in Deutschland	

Jan 18	Read two poems from <i>Haymatlos</i>	Präsentation: Rostock/Mölln/Solingen Gedichte 1	
Jan 20	Read two poems from <i>Haymatlos</i>	Gedichte 2	
Jan 25	Read <i>Der Russe ist einer der Birken liebt</i> "Teil 1" (in dtv up to page 97) Everyone three questions	Präsentation: Kontingentflüchtlinge Präsentation: Jüdisches Leben in Deutschland Präsentation: Olga Grjasnowa Der Russe ist einer, der Birken liebt 1	
Jan 27	Read <i>Der Russe ist einer der Birken liebt</i> "Teil 2" (in dtv up to page 158) Grad students one secondary source	Der Russe ist einer, der Birken liebt 2	
Feb 1	Read <i>Der Russe ist einer der Birken liebt</i> "Teil 3" (in dtv up to page 255) Everyone three questions	Der Russe ist einer, der Birken liebt 3	
Feb 3	Read <i>Der Russe ist einer der Birken liebt</i> "Teil 4" (rest)	Der Russe ist einer, der Birken liebt 4	
Feb 8	Read: Three Theses about Migration Grad students: Read excerpt "Lit from the Berlin Republic"	Präsentation: Saša Stanišićs	
Feb 10	Read @sasas on Twitter	Mikrofiktion	

Feb 15	<p>Read first part, <i>Vor dem Fest</i> "Teil 1" (btb up to page 120)</p> <p>write three questions</p> <p>grad students one secondary source</p>	Vor dem Fest 1	
Feb 17	<p>Read second part, <i>Vor dem Fest</i> "Teil 2" (btb up to page 212)</p>	Vor dem Fest 2	Hand in your topic for research paper
Feb 22	<p>Read third part, <i>Vor dem Fest</i> "Teil 3" (btb up to page 272)</p> <p>write three questions</p>	Vor dem Fest 3	
Feb 24	<p>Read fourth part, <i>Vor dem Fest</i> "Teil 4" und "Teil 5" (rest)</p>	Vor dem Fest 4	<p>Answer one of the questions on Grjasnowa or Stanišić</p> <p>Send a document with 3 (4600 students) or 5 (5600 students) secondary sources)</p>
Mar 1	<p>Watch <i>Auf den Zweiten Blick</i></p> <p>Write three questions</p> <p>Grad students one secondary source</p>	<p>Präsentation: Sheri Hagen</p> <p>Auf den Zweiten Blick 1</p>	
Mar 3		Auf den Zweiten Blick 2	Hand in annotated bibliography
Mar 8	<p>Read first part, <i>Unter Schnee</i>, Kapitel 1-3</p> <p>Write three questions</p> <p>Grad students one secondary source</p>	<p>Präsentation: Antje Ravic-Strubel</p> <p>Unter Schnee 1</p>	Start writing your paper

Mar 10	Read second part, <i>Unter Schnee</i> Kapitel 4-7	Unter Schnee 2	Answer one of the questions on Auf den Zweiten Blick or Unter Schnee
SPRING BREAK			
Mar 22	Read third part, <i>Unter Schnee</i> Kapitel 8-11 Write three questions	Unter Schnee 3	
Mar 24	Read fourth part, <i>Unter Schnee</i> Kapitel 12-14	Unter Schnee 4	Complete first draft of paper
Mar 29	Send draft of your paper before class	Peer-Review Workshop	
Mar 31	Read first part, <i>Drei Kameradinnen</i> , pages 1-70 write three questions Grad students one secondary source	Präsentation: Shida Bazyar <i>Drei Kameradinnen</i> 1	
Apr 5	Read second part, <i>Drei Kameradinnen</i> , pages 70-140	<i>Drei Kameradinnen</i> 2	
Apr 7	Read third part, <i>Drei Kameradinnen</i> , pages 140-210	<i>Drei Kameradinnen</i> 4	
Apr 12	Read fourth part, <i>Drei Kameradinnen</i> , rest write three questions	<i>Drei Kameradinnen</i> 4	
Apr 14	Read Dodua-Otoo "Dürfen Schwarze Blumen malen"	Präsentation: Leipziger Buchmesse und offener Brief Präsentation: Frankfurter Buchmesse 2021	

Apr 19	Read Dodua-Otoo "Herr Göttrop setzt sich hin"  Write three questions  Grad students one secondary source	Präsentation: Sharon Dodua-Otoo  Herr Göttrop setzt sich hin	
Apr 21	Prepare your presentations	Class Conference	Answer one of the questions on Bazyar or Dodua-Otoo
Apr 29			Final Draft of Paper Letter of Learning