

Textbook Project: Amplifying Marginalized Voices

Overview

Our big project this is our very own textbook. We will publish with Rebus Press, an open-access book publishing platform. The work on the book will be in length and effort comparable to my usual essay prompts (about 3-5 pages for 3100 students, about 6-8 pages for 4600 students, and about 10-12 pages for 5600 students).

Details are below, here just the main points:

The textbook will be an anthology of lesser known German-language texts from before 1945. We include authors who may not be usually heard when we read and learn about German literature because they are not in the canon (the canon is almost exclusively white and largely male). So, this textbook is trying to expand what students read and what instructors teach.

- 3100 and 4600 students will each choose an original text to include in the anthology and write an introduction to the text. 4600 students will also write a historical overview.
- You will be in groups of three or four led by one 5600 student who helps you with the research and with edits.
- 5600 students will also annotate the original texts and write discussion questions that can be used in teaching.
- Additionally, 5600 students will write introductory texts for literary periods and for the book as such.
- My main task will be to make sure that there are no grammatical errors in the final version of each of the texts, to format them all and transfer them to the publishing platform.

The textbook will live publicly on the web within an open platform. If you would like to remain anonymous, you have the option to choose a pseudonym.

We will talk about all of this and also licensing, creative commons material etc. in class.

Now the details:

What we will do/our product

We will create a scholarly, annotated edition of pre-1945 German-language literature by authors who are not included in the canon. This anthology will allow future readers to engage with voices that have traditionally been marginalized. Professors will be able to find material and discussion questions and students will be able to read these texts in their historical context.

For whom we are doing this/our audience

Students and teachers of German literature (high school and higher education)

What we will include/the components of the book

We will:

- Present selected texts (that have no longer a copyright restriction) with annotations
- Annotate and define unusual words, comment on form and style in footnotes, point to resources that help make sense of allusions and other references within the selected texts
- preface each text with autobiographical information about the author and the historical context
- introduce each section with a broader look at the literary history of the time
- include discussion questions for classroom use of the texts
- potentially add a glossary in German or English

Who can help/our support group

Several people can help with your research here.

- I (your professor) will give you guidance in selected texts and will help with editing
- The graduate students in the class will supervise a group of students, offer help with editing and research
- Karen Liston, the librarian, will help us think through licensing and can also help you with your research, finding the right resources for example

What we should remember while researching, writing/the legal stuff

- Evaluate internet sources that you find for accuracy and value (we will talk about digital literacy)
- Cite all resources (in MLA style)
- Only use pictures that are available with a creative commons license, include the source (we will talk about this in detail)
- Only use texts that have lost their copyright (for German texts that means 70 years after their author's death)

How we will work together/the details

You and your group will produce your texts in shared documents.

The documents of each 3100 student should include the original text and each student's research text about author and context of writing. Be sure to preserve formatting of the original text where it is critical, such as line breaks in poetry, italics in short stories, or block quotes in essays. These documents should be shared with your group, the 5600 student who will work with you, and me (your professor).

The documents of each 4600 student should include the original text and each student's research text about author and context of writing as well as a broader historical text about German-speaking lands for your assigned time period. Be sure to preserve formatting of the original text where it is critical, such as line breaks in poetry, italics in short stories, or block quotes in essays. These documents should be shared with your group, the 5600 student who will work with you, and me (your professor).

The documents of each 5600 student should include discussion questions for each of the texts within the group you are supervising. It should also include your research text about the literary genres and conventions of your assigned time period. In one common document, all 5600 students will collaborate on the introduction to the anthology. Additionally, you will add comments on the documents of your group shared with you that will become the annotations within the anthology (about style, references, unusual language). These documents should be shared among your group and with me (your professor).

Everyone: Add in-text citations according to MLA standards (best source is Owl Purdue: https://owl.purdue.edu/owl/research_and_citation/mla_style/mla_formatting_and_style_guide/mla_formatting_and_style_guide.html für englische Seiten. Auf Deutsch gibt es sehr ausführlich etwas von der TU Chemnitz: <https://www.tu-chemnitz.de/phil/imf/studium/richtlinien/Zitierrichtlinien-MLA.pdf> und kürzer und in einfacher Sprache geschrieben von Wiki How: <https://www.tu-chemnitz.de/phil/imf/studium/richtlinien/Zitierrichtlinien-MLA.pdf>)

Add a works cited list also in MLA format.

Being on top of formatting now, will make our work later much easier!

What needs to be included/the checklist

3100 Students

- *Introduction*: This is what you write yourself.
- It includes an (after all editing rounds) error-free 300- to 400-word introduction to the text in German. This should include, at a minimum, the following information:
 - o Date of publication
 - o Biographical information about the author
 - o Historical context of the specific publication
- *Source*: This is for the original text that you want to incorporate
- Begin with the original title of the text (do not use quotation marks or italics because it is a primary source that we will not change).
- Followed by the author's name and, in parenthesis, their birth and death dates.
- Includes at least one properly cited image from the public domain that will help readers to better understand some aspect of your selected work. The image should be

accompanied by a caption that describes the image as well as its pertinence to the text, and a bibliographic citation.

- Then: The original text with original formatting preserved if necessary
- Afterwards: Citations. Includes in-text, parenthetical citations for all biographical references, as well as a separate Works Cited page in MLA style
- *Presentation*: You present your product at the end of the semester in no more than 5 minutes to the class.

4600 Students

- *Intro text*: Includes a researched text about the history of German-speaking lands for the assigned time period with a focus on
 - o Political set-up of German-speaking lands (was there a unified German nation-state? If not, what was there? If yes, how did it get established and what was its political make-up?)
 - o People living in German-speaking lands at the time (demographic information, linguistics)
 - o Marginalized groups within the specific historical context
- *Introduction*: Includes an (after all editing rounds) error-free 300- to 400-word introduction to the text in German. This should include, at a minimum, the following information:
 - o Date of publication
 - o Biographical information about the author
 - o Historical context of the specific publication
- *Source*: This is for the original text that you want to incorporate
- Begin with the original title of the text (do not use quotation marks or italics because it is a primary source that we will not change).
- Followed by the author's name and, in parenthesis, their birth and death dates.
- Includes at least one properly cited image from the public domain that will help readers to better understand some aspect of your selected work. The image should be accompanied by a caption that describes the image as well as its pertinence to the text, and a bibliographic citation.
- Then: The original text with original formatting preserved if necessary
- Afterwards: Citations. Includes in-text, parenthetical citations for all biographical references, as well as a separate Works Cited page in MLA style
- *Presentation*: You present your product at the end of the semester in no more than 5 minutes to the class.

5600 Students

- *Introduction*: Includes an (after all editing rounds) error-free collaborative text that introduces the content and goals of the anthology we are writing. This text should be in German. It could be about the following points:
 - o What is the canon? Who has been included in the canon? Who has been excluded from the canon and why?
 - o What are we doing to amplify marginalized voices and why?
 - o What will readers find in the anthology?
 - o How should readers work with the anthology?
- *Intro to a literary period*: Includes an (after all editing rounds) error-free 500-word introduction to your assigned literary period. This should include, at a minimum, the following information:
 - o Name(s) of the literary period, dates for the period
 - o Canonical representatives of the period
 - o Non-canonical representatives of the period (who is included in our book)
 - o Models for the literary period (e.g. Weimarer Klassik and Greece)
 - o Style and genre specifics of the literary period
 - o How it may relate to the historical context of German-speaking lands (e.g. Romanticism vs Vormärz, how political was each etc.)
- Includes at least one properly cited image from the public domain that will help readers to better understand some aspect of your text about the literary period. The image should be accompanied by a caption that describes the image as well as its pertinence to the text, and a bibliographic citation.

For the original texts in your group, you will create:

- *Annotations*: Provides at least five annotations to each of the original texts you are supervising. These can include:
 - o *Definition* of unusual words, slang, or words in local dialect or languages other than German
 - o *Explanation* of a literary allusion or historical or geographical reference
 - o *Comment* on literary style or form, and what it exemplifies or means
- *Discussion Questions*: Includes 5-6 open-ended questions for analysis and interpretation of the text.
- *Citations*: Includes in-text, parenthetical citations for all biographical references, as well as a separate Works Cited page in MLA style
- *Presentation*: You present your product at the end of the semester in no more than 5 minutes to the class.

What will the book look like/Structure of Book

1. Preface (written by me) explains how this book came about, mentions all names (decide if you want your real name in there or a pseudonym or not)
2. Introduction of the book (written by 5600 students and me)
3. Sources and context
 - a. Historical Period 1
 - i. Historical overview text (written by one 4600 student)
 - ii. Lit period text 1 (written by one 5600 student = group leader)
 - iii. Source 1
 1. Context (written by one 3100 or 4600 student)
 2. Source (chosen and formatted by one 3100 or 4600 student, annotated by 5600 student who leads group)
 - iv. Source 2
 1. Context (written by one 3100 or 4600 student)
 2. Source (chosen and formatted by one 3100 or 4600 student, annotated by 5600 student who leads group)
 - v. Source 3
 1. Context (written by one 3100 or 4600 student)
 2. Source (chosen and formatted by one 3100 or 4600 student, annotated by 5600 student who leads group)
 - b. Historical Period 2
 - i. Historical overview text (written by one 4600 student)
 - ii. Lit period text 2 (written by one 5600 student = group leader)
 - iii. Source 1
 1. Context (written by one 3100 or 4600 student)
 2. Source (chosen and formatted by one 3100 or 4600 student, annotated by 5600 student who leads group)
 - iv. Source 2
 1. Context (written by one 3100 or 4600 student)
 2. Source (chosen and formatted by one 3100 or 4600 student, annotated by 5600 student who leads group)
 - v. Source 3
 1. Context (written by one 3100 or 4600 student)
 2. Source (chosen and formatted by one 3100 or 4600 student, annotated by 5600 student who leads group)
 - c. And so on.

Due Dates

Suggested due dates are listed in the course schedule and in the separate excel sheet with tasks and timeline. Should you want to change those, communicate within your group and send the new dates to me. Do this by downloading the excel, renaming it with the name of your group leader and adjusting the timeline dates. Make sure that the dates for tasks that require

preliminary work make sense and give you enough time for each step. I will hold you to these due dates so make sure that you consider your other classes and duties during the semester.

Ungrading

As you know, I am not grading any products in this class. I will give you qualitative feedback throughout and at every step of the way, so you will know where you are at all times.

If you want to receive an A in this class, it is necessary that you successfully complete all of the assignments related to this project. This doesn't mean that everything has to be grammatically correct, we have plenty of room to revise. It has to be there (on time so that the whole group can move forward) and it has to show genuine effort and your original work.

Be in touch if you feel anxious about your grade at any point!

Examples

I took inspiration from Robin DeRosa and Julie Ward who wrote anthologies with their students. You can read about the processes in the two articles below and also check out the final product. (Note: What we have here is not the final product yet, another class in the Winter will work on inputting the material online and add to it. We will aim to publish the book by May 2021.)

Julie Ward's Antología Abierta De Literature Hispánica

Explanation: <https://press.rebus.community/makingopentextbookswithstudents/chapter/case-study-antologia-abierta-de-literatura-hispanica/>

Product: <https://press.rebus.community/aalh/> (click "leer el libro" to enter the book)

Robin DeRosa's The Open Anthology of Earlier American Literature

Explanation: <http://robinderosa.net/uncategorized/my-open-textbook-pedagogy-and-practice/>

Product: <https://openamlit.pressbooks.com/>