

## German 485M GERMAN DIASPORA Syllabus - Spring 2019

### I. General Information:

- Meeting Time:** Monday, Wednesday, Friday – 12:00 – 12:50  
Two Saturdays (February 16, March 16) for excursions
- Room:** Combs Hall 236
- Office Hours:** Monday, Tuesday, Wednesday, Friday 11-12  
and by appointment
- Texte:** ▪ Bernd Brunner “Nach Amerika. Die Geschichte der deutschen Auswanderung“
- Canvas:** This course uses *Canvas* as supporting tool. You will find on the web site the weekly assignments, most of the handouts, the syllabus, links to useful web pages for the course. Changes in the course schedule will be announced on Canvas, so check the site regularly.

### II. Course description:

German Americans represent the largest non-native ethnicity in the United States. This course investigates the periods of immigration, the regions from which the Germans emigrated, and the reasons why they left. In addition, the important contributions of German-Americans to the economic, cultural, and intellectual life of the United States are investigated.

#### The aims of this course are:

- To discover the complex conditions of German immigration into the U.S.
- To explore the contributions of German-Americans to the economic, cultural, and intellectual life of the United States.
- To research the life and work of local German-Americans.

### III. Course Requirements and Criteria for Grading:

1. Regular attendance and active participation	25%
2. Presentations	20%
3. Writing assignments (15% & 20%)	35%
4. Two tests (10% each)	20%

#### 1. Attendance and Class participation

Attendance is an issue of utmost importance with regard to making good progress, not only for individual students but the classroom community - which is interdependent for practice opportunities - as a whole. I therefore feel obliged to set quite strict standards regarding attendance. Please know that this is by no means intended to make your life harder but rather to allow me to be able to count on everybody being in attendance when planning lessons and to allow your peers to be fairly certain that they will have someone as an audience and for feed-back.

Telling me about an absence does not mean the absence does not count.

**Please note that coming to class in itself is not considered evidence of good "class participation", rather it is a prerequisite.**

Although it is difficult to transcend subjective factors in evaluating class participation, there are several explicit criteria. They include preparedness and the subsequent ability to make valuable contributions to the course.. Each class meeting carries a weight of 10 points. If you participate as described above, you will get the full 10 points. Absences result in 0 points for that day. **There are no excused absences.** Absence from class does not absolve you from turning in due assignments or becoming aware of any new assignment due dates.

#### 2. Speaking assignments

All members of the class are expected to present critical issues and take a stand, whether it be in the form of a presentation or an extemporaneous comment.

Each student will present on prominent German-Americans in conjunction with the relevant chapter.

### 3. Writing assignments

The writing assignments in this class consist of two projects: 1. a 5-6 page summary of your research on a German-American from the Fredericksburg area and 2. an oral history report on a living German-American from the region. Both papers will be incorporated into a website called "The Germans of Fredericksburg." Details for these assignments will be provided later.

### 4. Two tests

The tests will focus on the readings covered in the weeks before..

### 5. Final Examination (4/29/19, 8:30-11)

The final exam is designed to test primarily material covered in the second half of the semester as well as ascertain an understanding of the underlying themes discussed throughout the semester.

### 6. Issues of academic honesty

At the beginning of the semester, I will discuss with you standards of ethical behavior in academia and, specifically, foreign language writing, including those that pertain to the use of technological resources. These explanations will include the use of on-line dictionaries and appropriate use of other on-line materials, such as foreign language websites, in your own work. **The use of translation programs is categorically prohibited for any work submitted as your own.**

Please know that it is not very difficult for me to recognize plagiarized work. Inaccurate incorporations, typos in the English input (which result in inaccurate or even missing German translations), and - most tellingly - a stark differential in stylistic sophistication by comparison to a student's usual work, including the use of regional varieties, are sure give-aways.

**All work in this course is subject to the Honor Code. All written assignments and tests must be pledged.**

#### Grading Scale:

A 100-94%	B+ 89-87%	C+ 79-77%	D+ 69-67%	F 59-0%
A- 93-90%	B 86-83%	C 76-73%	D 66-63%	
	B- 82-80%	C- 72-70%	D- 62-60%	

For purpose of midterm grade, D+ or lower equals U

### 7. Title IX Statement

University of Mary Washington faculty are committed to supporting students and upholding the University's *Policy on Sexual and Gender Based Harassment and Other Forms of Interpersonal Violence*. Under Title IX and this Policy, discrimination based upon sex or gender is prohibited. If you experience an incident of sex or gender based discrimination, we encourage you to report it. **While you may talk to me, understand that as a "Responsible Employee" of the University, I MUST report to UMW's Title IX Coordinator what you share.** If you wish to speak to someone confidentially, please contact the below confidential resources. They can connect you with support services and help you explore your options. You may also seek assistance from UMW's Title IX Coordinator. Please visit <http://diversity.umw.edu/title-ix/> to view UMW's *Policy on Sexual and Gender Based Harassment and Other Forms of Interpersonal Violence* and to find further information on support and resources.

#### Resources

Marissa Miller  
Interim Title IX Coordinator  
Office of Title IX  
Fairfax House  
540-654-5656  
mmille23@umw.edu

#### Confidential Resources

*On-Campus*  
Talley Center for Counselling  
Services  
Lee Hall 106  
  
Student Health Center  
Lee Hall 112

*Off-Campus*  
Empowerhouse  
540-373-9373  
  
RCASA  
540-371-1666

	Datum	Thema / Aufgaben
1	1/14	<b>Einführung, Kennenlernen, Kursziele und -erwartungen</b>
	1/16	<b>Einführung</b> <ul style="list-style-type: none"> <li>o Lesen Sie Brunner S. 7-9,</li> <li>o Hoerder S. 7-13</li> </ul>
	1/18	<ul style="list-style-type: none"> <li>o Lesen Sie Hoerder S. 13-20,</li> <li>o Blaschka-Eick S. 9-12</li> </ul>
2	1/21	<b>MLK Day</b>
	1/23	<ul style="list-style-type: none"> <li>o Lesen Sie Emmerich S. 9-21</li> </ul>
	1/25	<b>Auswanderung nach Osten</b> <ul style="list-style-type: none"> <li>o Lesen Sie Hoerder S. 32-45, 74-77</li> <li>o Lesen Sie Blaschka-Eick S. 167-177</li> </ul>
3	1/28	
	1/30	<ul style="list-style-type: none"> <li>o Lesen Sie Blaschka-Eick S. 177-185</li> </ul>
4	2/1	<b>Auswanderung nach Süden:</b> <ul style="list-style-type: none"> <li>o Lesen Sie Hoerder S. 45-56</li> </ul>
	2/4	<ul style="list-style-type: none"> <li>o Lesen Sie Blaschka-Eick S. 189-201,</li> <li>o Hoerder S. 66-68</li> </ul>
	2/6	<b>Frühe Auswanderung nach Nordamerika:</b> <ul style="list-style-type: none"> <li>o Lesen Sie Brunner S. 11-37</li> </ul>
5	2/8	<ul style="list-style-type: none"> <li>o Lesen Sie Brunner S. 38-54,</li> </ul>
	2/11	<ul style="list-style-type: none"> <li>o Video 1 „Die Deutschen in Amerika“</li> </ul>
	2/13	<ul style="list-style-type: none"> <li>o Video 1 „Die Deutschen in Amerika“</li> </ul>
	2/15	<b>Genealogische Forschung und Oral History</b>
6	2/16	<b>Exkursion zur Germanna Foundation</b>
	2/18	<b>Auswanderung in die USA im 19. Jahrhundert:</b> <ul style="list-style-type: none"> <li>o Lesen Sie Brunner S. 55-65,</li> <li>o Hoerder S. 59-64, 80-82</li> </ul>
	2/20	<ul style="list-style-type: none"> <li>o Lesen Sie Brunner S. 66-79</li> <li>o Vortrag: H.J. Heinz, Strauss,</li> </ul>
7	2/22	<ul style="list-style-type: none"> <li>o Brunner 80-115</li> <li>o Vortrag: Anneke, Röbling, Bierstadt</li> </ul>
	2/25	<ul style="list-style-type: none"> <li>o <b>Test I</b></li> </ul>
	2/27	<b>Amerikanische Vorstellungen von Deutschen</b> <ul style="list-style-type: none"> <li>o Brunner S.116-122</li> <li>o Emmerich S. 86-87</li> </ul>
	3/1	<b>Arbeit in der neuen Heimat</b> <ul style="list-style-type: none"> <li>o Brunner S. 123-136, Vortrag: Astor, Stainway</li> </ul>

	Datum	Thema / Aufgaben
9	3/11	<b>Turner, Achtundvierziger, Reformier, deutsche Juden</b> <ul style="list-style-type: none"> <li>o Brunner 144-161 Vortrag: Hecker, Schurz, Sigel, Nast</li> </ul>
	3/13	<b>Deutsches Leben in New York</b> <ul style="list-style-type: none"> <li>o Brunner 164-170</li> <li>o Emmerich S. 109-123, 130-132 Vortrag: Rockefeller, Bausch</li> </ul>
	3/15	<ul style="list-style-type: none"> <li>o DVD 3</li> </ul>
10	3/16	<ul style="list-style-type: none"> <li>o Exkursion nach Washington, D.C.</li> </ul>
	3/18	<b>Deutsches Leben im Mittleren Westen</b> <ul style="list-style-type: none"> <li>o Lesen Sie Brunner 171-176</li> <li>o Emmerich S. 52-66</li> </ul>
	3/20	<ul style="list-style-type: none"> <li>o Emmerich S. 67-84</li> <li>o <b>Forschungsaufsatz (Fredericksburg Deutsch-Amerikaner)</b></li> </ul>
11	3/22	<b>Deutsches Leben in Texas</b> <ul style="list-style-type: none"> <li>o Lesen Sie Emmerich S. 88-108 Vortrag: Charles Sealsfield, O. v. Meusebach, August Spies</li> </ul>
	3/25	<ul style="list-style-type: none"> <li>o DVD 2</li> </ul>
	3/27	<b>Deutsch-Amerikaner in den Kriegen: 1. Unabhängigkeitskrieg.</b> <ul style="list-style-type: none"> <li>o Lesen Sie Emmerich S. 190-195,</li> <li>o Blaschka-Eick S. 72-86 Vortrag: Steuben</li> </ul>
12	3/29	<b>Deutsch-Amerikaner in den Kriegen: 2. Bürgerkrieg.</b> <ul style="list-style-type: none"> <li>o Lesen Sie Brunner 186-192</li> <li>o Emmerich S. 198-201</li> </ul>
	4/1	<b>Deutsch-Amerikaner in den Kriegen: 3. Erster Weltkrieg.</b> <ul style="list-style-type: none"> <li>o Lesen Sie Hoerder 70-74,</li> <li>o Brunner 209-215</li> </ul>
	4/3	<ul style="list-style-type: none"> <li>o Lesen Sie Emmerich S. 142-146</li> </ul>
13	4/5	<b>Deutsch-Amerikaner in den Kriegen: 4. Zweiter Weltkrieg.</b> <ul style="list-style-type: none"> <li>o Lesen Sie Emmerich S. 201 Vortrag: Arendt, Kissinger, Dietrich</li> </ul>
	4/8	<b>Deutsche Sprache in den USA:</b> <ul style="list-style-type: none"> <li>o Lesen Sie Brunner S. 202-207</li> </ul>
	4/10	<ul style="list-style-type: none"> <li>o Lesen Sie Emmerich S. 123-129 Vortrag: Heidi Klum, Dirk Novitzki</li> </ul>
14	4/12	<b>No Class, Prof @ conference</b> <ul style="list-style-type: none"> <li>o <b>Test II</b></li> </ul>
	4/15	
	4/17	<b>Deutsche in den Nachbarländern:</b> <ul style="list-style-type: none"> <li>o Lesen Sie Ihren Text aus „Das Parlament“</li> </ul>
15	4/19	<b>Zusammenfassung:</b> <ul style="list-style-type: none"> <li>o Lesen Sie Hoerder S. 116-123, Vortrag: Laemmle, Gruen</li> </ul>
	4/22	<b>Projektvorstellung</b> <ul style="list-style-type: none"> <li>o <b>Oral History Projekt</b></li> </ul>
	4/24	<b>Projektvorstellung</b>
	4/26	<b>Research and Creativity Day</b>