

**America the Beautiful?  
*Amerika-Bilder* in the German-speaking world**

**German 302W - Spring 2022**

**Course Information:**

Professor: Hiram Maxim  
Office: MLB 4214  
Office Hours: Tu 5:15-6:15p in MLB 214; We 1:30-2:30p online at  
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**Course Description:**

This 300-level course explores the topic of *Süße Pein* in German-speaking cultures by examining the portrayal of the United States in the German-speaking world over the past 250 years. Following a chronological approach centered around major historical periods in German history, the course will highlight the love-hate relationship that the German-speaking world has had toward the U.S. over the years and focus on what these often contrasting views reveal about the social, cultural, political, and economic conditions in the German-speaking world at that time.

**Approach:**

The exercise of learning about a culture through its portrayal of another will serve as a central premise of the course and will form the basis of class discussions and assignments. At the same time, learning about a foreign culture's portrayal of the U.S. may elicit certain “gut” reactions that should also be examined for what they reveal about yourself and your feelings vis-à-vis American culture.

Each historically situated and theme-based unit begins with an overview of the major cultural, social, political, and economic events of the time as a way of establishing a context from which to better understand various images of America. Then, through texts such as political speeches, interviews, literature, popular and travel writings, poetry, video, feature films, and advertisements, students will confront and discuss various portrayals of the United States. These will also serve as sources for vocabulary and grammar development. In addition to tracing the various *Amerika-Bilder* over the past 250 years, students will also be responsible for monitoring and analyzing how the U.S. is currently portrayed in various sectors of German-speaking society.

Because this course fulfills one of the Continuing Writing Requirements for the GERs, students will be asked to respond to the course material in a series of writing assignments, ranging from personal narratives about one's own interactions with a different culture to analytical essays of selected texts. Despite the range of assignments, the overarching focus of the written assignments encompasses the type of response and expository genres targeted in upper-level instruction in the German Studies curriculum (e.g., comparison, review, response, analysis). Another feature of the curriculum's support of advanced language development is the effort to provide appropriate models of the type of writing that is expected of students.

Although a writing-intensive course, the other three modalities of language use (listening, speaking, reading) will also receive extensive attention through different activities, such as in-class discussions, film viewings, *Referate*, and nightly readings. As with the writing assignments, guidance and models will be provided to help students complete the activities at an advanced level.

**Course Objectives:**

- to develop an in-depth understanding of the history of German-American relations
- to gain a deeper awareness of the different *Zeitgeist* in the German-speaking world over the past 250 years through its portrayal of the U.S.
- to become familiar in uncovering the cultural meaning inherent in one country's portrayal of another
- to develop the ability to analyze the stylistic, lexical, and linguistic means used to portray another culture in different genres
- to draw on these means to enhance one's own language production

In short, this course aims to develop your abilities as a cultural critic; that is, someone who is able to examine a cultural artifact and come to well-founded conclusions about its significance for the culture from which it originated.

**Eligibility:**

German 302 is a 300-level course for students who have taken German 202 at Emory University, completed four semesters of college-level German at another institution, or placed into 300-level German through the Emory German Studies placement exam.

**Online Course Format:**

For the first three weeks of the semester German 302 will take place 100% online. For each class meeting we will meet synchronously on Zoom. These sessions will be reserved almost exclusively for using German to engage with your instructor and your classmates. In order to free up these synchronous sessions for spoken language practice, activities that lend themselves well for completion outside of class (e.g., learning vocabulary, studying grammar, reading texts) will be completed as homework.

Online instruction offers exciting opportunities for learning a language, particularly when all course participants engage with each other in a respectful and equitable manner. To enhance online engagement, students are asked to turn their video on during synchronous class meetings. Students are also encouraged to use the chat feature in Zoom to post responses. The private chat feature can also be used to post responses directly to the instructor.

Our class sessions on Zoom will all be audio-visually recorded for students in the class to refer back to the information, and for enrolled students who are unable to attend live.

Lectures and other classroom presentations presented through video conferencing and other materials posted on Canvas are for the sole purpose of educating the students enrolled in the course. The release of such information (including but not limited to directly sharing, screen capturing, or recording content) is strictly prohibited, unless the instructor states otherwise.

Doing so without the permission of the instructor will be considered an Honor Code violation and may also be a violation of other state and federal laws, such as the Copyright Act.

Students who participate with their camera engaged or utilize a profile image are agreeing to have their video or image recorded. If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image. Likewise, students who un-mute during class and participate orally are agreeing to have their voices recorded. If you are not willing to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the "chat" feature, which allows students to type questions and comments live. Please read the [Rules of Zoom Engagement](#) for further advice on participating in our Zoom class sessions.

Unless policies change, beginning the week of January 31, the class will resume in-person instruction.

### **Classroom safety:**

Once we return to in-person instruction starting the week of January 31, everybody must keep their face mask on at all times when they are indoors on campus, and this includes in our classroom. Your face mask must cover your nose, mouth, and chin, and should fit snugly. Due to the necessity of keeping your PPE on, eating and drinking is forbidden in the classroom. Please read [Emory advice about quality and fit of mask](#)

### **Course Materials:**

1. Readings available on the course Canvas site
2. The following films to be viewed as a class and available for streaming:
  - a. *Metropolis* (1927)
  - b. *Winnetou, 1. Teil* (1963)
  - c. *Stroszek* (1977)
3. *Auf den Punkt Gebracht: Deutscher Lernwortschatz Zur Textarbeit.* (2013). Klett Verlag. ISBN 978-3125195677
4. Recommended: Rankin Jamie, & Larry Wells. *Handbuch zur deutschen Grammatik*, 6th edition. Heinle, 2015. ISBN: 978-1305078840.

### **Assessment**

1. Participation (10%). As an 300-level course, this course expects active and engaged participation by all class members.

Grade	Criteria
A	always well-prepared always is attentive and eager to volunteer always tries to use German with classmates and instructor always makes the most of each exercise always uses laptop and/or mobile device for class-related activities makes full use of the chat feature and breakout rooms shows real resourcefulness and imagination when using the language always responds to and engages classmates in a respectful manner remains critical and open-minded toward target and native culture

B	usually well-prepared usually is attentive and volunteers occasionally usually tries to use German with classmates and instructor usually makes the most of each exercise usually uses laptop and/or mobile device for class-related activities makes good use of the chat feature and breakout rooms completes exercises with some imagination and resourcefulness makes some effort to engage fellow students shows some development of cultural sensitivity
C	adequately prepared and attentive occasionally needs to be reminded to use German with instructor and classmates responds and completes exercises with minimal imagination uses laptop and/or mobile device regularly for activities unrelated to class does not engage classmates beyond the minimum requirements for an assignment
D	usually unprepared makes little effort to participate or complete exercises rarely tries to use German with instructor or classmates continually uses laptop and/or mobile device for activities unrelated to class
F	makes no contribution to class whatsoever

You are allowed a maximum of 2 absences during the semester without penalty for any reason (e.g., doctor, wedding). Beginning with the 3rd absence, **a penalty of -1%** will be levied on the final semester grade for each class missed.

As part of your participation grade, you must attend three extra-curricular events (such as a film showing, a German House party, or departmental guest lecture). There is a great amount of flexibility as to what counts as an appropriate activity because we want you to seek out those aspects of the German-speaking culture that interest you. For each event, please enter the relevant information in your “Kulturpass” that you will receive from your instructor. **Not fulfilling this requirement results in a 3% deduction of your participation grade per event missed.** You can always find the latest information on events in the department at <http://german.emory.edu/home/news-events/index.html>.

2. **Homework (25%).** Completing **homework** thoroughly, regularly, and on time is extremely important in order to be prepared for class. Learning a foreign language is a long-term process, and cramming simply does not work. Regular homework assignments could consist of any of the following activities: (re)reading an assigned text, reading a grammar explanation in the textbook, learning vocabulary, completing a worksheet (*Arbeitsblatt*) or grammar exercise, posting to a class discussion on Canvas, or preparing for an in-class speaking event. **Most assigned homework will be due 2 hours before the start of class, i.e., at 2:00pm.** For grammar exercises students need to check their answers against the answer key and indicate clearly any corrections they made. Homework that is collected will be graded according to the following criteria:

- “√+” (90 or 100%): Homework handed in on time and indicating a very thorough effort, including a conscious attempt to use and experiment with language features emphasized in class. Random grammar mistakes, particularly as part of experimentation, will not adversely affect your grade. Note: if you receive a grade of 90%, you can correct any errors, turn it back in by the end of the following week and, assuming the issues have been addressed, receive a mark of 95%;
- “√” (80%): Homework handed in on time and indicating a satisfactory effort but consisting of no more than the minimum and/or displaying consistent mistakes on grammar already covered in class. Note: if you receive a grade in this category, you can correct any errors, turn it back in by the end of the following week and, assuming the issues have been addressed, receive a mark of 90%;
- “√-” (60%): Homework handed in on time but indicating an unsatisfactory effort. Note: if you receive a grade in this category, you can correct any errors, turn it back in by the end of the following week and, assuming the issues have been addressed, receive a mark of 80%

Specifically, in 300-level courses in the German Studies Department it is expected that on take-home assignments students will use resources available to them (e.g., websites with verb conjugations; online dictionaries with gender and plural forms) to avoid committing the following errors: gender (G), punctuation (I), case after prepositions (K), plural form of nouns (Pl), spelling and capitalization (R), and subject-verb agreement (SV) = GIKPRS! Random errors in these categories are unavoidable but consistent inattention to these avoidable errors will negatively affect the final grade.

3. Writing assignments (45%). Over the course of the semester you will complete a range of written assignments of varying length, most of which will consist of multiple drafts:
  - a. Personal narrative about a travel experience to a different culture (2-3 pages)
  - b. Film review (3 pages)
  - c. Summary of interview with native speaker about German history (2 pages)
  - d. 2 analyses of a cultural work (3-4 pages each)
  - e. Summary of current portrayals of the U.S. (3 pages)
4. In-class discussions (10%). Three times during the semester students will give a brief update from a chosen periodical on recent portrayals of the United States.
5. Final oral discussion (10%). During the final exam slot for this class (Thursday, April 28, 3:00 – 5:30pm) there will be a longer whole-class discussion of the different portrayals of the U.S. encountered during the semester.

### **Tutoring:**

There are two options if you would like to seek free tutoring help this semester:

1. The German Studies Department provides free online individual help sessions every day (Mon – Thurs). Our German Fulbright Teaching Assistant and several advanced German students will serve as the peer tutors this year. Times and locations will be available online shortly at <http://german.emory.edu/home/undergraduate/learning-resources/peer-tutors.html>.

2. Emory College also offers free tutoring through the **EPASS** tutoring program. You are allowed to attend a total of 2 EPASS appointments per week during the semester. For information about EPASS policies and scheduling appointments, visit [https://collegeconnect.emory.edu/portal/Language\\_tutoring](https://collegeconnect.emory.edu/portal/Language_tutoring).

**Additional learning resources** can be found on the German Studies Department's website: <http://german.emory.edu/home/undergraduate/learning-resources/index.html>

### **Inclusive Instruction:**

As the instructor of this course I endeavor to provide an inclusive learning environment. I want every student to succeed. The Department of Accessibility Services (DAS) works with students who have disabilities to provide reasonable accommodations. It is your responsibility to request accommodations. In order to receive consideration for reasonable accommodations, you must register with the DAS at <http://accessibility.emory.edu/students/> . Accommodations cannot be retroactively applied so you need to contact DAS as early as possible and contact me as early as possible in the semester to discuss the plan for implementation of your accommodations. For additional information about accessibility and accommodations, please contact the Department of Accessibility Services at (404) 727-9877 or [accessibility@emory.edu](mailto:accessibility@emory.edu)

### **Stress management and mental health:**

As a student, you may find that personal and academic stressors in your life, including those related to remote study, COVID-19, economic instability, and/or racial injustice, are creating barriers to learning this semester. If you are struggling with concentration, motivation, or emotional concerns that feel overwhelming and are impacting your daily functioning, please know that there are university resources available to support you. More information on these resources is available here:

- [Counseling & Psychological Services.](#)
- [Office of Spiritual & Religious Life.](#)
- [Student Case Management and Interventions Services.](#)
- [Student Health Services Psychiatry.](#)
- [Support During A Crisis: A Guide for Faculty & Staff.](#)
- [Emory Anytime Student Health Services.](#)
- [Emory Student Telehealth - 24/7 Medical & Mental Health Support](#)

### **Honor Code:**

The Honor Code of Emory College is in effect throughout the semester. By taking this course, you affirm that it is a violation of the code to cheat on quizzes and exams, to plagiarize, to deviate from the instructor's instructions about collaboration on work that is submitted for grades, to give false information to a faculty member, and to undertake any other form of academic misconduct. You agree that the instructor is entitled to move you to another seat during examinations, without explanation. You also affirm that if you witness others violating the code you have a duty to report them to the honor council.

The development and improvement of online translation resources in recent years poses challenges for maintaining the academic integrity of language learning. The German Studies Department's policy regarding the use of these resources is motivated by the distinction between

those resources that require active attention to the language and thus enhance learning and those that are automated and minimize or eliminate reflection about the language. As a result, assistance on graded work is possible under the following specific circumstances:

- For grammar: You may consult print or online resources for grammar explanations (e.g., verb conjugations), but the use of automated grammar correction software is not permitted;
- For vocabulary: You may consult print or online resources for the translation of individual words. Currently, the department approves the following online dictionaries: [LEO](#), [Linguee](#), and [dict.cc](#). Using online resources to translate phrases, entire sentences, or paragraphs is not permitted. As a result, the use of online translators, such as Google Translate and DeepL, is not permitted;
- For spelling: The use of built-in spell checkers is not permitted, unless specified by your instructor;
- In-person: Seeking assistance in person is encouraged, particularly with a German Studies or EPASS tutor, but it should be limited to reviewing certain topics or revising and improving completed work. The ultimate production of the work to be turned in will rest with you.

Even when there seems to be a need to use the limited outside resources permitted, the German Studies Department encourages you to use vocabulary and structures already known. The department has worked diligently to structure its assignments such that they can be completed almost exclusively without any outside assistance. If you feel that you are unable to complete an assignment with your existing language abilities and have a strong need to use outside resources, please speak with your instructor for ways to address these concerns.

The Honor Code, a list of offenses and the Honor Council process may be found; [http://college.emory.edu/home/academic/policy/honor\\_code.html](http://college.emory.edu/home/academic/policy/honor_code.html)

### **Health Considerations:**

At the very first sign of not feeling well, *stay at home* and reach out for a health consultation. [Please consult the campus FAQ for how to get the health consultation](#). As you know, Emory does contact tracing if someone has been diagnosed with COVID-19. A close contact is defined as someone you spend more than 15 minutes with, at a distance less than 6 feet, not wearing facial coverings.

## Semesterüberblick

Tag	Lehrstoff	Hausaufgaben
1. Dienstag, den 11. Januar	<b>Einleitung</b> <ul style="list-style-type: none"> <li>den Kurs besprechen: Syllabus, Lernziele, Aufgaben, Erwartungen</li> <li>stereotypische Amerika-Bilder besprechen</li> <li>Methodologie besprechen: die Darstellung des Anderen als Aussage über den Darstellenden und nicht den Dargestellten</li> <li>das 18. Jahrhundert und die Salzburger einführen</li> </ul>	<ol style="list-style-type: none"> <li><a href="#">Background questionnaire</a></li> <li>Text "<a href="#">Salzburger in GA</a>" lesen</li> <li><a href="#">Salzburger AB</a></li> </ol>
2. Donnerstag, den 13.01.	<b>Neustart in der Neuen Welt</b> <ul style="list-style-type: none"> <li>das Amerika-Bild der Salzburger besprechen</li> <li>das Genre "Tagebuch" anhand von Recks Tagebuch besprechen</li> </ul>	<ol style="list-style-type: none"> <li><a href="#">Reisetagebuch</a> schreiben</li> <li>sich für einen <a href="#">Termin</a> fürs Eingangsgespräch eintragen</li> </ol>
3. Dienstag, den 18.01.	<b>Amerika als Einwanderungsland</b> <ul style="list-style-type: none"> <li>die deutschsprachige Zeitungslandschaft einführen</li> <li>das Interview mit einem/einer Professor/in besprechen</li> <li>das 19. Jahrhundert einführen</li> </ul>	<ol style="list-style-type: none"> <li><a href="#">Auswandererlieder</a> lesen und anhören</li> <li><a href="#">Auswandererlieder AB</a></li> <li>Collaborations: <a href="#">die deutschsprachige Zeitungslandschaft</a></li> </ol>
4. Donnerstag, den 20.01.	<b>Amerika als Einwanderungsland</b> <ul style="list-style-type: none"> <li>Auswandererlieder besprechen</li> <li>Karl May und <i>Winnetou</i> einführen</li> </ul>	<ol style="list-style-type: none"> <li>Auszug aus <a href="#">Winnetou I</a> lesen</li> <li><a href="#">Winnetou AB</a></li> </ol>
5. Dienstag, den 25.01.	<b>Land der "Indianer und Bleichgesichter"</b> <ul style="list-style-type: none"> <li><i>Winnetou</i> besprechen</li> <li>die Verfilmungen von <i>Winnetou</i> einführen</li> </ul>	<ol style="list-style-type: none"> <li><a href="#">die Verfilmung von Winnetou I</a> sehen</li> <li><a href="#">Winnetou Film Diskussion</a></li> <li><a href="#">Reisetagebuch</a> verbessern</li> </ol>
6. Dienstag, den 01. Februar	<b>Verfilmung von <i>Winnetou</i></b>	<ol style="list-style-type: none"> <li><a href="#">Filmkritiken</a> lesen und sich auf das <a href="#">Filmkritik AB</a> vorbereiten</li> <li>S. 35-38 in <i>Auf den Punkt</i></li> </ol>

	<ul style="list-style-type: none"> <li>den Film besprechen</li> </ul>	<p><i>gebracht</i> wiederholen</p> <ol style="list-style-type: none"> <li><a href="#">annotierte Bibliographie</a> der gegenwärtigen Amerika-Bilder einreichen</li> <li>einen anderen deutschen Western anschauen: <i>Apachen</i>(1973); <i>Winnetou, der Mythos lebt, Teil i</i> (2016)</li> </ol>
7. Donnerstag, den 03.02.	<p><b>Filmkritik</b></p> <ul style="list-style-type: none"> <li>das Genre "Filmkritik" besprechen u. analysieren</li> <li><a href="#">gegenwärtige Amerika-Bilder besprechen</a></li> </ul>	<ol style="list-style-type: none"> <li><a href="#">Filmkritik</a> zu Ende schreiben</li> </ol>
8. Dienstag, den 08.02.	<p><b>Die Weimarer Republik</b></p> <ul style="list-style-type: none"> <li>erste Version der Filmkritik besprechen</li> <li>Weimarer Republik einführen <ul style="list-style-type: none"> <li>"<a href="#">zerstörte deutsche Illusionen</a>" (1918)</li> <li>Gedicht <i>Deutschland, du Blondes, Bleiches</i> (1920) von Bertolt Brecht</li> </ul> </li> </ul>	<ol style="list-style-type: none"> <li><a href="#">Filmkritik</a> verbessern</li> </ol>
9. Donnerstag, den 10.02.	<p><b>Fordismus und das Großstadtleben</b></p> <ul style="list-style-type: none"> <li>Weimarer Republik besprechen <ul style="list-style-type: none"> <li>Gedicht <i>Deutschland, du Blondes, Bleiches</i> (1920) von Bertolt Brecht</li> <li>"Amerikareise deutscher Gewerkschaftsführer" (1926) besprechen</li> </ul> </li> </ul>	<ol style="list-style-type: none"> <li>die ersten 13 Strophen des Gedichts <i>Verschollener Ruhm der Riesenstadt New York</i>(1929) von Bertolt Brecht lesen (als <a href="#">Theaterstück</a>inszeniert)</li> <li><a href="#">Brecht AB</a></li> <li>erste Version der <a href="#">Email an Prof</a> schreiben</li> </ol>
10. Dienstag, den 15.02.	<p><b>Amerika vor der Wirtschaftskrise</b></p> <ul style="list-style-type: none"> <li>Gedichte von Brecht besprechen</li> <li>"<a href="#">zerstörte deutsche Illusionen</a>" (1918)</li> </ul>	<ol style="list-style-type: none"> <li>die letzten 9 Strophen des Gedichts <i>Verschollener Ruhm der Riesenstadt New York</i>(1929) von Bertolt Brecht lesen (als <a href="#">Theaterstück</a>inszeniert)</li> <li><a href="#">Brecht AB2</a></li> <li><a href="#">Analyse</a> von Brecht lesen u. Merkmale notieren</li> </ol>

11. Donnerstag, den 17.02.	<b>Amerika nach der Wirtschaftskrise</b> <ul style="list-style-type: none"> <li>• <a href="#">Verschollener Ruhm der Riesenstadt New York</a> (1929) von Bertolt Brecht besprechen</li> <li>• das Genre "Analyse" anhand Brecht besprechen</li> </ul>	<ol style="list-style-type: none"> <li>1. den Film <a href="#">Metropolis</a> (1927) sehen und <a href="#">Fragen</a> überlegen</li> <li>2. An der zweiten Version der <a href="#">Filmkritik</a> arbeiten</li> <li>3. Zweite Version der <a href="#">Emails</a> schreiben</li> </ol>
12. Dienstag, den 22.02.	<b>Amerikabegeisterung?</b> <ul style="list-style-type: none"> <li>• Film besprechen</li> <li>• Nationalsozialismus einführen</li> </ul>	<ol style="list-style-type: none"> <li>1. Texte von <a href="#">Hitler</a> und der <a href="#">Reichsjugendführung</a> lesen</li> <li>2. <a href="#">Essay</a> über den amerikanischen Einfluss auf die Rassengesetze der NS-Zeit lesen</li> <li>3. <a href="#">NS-Zeit AB</a></li> <li>4. Zweite Version der <a href="#">Filmkritik</a> schreiben</li> <li>5. <a href="#">Analyse</a> von Brecht lesen u. Merkmale notieren</li> </ol>
13. Donnerstag, den 24.02.	<b>Nationalsozialismus</b> <ul style="list-style-type: none"> <li>• Texte von Hitler und der Reichsjugendführung besprechen</li> <li>• das Genre "Analyse" anhand Brecht besprechen</li> </ul>	<ol style="list-style-type: none"> <li>1. <a href="#">Analyse 1</a> schreiben</li> </ol>
14. Dienstag, den 01. März	<b>Nachkriegszeit</b> <ul style="list-style-type: none"> <li>• erste Version der Analyse besprechen</li> <li>• Fragenkatalog für das Interview erstellen</li> <li>• Nachkriegszeit einführen</li> </ul>	<ol style="list-style-type: none"> <li>1. <a href="#">Aktivität 1</a></li> </ol>
15. Donnerstag, den 03.03.	kein Unterricht	<ol style="list-style-type: none"> <li>1. Video "<a href="#">amerikanische Lektion</a>" anschauen</li> <li>2. <a href="#">annotierte Bibliographie</a> der gegenwärtigen Amerika-Bilder einreichen</li> </ol>
<b>Frühlingsferien</b>		
16. Dienstag, den 15.03.	<b>Amerikanisierung Deutschlands</b> <ul style="list-style-type: none"> <li>• Video besprechen: die Amerikanisierung Deutschlands</li> <li>• <a href="#">gegenwärtige Amerika-Bilder</a></li> </ul>	<ol style="list-style-type: none"> <li>1. "<a href="#">Die Kannibalen</a>" von Stefan Heym lesen</li> <li>2. <a href="#">Kannibalen AB</a></li> <li>3. <a href="#">Mitarbeit 1. Hälfte</a></li> </ol>

	<p><a href="#">besprechen</a></p> <ul style="list-style-type: none"> <li>• Stefan Heym einführen</li> </ul>	
17. Donnerstag, den 17.03	<p><b>die 50er Jahre: Die negativen Einflüsse Amerikas</b></p> <ul style="list-style-type: none"> <li>• "die Kannibalen" besprechen</li> <li>• den Einfluss der amerikanischen Pop-Kultur besprechen</li> </ul>	<ol style="list-style-type: none"> <li>1. <a href="#">Analyse 1</a> verbessern</li> <li>2. <a href="#">Reflexion 1</a></li> </ol>
18. Dienstag, 22.03.	<p><b>der amerikanische Einfluss auf die deutsche Pop-Kultur in den 50er Jahren</b></p> <ul style="list-style-type: none"> <li>• Pop-Kultur der 50er Jahre besprechen</li> <li>• die 60er Jahre und Hans Magnus Enzensberger einführen</li> </ul>	<ol style="list-style-type: none"> <li>1. den Brief "<a href="#">Warum ich Amerika verlasse</a>" (1968) von Hans Magnus Enzensberger lesen</li> <li>2. <a href="#">Enzensberger AB</a></li> <li>3. <a href="#">Übung E, S. 263</a> im <i>Handbuch</i></li> </ol>
19. Donnerstag, den 24.03.	<p><b>Amerika in den 60er Jahren aus westdeutscher Sicht: Vom Vorbild zum Schreckbild</b></p> <ul style="list-style-type: none"> <li>• die 60er Jahre und Enzensberger besprechen</li> <li>• Volker Braun einführen</li> </ul>	<ol style="list-style-type: none"> <li>1. <a href="#">Kriegserklärung</a> (1968) von Volker Braun lesen</li> <li>2. <a href="#">Braun AB</a></li> </ol>
20. Dienstag, den 29.03.	<p><b>Amerika in den 60er Jahren aus ostdeutscher Sicht</b></p> <ul style="list-style-type: none"> <li>• Volker Braun besprechen</li> <li>• die 70er Jahre einführen</li> <li>• Christian Wallner einführen</li> </ul>	<ol style="list-style-type: none"> <li>1. Gedicht <a href="#">Ausflug nach USA</a> (1975) von Christian Wallner lesen</li> <li>2. <a href="#">annotierte Bibliographie</a> der gegenwärtigen Amerika-Bilder einreichen</li> </ol>
21. Donnerstag, den 31.03.	<p><b>die 70er Jahre</b></p> <ul style="list-style-type: none"> <li>• <a href="#">gegenwärtige Amerika-Bilder besprechen</a></li> <li>• Gedicht <i>Ausflug nach USA</i> (1975) von Christian Wallner besprechen</li> <li>• Werner Herzog einführen</li> </ul>	<ol style="list-style-type: none"> <li>1. <a href="#">den Film Stroszek</a> (1977) sehen</li> <li>2. <a href="#">Stroszek AB</a></li> <li>3. <a href="#">Zusammenfassung</a> der Amerika-Bilder schreiben</li> </ol>
22. Dienstag, den 5. April	<p><b>Land der begrenzten Möglichkeiten</b></p> <ul style="list-style-type: none"> <li>• den Film <i>Stroszek</i> (1977) besprechen</li> </ul>	<ol style="list-style-type: none"> <li>1. <a href="#">Gedichte von Wolf Biermann</a> lesen und anhören</li> <li>2. <a href="#">Aktivität 2</a></li> </ol>

23. Donnerstag, den 07.04.	<b>Land der begrenzten Möglichkeiten</b> <ul style="list-style-type: none"> <li>Gedichte von Biermann besprechen</li> </ul>	<ol style="list-style-type: none"> <li><a href="#">Analyse 2</a> schreiben</li> <li><a href="#">Aktivität 2</a></li> </ol>
24. Dienstag, den 12.04.	<b>Amerika: Ein hoffnungsloser Fall?</b> <ul style="list-style-type: none"> <li>Gedichte von Biermann besprechen</li> <li>die 80er Jahre einführen</li> </ul>	<ol style="list-style-type: none"> <li>Artikel "<a href="#">Im Kino der Gefühle</a>" (1984) lesen</li> <li><a href="#">Gefühle AB</a></li> </ol>
25. Donnerstag, den 14.04.	<b>Die Reagan-Ära</b> <ul style="list-style-type: none"> <li>die Darstellung der Reagan-Ära besprechen</li> <li>die 90er und 2000er Jahre besprechen</li> </ul>	<ol style="list-style-type: none"> <li><a href="#">Bericht über das Interview</a> mit Prof schreiben</li> <li>Beispiele der amerikanischen Pop-Kultur finden</li> </ol>
26. Dienstag, den 19.04.	<b>Pop-kulturelle Einflüsse</b> <ul style="list-style-type: none"> <li>das Interview mit Prof besprechen</li> <li>amerikanische Pop-Kultur in der deutschsprachigen Welt besprechen</li> </ul>	<ol style="list-style-type: none"> <li>sich auf die <a href="#">Abschlussdiskussion</a> vorbereiten</li> </ol>
27. Donnerstag, den 21.04.	<b>Abschlussdiskussion</b> <ul style="list-style-type: none"> <li><a href="#">Abschlussdiskussion der Amerika-Bilder</a></li> </ul>	<ol style="list-style-type: none"> <li><a href="#">Reflexion 2</a></li> <li><a href="#">Aktivität 3</a></li> <li><a href="#">Analyse 2</a> verbessern</li> </ol> <p><b>schöne Sommerferien!</b></p>