

German in Georgia

GERM 470 (HSCW), Fall 2017

TTh 4:00 – 5:15pm, ML 219

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Description

This upper-level writing intensive course conducted in German will examine the presence of German in the state of Georgia. Specifically, the course will focus on the following three very different phenomena that resulted in German being used and heard in Georgia:

- The immigration of Salzburger to coastal Georgia in the 1700s;
- The resettlement of Holocaust survivors in Atlanta after World War II;
- The German presence in Georgia's economy today.

In addition, students will examine the use and presence of German in very localized and specific contexts on Emory's campus and in the greater Atlanta area (German-speaking Emory faculty; German art in the Carlos Museum; German holdings in the Pitts Theology Library; the Steffen Thomas Art Museum; the German-themed Helen, Georgia)

Approach

The course will begin with an overview of German immigration to the US over the past 300 years to highlight the long and rich history between the German-speaking world and the US. Next, because much of the course will be examining and producing (auto)biographical accounts of specific German-related phenomena in Georgia, the fundamentals of biographical research will be studied to provide a framework for subsequent written and oral work. Then, each of the three main thematic foci will be investigated in chronological order with occasional sojourns into other German-related phenomena in the greater Atlanta area. Students will engage with primary (e.g., historical documents, first-person interviews, autobiographical accounts) as well as secondary sources for each topic in order to construct a full picture of each situation. A central component of the approach will be first-hand encounters with representatives and/or representations of each topic: an overnight field trip to New Ebenezer, Georgia to visit the Salzburger settlement; interviews with Holocaust survivors; visits and meetings with German and German-themed businesses in Georgia. No prior experience with biographical research is necessary, but students have to be willing to conduct interviews and interact with these representatives.

Because this course fulfills one of the Continuing Writing Requirements for the GERs, students will draw on their field work and research into each situation to describe, explain, and evaluate each topic. The specific written genre targeted throughout the course is the journalistic portrait in which personal (his)stories and examples are

interwoven into a larger historical and societal context. Students' final products will be posted on a website devoted to this topic curated by the class, and in a few instances students will submit their final products for inclusion in the German Wikipedia site.

Goals:

By the end of the semester students in this course will be able to

- describe and evaluate the history and trajectory of German immigration to the US;
- demonstrate the basic tenets of biographical research;
- explain the causes and consequences of different examples of German's presence in the state of Georgia;
- contextualize individual stories within larger histories largely through the genre *biographical portrait*;
- read a text written in the old German script *Fraktur*;
- reflect about their own language use in different contexts and to demonstrate familiarity with the next steps in their language learning.

Prerequisites:

- One German course numbered 300 or higher or the equivalent, or permission of instructor;
- availability for an overnight field trip to New Ebenezer, Georgia on September 23-24, 2017

Course materials:

- Ruth Klüger (1992). *weiter leben*. Göttingen: Wallstein. ISBN 9783892440369
- Additional readings provided by the instructor
- a good reference grammar book (e.g., Rankin & Wells or Dreyer & Schmitt).

Assessment

1. Preparation and participation (20%). Completing homework thoroughly, regularly, and on time is extremely important. Learning a foreign language is long-term process, and cramming simply does not work. Homework will be graded according to the following criteria:
 - “√+” (100%): Homework handed in on time and indicating a very thorough effort, including a conscious attempt to use language features emphasized in class;
 - “√” (80%): Homework handed in on time and indicating a satisfactory effort;
 - “√-” (60%): Homework handed in on time but indicating an unsatisfactory effort.

Note: Homework that receives a check or check minus can be corrected, turned back in, and, assuming the issues have been addressed, receive a mark of 90%. Late homework will not be accepted and will receive no credit. Students are encouraged to use the homework exercises to experiment with the language and become resourceful users of German. At the same time, they are expected to use online resources to check their work for any unnecessary errors. Specifically, in 400-level courses in the German Studies Department it is expected that on take-home assignments students will use resources available to them (e.g., spellcheck

in MS Word or Google Doc; 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 (PI), 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.

Regular homework assignments could consist any of the following activities: (re)reading an assigned text, creating a semantic field, attending a presentation, interviewing someone, gathering background information, completing a worksheet or grammar exercise, working with a classmate on an assignment, writing an essay, updating the course website, or preparing for an in-class speaking event.

Attendance, preparation, *and* participation are essential to your progress. You will be allowed a maximum of 2 absences for routine doctor visits and travel for non-emergencies, etc., during the semester without penalty. Beginning with the 3rd absence, a penalty of -1% will be levied on the earned final grade for each class missed. The best policy to adopt is to **keep your instructor informed** if you miss any classes or assignments. Extended illnesses and family emergencies will be treated as exceptions, and absences for these purposes will be excused. Be prepared to show proof of the need for the absences, however, if your instructor asks for it. Varsity athletes can get excused with coaches' notification of announced absences but must, of course, do the required work.

2. 5 writing assignments (30%). Over the course of the semester you will complete five short multi-draft portraits of a particular aspect of German in Georgia (1-2 pages each).
3. 2 letters (5%). You will draft short letters of introduction in order to arrange your interview with German-speaking Emory faculty and German businesses.
4. 1 digital story (10%). After your interview with the German-speaking faculty, you will draft a script and then create a short digital story about the faculty member.
5. 2 group presentations (15%). You will work in groups of 3-4 to present on one aspect of German in Georgia. Note that the last presentation will be during final exam slot on Thursday, December 7th, 11:30-2:00pm.
6. 2 postings of curated research on the course website or German Wikipedia (20%). Twice during the semester you will be responsible for posting one of your writing pieces on the course website and/or the German-language Wikipedia. Invariably, this additional step to your writing will involve at least one more draft of your writing.

Academic Honor:

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 central issue is that any work submitted to an instructor for evaluation should be one's own. Within the German Studies Department assistance is possible and even encouraged in two limited situations: online or in person. Online resources can be used for grammatical explanations (e.g., verb conjugations) or the translation of words, expressions, and phrases. **However, use of online resources to translate entire sentences or paragraphs is not permitted.** Seeking assistance in person should be limited to receiving suggestions, reviewing certain topics, and addressing revisions, but the ultimate production of the work to be turned in will rest with you.

- 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

SEMESTERÜBERBLICK

24.8. Einführung; Der Verlauf der deutschen Amerika-Auswanderung

29.8. Aspekte der deutschen Amerika-Auswanderung: Auswanderungspolitik; Erklärungen der Auswanderung; Land of Promise?; Deutschamerikaner (Präsentationen)

31.8. Zusammenfassung der deutschen Amerika-Auswanderung

5.9. biographische Forschung; Fragen für das Interview; Fraktur transkribieren

7.9. Brief/Email an Emory ProfessorIn; Einleitung in die Salzburger Geschichte (Melton)

Sonntag, 10.9. Bearing Witness: Miriam Fishkin

12.9. Salzburger

14.9. Salzburger

19.9. Salzburger

21.9. Salzburger; Rezept aussuchen und ins Deutsche übersetzen

23. – 24.9. New Ebenezer, GA

26.9. Salzburger (Prof. Melton Klassenbesuch)

28.9. Salzburger Bericht

3.10. deutsche Firmen

5.10. 1. Fassung der digitalen Geschichte

10.10. Fall break

12.10. deutsche Firmen; Brief an Firma; Klüger Film

Sonntag, 15.10. Bearing Witness: Henry Lewin

17.10. *weiter leben*, pp. 171-182

19.10. *weiter leben*, S. 182-191

24.10. Präsentation über Pitts Theologische Bibliothek

26.10. *weiter leben*, S. 192-209

31.10. *weiter leben*, S. 209-223

2.11. *weiter leben*, S. 225-239

7.11. Präsentation über Carlos Museum

9.11. *weiter leben*, S. 240-255

Sonntag, 12.11. Bearing Witness: Bebe Forehand

14.11. *weiter leben*, S. 255-268

16.11. *weiter leben*, S. 269-283

21.11. Präsentation über Steffen Thomas Museum

23.11. Thanksgiving

28.11. Prof. Schaumann Klassenbesuch

30.11. Präsentation über Bearing Witness

5.12. Präsentationen über Bearing Witness; deutsche Firmen

7.12. Präsentationen der Firmen (11.30-14.00)