

German 470
Fall 2022

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Emory University, Department of German Studies

Course Title: Green Germany

Course Description:

This upper-level course conducted in German examines the role of nature and environment in German culture, society, and politics. The first one-third of the course examines contemporary practical and theoretical responses to human-caused climate change. This part of the course culminates in two class visits from senior high school students from a *Gymnasium* in Essen, Germany, during which you will exchange experiences, thoughts, and hopes about national and local environmental initiatives (not) being undertaken at the respective institutions and municipalities to address climate change and environmental injustice. These practices will also be discussed in terms of their reflection of larger cultural, societal, and political norms. The remaining two-thirds of the course will follow largely a chronological approach, beginning with Romanticism in the late 18th century and continuing until the present day, with an emphasis on the portrayal of nature in literature and film. Central questions that will occupy us all semester include

- What is the sociohistorical context in which the environment is being portrayed?
- What kind of environment is being portrayed / discussed?
- How is it being portrayed?
- What is the human relationship to the environment?
- What are the implications of these portrayals for your understanding of both the German-speaking world's as well as your own relationship to the environment

Even though this course has a specific thematic focus and takes place at the 400-level, it is also a language course just like any other course taught at any level in the German Studies Department at Emory. A central feature of the instructional philosophy of the German Studies Department is that the learning of content needs to be linked to the learning of language, regardless of instructional level. In concrete terms this means that throughout the course a systematic effort will be made to target, discuss, and practice those language features needed to engage with the content successfully. One of the central ways that students are made aware of specific language features is by providing and analyzing textual models of the types of writing and speaking that are expected of students.

While the course remains a language course, it also distinguishes itself from the other levels in the curriculum in two central ways. First, the primary discursive focus will be on response and argumentative genres (e.g., comparison, review, analysis, editorial) rather than narrative or explanatory genres. Second, to provide the framework for developing an argument about a specific work, the course will include consistent engagement with secondary literature; that is, on a regular basis students will read what others say about a work, summarize those views, and then formulate their response to those viewpoints. This process of argumentation will take place regularly during class discussions, on homework assignments, on formally assessed writing assignments, and during the final oral project (see below for more details).

Hyflex course format:

To provide Oxford students the chance to take upper-level German courses while still at Oxford, this course will be taught in a “hyflex” format; that is, the Oxford students will attend class virtually and synchronously. Although there is this virtual component to the course, ECAS students are expected to attend the course in-person unless they need to isolate from classmates.

Goals:

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

- locate the culturally significant issue or problem in a range of cultural practices, products, and narratives (literary texts; film; journalism; popular culture) and contextualize these practices, products, and narratives in terms of their larger socio-historical dimensions;
- summarize the views of others expressed in discussions, primary sources, and secondary literature (i.e., what “they say”);
- formulate their own well-substantiated arguments about cultural practices, products, and narratives (i.e., what “I say”);
- move between their own position and the view(s) being responded to;
- anticipate and respond to counterarguments;
- glean and use lexico-grammatical items from source texts to conduct this process of summary-response;
- demonstrate a general understanding of significant events surrounding the role of nature in the German-speaking world;
- reflect about their own language use in different contexts and demonstrate familiarity with the next steps in their language learning.

Materials:

- Readings and course materials will be available on Canvas or Reserves
- The following films will be screened this semester:
 - *Der heilige Berg* (1926)
 - *Ewiger Wald* (1936)
 - *Rotkäppchen* (1962)
 - *Nordwand* (2008)
 - *In den Gängen* (2018)
- *Auf den Punkt Gebracht: Deutscher Lernwortschatz zur Textarbeit.* (2013). Klett Verlag. ISBN 978-3125195677
- Students should own a good reference grammar book (e.g., Rankin & Wells).

Prerequisites:

Completion of at least one 300-level German course at Emory University or permission of the instructor

Classroom safety:

As of August 3, 2022, masks are optional in most classrooms (although not in clinical settings). This PPE guidance may change if the COVID-19 prevalence in Georgia increases. Campus members are encouraged to make masking decisions based on their preference and level of risk; however, Emory does continue to require individuals to follow CDC criteria for

masking as it relates to exposure (i.e., exposed vaccinated must wear mask for 10 days post-exposure). Three-ply surgical masks are made available across all campus facilities.

Assessment

1. Participation (10%). As a 400-level seminar, 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 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 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. To spare your trying to complete all three events at the end of the semester, due dates have been assigned to each event spread across the semester. **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 (20%). 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. 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:
 - “v+” (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%;
 - “v” (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%;
 - “v-” (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 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., 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 (35%). Over the course of the semester you will complete a three written assignments, all of which will consist of multiple drafts:
 - a. Comparison of sustainable practices in Atlanta and Essen (3 pages)
 - b. 2 analyses of a cultural work that engages with secondary literature (3-5 pages each)
4. In-class presentations (15%). Twice during the semester you will be responsible for a formal presentation to the class. During the class visit by the students from Essen, Germany, you will work with 1-2 classmates to present one aspect of Emory’s campus that addresses climate change (10%), and later in the semester you will give

a brief *Referat* on a particular topic, author, or time period relevant for the course (5%). Both presentations will be guided and scaffolded.

5. Final oral discussion (20%). During the final exam slot for this class (**Tuesday, December 13, 8:00 – 10:30am**) there will be an individual 15-minute discussion with your instructor of a particular work and pertinent secondary literature.

Grading scale:

A	= 93-100	B+	= 87-89	C+	= 77-79	D+	= 67-69	F	= 0-62
A-	= 90-92	B	= 83-86	C	= 73-76	D	= 63-66*		
		B-	= 80-82	C-	= 70-72				

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. Emory will continue to provide contact tracing and cluster investigation services during the fall, however at a much reduced scale. Many of the processes will move to a self-service model where close contacts will be notified through automated messaging and provided instructions to follow – however, no formal oversight will continue to manage those identified as close contacts or exposed. Cluster investigation teams will continue to review index case and contact tracing data to help determine any additional measures to enact across certain groups or cohorts, but services have been scaled back and thresholds have been adjusted to align with current response efforts across the university.

Diversity and Inclusion:

In this course, we make every effort to embrace the diverse backgrounds of all class participants, follow principles to make this class accessible to all learners, and incorporate materials that represent the real-life diversity of the contemporary German-speaking world. We value the contributions of each of you and respect the profound ways that your diverse backgrounds based on your race, ethnicity, culture, veteran status, marital status, socio-economic level, national origin, religious belief, ability, gender identity, sexual orientation, age, and class enrich this class and the university community. We also recognize that this is an ongoing task that requires each of us to unlearn our socialization in cultures where privilege and opportunity are unequally distributed along many of those lines. In the German Studies Department, we are committed to putting this learning into practice in our classrooms, syllabi, decision-making structures, and research.

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 your instructor 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

Gender inclusivity and pronouns:

Nouns in German have a gender (masculine, feminine, or neuter). The appropriate use of pronouns, possessive adjectives, adjective endings, or declensions depends on knowing the grammatical gender of a noun. The German language also assigns humans a gender, and German is not unique in having a rigid binary gender system. Feminist, queer, intersex, and trans people in Germany have been advocating for many years for the use of gender-inclusive and non-binary language when addressing other people. The use of gender-inclusive language is becoming more common in German, for instance through the use of the Binnen-I plural form (as in *StudentInnen*), instead of using the traditional default masculine plural form to refer to a group of mixed gender. In addition, many are advocating for forms that challenge the gender binary even further, for instance with the Gender-Gap (*Student_innen*), the Gender-Sternchen (*Student*innen*), and the alternative ending x (*Studentxs*), all in place of the masculine plural form. In this classroom, we will strive to respect everyone's gender and pronoun preferences. Please let your instructor know if you would like resources for non-gendered pronouns. You may feel free to request a change in pronouns at any time in the semester if what you decided on earlier is not working out. Learning a language is about experimenting and it may take some time for you to find what fits. Whereas we still need to learn language in its normative form, the department encourages you to be aware of the implications of such norms and to be attentive to your classmates' and instructors' preferences. If someone misgenders you, correct them. If you misgender someone, correct yourself and apologize. We will all make mistakes – both in our first languages and in a second language – and we depend on everyone's respect and goodwill for a positive classroom environment.

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 Policy:

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.**

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 [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

Emory Land Acknowledgement:

Emory University acknowledges the Muscogee (Creek) people who lived, worked, produced knowledge on, and nurtured the land where Emory's Oxford and Atlanta campuses are now located. In 1821, fifteen years before Emory's founding, the Muscogee were forced to relinquish this land. We recognize the sustained oppression, land dispossession, and involuntary removals of the Muscogee and Cherokee peoples from Georgia and the Southeast. Emory seeks to honor the Muscogee Nation and other Indigenous caretakers of this land by humbly seeking knowledge of their histories and committing to respectful stewardship of the land.

SEMESTERÜBERSICHT

Einführung

1. Do., den 25. August: Einführung

2. Di., den 30. August: Prinzipien Nachhaltigkeit und Anthropozän
3. Do., den 1. September: Umweltprobleme – weltweit und lokal
4. Di., den 6. September (asynchronous): Lösungen der Probleme
5. Do., den 8. September (aus Hamburg via Zoom): Was tut Emory?
6. Di., den 13. September: Was tut Deutschland? die Grüne Partei
7. Do., den 15. September: Was tut Deutschland? die Energiewende
8. Di., den 20. September: Präsentation für Essen, 1. Version
9. Do., den 22. September: Was tut Essen?
10. Di., den 27. September: Klassenbesuch Essen
11. Do., den 29. September: Klassenbesuch Essen
12. Di., den 4. Oktober: *Rotkäppchen*
13. Do., den 6. Oktober: Film: *Rotkäppchen* (DEFA version, 1962)

Fall Break

14. Do., den 13. Oktober: 1. Schreibaufgabe (Vergleich zwischen Essen u. Emory)
15. Di., den 18. Oktober: *der blonde Eckbert* (Melissa Sheedy, am 19. Okt, 11.30h)
16. Do., den 20. Oktober: *der blonde Eckbert*
17. Di., den 25. Oktober: Lyrik aus der Romantik (Wälder, Flüsse u. Berge)
18. Do., den 27. Oktober: Kommentar besprechen
19. Di., den 1. November: 2. Schreibaufgabe: Kommentar
20. Do., den 3. November: Bergfilm: *der heilige Berg* (1926)
21. Di., den 8. November: Film: *Nordwand* (2008)
22. Do., den 10. November: Klassenbesuch von Prof. Schaumann
23. Di., den 15. November: NS-Zeit: Film: *Ewiger Wald* (1936)
24. Do., den 17. November: gegenwärtige literarische Perspektiven (Böll; Hohler)
25. Di., den 22. November: gegenwärtige literarische Perspektiven (Scheuermann; Meyer)

Thanksgiving

26. Di., den 29. November: 3. Schreibaufgabe: Kommentar
27. Do., den 1. Dezember: Abschlussdiskussion im Plenum
28. Di., den 6. Dezember: Sekundärtexte für die Textbesprechung
29. Di., den 13. Dezember: Textbesprechung