

Course Title

Intermediate German II

Course Number

GERM-UA 9004 D01

Instruction Mode: In-Person**Fall 2022****Lecturer Contact Information**

Laura Gemsemer: she/her

Your instructor will inform you about learner hours (one-on-one meetings).

Prerequisites

You have taken GERM-UA9003 Elementary Intermediate I at NYU and received a passing grade; or you have taken the equivalent at another university and have been awarded transfer credit for the course; or you have been referred to this course after a placement test or interview with the Language Coordinator.

Units Earned

4

Course Details

Tuesdays and Thursday, 12:00pm to 2:00pm

Location: Rooms will be posted in Albert before your first class.

In the interest of protecting the NYU Berlin community, we are closely following guidance around COVID-19 from the Robert Koch Institute (Germany's institute for disease control and prevention), the Centers for Disease Control and Prevention (CDC), the World Health Organization, and the New York City Department of Health and Mental Hygiene and adjusting our recommendations and policies accordingly. Your health and well-being is our top priority. You are required to adhere to the most recent policies. Please note that you are expected to attend every class meeting in-person; however, this may change at any point during the semester if local COVID-19 regulations require. You will be assigned a seat on the first day and are expected to use that seat for the entire semester due to NYU COVID-19 safety protocol.

Course Description

Intermediate German II is the second part of a two-semester-long intermediate sequence. You will continue to study grammar, vocabulary and other aspects of the German language. The class is entirely taught in German and emphasizes the language skills necessary to communicate effectively in a foreign language – speaking, listening, viewing, reading and writing. The course program also includes and reflects on different aspects of gender-neutral language.

During the course, you will engage with a large variety of topical subjects from German culture and history as well as art, films, theater, literature and music. In order to diversify our perspectives on the German-speaking community, the lived realities and cultural participation of marginalized groups in German society - notably black Germans, Germans with Turkish migration background and Germans who identify as Jewish - are placed in the foreground of our curriculum. This course aims to create a balance between working with intellectually stimulating subjects and practicing the skills needed to communicate in a foreign language and to interact with members of diverse groups of people. To learn another language requires a great deal of commitment, diligence, discipline, and effort on the part of the student. In order to succeed in our classroom, please be prepared to spend up to one and a half to two hours of independent study per session. Your personal effort and learning progress will be continuously and individually supported by your German instructor.

Course Learning Outcomes (CLOs)

Students will:

- Understand the main points of extended speeches and lectures, as well as most audio or video clips regarding current affairs or on TV news programs and follow lines of argument, provided the topic is reasonably familiar.
- Understand the majority of films in standard dialect and contemporary prose.
- Read articles and reports concerned with topics of current interest.
- Interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible.
- Take an active part in discussions in familiar contexts, while being able to account for and sustain their points of view.
- Present clear descriptions of a wide range of subjects related to their fields of interest.
- Explain an opinion on a topical issue which can provide the advantages and disadvantages of various viewpoints.
- Write a clear and detailed text, letter, essay or report on a wide range of subjects related to their interest that passes on information, gives reasons in support of or against a particular point of view or highlights the personal significance of events and experiences.

Course Approach to Teaching & Learning (CATL)

We aim to create a structured and lively classroom environment in which students from diverse backgrounds have continuous opportunities to actively develop their language skills in a fun and communicative way based on the latest research in language acquisition. We act as facilitators encouraging a continuous progression in receptive and productive, as well as intercultural skills in the framework of an interdisciplinary and global education. Together, we reflect on practical elements of local cultures in relation to students' previous lived experiences in other cultural contexts. We are always open to student feedback throughout the semester and will conduct an anonymous survey half-way through the course.

Assessment Components

Active Participation	200
Homework	150
Quizzes (3x50)	150
3 Compositions (3x50)	150
2 Oral Class Presentations (1x100, 1x50)	150
Final Exam	200

Failure to submit or fulfill any required component may result in failure of the class, regardless of grades achieved in other assignments.

Quizzes

Quizzes (in-class, 40-50 minutes) will focus on the understanding and application of recent vocabulary and grammar structures, written expression and intercultural understanding. According to different learner types and preferences, students may choose to either bring a device and type or handwrite the quiz.

Compositions

The compositions (200 to 350 words) will be assigned as an opportunity to apply vocabulary and structures in different written formats (e.g. report, review, interpretation). Based on feedback by the instructor, students will revise each text and turn in a second version.

Oral Presentation

This assessment is an opportunity for students to apply their speaking and intercultural skills in a more creative way. Students will produce an 8 to 10 minute presentation as individual or group work. Possible formats (e.g. slideshow, skit, video etc.) will be discussed beforehand in class.

Final Examination

The final exam (approximately 2 hours) will be given during the last scheduled class session. Students will display their listening, reading, writing and intercultural skills acquired in the course. The exam is cumulative, but will focus on selected structures, topics and material of the semester that will be announced beforehand.

These assessments are an opportunity for students to apply their speaking and intercultural skills in a more creative way. Students will produce a 5 to 8 minute presentation, individually or in a group. Possible formats (e.g. slideshow, skit, video etc.) will be discussed in class.

Required Text(s)

Electronic Resources (via Brightspace / NYU Library Course Reserves.

Impuls Deutsch 2 Online Course Book + Online Workbook Codes, A2 - B1

NP00860530402, Klett USA. More details about the purchase of the required digital course material TBA in class.

Supplemental Text(s) (not required to purchase)

SAMPLE



- Electronic Resources (via Brightspace / NYU Library)
- **Grammar Reader for Beginners** developed by NYU in Berlin for more explanations and practice. Available for free [online](#) and downloadable from NYU LMS (Brightspace).
- **Quizlet** offers vocabulary flash cards accompanying each unit. You will have to sign up for a free account in order to access the sets.
- Class join link for this class: <https://quizlet.com/join/U54sqbbAg>
- Very helpful for **pronunciation practice**: University of Iowa provides an excellent technical overview of [the sounds of German](#) and where and how they are produced anatomically.
- Zorach, Cecile, et al: **English Grammar for Students of German. The Study Guide For Those Learning German**. The Olivia and Hill Press, 2014. Copies for use within the Academic Center are available in the reading room or from your instructor.
- See [Deutsche Welle](#) for lots of interesting articles as well as **free German online courses for independent study**.

You can use the following authentic resources (available via web or apps for your computer, smart phone, or tablet) in order to stay up-to-date:

- Tagesspiegel (daily newspaper based in Berlin)
- Spiegel Online (German news magazine)
- Die Zeit (German weekly newspaper)
- Frankfurter Allgemeine Zeitung/FAZ (daily newspaper based in Frankfurt)
- Süddeutsche Zeitung (daily newspaper based in Munich)
- ARD (German TV station with an extensive media library)
- ZDF (German TV station with an extensive media library)
- [Young Germany](#)

These are all free and a great way to practice your German.

Please follow this link for the [NYU Berlin Library Catalogue](#) or the link on NYU Berlin's website (Academics/Facilities & Services).

Additional Required Equipment

You will be asked to use a dictionary. You can rely on the online mono- and bilingual [dictionaries from Pons](#), which include pronunciation, grammatical gender and plural information of nouns and past tense of verbs.

Semesterplan

(subject to change)

Woche 1 – 1 Sept 2022

Willkommen! Berlin im Spätsommer

We will get acquainted with each other and the structure of our course. We will talk about livable cities, as well as about Berlin as a diverse, historical and cultural city. We will read about Berlin's districts and learn about the term "Kiez". You will start listening to songs about Berlin: How many "Berlins" are there?

Learning outcomes

Describe your first impressions and expectations of the course. Read information about Berlin and learn about the term “Kiez”. Learn about Berlin by listening to songs, and comparing lyrics and different views.

Ressources

[Kiez: Kleine Heimat in der großen Stadt](#)

Lyrics

[Culcha Candela: Berlin City Girl](#)

[Seeed: Dickes B](#)

[Peter Fox: Schwarz zu blau](#)

[Endlich August: Das ist Berlin](#)

Songs

[Culcha Candela: Berlin City Girl](#)

[Seeed: Dickes B](#)

[Peter Fox - Schwarz zu Blau](#)

[Endlich August: Das ist Berlin](#)

Woche 2: 6 Sept 8 - Sept 2022

Tuesday: Excursion to “Dokumentationszentrum Flucht, Vertreibung, Versöhnung”

Thursday: “Deutsch im Plural” (Kapitel 5)

Subchapters: Woher kommen wir? (53)

We will continue to talk about Berlin and music. We will read and discuss a text about the typical inquiry when it comes to “backgrounds”: ‘And where do you really come from?’ In addition, we will learn about German celebrities and where they come from.

Learning outcomes

Navigate German websites and collect information about events and personalities, challenge your speaking skills by presenting your research.

Texts

[Ulrike Draesner: "Und Woher kommst du eigentlich?"](#)

Lyrics

[Culcha Candela: Berlin City Girl](#)

[Seeed: Dickes B](#)

[Peter Fox: Schwarz zu blau](#)

[Endlich August: Das ist Berlin](#)

Songs

[Culcha Candela: Berlin City Girl](#)

[Seeed: Dickes B](#)

[Peter Fox - Schwarz zu Blau](#)

[Endlich August: Das ist Berlin](#)

Structures

Sentence structure and connectors: Main and subordinate clauses, causal and concessive.

Woche 3: 13 Sept - 15 Sept 2022

“Deutsch im Plural” (Kapitel 5)

Subchapters: Prominente (52) & Diaspora (54) Was erzählt unsere DNA? (55)

We will continue talking about “backgrounds”, first in the light of Diaspora and immigration and then from a very different perspective and learn about genetics. However, what's the side effect of such a perspective?

This raises the questions of the complex topic of identity - nationally, geographically, socially, culturally, biologically etc.

Learning outcomes

Understand personal stories dealing with questions of identity, derivations and diaspora. Debate controversial approaches to the question “where are we from?”.

Texts/Audio

[Genetische Ahnensuche – Herkunftstest mit Nebenwirkungen](#)

Texts/Videos

[Emotionale DNA-Reise: Wer bin ich wirklich?](#)

[momondo – The DNA Journey](#)

Structures

Sentence structure and connectors: Main and subordinate clauses, causal and concessive, Two-part conjunctions, Prepositions, grammatical cases.

Woche 4: 20 Sept - 22 Sept 2022

“Deutsch im Plural” (Kapitel 5)

Subchapters: Was erzählt unsere DNA? (55) Ein Krieg gegen Heterogenität und seine Folgen (56) & Erich Kästner: *Emil und die Detektive*

We will talk about plurality and minority languages in Germany before the Nazis started their war against diversity.

Furthermore, we will get acquainted with one of the most famous German authors not only for children's stories: Erich Kästner (1899-1974). We will read the introduction to *Emil und die Detektive* and discuss Kästner's concept of literature. Please be aware that the text is from 1929 and uses words we would not consider politically correct nowadays for more than obvious reasons.

Learning outcomes

Describe a linguistic map of the German Empire and a map of expulsion and compare the two.

Learn about the biography of Erich Kästner and discuss different approaches to what literature is (not).

Texts

SAMPLE



Erich Kästner: *Emil und die Detektive*. / *Emil und die drei Zwillinge*. Atrium, Zürich, 2019 [1929 bzw. 1935], 13-70 (13-33 in class focus) => in PDF = S. 4-51.

Structures

Middle field, temporal prepositions, Passive voice

Woche 5: 27 Sept - 29 Sept 2022

“Deutsch im Plural” (Kapitel 5)

Subchapters: Grenz-Identitäten (58) & Flucht, Ankunft, Kunst (59) Auf nach Nordamerika (93) & Auf nach Europa (94)

This week’s topics are borders, migration and flight with a focus on the arts. You will get acquainted with the German singer songwriter, Dota Kehr (*1979), and both listen and read her song about “Grenzen”. Since the German word “Grenze” means both ‘border’ and ‘boundary’ and is used in many wordings from adjectives to verbs and nouns, etc. we will work on that vocabulary field, too. Another difficult topic will be language and flight, e.g., in the news. You will watch videos about art and flight.

Learning outcomes

Challenge your listening comprehension before subsequently reading and understanding song lyrics. Discuss the complex and politically “hot” topic of borders. Learn how artists engage with the topic of migration, flight and expulsion. Discuss the functions and meaning of art in the context of flight. Learn to identify sensitive terms and challenge your German skills by finding other terms.

Texts/Videos

[Dota Kehr: "Grenzen"](#)

Structures

Relative clauses, grammatical cases

Requirements (Thursday)

Quiz #1

Woche 6: 4 Oct - 6 Oct 2022

Tuesday: Grenz-Identitäten (58) & Flucht, Ankunft, Kunst (59) & Kästner - *Emil* - Berlin(ersch).

Thursday: Ausflugstag

We will continue our reading of *Emil und die Detektive* and practice how to summarize and recount a text. Since the story takes place in Berlin, Kästner uses the Berlin dialect (actually metrolect) for some of his characters. We will identify passages in the book and listen to them in the audio drama adaptation for kids and learn more about “Berlinerisch”. We will read a chapter from Klaus Kordon’s Kästner biography. Klaus Kordon (*1943) is a famous German author for children’s and young adult literature.

Learning outcomes

Get familiar with typical wordings you need in order to talk about texts. Learn about Berlin’s language and proverbs.

Video

[Berlin Dialect vs. Standard German](#)

Texts

[Berliner Schnauze – die Kultsprache der Hauptstadt](#)

[Berliner Mundart und Sprüche](#)

[12 Berliner Sprüche mit Herz und Schnauze: Berlinerisch to go](#)

Kästner: Emil, S. 13-71.

Chapter from Klaus Kordon: *Die Zeit ist kaputt. Die Lebensgeschichte des Erich Kästner*, Beltz & Gelberg, Basel, 1998, S. 85-100.

Audio

Hörbuch: *Emil und die Detektive*.

Structures

Relative clauses, tenses, modal verbs (present tense), *wenn* vs. *als*, temporal adverbs

Requirement

Thurs, 6 Oct: Ausflugstag: Today all classes will have an Ausflugstag (excursion day), which literally means "to fly out"! We have picked a variety of museums, exhibitions, and other places of interest in Berlin as destinations for our Ausflüge, and you can choose the one that appeals most to you. Some are well-known and centrally located, others are a bit further afield. In the following week, we will reflect on our Ausflüge in our German language classes and present what we have discovered. More information and the sign-up sheet will be provided in class.

Woche 7: 11 Oct - 13 Oct 2022

Wie unterhalten wir uns? Alte und neue Medien (Kapitel 6)

Subchapters: Heute im Radioprogramm (65) & Podcasts (66) & Nachrichtenmedien (68)

Der kleine Dienstag am Telefon und andere Wege der Kommunikation um 1929

This week is dedicated to different media of communication. We will talk about radio, podcasts and different media for news. Our first focus within this topic is on truth vs. lies. Why and how do people lie? Does Emil lie? What influence does Emil's minor crime have on the storyline?

In addition, we will ask how communication has changed since the time of Emil and his new friends. We will continue our reading and focus on the ways of communication in the story.

Learning outcomes

Practice your listening comprehension by listening to a radio show. Learn about lying and how to identify a liar. Learn about different media and how to categorize them – e.g., tabloid press, conservative, intellectual, etc. Continue reading and discussing a literary text.

Texts

Kästner: Emil, S. 71-141.

Structures

Tenses (focus: Präteritum), modal verbs (Präteritum), final clauses

Woche 8: 18 Oct - 20 Oct 2022

Wie unterhalten wir uns? Alte und neue Medien (Kapitel 6)

Subchapters: Serienmarathon (69) & Inklusives Fernsehen (71) & Im Kino (73)

We will start with a general talk about favorite series and films and work on film vocabulary (genres, adjectives etc.). We will then watch selected clips from the screen adaptations of *Emil und die Detektive* and compare them. As introduction to the second part of *Emil und die Detektive*, that is *Emil und die drei Zwillinge*, Kästner writes about himself witnessing the shooting. We will read this text together and talk about it.

Learning outcomes

Work on your film vocabulary, express critique and likings, learn about dubbing and translations, compare and recount scenes, read and discuss a short author's notice.

Film

Ausschnitte aus: *Emil und die Detektive* (1931)

[Ausschnitte aus: *Emil und die Detektive* \(1954\)](#)

Ausschnitte aus: *Emil und die Detektive* (2001)

Texts

Kästner, *Emil*, S. 188-195. (= "Das Vorwort für Fachleute" aus: *Emil und die drei Zwillinge*)

Structures

Adjektive; temporale Adverbien, temporale Subjunktionen, Zeiten

Requirements (Thursday)

Quiz #2

[Woche 9: 25 Oct - 27 Oct 2022] Compensation Days

Wie unterhalten wir uns? Alte und neue Medien (Kapitel 6)

Subchapters: Tanz und Performance (74) & Denkmal vs. Mahnmal: Yoloocaust (76) & Über Erinnerungen stolpern (88)

We will talk about Berlin as the city of dance(s). Salsa, Tango, Lindy, Break Dance - if you ever wanted to start dancing, now is the right time and place.

Our second topic is completely different. We will talk about the terms "Mahnmal" vs. "Denkmal" and see important examples of Berlin, e.g., the so-called Stolpersteine. We will debate different behaviors in dealing with memorial sites.

Learning Outcomes

Research and learn about different dances and places in Berlin where you can practice and learn them. Debate difficult topics and express opinions. Describe pictures.

Texts/Ressources

[Top10 Locations aus: tanzen](#)

[Yoloocaust](#)

[„Yoloocaust“ von Shahak Shapira Selfies am Holocaust-Mahnmal – angemessenes Verhalten?](#)

["Yoloocaust" greift respektlose Mahnmal-Besucher an](#)

Structures

Reflexive verbs, adjectives, verbs with prepositions

Requirements (Thursday)

Composition #1 (300 Wörter)

Woche 10: 1 Nov - 3 Nov 2022

Wofür/wogegen sind wir? Protest, Widerstand, Mitbestimmung (Kapitel 7)

Subchapters: Unsere Stimme auf dem Campus (80)

Focus: Jugend protestiert - Arbeitskreis kritischer JuristInnen vs. Marie-Luise Vollbrecht

Vorbereitung Berlin Kolleg - Saša Stanišić

We will discuss forms of participation and protest on campus and see a recent example from Berlin's Humboldt University where announced student protest was avoided by canceling a lecture. Interestingly enough, through the cancellation both the planned lecture and the critique against it received probably more attention than traditional forms of protest would have gotten. Since the topic of the planned talk was sex and gender in the light of biology we will talk about the gender debate in German(y), too.

Learning outcomes

Get acquainted with a recent example from academic protest and controversy. Compare very different views on a very important and complex topic by comparing interviews. Challenge your listening comprehension by watching a short film. Work on your science vocabulary.

Structures

(Accusative:) prepositions, verbs with prepositions, sentence structure

Texts

[Gender-Zoff an der Humboldt-Uni Ausgeladene Biologin: "Ich bin völlig am Ende"](#) (Interview mit Marie-Luise Vollbrecht > Doktorandin)

[HU-Biologe: „Der Streit um Zweigeschlechtlichkeit ist so unnötig wie ein Kropf“](#) (Interview mit Rüdiger Krahe > Doktorvater)

[Humboldt-Uni lädt Referentin aus Gender-Zoff in Berlin: "Das ist rechtes Geschwurbel"](#) (Interview mit Stefanie Richter > Arbeitskreisvertreterin)

More Ressources

[Sexualwissenschaftler zur HU: Reaktion der Uni finde ich unverständlich](#) (Hintergrund)

[Gender in der Biologie Es gibt mehr als zwei Geschlechter](#) (Hintergrund)

[Gibt es mehr als zwei Geschlechter?](#) (Hintergrund)

Film

[Der Einfluss von Biologie und Kultur](#)

Requirements (Tuesday)

Quiz #3

Woche 11: 8 Nov - 10 Nov 2022

Wofür/wogegen sind wir? Protest, Widerstand, Mitbestimmung (Kapitel 7)

Subchapters: Widerstand im Dritten Reich (82), Erich Kästner und die Nazis; Die 68er – Jugend protestiert (83); aktuelle Protest- und Empörungsbewegungen & Darf man das (sagen)?: Comedy (90)

SAMPLE



We will continue talking about activism. We start with a historical perspective and learn about resistance movements during the Hitler regime and about the 68er student movements. Against this backdrop we will take a closer look at Kästner's position during the 30s and 40s since he did not leave the country as many other famous writers like Thomas Mann did. We will ask whether and how comedy and satire are forms of protest, too, and where artistic license ends.

We will then watch a documentary about contemporary climate activism and read an article, debating whether there is a generational difference in dealing with climate change and all its implications. You will finally do your own research on climate activism, select a movement and present the movement's story, goals and way of activism to your classmates.

Learning outcomes

Discuss forms and content of protest now and then. Learn about resistance movements during Hitler regime and about the 68er student movements from a transnational, intercultural perspective. Navigate German websites, talk about and present your research.

Structures

(Dative:) prepositions, verbs with prepositions, sentence structure, adjectives (comparisons)

Texts

[Raoul Löbbert: Emil unterm Hakenkreuz](#)

Excerpt from: Olivia Wenzel: *1000 Serpentinaen Angst*, S. Fischer, Frankfurt/Main, 2020, S. 60 (PDF).

[Generationenkonflikt in der Klimadebatte: Das Schweinsbraten-Syndrom](#)

(Possible) Ressources

[Fridays for Future](#)

[Extinction Rebellion](#)

[Letzte Generation](#)

[Ende Gelände](#)

Film

[Radikale Klimaaktivisten: Wie weit darf Protest gehen?](#)

Requirements (Thursday)

Presentation #1 (10 minutes)

Woche 12: 15 Nov - 17 Nov 2022

Wofür/wogegen sind wir? Protest, Widerstand, Mitbestimmung (Kapitel 7)

Subchapters: Streetart (85) & Möhren gegen koloniale Spuren (86) & #metwo (89)

Focus: Hybrider Protest. Zwischen sozialen Medien & Straße

You will get acquainted with different works of Berlin Street Art, the most famous examples from the East side Gallery. You will learn about its history. You will practice how to describe pictures and we will discuss their meaning. Everybody will pick a favorite work and present it in the second class of the week. In addition, we will discuss forms of protest visible in the city. We will then focus on different platforms for activism, and see how activism moves between the streets and the net.

We will read an excerpt from Olivia Wenzel (*1985) who describes a – sadly – typical scene of "Alltagsrassismus" (everyday racism) from an East German bathing lake.

Also, we will read an article by a female Turkish-German author. With the aid of her article we will start reviewing the German subjunctive 2.

Learning Outcomes

Discuss the political dimensions of different forms of art and media. Reflect on definitions of art. Discuss graffiti as a form of art. Explore the East Side Gallery and other famous walls. Learn about #metwo and read an example of "Alltagsrassismus" in a literary text. Challenge your listening comprehension and refresh your grammar.

Structures

Subordinate clauses (dass-clauses); concessive conjunctions, subjunctive 2

Text -Thema

[Netz-Aktivismus : "Soziale Medien sind nicht für Proteste ausgelegt"](#)

[Wie wirkungsvoll ist digitaler Protest?](#)

Excerpt from: Olivia Wenzel: *1000 Serpentina Angst*, S. Fischer, Frankfurt/Main, 2020, S. 29-31. (PDF)

Audio

[Social Media und Protest: Mangelndes Verantwortungsgefühl oder neue Horizonte?](#)

Text - Konjunktiv 2

[Familie in der Türkei: Das Land in meinem Kopf](#)

Some Ressources

[Top 11 Street Art-Ikonen in Berlin](#)

[Urban Art Berlin](#)

[Street Art in Berlin: 12 aktuelle und unvergessene Murals, die wir lieben](#)

Requirements (Thursday)

Presentation #2 (5 minutes)

Woche 13: 22 Nov - 24 Nov 2022

Was prägt uns? Transatlantische Beziehungen und Einflüsse (Kapitel 8)

Subchapter: Kultur - was ist das eigentlich? (92)

Focus: Kulturelle Aneignung Teil I (Ronja Maltzahn & Fridays for Future)

Thursday: Public Holiday – No Class (No Make-Up Day)

We will discuss the complex term "Kultur" and try to find a working definition. We will focus on cultural appropriation and see an example from March 2022 where a young singer's concert, Ronja Maltzahn (*1993), was canceled by Fridays for Future. This topic just went viral again because in July 2022 another band's concert, 'Lauwarm' from Switzerland, was cut short in the middle of the concert.

Learning Outcomes

Understand interviews and texts with different opinions and views on the topic of cultural appropriation, learn about that term and the corresponding debate and learn about definitions of culture. Express an opinion about a sensible topic.

Structures

Subjunctive 2

Resources: Texts/Videos

[Wegen Dreadlocks: „Fridays for Future“ läßt Musikerin Ronja Maltzahn aus](#)

SAMPLE



[Kulturelle Aneignung bei FFF-Demo: Dreads auf dem falschen Kopf](#)
[KULTURELLE ANEIGNUNG: Fridays for Future lädt Musikerin aus – weil sie als Weiße Dreadlocks trägt](#)
[Absage wegen Dreadlocks: Lächerliche Rechthaberei](#)
[Streit um Dreadlocks: "Fridays for Future" lädt Musikerin aus](#)
[Fridays for Future lädt weiße Sängerin mit Dreadlocks aus](#)
[Konzert abgebrochen, weil weiße Musiker Dreadlocks trugen](#)
[Abgebrochenes Konzert: Die Band bleibt bei ihrer Musik und ihren Dreadlocks](#)

Audio

[Fridays for Future lädt weiße Sängerin mit Dreadlocks aus](#)

Woche 14: 29 Nov - 1 Dec 2022

Tuesday: Ausflugtag

Thursday: Abschluss Kästner

We will close the lecture of *Emil und die Detektive* and read yet another chapter from Kordons Kästner-Biography.

Learning Outcomes

Summarize your reading experience, express opinions, likings and critique. Discuss a novel in its historical context and ask whether it's still a good lecture for today's readers.

Texts

Kästner: *Emil*, S. 142-177.

Chapter from Kordon: *Die Zeit ist kaputt*, 120-134 (PDF).

Structures

Left and right attributes, past participle 2, passive voice

Requirements (Tuesday)

Composition #2 (300 Wörter)

Requirement

Tue, 29 Nov: Ausflugstag: Today we will 'fly out' again and practice our German in authentic settings. In creative and stimulating environments we will get the chance to improve our verbal language skills, broaden our vocabulary and train our listening skills. More information and the sign-up sheet will be provided in class.

Woche 15: 6 Dec - 8 Dec 2022

Was prägt uns? Transatlantische Beziehungen und Einflüsse (Kapitel 8)

Subchapters: Die Faszination mit dem „Wilden Westen“ (95) & Sprachliche Einflüsse aus D-A-CH-L (97)

Focus: Kulturelle Aneignung Teil II: Kita & Kolonialismus

We will talk about changing and interchanging language in the light of English-German influences. We will focus on the German youth language and its use of English among other languages. Moreover, we will deepen the discussion on cultural appropriation and talk about the fascination with the "wild-west".

SAMPLE



Learning Outcomes

Understand complex texts and participate in a demanding and sophisticated discussion.

Texts (tbd) (Tuesday)

[Debatte um Faschings-Broschüre Sind Indianer-Kostüme diskriminierend?
Nur eine Verkleidung?](#)
[Noa K. Ha : "Kostüme sind nicht unschuldig"](#)
[Stirb, elendes Bleichgesicht!](#)

/Or:

Lars Diestelhorst: "Kita & Kolonialismus", in: *Kulturelle Aneignung*, 20-40. (PDF)

Excerpt from: Olivia Wenzel: *1000 Serpentinaen Angst*, S. Fischer, Frankfurt/Main, 2020, S. 56f (PDF).

Texts (Thursday)

["Cringe" ist Jugendwort des Jahres 2021](#)
[Krass oder cringe? Entwicklung der Jugendsprache](#)
[Der neue Duden: Abschiede und Neulinge](#)

Structures

Partizip I&II, Adjektive, Genitiv vs. Dativ, Passive-Substitute, Konjunktiv 1

Requirements (Thursday)

Composition #3 (300 Wörter)

Finals Week: 13 Dec - 15 Dec 2022

Tue, 13 Dec: Reading Day – No class

Thurs, 15 Dec: Final Exam

Recommendations for a Positive Teaching and Learning Environment

To optimize the learning environment, please consider the following:

- Please do not eat during class and minimize any other distracting activities (e.g. leaving the classroom before the break, unless absolutely necessary).
- If you are not using your cell phone to follow the lesson, cell phones should be turned off or in silent mode during class time.
- Make sure to let your classmates finish speaking before you do.
- Students should be respectful and courteous at all times to all participants in class.

High motivation, eagerness to learn a new language, as well as to discover the culture of German-speaking environments are welcome. We behave respectfully towards everyone in the classroom, are kind and supportive in every way and thus create an atmosphere in which everyone is comfortable to speak (and make mistakes) in a new language.

Suggested Learning Opportunities that Relate to our Course

Please use the opportunity to take part in the Tutorial Program and Tandem Program in collaboration with Berlin Kolleg.

Your Lecturer

Laura Gemsemer teaches classes for the German Language Program at NYU Berlin since Fall 2022. Laura holds a PhD in Literature/Religious Studies and two M.A.s from Freie Universität Berlin (Comparative Literature and Religious Studies). She has been working with different language schools, colleges and universities since 2018. It is her first semester at NYU Berlin.

Academic Policies

Grade Conversion

Your lecturer may use one of the following scales of numerical equivalents to letter grades:

A = 94-100 or 4.0
A- = 90-93 or 3.7
B+ = 87-89 or 3.3
B = 84-86 or 3.0
B- = 80-83 or 2.7
C+ = 77-79 or 2.3
C = 74-76 or 2.0
C- = 70-73 or 1.7
D+ = 67-69 or 1.3
D = 65-66 or 1.0
F = below 65 or 0

Attendance Policy

Studying at Global Academic Centers is an academically intensive and immersive experience, in which students from a wide range of backgrounds exchange ideas in discussion-based seminars. Learning in such an environment depends on the active participation of all students. Since classes typically meet once or twice a week, even a single absence can cause a student to miss a significant portion of a course. To ensure the integrity of this academic experience, class attendance at the centers is expected promptly when class begins. Attendance will be checked at each class meeting.

As soon as it becomes clear that you cannot attend a class, you must inform your professor and/or the Academics team (berlin.academics@nyu.edu) by e-mail immediately (i.e. before the start of your class). Absences are only excused if they are due to illness, Moses Center accommodations, religious observance or emergencies. Your professor or site staff may ask you to present a doctor's note or an exceptional permission from an NYU Staff member as proof. Emergencies or other exceptional circumstances that you wish to be treated confidentially must be presented to NYU Berlin's director or Wellness Counselor. Doctor's notes must be submitted in person or by e-mail to the Academics team, who will inform your professors.

Unexcused absences may be penalized with a two percent deduction from the student's final course grade for every week's worth of classes missed, and may negatively affect your class participation grade. Four unexcused absences in one course may lead to a Fail in that course. Being more than 15 minutes late counts as an unexcused absence. Furthermore, your professor is entitled to deduct points for frequently joining the class late.

Exams, tests and quizzes, deadlines, and oral presentations that are missed due to illness always require a doctor's note as documentation. It is the student's responsibility to produce this doctor's note and submit it to site staff; until this doctor's note is produced the missed assessment is graded with an F and no make-up assessment is scheduled. In content classes, an F in one assignment may lead to failure of the entire class.

Regardless of whether an absence is excused or not, it is the student's responsibility to catch up with the work that was missed.

Final exams

Final exams must be taken at their designated times. Should there be a conflict between your final exams, please bring this to the attention of the Academics team. Students should not plan to leave the site before the end of the finals period.

Late Submission of Work

- (1) Work submitted late receives a penalty of 2 points on the 100 point scale for each day it is late (including weekends and public holidays), unless an extension has been approved (with a doctor's note or by approval of NYU Berlin's administration), in which case the 2 points per day deductions start counting from the day the extended deadline has passed.
- (2) Without an approved extension, written work submitted more than 5 days (including weekends and public holidays) following the submission date receives an F.
- (3) Assignments due during finals week that are submitted more than 3 days late (including weekends and public holidays) without previously arranged extensions will not be accepted and will receive a zero. Any exceptions or extensions for work during finals week must be discussed with the Site Director, Dr. Gabriella Etmektsoglou.
- (4) Students who are late for a written exam have no automatic right to take extra time or to write the exam on another day.
- (5) Please remember that university computers do not keep your essays - you must save them elsewhere. Having lost parts of your essay on a university computer is no excuse for a late submission.

Academic Honesty/Plagiarism

As the University's policy on "[Academic Integrity for Students at NYU](#)" states: "At NYU, a commitment to excellence, fairness, honesty, and respect within and outside the classroom is essential to maintaining the integrity of our community. By accepting membership in this community, students take responsibility for demonstrating these values in their own conduct and for recognizing and supporting these values in others." Students at Global Academic Centers must follow the University and school policies.

NYU takes plagiarism very seriously; penalties follow and may exceed those set out by your home school. Your lecturer may ask you to sign a declaration of authorship form, and may check your assignments by using TurnItIn or another software designed to detect offenses against academic integrity.

The presentation of another person's words, ideas, judgment, images, or data as though they were your own, whether intentionally or unintentionally, constitutes an act of plagiarism. It is also an offense to submit work for assignments from two different courses that is substantially the same (be it oral presentations or written work). If there is an overlap of the subject of your assignment with one that you produced for another course (either in the current or any previous semester), you **MUST** inform your professor.

For guidelines on academic honesty, clarification of the definition of plagiarism, examples of procedures and sanctions, and resources to support proper citation, please see:

[NYU Academic Integrity Policies and Guidelines](#)

[NYU Citations Style Guide](#)

Inclusivity Policies and Priorities

NYU's Office of Global Programs and NYU's global sites are committed to equity, diversity, and inclusion. In order to nurture a more inclusive global university, NYU affirms the value of sharing differing perspectives and encourages open dialogue through a variety of pedagogical approaches. Our goal is to make all students feel included and welcome in all aspects of academic life, including our syllabi, classrooms, and educational activities/spaces.

Attendance Rules on Religious Holidays

Members of any religious group may, without penalty, excuse themselves from classes when required in compliance with their religious obligations. Students who anticipate being absent due to religious observance should notify their lecturer AND NYU Berlin's Academics team in writing via e-mail one week in advance. If examinations or assignment deadlines are scheduled on the day the student will be absent, the Academics team will schedule a make-up examination or extend the deadline for assignments. Please note that an absence is only excused for the holiday but not for any days of travel that may come before and/or after the holiday. See also [University Calendar Policy on Religious Holidays](#).

Pronouns and Name Pronunciation (Albert and Zoom)

Students, staff, and faculty have the opportunity to add their pronouns, as well as the pronunciation of their names, into Albert. Students can have this information displayed to faculty, advisors, and administrators in Albert, Brightspace, the NYU Home internal directory, as well as other NYU systems. Students can also opt out of having their pronouns viewed by their instructors, in case they feel more comfortable sharing their pronouns outside of the classroom. For more information on how to change this information for your Albert account, please see the [Pronouns and Name Pronunciation website](#).

Students, staff, and faculty are also encouraged, though not required, to list their pronouns, and update their names in the name display for Zoom. For more information on how to make this change, please see the [Personalizing Zoom Display Names website](#).

Moses Accommodations Statement

Academic accommodations are available for students with documented and registered disabilities. Please contact the Moses Center for Student Accessibility (+1 212-998-4980 or mosescsd@nyu.edu) for further information. Students who are requesting academic

accommodations are advised to reach out to the Moses Center as early as possible in the semester for assistance. Accommodations for this course are managed through NYU Berlin.

Bias Response

The New York University Bias Response Line provides a mechanism through which members of our community can share or report experiences and concerns of bias, discrimination, or harassing behavior that may occur within our community.

Experienced administrators in the Office of Equal Opportunity (OEO) receive and assess reports, and then help facilitate responses, which may include referral to another University school or unit, or investigation if warranted according to the University's existing Non-Discrimination and Anti-Harassment Policy.

The Bias Response Line is designed to enable the University to provide an open forum that helps to ensure that our community is equitable and inclusive.

To report an incident, you may do so in one of three ways:

- Online using the [Web Form](#)
- Email: bias.response@nyu.edu
- US Phone Number: +1 212-998-2277
- Local Number in Berlin: +49 (0) 30 2902 91277

Please consider the environment before printing this syllabus. If printing is necessary, please select only the essential page range.