Hidden Spaces, Hidden Narratives: Intersectionality Studies in Berlin
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Course Description

Through myriad multidisciplinary critical perspectives—such as Black Feminism, Transnational Feminism, and Critical Race Theory—this course examines how the identities of Black, Jewish, Turkish, and LGBTQI communities, as well as (im)migrants, refugees, victims of Neo-Nazi terrorism and police brutality, and other marginalized people are constructed in Germany, particularly how these constructions are dependent on racism, heterosexism, colonialism, and other forms of oppression. Additionally, it examines how these people and communities resist and reproduce these narratives as they construct their subjectivities.

Course Objectives

By the end of this course, students will learn the importance of the following objectives, as well as the skills required to perform them at an intermediate level:

- examining multidisciplinary theories and methodologies concerned with marginalized communities in Germany;
- examining how the identities of marginalized communities are constructed in Germany, particularly how these constructions are dependent on racism, heterosexism, colonialism, and other forms of oppression;
- examining the ways marginalized communities in Germany resist and reproduce oppressive narratives as they construct their subjectivities;
- and employing multidisciplinary theories and methodologies concerned with marginalized communities in Germany in all coursework.

Required Texts

All texts are available and organized weekly on Canvas. You do not need to print any texts if you will be bringing an electronic device that will allow you to access them whenever necessary.

Communication and Teaching Methods

We will regularly use Canvas, especially for submitting assignments. Additionally, please only use your CC account to correspond with me via email. Regarding teaching, I will employ several styles throughout the block to complement different learning styles, including, but not limited to, lectures, group discussions, and student-led conversations.

1 Please download WhatsApp, and add Professor Lewis and Dana there, as we will be creating a course group.
## Grading

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>≥ 94</td>
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<tr>
<td>A-</td>
<td>90-94</td>
</tr>
<tr>
<td>B+</td>
<td>87-90</td>
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<tr>
<td>B</td>
<td>84-87</td>
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<tr>
<td>B-</td>
<td>80-84</td>
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<tr>
<td>C+</td>
<td>77-80</td>
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<tr>
<td>C</td>
<td>74-77</td>
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<tr>
<td>C-</td>
<td>70-74</td>
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<tr>
<td>D</td>
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<tr>
<td>NC</td>
<td>≤ 60</td>
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<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td>Participation</td>
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<td>Quiz Questions (3)</td>
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<td>30 points</td>
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<tr>
<td>Podcast</td>
<td>100 points</td>
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<tr>
<td>Podcast Discussions (2)</td>
<td>90 points</td>
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<tr>
<td>Autobiographical Ending</td>
<td>5 points</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td><strong>300 points</strong></td>
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## Grade Dispute Policy

If you would like to dispute a grade, you must submit an [online request form](#) detailing the ways your assignment met the guidelines, providing specific examples. You must also include an explanation of the grade and/or score you think you should have earned, along with a rationale that uses language from the syllabus and/or rubric to make your case. Once your request is submitted, you will receive an email within **1-2 business days** to schedule a meeting. If your request is inadequate/insufficient, it may be rejected. Alternatively, you may be given **24 hours** to revise and resubmit your request. Finally, please note that grade disputes will not be accepted more than **3 business days** after your assignment has been graded and returned with feedback.

## Trigger Warnings

We will consistently discuss racism, sexism, colonialism, and various other forms of violence and trauma. For these reasons, I do not provide “trigger warnings” related to any specific course content or before particular classes, as our goal will be to develop structural and critical analyses of these issues. In case certain accommodations are needed, I will connect students with appropriately supportive resources to every extent possible. Finally, in engaging and discussing all course content, please show respect and consideration for yourself, your classmates, and me.

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2 Pass/Fail Track: S = A through C; CR = D+ or D; NC = No Credit
3 Interpolated, in part, from Dr. Rushaan Kumar, Assistant Professor of Feminist & Gender Studies at Colorado College.
Academic Misconduct Statement

Academic misconduct will not be tolerated. If you have any doubts about plagiarism, don’t guess. Consult credible resources, such as the on-campus Writing Center or online Purdue OWL, as the Honor Council calls on us all to avoid every form of academic misconduct.4

Academic Accessibility

Faculty cannot provide accommodations without the requisite documentation from Jan Edwards, Director of Accessibility Resources. Additionally, if English is not your first language, contact Chelsea Walter, English as a Second Language (ESL) Specialist, for assistance along these lines.

Assignment Formatting

Assignments must be typed in Times New Roman 12-point font, double-spaced with 1” margins on all sides, and submitted as MS Word attachments. If you need to use .pages (or any other processor), use one of the many free online tools to covert the document to .doc or .docx prior to submission. Finally, you may use any academic citation style but do so accurately. Failure to adhere to any of these guidelines may result in your score being docked up to 10%.

Assignments5

Attendance and Participation

For each 5-minute interval you are late—by my clock—to any session, your participation will be docked 1 point. If you are more than 10 minutes late, you will be marked absent. If you miss more than 1 session, your score will be docked 1/3 letter grade (i.e. A- to B+) for each additional session (not day) you miss. If you miss 3 sessions (not days), you may earn a NC. If you experience an emergency, please provide me with valid documentation; although, this is not a guarantee you will not be penalized, and significant absences will be reported to Vice Provost Pedro de Araujo. Additionally, if you miss class, it is your responsibility to contact a classmate to find out what you missed, as I will not conduct multiple class sessions on a daily basis. In order to receive participation points (3 per session), you must volunteer for reading, ask a serious question, and/or make an insightful comment about the course material(s). You must also avoid any activities deemed disruptive; otherwise, you will be asked to leave class.6

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4 On all assignments, please type: “HCU,” an abbreviation for the Honor Code Statement, which declares that you have “neither given nor received unauthorized aid” on any assignment. Failing to do so may result in your score being docked up to 10%.
5 Please adhere strictly to all assignment guidelines, especially concerning length. I have limits for important reasons—ask if you’re curious. You doing more than required frustrates me as much as you doing less. It also has the potential to give you an unfair advantage over your classmates.
6 Example of questions that are not serious/insightful: “What page are we on?” or “Can you repeat what you said about the assignment?” Example of comments that are not serious/insightful: “I agree with Tara.” or “I totally disagree with the author. I didn’t like this reading.” Please also note the Kenneth “Cam” Hurd Clause (FGS ’12): Reasons such as, but not limited to “I’m shy” or “I don’t like to talk in public” will not grant you immunity from participation, as your contributions are valued and necessary for the intellectual growth of the entire class.
Assignments (cont’d)

Quiz Questions and Quizzes

By **8 pm** on Sunday nights (including the first Sunday—June 2), you must upload **5 questions** (**5 points**) regarding the reading material for the upcoming week to Canvas. Your questions should hold your classmates accountable for reading and help them remember and think critically about the most salient aspects of the texts. For instance: 1) According to Jo Trigilio and Rita Alfonso in “Surfing the Third Wave,” what is the relationship between postmodernism and 3rd wave feminism? 2) Eating disorders are commonly perceived as a woman’s striving to attain a certain beauty ideal. In “A Way Outa No Way’: Eating Problems among African American, Latina, and White Women,” how does Becky W. Thompson respond to this idea? Along these lines, *always* identify the author(s) and title of the text in your questions or they will not be counted.

By **9 am** each Monday, you will take a 30-minute quiz (**10 points**) on Canvas that ascertains your ability to read and think critically about the texts. Questions—which can be answered in a 4 to 5-sentence response—will be derived from those submitted by the class, and students whose questions are chosen will be exempt from the quiz. It is possible that some students will be exempt from taking multiple quizzes, while some may never be—this depends somewhat on luck but mostly on your ability to write strong questions.

#FemGeniusesinBerlin Podcast

Once during the block, you will produce a **30 to 40-minute** podcast (**100 points**) for the FemGeniuses website and SoundCloud that briefly describes and thoroughly analyzes a mandatory session. You will also participate as a discussant in two other podcasts. In preparation for the podcast you are leading, be prepared to pose at least **three** questions during that session, especially if discussion stalls. For the sessions in which you are participating in a podcast as a discussant (**45 points** each), be prepared to pose at least one. The podcast must be submitted to Canvas by **9 am** two days after the session. So, if you podcast a session on Tuesday, it must be submitted by 9 am the following Thursday. Each podcast must adhere to the following format:

A. **Introduction I** (2 to 3 minutes)—introduce yourself (name, hometown, major(s), minor(s), year), the session (what we are doing and how the session relates to course) and discuss what you’re excited about. On that note, by **8 pm** on the first day of class, submit a **50 to 100-word** biographical statement to Canvas that will be published alongside your podcast.

B. **Memorable Moment I** (2 to 3 minutes)—*any* moment during the session, especially one that meaningfully features the session leader.

C. **Reflection** (3 to 4 minutes)—discuss how this moment contributed to your learning.

D. **Memorable Moment II** (2 to 3 minutes)

E. **Reflection II** (3 to 4 minutes)

F. **Discussion** (18 to 23 minutes)—discuss the session with your two podcast discussants, whom you briefly introduce (names, hometowns, majors, minors, years), focusing especially on how the session contributed to your learning.

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7 You will be notified by **10 pm** the previous night of your exemption status. If you are not exempt, you may log into Canvas starting then to take the quiz. Additionally, if you receive accommodations, your quiz time will be adjusted on Canvas. Finally, quiz questions will be posted in the “Files” section of Canvas for your review.
Regarding memorable moments, record *several* so you can later choose the two most meaningful. Also, note that because of gaffes, your group discussion can take more than an hour to record, so plan accordingly. Please also carefully plan editing time, as your score will be docked *5%* for each minute your podcast is under or over the time limit requirement.

Regarding the discussion with your classmates, it should be guided by *2 to 3 open-ended questions*—developed by the lead podcaster—that encourage serious thinking and draw interesting, relevant information from participants. More specifically, questions should yield an interpretation of the session rather than general summaries. On that note, *all* podcast participants should take meaningful notes during the session and from relevant course materials to substantiate commentary.

**Autobiographical Ending**

At the end of the block, each student will submit a *1-page essay (5 points)*—due by *8 pm* on the last Thursday—that essentially answers the following question: *What did you take from this course? What did you give to this course?* Along these lines, you may not use the word “interesting” or a related vague term that tells us little to nothing about your experience in this course.
Course Calendar

Week One

Monday
9:30 am – Introduction and Syllabus – Quiz #1
1:15 pm – One-Hour Sightseeing Pizza Lunch Welcome Cruise

Tuesday
9:30 am – Jewish History and Culture

Wednesday
9:30 am – Black Women in Berlin: The Legacies of May Ayim and Audre Lorde

Thursday
9:30 am – German Colonialism

Friday
9:30 am – Youth Activism

Week Two

Monday
9:30 am – Debrief and Preview – Quiz #2

Tuesday
9:30 am – Sinti and Roma History and Culture

Wednesday
9:30 am – Women of Color Artists in Berlin

Thursday
9:30 am – Women’s Rebellion

Friday
9:30 am – Activism against Facism

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This calendar is subject to change at the discretion of the instructor at any time; however, you will typically be notified at least 24 hours in advance. Asterisks (*) indicate NEW sessions. Also, wear comfortable shoes/clothes on Tuesdays and Thursdays, as we’ll be doing a lot of walking, and you might consider wearing and “fancy” clothes for the farewell dinner, as we’ll be doing some “fine” dining.
Week Three

Monday
9:30 am – Debrief and Preview – Quiz #3

Tuesday
9:30 am – Queer History and Culture

Wednesday
9:30 am – Contemporary Queer Activism

Thursday
9:30 am – Street Art and Graffiti History and Culture

Friday
9:30 am – Graffiti Workshop
6:30 pm – Berliner Fernsehturm (TV Tower) Farewell Dinner