

**DEPARTMENT OF MODERN LANGUAGES  
AND CULTURAL STUDIES**  
<https://uofa.ualberta.ca/modern-languages-and-cultural-studies>

**2018-2019 GERM 340 B1:  
Introduction to the Study of Modern German Literature**

(Winter Term)

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Time: M W F 10:00-10:50am  
Place: ESB 1.31  
Office Hours: M W F 11:00am-12:00pm  
by appointment  
Course Website:  
on eClass

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**Course Prerequisite:** co-requisite GERM 303

It is your responsibility as a student to ensure that you have the appropriate prerequisites for the course.

**Course-based Ethics Approval** in place regarding all research projects that involve human testing, questionnaires, etc.?

Yes       No, not needed, no such projects approved.

**Community Service Learning** component

Required     Optional     None

**Past or Representative Evaluative Course Material Available**

- Exam registry – Students' Union  
<http://www.su.ualberta.ca/services/infolink/exam/>
- See explanations below
- Document distributed in class
- Other (please specify)
- NA

**Additional mandatory Instructional fees (approved by Board of Governors)**

Yes       No

**Course Description, Objectives and Expected Learning Outcomes:**

The course highlights German cultural and literary developments from the Classical Weimar period to the present. We shall discuss texts dealing with social conditions, class and race, gender roles and identities, high and low cultures, rulers, artists and ordinary people. Text by canonical authors such as Johann Wolfgang von Goethe, Adalbert Stifter, Thomas Mann, Else Lasker-Schüler, Franz Kafka, Bertolt Brecht, as well as by contemporary writers such as Wolfgang Herrndorf, Judith Herrmann or Juli

Zeh will be discussed with regard to formal characteristics. We will give special attention to the social and historical background, as well as to literary trends and theories we can apply to make the text relatable to our world today. We will also use films and videos to enhance our understanding of selected texts and provide a visual image of the cultural background of the individual period.

By the end of the course, students are expected to be able to name the most important periods of German literature since 1750 and identify their individual traits. They will be able to apply this knowledge to the analysis of a chosen text and engage critically with the special formal features of the text on the basis of theoretical background information. Eventually they will be able to evaluate the literary features of a text and develop their own (creative) response to the contemporary literary sphere.

**Texts:**

Recommended:

**Waltraud Maierhofer, Astrid Klocke: *Deutsche Literatur im Kontext 1750-2000: A German Literature Reader*. Newburyport: Focus 2008. (978-1585102631)**

A selection from:

Johann Wolfgang Goethe: *Die Leiden des jungen Werther* (1774)

Heinrich Heine: *Das Buch der Lieder* (1827)

Frank Wedekind: *Die Büchse der Pandora* (1894)

Rainer Maria Rilke: *Duineser Elegien* (1923)

Else Lasker-Schüler: *Mein Blaues Klavier* (1937)

Ingeborg Bachmann: *Anrufung des großen Bären* (1956)

Judith Herrmann: *Sommerhaus, später* (1998)

Thomas Meinecke: *Lookalikes* (2012)

Carolin Emcke, *Gegen den Hass* (2016)

(text excerpts will be provided through eClass)

**Grade Distribution (see “Explanatory Notes”):**

Attendance, participation & preparation (throughout the semester)	10%
Roundtable debate (see eClass for dates)	15%
2 essays (essay #1 due March 1, essay #2 due April 12; one 15%, one 30%)	45%
Text intro	10%
Creative project	20%

**Explanatory Notes on Assignments:**

***Attendance, Participation, Preparation, and Homework***

Regular attendance is essential for optimal performance in a foreign-language course. Students are expected to participate fully in all aspects of class work and assignments. That means coming to class prepared, viewing the assigned films and reading all texts carefully in advance, doing written or oral homework diligently, participating in group work, and contributing meaningfully to class discussions.

### ***Roundtable Statement and Debate***

Each student will participate in a roundtable discussion on a specific topic. Topics can include the role of literature in today's competition for our attention, the legacy of the project of Enlightenment, how to build the 'right' literary canon etc. Participants in roundtables present on a question, by preparing a 5-7-minute statement and by preparing a set of discussion questions to actively engaging in the debate following the short presentations. The statement should give an introduction to and overview including important facts and dates. In case the statement is based on a text, instead of a summary of the plot, it should focus on the central idea and a specific aspect, introduce an assumption or opinion, and finally articulate at least three related questions that will be discussed during the debate. **Outlines and bibliographies for the roundtables are due a week in advance.**

### ***Essays***

Two essays are due during the term. The essays should reflect and elaborate on the objectives and materials learned and used in class. The first essay (800 words for Majors or Minors writing in German, 1,200 words for those students writing in English) should describe a specific research interest, on the basis of a piece of theory or secondary literature, formulate a research question, and develop strategies to pursue this question. The research question, a bibliography, and an outline of the argument are due two weeks before the essay. The second essay (1,000-1,200 words in German, 1,800 in English) should follow up on the first and should display a structured argument with a compelling thesis and insightful conclusion. Again, the research question, a bibliography, and an outline of the argument are due two weeks before the essay. You are expected to use academic secondary sources, articles and books. Further guidelines on essays writing will be published on eClass. Essays will be marked: 10% language (where applicable), 50% content, 20% research question, 20% form. **Outlines and bibliographies for the essays are due a week in advance.**

### ***Text Introduction***

Each student is expected to give an introduction to one specific text or period during the term. The introduction should focus on the text (not on its author), its formal features, genre, central theme and raise two questions regarding the interpretation of the text. **Outlines and bibliographies for the introductions are due a week in advance.**

### ***Creative Project***

During the weekly time for group work, students will develop a creative response to any of the texts discussed in class. For your choice of the text and the medium of your response please consult the instructor.

### **Required Notes:**

Policy about course outlines can be found in the [Evaluation Procedures and Grading System](#) of the University Calendar.

## **Student Responsibilities:**

### ***Academic Integrity:***

The University of Alberta is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect. Students are particularly urged to familiarize themselves with the provisions of the Code of Student Behaviour (online at [www.governance.ualberta.ca](http://www.governance.ualberta.ca)) and avoid any behaviour that could potentially result in suspicions of cheating, plagiarism, misrepresentation of facts and/or participation in an offence. Academic dishonesty is a serious offence and can result in suspension or expulsion from the University.

All students should consult [the Academic Integrity website](#). If you have any questions, ask your instructor.

An instructor or coordinator who is convinced that a student has handed in work that he or she could not possibly reproduce without outside assistance is obliged, out of consideration of fairness to other students, to report the case to the Associate Dean of the Faculty. See the [Academic Discipline Process](#).

### ***Language courses:***

Students involved in language courses and translation courses should be aware that the use of on-line translation to complete assignments constitutes a form of cheating as the student's own understanding and work is therefore not reflected. Also, students in language courses should be aware that, while seeking the advice of native or expert speakers is often helpful, excessive editorial and creative help in assignments is considered a form of cheating that violates the Code of Student Behaviour.

### ***Learning and Working Environment:***

The Faculty of Arts is committed to ensuring all students; faculty and staff are able to study and work in an environment that is safe and free from discrimination and harassment. It does not tolerate behaviour that undermines that environment. The Department urges anyone who feels that this policy is being violated to:

- Discuss the matter with the person whose behaviour is causing concern; or
- If that discussion is unsatisfactory, or there is concern that direct discussion is inappropriate or threatening, discuss it with the Chair of the Department.

For additional advice or assistance regarding this policy you may contact the [Office of the Student Ombuds](#). Information about the [University of Alberta Discrimination and Harassment Policy and Procedures](#) is described in [UAPPOL](#).

### ***Territorial Statement:***

“The University of Alberta acknowledges that we are located on Treaty 6 territory, and respects the histories, languages, and cultures of the First Nations,

Métis, Inuit, and all First Peoples of Canada, whose presence continues to enrich our vibrant community.” (from the beginning of the Calendar).

***University of Alberta Sexual Violence Policy:***

The Sexual Violence Policy was approved by GFC in June 2017. It plays a vital role in ensuring a safe and respectful learning and working environment.

As defined in the policy, **sexual violence** is any sexual act or act of a sexual nature, or act targeting sexuality, whether physical or psychological, committed without consent. **Sexual violence** is a complex and serious problem in society and on university campuses. Sexual violence can affect individuals of all gender identities, gender expressions, and sexual orientations, as well as those from all ages, abilities, racial, cultural and economic backgrounds. Through this policy, the University of Alberta recognizes its responsibility to reduce sexual violence in the University community. The university aims to do so by fostering a culture of **consent** and support through education, training and policy. The University recognizes the possible effects of trauma on those who have experienced sexual violence and supports the efforts of individuals to seek support and recover.

To read the policy in more detail, please visit:

<https://policiesonline.ualberta.ca/PoliciesProcedures/Policies/Sexual-Violence-Policy.pdf>

***Recording of Lectures:***

Audio or video recording, digital or otherwise, of lectures, labs, seminars or any other teaching environment by students is allowed only with the prior written consent of the instructor or as a part of an approved accommodation plan.

Student or instructor content, digital or otherwise, created and/or used within the context of the course is to be used solely for personal study, and is not to be used or distributed for any other purpose without prior written consent from the content author(s).

***Attendance, Absences, and Missed Grade Components:***

Regular attendance is essential for optimal performance in any course. In cases of potentially excusable absences due to illness or domestic affliction, notify your instructor by e-mail within two days. Regarding absences that may be excusable and procedures for addressing course components missed as a result, consult sections [Attendance](#) and [Examinations](#) of the University Calendar. Be aware that unexcused absences will result in partial or total loss of the grade for the “attendance and participation” component(s) of a course, as well as for any assignments that are not handed-in or completed as a result.

Deferral of term work is a privilege and not a right; there is no guarantee that a deferral will be granted. Misrepresentation of facts to gain a deferral is a serious breach of the Code of Student Behaviour.

**In this course, 10% of the grade is assigned to attendance, preparation and participation, i.e. students must view all assigned films and read and prepare texts for**

**the assigned class period so that they can participate successfully in the group work and class discussions.**

***Policy for Late Assignments:***

Students who consult in advance with the instructor regarding contingencies preventing the timely completion of an assignment may, at the discretion of the instructor, be granted an extension just one time throughout the course with no penalty. However, if a second excuse will be granted for late assignments, half of the mark assigned for this particular work will be deducted. Otherwise, all assignments should be handed in on the stated deadline. Any assignment not handed-in in time or unexcused late assignments will not be given any marks. Late excuses will not be accepted for any reason.

***Disclaimer:***

Any typographical errors in this syllabus are subject to change and will be announced in class and posted on eClass. The date of the final examination is set by the Registrar and takes precedence over the final examination date reported in this syllabus.

**Student Resources:**

The best all-purpose website for student services is: <https://www.ualberta.ca/current-students>.

**Accessibility Resources:** (1 – 80 SUB)

The University of Alberta is committed to creating work and learning communities that inspire and enable all people to reach their full potential. Accessibility Resources promotes an accessible, inclusive, and universally designed environment. For general information to register for services visit the [Accessibility Resources](#) webpage.

**The Academic Success Centre:** (1-80 SUB)

[The Academic Success Centre](#) offers a variety of workshops on effective study and exam strategies. There are in-person and online sessions available for a modest fee.

**The Centre for Writers:** (1-42 Assiniboia Hall)

The [Centre for Writers](#) offers free one-on-one writing support to students, faculty, and staff. Students can request consultation for a writing project at any stage of development. Instructors can request class visits and presentations.

**Health and Wellness Support:** There are many health and community services available to current students. For more information visit the [Health and Wellness Support](#) webpage.

**Office of the Student Ombuds:**

The [Office of the Student Ombuds](#) offers confidential interviews, advice and support to students facing academic, discipline, interpersonal and financial difficulties.

**Grading:**

Assessment of the individual course components may be in the form of numerical marks or letter grades. The final letter grade will be based on "a combination of absolute achievement and relative performance in a class" (University Calendar, [Evaluation Procedures and Grading System](#)). The University Grading Procedure mandates that "a student's level of achievement of the goals/outcomes of a course, their grade, and the descriptor of that grade must be aligned" (<https://policiesonline.ualberta.ca/>). The following guidelines have been adopted by the Department of Modern Languages and Cultural Studies:

**“MLCS Undergraduate Grading Scale”**

Descriptor	Letter Grade	Grade Point Value	%
<b>Excellent.</b> A+, A or A- is earned by work which is superior in content and form and demonstrates an exceptional grasp of the subject matter. The grade of A+ designates work that far exceeds course expectations. Grades in the A range are normally achieved by a small number of students.	<b>A+</b>	4.0	<b>97-100</b>
	<b>A</b>	4.0	<b>93-96</b>
	<b>A-</b>	3.7	<b>90-92</b>
<b>Good.</b> B+, B or B- is earned by work that demonstrates a thorough comprehension of the course material and a good command of relevant skills. Grades in the B range are normally achieved by the largest number of students.	<b>B+</b>	3.3	<b>87-89</b>
	<b>B</b>	3.0	<b>83-86</b>
	<b>B-</b>	2.7	<b>80-82</b>
<b>Satisfactory.</b> C+, C or C- is earned by work that demonstrates an adequate grasp of the course material and relevant skills. Grades in the C range designate work that has met the basic requirements of the course.	<b>C+</b>	2.3	<b>77-79</b>
	<b>C</b>	2.0	<b>73-76</b>
	<b>C-</b>	1.7	<b>70-72</b>
<b>Poor/Minimal Pass.</b> D+ or D is earned by work that demonstrates minimal familiarity with the course material. Grades in the D range generally indicate insufficient preparation for subsequent courses in the subject matter.	<b>D+</b>	1.3	<b>65-69</b>
	<b>D</b>	1.0	<b>60-64</b>
<b>Failure.</b>	<b>F</b>	0.0	<b>0-59</b>

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