

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

**2018-2019 GERM 343 A1: Postwar Cultures
(Fall Term)**

Instructor: Dr. Andreas Stuhlmann
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Time: M W F 10:00 - 10:50
Place: HC 2 29
Office Hours: M, W, F 1-2 or by appointment
course website on eClass

Course Prerequisite: Co-requisite GERM 303 or consent of department
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:

This course focuses on historical, social, and cultural changes taking place in German-speaking countries from 1945 to the present. The course will have three primary focal points: the impact of WWII and the Holocaust, the GDR and unification, and migration and race. Throughout, we will examine how these issues of the past continue to resonate in the present. During the semester, students will learn about and discuss the historical facts and cultural phenomena and develop the tools to analyze how these developments are configured and reflected in literature, film, music, architecture, and other art forms in order to develop students' ability for sustained analysis through a variety of media. We will also explore how cultural

artifacts and representations in return shape and influence society. Students will learn to critically engage with concepts such as culture and cultural memory both in the classroom through discussions of readings, films, images, and other documents as well as in their own intellectual engagement in essays, debates, and group work. At the end of this course, students will be able to identify, analyze and critically evaluate how those historical and cultural aspects define contemporary Germany.

The course will enable successful students to analyze and understand cultural artefacts in the context of the period they were produced. They will acquire a comprehensive knowledge of the central historical events, political institutions and cultural developments in Germany since 1945. They will obtain working knowledge of the fundamental theoretical concepts of cultural analysis and apply these in their work. Finally, successful students will be able to translate this knowledge into concrete outcomes in their creative projects and explore the central ideas further in their essays.

Texts: All course material will be available on eClass or will be distributed by the instructor.

Grade Distribution (see “Explanatory Notes”):

- 10% Attendance, Participation, Preparation, and Homework
- 10% Text, Film or Place Introduction
- 10% Roundtable Statement and Debate
- 30% Creative Project (due week December 3-7)
- 40% Short Essays (due on October 10 and December 3)

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.

Text, Film or Place Introduction: Throughout the course, students are expected to prepare a very brief (5 minutes) introduction to either an assigned text, a film or a place, including relevant facts (e.g. for films: director, cast, and crew). The main part are three questions for discussion (this can also be done in groups of 2).

Roundtable Statement and Debate: Each student is expected to participate in a roundtable discussion on a specific topic by preparing a 7-10 minute statement and by actively engaging in the debate following the short presentations. The statement should give an introduction to and overview of the topic including important facts and dates; it should then focus on a specific aspect and introduce an assumption or opinion, and finally articulate relating questions that will be discussed during the debate. The roundtables are tentatively scheduled for September 24, October 10, October 24, November 7 and November 24.

Creative Project: In this course students will be asked to complete a group project (2-3 students per group) that creatively and critically engages with either a topic discussed in class or a topic that meaningfully expands on our in-class discussions. You will be expected to do most of the preparation outside of the classroom, however, you will also receive some time during class to work on these projects. It is advisable to build your project around one or more “found objects,” something – an image, a word, a person, a building, a product, a text, a city, or an event, for example – that represents the difficulties, challenges, or the opportunities of your topic. The project can either be presented in form of a poster, image, drawing, collage, a cartoon, a short movie, or in form of one or several objects. The group projects will be presented and discussed in the last week of classes.

Short Essays: Two short essays, one focusing on the teaching units before Reading Week and one on the units after Reading Week 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 is 1,000-1,200 words in German, 1,800 in English. You are expected to use secondary sources, articles and books. To choose a topic please contact 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) 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](#).

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 attendance, preparation, and regular participation go hand in hand; students will not only be expected to attend each session, but they are expected to come prepared for the day’s lesson and participate in that day’s lesson. As the course will be run in seminar-style, the success of the course is dependent on informed and lively discussions driven by student engagement. It is therefore vital that each student completes the required readings, film screenings, or written exercises assigned for the scheduled class. Attendance, preparation, and regular participation will count for 10% of the overall grade for the course.

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. Otherwise, late assignments with no prior arrangement will receive a 5%-per-class-day penalty for each subsequent class-day of lateness.

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	%
Excellent. 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.	A+	4.0	97-100
	A	4.0	93-96
	A-	3.7	90-92

<p>Good. 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.</p>	B+	3.3	87-89
	B	3.0	83-86
	B-	2.7	80-82
<p>Satisfactory. 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.</p>	C+	2.3	77-79
	C	2.0	73-76
	C-	1.7	70-72
<p>Poor/Minimal Pass. 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.</p>	D+	1.3	65-69
	D	1.0	60-64
<p>Failure.</p>	F	0.0	0-59

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