

**DEPARTMENT OF MODERN LANGUAGES
AND CULTURAL STUDIES**

<https://uofa.ualberta.ca/modern-languages-and-cultural-studies>

2020–21 GERM 343 A2: Postwar Cultures
(Fall Term)

Instructor: Dr. Simone Pflieger
Office: Assiniboia Hall 3-45 AND Zoom
Office Hours: Wednesday 12–1, or by appointment
E-mail: pflieger@ualberta.ca

Time: M, W, F 11–11:50
Place: T 1-129

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.

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

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.

Course Format

The objectives of this course will be learned from a combination of formal lectures, peer presentations, assigned readings, and audiovisual materials.

Texts

Course material will be available on eClass, on hold in the Rutherford library, or will be distributed by the instructor.

Texts:

- Raymond Williams: „The Analysis of Culture“
- Jan Assmann: „Das kulturelle Gedächtnis“ (Auszug)
- Theodor W. Adorno: „Kulturkritik und Gesellschaft: Gedichte nach Auschwitz“
- Paul Celan: „Todesfuge“
- Peter Weiss: „Die Ermittlung“ (Auszug)
- Klaus Farin: „Vaterlose Jugend“ und „Die Halbstarke“
- Erich Röper: „Die Mauer in Westdeutschen Köpfen“
- Auszug aus der DDR-Verfassung
- Wolf Biermann: Lyrik
- „Die Rote Armee aufbauen“
- Florian Illies: *Generation Golf* (Auszug)
- Jana Hensel: *Zonenkinder* (Auszug)
- „Tut doch nicht so, als sei alles in Ordnung“
- Wladimir Kaminer: *Russendisko* (Auszug)
- Yoko Tawada: „Von der Muttersprache zur Sprachmutter“
- May Ayim: *Blues in Schwarz Weiß* (Auszug)
- Juli Zeh: *Unterleuten* (Auszug)
- „Bei den Sklaven des Späßes“
- Cem Gülay und Helmut Kuhn: *Kein Döner Land* (Auszug)
- „Rassismus im Alltag“, „#MeTwo offenbart alltäglichen Rassismus in Deutschland“

Songs:

- „Auferstanden aus Ruinen“
- Advanced Chemistry: „Fremd im eigenen Land“

Films:

- Oliver Hirschbiegel: *Der Untergang*
- Wolfgang Staudte: *Die Mörder sind unter uns*
- Rainer Werner Fassbinder: *Angst essen Seele auf*
- Yasemin und Nesrin Şamdereli: *Almanya*
- David Wnendt: *Kriegerin*

Additional Course Fees

Yes No

Important Dates

[See Academic Schedule in current Calendar](#)

First Day of Class: September 1, 2021

Add/Delete Date: September 15, 2021
50% Withdrawal Date: October 4, 2021
Withdrawal Date: November 30, 2021
Last Day of Class: December 7, 2021

Access to Instructor

In-person

I will be available to meet in person in my on-campus office during my regular office hours (see for days and times above).

Zoom

I hold virtual office hours on Zoom every Wednesday. A link to a Google Doc with 10-minute time slots for folks to sign up is posted on eClass.

I am also available to zoom with folks individually by appointment.

Email

I will make an effort to respond in a timely manner, but please note that I tend not to reply after 8pm on weekdays and with a delay on weekends.

Course Policies

eClass

We will make frequent use of our course site. All assignments and additional course materials will be posted on eClass. Please make a note of any questions or concerns regarding eClass. You should speak with me as soon as possible if you are not familiar with any aspect of eClass that will impact your ability to successfully participate in this course. I will also use this site to email you with any necessary communications between class meetings, so please be sure to check your email regularly. If you receive emails at an account other than your ualberta.ca address, please forward your ualberta.ca emails to that account so that you will receive my communications in a timely manner.

Grade Distribution (see “Explanatory Notes”)

Attendance, Participation, Preparation, and Homework	10%
Film or Text Introduction	5%
Roundtable Statement and Debate (Sept 24, Oct 22, Nov 26)	10%
Creative Project (Dec 3)	15%
Short Essays (tentative due dates: Oct 15 and Dec 3)	30%
Test I (Oct 18)	15%
Test II (Dec 6)	15%

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—this includes among other things: 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.

Film or Text Introduction

Throughout the course, students are expected to prepare a very brief (3–5 minutes) introduction to either an assigned text or to a film to be discussed, including relevant facts (e.g. director, cast, and crew for the films).

Roundtable Statement and Debate

Each student is expected to participate in a roundtable discussion on a specific topic by preparing a 2-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.

Note that this component of the grade cannot be made up if you were to miss the debate.

Creative Project

In this course students will be asked to complete a group project (2–3 students per group; individual submission will not be accepted) that creatively and critically engages with a topic that meaningfully expands on our in-class discussions, but cannot cover any of the texts or topics discussed in class. You will be expected to do the preparation outside of the classrooms. 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. Using Powerpoint (or a similar presentation software) is not permissible for this assignment. The creative project will be presented and discussed in the last week of classes. Each group is allotted a total of 10 minutes for presentation and discussion.

Short Essays

Two short essays, one focusing on the teaching unit “Germany during and after World War II” and one on “Germany as an Immigration Country” are due during the term. The essays should reflect and elaborate on the objectives and materials learned and used in class. The essays are expected to display a structured argument with a compelling thesis and insightful conclusion. You are welcome to use secondary sources such as articles and books. If you would like to write on a topic of your own choosing, please contact the instructor in advance. Each essay should be 750–800 words in length.

Test I and II

There will be two tests, one in the middle of the term and one towards the end of term. Each test will consist of questions relating to the theories, texts, and films studied in class, as well as to the group work and discussions. Each test will be 50 minutes long.

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 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.

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 10%-per-calendar-day (including weekends) penalty for each subsequent day of lateness.

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](#) 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 online 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.

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).

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>.

[The Academic Success Centre](#) provides professional academic support to help students maximize their academic success and achieve their academic goals. We offer appointments, advising, group workshops, online courses, and specialized programming year-round to students in all university programs, and at all levels of achievement and study.

They also administer the University of Alberta's [Duty to Accommodate procedure](#) for students and works with students, instructors, campus units, Faculties and departments, community and government agencies, and on and off-campus service providers to coordinate students' disability-related accommodation needs for participation in university programs.

For general information and to register for services visit the [Academic Accommodations](#) webpage.

[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.

[The First Peoples' House](#) provides an environment of empowerment for First Nations, Métis, and Inuit learners to achieve personal and academic growth.

[Health and Wellness Support for Students](#) outlines available mental and physical health resources that are offered on-campus and in the community.

[The Office of the Student Ombuds](#) is a confidential service that strives to ensure that university processes related to students operate as fairly as possible. We offer information, advice, and support to students, faculty, and staff as they deal with academic, discipline, interpersonal, and financial issues related to student programs.

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](#).

It is the policy of the University of Alberta that sexual violence committed by any member of the University community is prohibited and constitutes misconduct. Resources and more information can be found at <https://www.ualberta.ca/campus-life/sexual-violence>

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 content and form and demonstrates an exceptional grasp of 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	95-100
	A	4.0	90-94
	A-	3.7	86-89
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.	B+	3.3	82-85
	B	3.0	75-81
	B-	2.7	70-74
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.	C+	2.3	66-69
	C	2.0	61-65
	C-	1.7	58-60
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.	D+	1.3	55-57
	D	1.0	50-54
Failure.	F	0.0	0-49

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