

Prof. Regina Karl

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Office hours: Thu 2-3pm

INTRODUCTION TO GERMAN STUDIES 1900-present

01:470:275; index: 12361, Fall 2019

3 credits

Mon, Wed 2:50pm-4:10pm Mon: SC-204 (CAC)

Wed: SC-204 (CAC)

This course provides an interdisciplinary inquiry into seminal literary, artistic, social, political, and intellectual movements in the history of Germanic cultures and thought from 1900 to the present. Taught by Prof. Karl, the course will include guest lectures by other professors from the Department of German Languages and Literatures as well as Architecture, Jewish Studies, and History. In addition to the particular topics covered, the course is meant to be a way for students to meet German-related faculty at Rutgers and develop a sense of the conversations in which we, and our respective disciplines, are engaged.

Open to first-year students and, more generally, to those who might not necessarily wish to become a German major or minor but who seek, as part of a well-rounded liberal arts education, basic familiarity with the rich and often vexed history of German history and culture of the 20th century and their impact on Europe and the world.

Topics include: Sigmund Freud and the discovery of the Unconscious; The Weimar Republic; Yiddish language and culture; the Bauhaus; Nazism and the Holocaust; Postwar German Cinema and Theater; the two Germanies and (re)unification; Germany's new far right movements. Short readings of texts by Rilke, Kafka, Aichinger, Bachmann, and others. Films by Ruttmann, Wiene, Riefenstahl, Kluge, and Fassbinder. Music by Kraftwerk.

All readings and discussions in English.

Prerequisites: none.

Learning Outcome Goals for the Course:

Students will be able to identify and assess critically the specific literary and artistic traditions of German-speaking Europe as they relate to the social, technological, religious, political and linguistic histories of these regions. They will be able to do so in papers that are clearly structured, that provide evidence for their claims, that engage with nuances of the issues at stake, and that do so in the simplest language possible.

Fulfills Permanent Core Curriculum Requirements:

Arts and the Humanities - Analyze arts and/or literatures in themselves and in relation to specific histories, values, languages, cultures, and technologies (AHP).

Writing and Communication - Communicate effectively in modes appropriate to a discipline or area of inquiry; evaluate and critically assess sources and use the conventions of attribution and citation correctly; and analyze and synthesize information and ideas from multiple sources to generate new insights (WCd).

Films will either be available to stream at home via Kanopy or viewable at Rutgers Media Center, Douglass Library, 8 Chapel Drive, New Brunswick, NJ 08901(as indicated on class schedule).

Required texts to be purchased at the Rutgers Bookstore:

- **Rainer Maria Rilke: *The Notebooks of Malte Laurids Brigge***
ISBN 13: 978-0199646036
- **Olga Grjasnowa: *All Russians Love Birch Trees***
ISBN-13: 978-1590515846

Recommended texts to be purchased at the Rutgers Bookstore:

- **Mary Fulbrook: *A Concise History of Germany***
ISBN 13: 978-1108407083

All other texts will be available as PDF on the Canvas page for this class.

FINAL GRADE

Class participation 10%

Students are expected to carefully prepare the assigned readings and viewings and take part actively in class discussion. A first participation grade will be assigned half-way through the semester, a second one at the end of the term. Both participation grades will be averaged for a final grade.

Criteria	weight	Exemplary	Effective	Minimal	Unsatisfactory
Level of Engagement	50%	<input type="checkbox"/> Contributes to class activities by offering quality ideas and asking appropriate questions on a regular basis <input type="checkbox"/> Actively engages others in class discussions by inviting their comments <input type="checkbox"/> Constructively challenges the accuracy and relevance of statements made <input type="checkbox"/> Effectively identifies and summarizes main points	<input type="checkbox"/> Contributes to class activities by offering ideas and asking questions on a regular basis <input type="checkbox"/> Often engages others in class discussions by inviting their comments <input type="checkbox"/> Challenges the accuracy and relevance of statements made <input type="checkbox"/> Identifies and summarizes main points	<input type="checkbox"/> Occasionally contributes to class activities by offering ideas and asking questions <input type="checkbox"/> Sometimes engages others in class discussions <input type="checkbox"/> Sometimes has an understanding of main points <input type="checkbox"/> Identifies and summarizes some of the main points	<input type="checkbox"/> Fails to contribute to class activities <input type="checkbox"/> Fails to invite comment/opinions from other students <input type="checkbox"/> Demonstrates little understanding of main points <input type="checkbox"/> Does not identify or summarize main points
Preparedness	25%	<input type="checkbox"/> Always prepared for class with assignments and required materials <input type="checkbox"/> Accurately expresses foundational knowledge pertaining to issues raised during the discussion	<input type="checkbox"/> Usually prepared with assignments and required materials <input type="checkbox"/> Expresses basic foundational knowledge pertaining to class discussions	<input type="checkbox"/> Seldom prepared with assignments and required materials <input type="checkbox"/> Expresses limited foundational knowledge pertaining to class discussions	<input type="checkbox"/> Consistently unprepared for class <input type="checkbox"/> Expresses no relevant foundational knowledge
Attitude	25%	<input type="checkbox"/> Consistently positive, cooperative attitude during class <input type="checkbox"/> Always supportive of other students' ideas	<input type="checkbox"/> Usually positive and cooperative with classroom projects and discussions <input type="checkbox"/> Often supportive of other students' ideas	<input type="checkbox"/> Seldom actively participates in classroom projects and discussions <input type="checkbox"/> Sometimes supportive of other students' ideas	<input type="checkbox"/> Rarely if ever participates in classroom projects and discussions <input type="checkbox"/> Occasional disruptive behavior

Weekly blog post 15%

Each week, students will write a short paragraph to be submitted on the Canvas blog section. Questions will be posted on Canvas that relate to the class material.

Presentation in class 20%

The oral presentation in class is based on one of the topics covered. The topics and dates of the presentations will be discussed in class. Each presentation consists of a 20 minute talk with the use of power point followed by a 15-minute Q & A session. The presenter may use notes but should speak freely.

Response Essays 30%

Students write two response essays over the course of the semester (5 pp). Questions will be posted on Canvas a week before the essay is due. Questions may ask you to consider an issue in relation to a single text, or they may ask you instead to compare its significance within two or more readings. Format: 12-point Times or Times New Roman, double-spaced, 1" margins. Essays should be submitted as a single PDF-file via the course Canvas page.

Essays should not simply repeat back what we've already discussed; they should follow the lead of the paper prompts in building independently on our discussions. Prepare your essays as you would any paper. Once you've thought about the question, work out your thesis statement (which you'll need to present clearly in a sentence in the opening paragraph of your response). Go back over your class notes and the relevant assigned text(s) to collect material for your argument. Cite or paraphrase relevant passages (and always include page numbers, as you would in a paper). Check your quotations for accuracy. Don't quote just for the sake of quoting; cite just the word or passage that you need to make your specific point, not more.

Finally, be sure to proofread your essays to make sure that they're coherent, that they answer all aspects of the question, and that they're articulated grammatically and clearly. Poorly written essays will lose points.

Final paper 25%

At the end of the semester, students will write a term paper (8 pp.) Prompts for the final paper will be posted two weeks ahead of the due date (12/01) and will build on the material we have covered in class. Final paper is due by December 15, 2019, at noon.

Paper option: Students who have received an A on a response essay have the option of writing a paper of their own in place of responding to the prompts, *but only after receiving my approval for their proposed topic*. If you are eligible and interested, contact me about this option at least two weeks before the submission deadline, so that we still have time to discuss your topic and its feasibility before you get down to writing. Papers should focus on one or more assigned readings not covered in the previous essays. Expectations (about presenting a thesis, for instance, and supporting it with a clear argument and judicious citations) are the same as those outlined above with regard to the response essays. Length: 8pp. (12-point Times or Times New Roman, double-spaced, 1" margins), submitted as a single PDF file.

Grade distribution:

A=90-100%; B+=85-89; B=80-84; C+=75-79; C=70-74; D=65-69; F=64 and below.

Departmental policies

- **Attendance**

All students must attend regularly and arrive prepared; if you expect to miss one or two classes, please use the University absence reporting website <https://sims.rutgers.edu/ssra/> to indicate the date and reason for your absence. An email is automatically sent to me. Those who miss more than two class sessions without a compelling excuse should expect a one-step reduction in the course grade (i.e. an A becomes a B+, a B+ becomes a B). Every additional three absences may entail a further one-step grade-reduction. Three late arrivals count as one absence. Note: It is the responsibility of students who have been absent (for any reason) to find out what they have missed and obtain materials that may have been handed out.

- **Disability Support Services**

Students who may be requesting accommodations due to disabilities are encouraged to familiarize themselves with procedures and policies regarding disability support services at the following website: <https://ods.rutgers.edu/>. It is recommended that students seeking accommodations begin filing paperwork as soon as possible as the documentation review process may take up to 30 business days. Students are encouraged to speak with teachers about these issues at the beginning of the term. All such conversations will be kept strictly confidential.

- **Academic Integrity**

Violations of academic integrity are an extremely serious matter, and can lead to a student's failing the course and being referred to the University's Office of Student Conduct for disciplinary action. When referring to ideas other than your own, always acknowledge your sources clearly and completely, whether you are quoting or paraphrasing. Note also that use of online translation services is not permitted as a tool for generating work that you submit for course credit. Please see the University's

policies on academic integrity at <http://academicintegrity.rutgers.edu/academic-integrity-at-rutgers>, and discuss with your instructor any questions you may have about this and related issues.

- Copyright

Note that unauthorized upload of materials created by the instructor and/or students for this course may violate the University Academic Integrity Policy and subject the student to disciplinary action.

SYLLABUS (tentative)

Introduction: What does it mean to write?

09/04 Franz Kafka: "My two hands began a fight"

Recommended:

John le Carré: "Why we should learn German"

Jeffrey M. Peck: "Globalizing German Studies"

Discovering the Unconscious

09/09 Sigmund Freud: *Interpretation of Dreams*
(excerpts: *The Freud Reader*, 129 – 142)

Peter Gay, *Freud. A Life of our Times*, 55-117.

09/11 Freud: *On Dreams (Freud Reader, 142 – 172)*

recommended:

Freud: *The Ego and the Id (Freud Reader, 628 – 658)*

09/16 Rainer Maria Rilke: *The Notebooks of Malte Laurids Brigge* (3-47)

Discovering Technological Reproducibility

09/18 Walter Benjamin: *The Work of Art in the Age of its Technological Reproducibility*

09/23 Robert Wiene: *The Cabinet of Dr. Caligari*
(available on **Kanopy**)

Readings:

Siegfried Kracauer: "Caligari." *From Caligari to Hitler*, (61-76)

Recommended:

Stefan Andriopoulos, "Suggestion, Hynosis, and Crime," *Weimar Cinema* (13-29)

Metropolis and Modern Subjectivity

09/25 Tom Tykwer: *Babylon Berlin* (clips in class)
Peter Gay: *Weimar Culture* (excerpts)

09/30 Walter Ruttmann: *Berlin: Symphony of a City*
(available online: <http://bit.ly/2SCkIH4>)

Readings:

Georg Simmel, "The Metropolis and Mental Life."

Kracauer, "Montage." *From Caligari to Hitler*, (181-89)

10/02 Franz Kafka, *The Hunger Artist*

Δ Guest lecturer Prof. Nicola Behrmann (Department of German Languages and Literatures)

The Aesthetics of Modern Life: The Bauhaus

10/07 Visit to the Exhibition "Dimensions. Modern Art in the Age of Einstein" at the Zimmerli Museum

10/09 Δ Design Workshop with Guest Lecturer Tim Altenhof, PhD Yale University

→ **FIRST RESPONSE ESSAY DUE (5 pp., to be submitted on Canvas)**

Rise of the Nazis, World War II and the Holocaust

10/14 Leni Riefenstahl, *Olympia* (clips; **Douglass Library Course Reserve**)

Kracauer, "The Mass Ornament"

Mary Fulbrook: "Democracy and Dictatorship 1918-1945." *A Concise History of Germany*, 155-204.

10/19 Theodor Adorno, "Cultural Criticism and Society"
David Engel, *The Holocaust: The Third Reich and the Jews* (excerpts)

10/21 Yiddish Culture in the Postwar Era

Δ Guest lecturer Prof. Jeffrey Shandler (Department of History)

New Voices I: Écriture féminine

- 10/23 Ilse Aichinger: *Mirror Story*
- 10/28 Ingeborg Bachmann: *Word for Word*
- 10/30 Paul Celan: *Death Fugue / Meridian Speech*

Δ Guest lecturer Prof. Michael Levine (Department of German Languages and Literatures)

New Voices II: Postwar German Cinema

- 11/4 *Oberhausen Manifesto*
Alexander Kluge: *Yesterday Girl* (Douglass Library Course Reserve)

New Voices III: Postwar Political Theater

- 11/6: Peter Handke: *Offending the Audience*

The two Germanies

- 11/11 Christian Petzold: *Barbara*
(available on **Kanopy**)

Readings:

Mary Fulbrook: "The two Germanies." *A Concise History of Germany*, 205-249.

German *Wirtschaftswunder* and its aftermath

- 11/13 Kraftwerk: *Autobahn*

Rainer Werner Fassbinder: *Ali. Fear eats the Soul* (Douglass Library Course Reserve)

Readings:

Rita Chin: "Guest Worker Migration and the Unexpected Return of Race"

11/18 The RAF

Δ *Guest lecturer Prof. Belinda Davies (History)*

→ **SECOND RESPONSE ESSAY DUE (5 pp., to be submitted on Canvas)**

After the Reunification: New Economies in the German-Speaking World

11/20 Kathrin Röggla: *we never sleep* (excerpts)

Christoph Hein: *Third World Everywhere*

Fulbrook: "The Federal Republic since 1990"

(Post)-Migration and Germany's New Far Right

11/25 Olga Grjasnowa: *All Russians love Birch Trees*

Chin / Fehrenbach: "German Democracy and the Question of Difference"

11/27 Grjasnowa: *All Russians love Birch Trees*

12/02 #metwo: The case of Mesut Özil

Geoff Eley: "The Trouble with "Race": Migrancy, Cultural Difference, and the Remaking of Europe"

12/04 Δ *Guest lecturer Prof. Paul Hanebrink (History)*

12/09 Review

→ **FINAL PAPER DUE by December 15 at 12 noon (8 pp., to be submitted on Canvas).**

Student-Wellness Services:

[Just In Case Web App](#)

<http://codu.co/cee05e>

Access helpful mental health information and resources for yourself or a friend in a mental health crisis on your smartphone or tablet and easily contact CAPS or RUPD.

Counseling, ADAP & Psychiatric Services (CAPS)

(848) 932-7884 / 17 Senior Street, New Brunswick, NJ 08901 / www.rhscaps.rutgers.edu/

CAPS is a University mental health support service that includes counseling, alcohol and other drug assistance, and psychiatric services staffed by a team of professional within Rutgers Health services to support students' efforts to succeed at Rutgers University. CAPS offers a variety of services that include: individual therapy, group therapy and workshops, crisis intervention, referral to specialists in the community and consultation and collaboration with campus partners.

Violence Prevention & Victim Assistance (VPVA)

(848) 932-1181 / 3 Bartlett Street, New Brunswick, NJ 08901 / www.vpva.rutgers.edu/

The Office for Violence Prevention and Victim Assistance provides confidential crisis intervention, counseling and advocacy for victims of sexual and relationship violence and stalking to students, staff and faculty. To reach staff during office hours when the university is open or to reach an advocate after hours, call 848-932-1181.

Disability Services

(848) 445-6800 / Lucy Stone Hall, Suite A145, Livingston Campus, 54 Joyce Kilmer Avenue, Piscataway, NJ 08854 / <https://ods.rutgers.edu/>

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation:

<https://ods.rutgers.edu/students/documentation-guidelines>. If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at:

<https://ods.rutgers.edu/students/registration-form>.

Scarlet Listeners

(732) 247-5555 / <http://www.scarletlisteners.com/>

Free and confidential peer counseling and referral hotline, providing a comforting and supportive safe space.