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Office Hours: Wednesday 3-4pm

232: Advanced German II **Three German Generations: 1945, 1968 and 1989**

Spring 2017, Rutgers University
01:470:232:01
TTh4 1:10pm-2:30pm, Scott Hall 202

Course Description:

At the beginning of the course we will discuss the experiences and values of the two generations, which clashed during the anti-authoritarian student movement in 1968: The parents which were still raised during the Third Reich and their children born shortly after 1945. Subsequently, the discussion will focus the children of the “68-er” that grew up during the 1970’s and 1980’s and how they related to the liberal lifestyle of their parents and how they changed or criticized them in the 1990’s.

This course is designed to further students' overall German language proficiency at a very advanced level. It focuses on increasing their ability to express their own ideas as convincingly and precisely as possible. Students read authentic texts from a variety of media and genre with a thematic focus. The course continues intensive work on idiomatic vocabulary, sentence structure, and patterns of expression to enable students to discuss a variety of complex topics with ease and confidence. Through a process of carefully guided writing exercises, including free writing, composing drafts, editing, and revising, students will practice writing various kinds of texts.

Prerequisites: 01:470:231 or equivalent. The course is taught in German. All readings and written work is conducted in German.



Permanent Core Curriculum requirements:

- WCd(t) Communicate effectively in modes appropriate to a discipline or area of inquiry.
- WCd(v) Analyze and synthesize information and ideas from multiple sources to generate new insights.

Required Course Materials

Rankin, Jamie, and Larry D. Wells. *Handbuch zur deutschen Grammatik*. 6th ed. Boston, MA: Heinle, 2015. Print. ISBN-10: 1-3050-7884-0, ISBN-13: 978-1-3050-7884-0.

Rankin, Jamie, and Larry D. Wells. *Arbeitsheft / Student Activity Manual for Handbuch zur deutschen Grammatik*. 6th ed. Boston, MA, Heinle, 2015. Print. ISBN: 978-1305078840.

Sakai

All other readings available on course website on Sakai <https://sakai.rutgers.edu> under title “Advanced German I: Authority and Populism”, subheading “Resource.” When accessing this material it is necessary to use your RU Eden account address.

Requirements

Students are required to write two 4-page essays in the course of the semester and take a final exam.

Homework, response papers.

Final Grade

Quality of participation 20%

First Essay 20%

Second Essay 30%

Final Exam 30%

Grade distribution

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

Class Participation Rubric:

	Exceeds expectations (100 – 90%)	Meets expectations (89 – 80%)	Meets expectations (79 - 70%)	Below expectations (69 – 65%)
Attentiveness	Student is always attentive.	Student is attentive most of the time.	Student is sometimes attentive.	Student is barely attentive.
Contribution	Student is always eager to contribute to class, pair and group work and ask questions. Student always volunteers answers.	Student is eager to contribute to class, pair and group work and occasionally asks questions. Student volunteers answers most of the time.	Student is occasionally eager to contribute to class, pair and group work and asks questions some of the time. Student volunteers answers some of the time.	Student almost never contributes to class, pair and group work, never asks questions and volunteers answers.
Risk Taking	Student only speaks German during class.	Student tries only to speak German during class.	Student speaks German most of the time during class, but still switches to English frequently.	Student speaks German some of the time during class, but prefers to speak English.

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.

Cell Phones

Cell phones and all other technological devices (iPods, Smartphones, MP3players...) must be turned off during class out of respect for the instructor and fellow students. Please schedule all important phone communications outside of class time.

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: <http://disabilityservices.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/>, and discuss with your instructor any questions you may have about this and related issues.

Cheating and Plagiarism

Short version: Don't cheat. Don't plagiarize.

Use of electronic translation programs (e.g. google translator) will be considered as plagiarism.

Longer version: Cheating on tests or plagiarizing materials in your papers deprives you of the educational benefits of preparing these materials appropriately. It is personally dishonest to cheat on a test or to hand in a paper based on unacknowledged words or ideas that someone else originated. It is also unfair, since it gives you an undeserved advantage over your fellow students who are graded on the basis of their own work. In this class we will take cheating very seriously. All suspected cases of cheating and plagiarism will be automatically referred to the Office of Judicial Affairs, and we will recommend penalties appropriate to the gravity of the infraction. The university's policy on Academic Integrity is available at <http://academicintegrity.rutgers.edu/academic-integrity-policy>¹ I strongly advise you to familiarize yourself with this document, both for this class and for your other classes and future work. To help protect you, and future students, from plagiarism, we require all papers to be submitted through Turnitin.com. Since what counts as plagiarism is not always clear, I quote the definition given in Rutgers' policy:

¹ This web link was corrected on Sept. 13, 2015.

Plagiarism: Plagiarism is the use of another person's words, ideas, or results without giving that person appropriate credit. To avoid plagiarism, every direct quotation must be identified by quotation marks or appropriate indentation and both direct quotation and paraphrasing must be cited properly according to the accepted format for the particular discipline or as required by the instructor in a course. Some common examples of plagiarism are:

- Copying word for word (i.e. quoting directly) from an oral, printed, or electronic source without proper attribution.
- Paraphrasing without proper attribution, i.e., presenting in one's own words another person's written words or ideas as if they were one's own.
- Submitting a purchased or downloaded term paper or other materials to satisfy a course requirement.
- Incorporating into one's work graphs, drawings, photographs, diagrams, tables, spreadsheets, computer programs, or other nontextual material from other sources without proper attribution.²

A SPECIAL NOTE: Students often assume that because information is available on the Web it is public information, does not need to be formally referenced, and can be used without attribution. This is a mistake. *All* information and ideas that you derive from other sources, whether written, spoken, or electronic, must be attributed to their original source. Such sources include not just written or electronic materials, but people with whom you may discuss your ideas, such as your roommate, friends, or family members. They deserve credit for their contributions too!

Schedule of Classes

Important: Assignments have to be completed before the class meeting indicated!

01/17: Introduction

1945

01/19: Max Frisch, *Biedermann und die Brandstifter*, Szene 1

Komparativ & Superlativ (15), WB: 111 – 113 A–E

01/24: Max Frisch, *Biedermann und die Brandstifter*, Szene 1

Komparativ & Superlativ (15), WB: 31 - 32

01/26: Max Frisch, *Biedermann und die Brandstifter*, Szene 2

Adjektive & Partizipien als Nomen (16), WB: 117-119 A–E

² <http://academicintegrity.rutgers.edu/academic-integrity-policy/> Updated with the University's current language on July 13, 2012 and web link was corrected on Sept. 13, 2015. S. Lawrence.

01/31: Max Frisch, *Biedermann und die Brandstifter*, Szene 3
Adjektive & Partizipien als Nomen (16), WB: 33-34

02/02: Max Frisch, *Biedermann und die Brandstifter*, Szene 3
Pronomina (17), WB: 35 – 36 A, B

02/07: Max Frisch, *Biedermann und die Brandstifter*, Szene 4
Pronomina (18), WB: 126 – 128 B, C, D, F

02/09: Max Frisch, *Biedermann und die Brandstifter*, Szene 5
Pronomina (18), WB: 37-38

02/14: Max Frisch, *Biedermann und die Brandstifter*, Szene 6
Fragen (19), WB: A-E

02/16: Max Frisch, *Biedermann und die Brandstifter*, Szene 6
Da-verbindungen & es (20), WB: 133-135 A-D

First Paper due

02/21: A. Fox, *Wer, wenn nicht wir I* (Film)
Da-Verbindungen & es (20), WB: 41-42

02/23: A. Fox, *Wer, wenn nicht wir II*
Konjunktiv II (21), WB: 137-139 A, B, C, E

1968

02/28: Was wollten die 68er? I
<http://www.zeitclicks.de/brd2/zeitclicks/zeit/politik/protest-die-68er/was-wollten-die-68er/>
Konjunktiv II (21), WB: 43-44

003/02: Was wollten die 68er? II
<http://www.zeitclicks.de/brd2/zeitclicks/zeit/politik/protest-die-68er/was-wollten-die-68er/>
Konjunktiv (22), WB: 141-142 A-E

03/07: Die Musik der 68er

<http://www.zeitklicks.de/brd2/zeitklicks/zeit/kultur/musik/kreischende-teenager-die-beatles-erobern-deutschland/>

Indirekte Rede, Konjunktiv (22), WB: 45-46

03/09: Uschi Obermaier

<http://www.spiegel.de/fotostrecke/uschi-obermaier-die-sex-ikone-der-68er-fotostrecke-141277.html>

Imperativ (23), WB: 143-145

03/21: Uschi Obermaier (Film)

Imperativ (23), WB: 47-48

Second paper due

Spring Break

1989

03/23: Sven Regner, *Herr Lehmann*

Futur I & II (24), WB: 147-148

03/28: Sven Regner, *Herr Lehmann*

Futur I & II (24), WB: 49-50

03/30: Sven Regner, *Herr Lehmann*

Adjektive (13), WB: 101 – 104: A, B, D, E, G

04/06: Sven Regner, *Herr Lehmann*

Adjektive (13), WB: 27 - 28

04/11: Christian Kracht, *Faserland*

Adverbien (14), WB: 108-110 B-E

04/13: Christian Kracht, *Faserland*

Adverbien (14), WB: 29 - 30

04/18: Christian Kracht, *Faserland*

04/20: Rainald Grebe, „Ich mach Art“ und „Reich mir mal den Rettich rüber“

Millennials

04/25: Wer sind die Millennials?

04/27: tba

Final Exam: May 05, 2017: 8:00 AM - 11:00 AM