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Office Hours: Wednesday 3-4pm

231: Advanced German I Authority and Populism

Fall 2016
01:470:231:01
T, Th, Period 4, 1:10-2:30pm, AB-1252
(Version 1)

Course description

During the rise of populist movements in Europe as well as in the US, one could often read that voters of populist right wing parties are „authoritarian personalities“. The concept of an authoritarian personality comes from the Frankfurt School and analyzed the characteristics of the Nazis in the 1930's and 1940's in Germany. The seminar wants to introduce this concept whether it can still be used for contemporary political analyses. We will also discuss how populism can be defined and how it is related to authority and obedience. The course is taught in German. All readings and written work is conducted in German.

Prerequisites: 01:470:132, or equivalent, or placement

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 three 4-page essays in the course of the semester.
Homework, response papers.

Final Grade

Quality of participation 10%
Homework/Response Papers 10%
First Essay 20%
Second Essay 30%
Third Essay 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

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:

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!

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

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.

Schedule of Classes

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

09/06: Introduction

Autorität

09/08: Freud's Grundbegriffe: Ich, Über-Ich, Es, Ödipuskomplex
Adjektive (S. 13), WB: S. 101-103: A, B, D

09/13: E. Fromm, „Der autoritäre Charakter“, S. 155-156
Adjektive (S. 13), WB: S. 103-105: F, I

09/15: E. Fromm, „Der autoritäre Charakter“, S. 168
Adverbien (S. 14), WB: S. 108-109, B-D

09/20: Rollenspiel über Autorität mit Ich, Es, Über-Ich
Adverbien (S. 14), 10 Sätze über Autorität

09/22: J. Zelter, *Untertan*, S. 9-14
Komparativ und Superlativ (S. 15), WB: S. 111-113, A, C, E

09/27: J. Zelter, *Untertan*, S. 14-20
Komparativ und Superlativ (S. 15), WB: S. 114-115, F

09/29: Rollenspiel
Komparativ und Superlativ (S. 15), WB: S. 115, F, I

10/04: J. Zelter, *Untertan*, S. 21-25
Adjektive und Partizipien als Nomen (S. 16), WB: S. 117-118, A, B, C

10/06: J. Zelter, *Untertan*, S. 29-32
Pronomen (S. 17), WB: S. 121-123, A, D, E

10/11: J. Zelter, *Untertan*, S. 53-55
Pronomen (S. 17), WB: S. 123-124, E, I

10/13: J. Zelter, *Untertan*, S. 55-59
Pronomen (S. 18), WB: S. 126-127, B, C, D

10/18: J. Zelter, *Untertan*, S. 87-91
Pronomen (S. 18), WB: S. 127-128, E, F

10/20: J. Zelter, *Untertan*, S. 92-97

First Paper due

10/25: J. Zelter, *Untertan*, S. 106-109

10/27: Margarethe von Trotta, *Hannah Arendt* (Film)

11/01: Margarethe von Trotta, *Hannah Arendt* (Film, cont.)
Fragen (S. 19), WB, S. 129-131, A-D

11/03: H. Arendt, „Eichmann in Jerusalem“, S. 93-109
Da- & Es-Verbindungen (S. 20), WB, S. 133-135, A-C

11/08: H. Arendt, „Eichmann in Jerusalem“, S. 122-133
Da- & Es-Verbindungen (S. 20), WB, S. 135-136, D, E

Populismus

11/10: Was ist Populismus? (www.youtube.com/watch?v=9SH5Jy8xxsY)
Konjunktiv II (S. 21), WB, S. 137-139, A, B, C

11/15: Populismus in Deutschland: PEGIDA und die AfD
(www.youtube.com/watch?v=B10KPaLPL7g)
Konjunktiv II (S. 21), 10 Sätze zu „Was würden Sie in der Politik verändern?“

11/17: Jakob Augstein, „Der Aufstieg der Populisten“
Indirekte Rede, Konjunktiv (S. 22), WB, S. 141-42, A, B, C

11/22: Sascha Lobo, „Bullshit 9.0. Wut sticht Wahrheit“

Second Paper due

11/24: No Class – Thanksgiving Recess

11/29: Oliver Nachtwey, „Die europäische Abstiegs-gesellschaft“
Indirekte Rede, Konjunktiv (S. 22), Hausaufgabe: Interview; 5 Sätze

12/01: tba
Futur I & II (S. 24), WB, S. 147-148, A, B, C

12/06: tba
Futur I & II (S. 24), 10 spekulative Sätze zu Amerika oder Deutschland im Jahre 2030

12/08: tba

Third Paper due: 12/16

