GER 342: Survey of German Literature

East and West: Literature of a Divided Germany

Lecture – 3 credits

Instructor: Judith Hammer
Contact information: HammerJu@onid.orst.edu
Office Hours: by appointment via Skype

Course Description:
This course is designed for students who have successfully completed at least GER 213 or its equivalent.

From 1949 to 1989, the German nation was divided into two opposing states, the Federal Republic of Germany (FRG) in the West and the German Democratic Republic (GDR) in the East. During this time, authors from both sides produced dynamic literature with fascinating points of convergence and divergence. During this course, students will have the opportunity to explore important works of drama and prose from both sides of the Iron Curtain.

Each text that you read will display different aspects of the Post-WW II and divided Germany experience for one side of the Wall, such as poverty and justice, youth culture, war experiences and feminine culture. You will follow your reading by exploring how these aspects were dealt with by contemporaries on both sides of the Wall.

The course will be delivered via Blackboard, your online learning community, where you will interact with your classmates and with me. Within the course Blackboard site you will access the learning materials, tutorials, and syllabus; discuss issues; submit assignments; email other students and the instructor; participate in online activities; and display your projects. To preview how an online course works, visit the Ecampus Course Demo. For technical assistance, Blackboard and otherwise, see http://ecampus.oregonstate.edu/services/technical-help.htm.

Learning Outcomes:
This is a Liberal Arts Humanities Core class
Upon completion of this course you will:

• have gained an in-depth insight into the literatures and cultures of East and West Germany.
• be able to identify significant events, developments, and/or ideas in the historical and cultural experience of Germany as a divided nation.
• be able to identify significant events, developments, and/or ideas in the Western historical and cultural experience and context.
• be able interpret the influence of philosophical, historical, and/or artistic phenomena in relation to the culture of the time.
• be able to recognize and evaluate the diversity of human cultural and social experiences.
• be able to communicate inter-culturally in order to devise and exchange ideas clearly and effectively.

Evaluation:
You will be evaluated by your instructor, and you will write an honest self-assessment. Each assignment will be evaluated as follows:

6 Exemplary. Work at this level is both exceptional and memorable. It is often characterized by distinctive and unusually sophisticated problem-solving approaches and solutions (this is a high A).
5 Strong. Work at this level exceeds the standard. It is thorough, complex, and consistently portrays exceptional control of content, skills, and learning strategies (low A or high B).
4 Proficient. Work at this level meets the standard. It is strong, solid work that has many more strengths than weaknesses. Work at this level demonstrates mastery of content, skills, and strategies and reflects considerable care and commitment (low to mid B).
3 Developing. Work at this level shows basic but inconsistent mastery and application of content and skills. It shows some strengths, but tends to have more weaknesses overall (C-range).
2 Beginning. Work at this level is often superficial, fragmented or incomplete. It may show a partial mastery of content and skills, but it needs considerable development before reflecting the proficient level of performance (D-range).
1 Exploring. Work at this level is minimal. It typically portrays a lack of understanding and use of appropriate skills and strategies. Work at this level may contain major errors (F - not passing).

Assignments:
Online Meetings: At the beginning of the term, you will set up a weekly time on Thursday from 11.00 am to 1.00 pm to meet with the instructor on Skype. While not all of these meetings are graded, failure to appear without prior notification will result in a grade penalty. These times are for you to communicate questions and practice directly with the instructor. Both your time and the time of the instructor are valuable. Please treat these meetings with the utmost respect.
Quizzes: You will complete weekly quizzes in this course. Quizzes will be based on readings and materials from the current week, including vocabulary and content understanding. Quizzes will be open every week from 8 AM on Friday to 11:59 PM Sunday PST. There are no make-up quizzes.
Homework: Each week, you will complete a multi-faceted homework assignment based on the reading covered that week. All homework must be submitted to the designated drop box via an attachment in Microsoft Word format. Responses should be given in German to all questions, regardless of the language in which you read the text. Thus, I am strongly recommending that you will do all your reading in German. Late submissions will be given reduced grades.
**Recordings:** You will also have weekly recording assignments based on readings for that week. These can be completed with the Blackboard recording tool and submitted into the proper drop box. The recordings should be in German.

**Forum Posts:** Each week there will be a new forum prompt posted by the instructor and based on the material for that week. You are required to respond to the instructor’s prompt, along with those of three classmates. All posts should be in German.

**Blog:** Beginning in Week 4, you will be producing weekly blog entries *auf Deutsch* pertaining to one of the texts for this course. These will be commented upon by the instructor, and you are expected to explore and comment on the blogs of your classmates. Failure to blog and comment in a given week will result in a grade of 0 for that week’s blogging.

**Writing Assignments:** You are required to write a brief (250 word) reaction paper *auf Deutsch* for three of the books that we read. These should be books that you have read in German.

**Final Project:** With your blogging and homework assignments as a basis, you will complete a final presentation for the course using a variety of online tools, most especially video and screencasting. This project consists of two parts. In a first step, you write a critique consisting of three of the books that we read. This should be between three to four pages in length. Mention briefly what the book is about, what larger social, political and historical topics it addresses, why the texts can be considered important pieces of German-language literature and why you think they were successful with a large audience when they were first published and why they still remain popular. In a next step, create a video recording of four to five minutes in which you recommend these books to your fellow students. Both parts are to be completed in German.

**Cultural Experience & Service Learning:** You are required to do two hours of cultural experience and two hours of service learning activities, and report on this in a portfolio to be written or created in German, and to be turned in at the end of the term. Options for the cultural experience may include attending the First German Film Festival (please see Blackboard’s Announcement section for more details) essays, blogs, vlogs, podcasts, or some other creative way to use language. Service learning activities might include volunteering with Kaffeestunde, German Club, but also Sophie Scholl, hanging posters, setting up and breaking down information tables, distributing flyers etc.

**Grades:**
Grading in this course is based on weighted averages of your scores within the categories below. Please note that while each assignment is graded on the six-point scale noted above, the weight of each score is dependent on its category.

- Skype Participation: 10%
- Message Boards: 10%
- Homework and Recordings: 20%
- Blog Entries: 10%
- Writing Assignments: 15%
- Final Project: 25%
- Cultural Experience and Service Learning: 10%
- **TOTAL:** 100%
Rubric for Final Project

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<thead>
<tr>
<th></th>
<th>Strong (3)</th>
<th>Proficient (2)</th>
<th>Developing (1)</th>
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<tbody>
<tr>
<td><strong>Vocabulary</strong></td>
<td>Vocabulary used is appropriate and word spelling is correct throughout the essay.</td>
<td>Vocabulary used is appropriate and word spelling is correct most of the time throughout the essay.</td>
<td>Vocabulary used is appropriate and word spelling is correct only 75% or less throughout the essay.</td>
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<tr>
<td><strong>Morpho-Syntax</strong></td>
<td>Morpho-Syntax is correct most of the time.</td>
<td>Morpho-Syntax exhibits some flaws.</td>
<td>Morpho-Syntax exhibits consistent and systematic flaws.</td>
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<td><strong>Content of texts</strong></td>
<td>The content of all three texts is provided briefly and correctly.</td>
<td>The content of only one or two texts is provided briefly and correctly or the content of all texts is provided inappropriately and inaccurately.</td>
<td>The content of only one or two texts is provided briefly and correctly and the content of all texts is provided inappropriately and inaccurately.</td>
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<td><strong>Identification of larger issues in texts</strong></td>
<td>The larger issues of all three books are introduced correctly.</td>
<td>The larger issues of only one or two texts are provided or the issues introduced are false.</td>
<td>The larger issues of only one and two texts are provided and the issues introduced are false.</td>
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<td><strong>Discussion of popularity of books then</strong></td>
<td>Reasons for why the texts were popular when they were first published are provided for all three texts and are well-thought through.</td>
<td>Reasons for only one or two texts are given or the reasons are not well-thought through.</td>
<td>Reasons for only one or two texts are given and the reasons are not well-thought through.</td>
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<tr>
<td><strong>Discussion of popularity of books now</strong></td>
<td>Reasons for why the texts are still popular nowadays are provided for all three texts and are well-thought through.</td>
<td>Reasons for only one or two texts are given or the reasons are not well-thought through.</td>
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**Learning Resources:**

German majors are required to read at least three of the works in German, German minors two of the works! E-reader versions are acceptable where available.

Incompletes:
Take this course only if you plan to finish it in a timely manner (during this term). I assign an "I" or incomplete only when there is a strong and compelling case for doing so (e.g., health reasons, military commitment). I will not consider assigning an incomplete unless the individual has completed over 50% of the course tasks (e.g. completed the assignments up and including week 5 and submitted the prospectus for the final project). Please note that students receiving incompletes are subject to assignment weight reduction (and consequently may not be eligible for A or A- grades) because some of their work will be submitted late.

Special Needs:
Accommodations are collaborative efforts between students, faculty, and Disability Access Services (DAS). Students with accommodations approved through DAS are responsible for contacting the faculty member in charge of the course prior to or during the first week of the term to discuss accommodations. Students who believe they are eligible for accommodations but who have not obtained approval through DAS should contact DAS immediately at 541-737-4098.

Expectations for Student Conduct:
Please see the policy found at http://oregonstate.edu/admin/stuchon/achon.htm

Learning Environment
In an academic community, students and faculty, and staff each have responsibility for maintaining an appropriate learning environment, whether online or in the classroom. Students, faculty, and staff have the responsibility to treat each other with understanding, dignity and respect. Disruption of teaching, administration, research, and other institutional activities is prohibited by Oregon Administrative Rule 576-015-0015 (1) and (2) and is subject to sanctions under university policies, OSU Office of Student Conduct.

Academic Integrity
Students are expected to comply with all regulations pertaining to academic honesty, defined as: An intentional act of deception in which a student seeks to claim credit for the work or effort of another person or uses unauthorized materials or fabricated information in any academic work. For further
information, visit Avoiding Academic Dishonesty, or contact the office of Student Conduct and Mediation at 541-737-3656.

**Conduct in this online classroom**

Students are expected to conduct themselves in the course (e.g., on discussion boards, email postings) in compliance with the university's regulations regarding civility. Students will be expected to treat all others with the same respect as they would want afforded themselves. Disrespectful behavior to others (such as harassing behavior, personal insults, inappropriate language) or disruptive behaviors in the course (such as persistent and unreasonable demands for time and attention both in and out of the classroom) is unacceptable and can result in sanctions as defined by Oregon Administrative Rules Division 015 Student Conduct Regulations.

**Communications:**

**Ground Rules for Online Communication & Participation:**

- *Online threaded discussions* are public messages, and all writings in this area will be viewable by the entire class or assigned group members. If you prefer that only the instructor sees your communication, send it to me by email, and be sure to identify yourself and the class.
- Posting of personal contact information is discouraged (e.g. telephone numbers, address, personal website address).
- *Online Instructor Response Policy:* I will check email frequently and will respond to course-related questions within 24 hours on weekdays.
- *Observation of "Netiquette":* All your online communications need to be composed with fairness, honesty and tact. Spelling and grammar are very important in an online course. What you put into an online course reflects on your level of professionalism.
- Please check the Announcements area and the course syllabus before you ask general course "housekeeping" questions (i.e. how do I submit assignment 2?). If you don’t see your answer there, then please contact me.

**Guidelines for a productive and effective online classroom**

- Web-based instruction does not only accommodate different learning styles by delivering the content through various media such as text, video, audio, and the web but it also provides students with the advantage of being able to control the pace and sequence of instruction. With this freedom you have simultaneously the responsibility to carefully study all learning materials provided, participate in online discussions in a meaningful way, and submit assignments when they are due.
- The discussion board is your space to interact with your colleagues related to current topics or responses to your colleague’s statements. It is expected that each student will participate in a mature and respectful fashion.
- Participate actively in the discussions, having completed the readings and thought about the issues.
• Pay close attention to what your classmates write in their online comments. Ask clarifying questions, when appropriate. These questions are meant to probe and shed new light, not to minimize or devalue comments.
• Think through and reread your comments before you post them.
• Assume the best of others in the class and expect the best from them.
• Value the diversity of the class. Recognize and value the experiences, abilities, and knowledge each person brings to class.
• Disagree with ideas, but do not make personal attacks. Do not demean or embarrass others. Do not make sexist, racist, homophobic, or victim-blaming comments at all.
• Be open to be challenged or confronted on your ideas or prejudices.

Student Assistance:
Contacting the instructor
The best way to contact me is via email or in person during my office hours via skype.

Technical Assistance
If you experience computer difficulties, need help downloading a browser or plug-in, assistance logging into the course, or if you experience any errors or problems while in your online course, contact the OSU Help Desk for assistance. You can call (541) 737-3474, email osuhelpdesk@oregonstate.edu or visit the OSU Computer Helpdesk online.

Tutoring
Effective fall term 2009 we went to a new Online Tutoring Service - NetTutor to meet the needs of Ecampus students.

NetTutor is a leading provider of online tutoring and learner support services fully staffed by experienced, trained and monitored tutors. Students connect to live tutors from any computer that has Internet access. NetTutor provides a virtual whiteboard that allows tutors and students to work on problems in a real time environment. They also have an online writing lab where tutors critique and return essays within 24 to 48 hours.

Student Evaluation of Teaching
We encourage you to engage in the course evaluation process each term – online, of course. The evaluation form will be available toward the end of each term, and you will be sent instructions through ONID. You will login to “Student Online Services” to respond to the online questionnaire. The results on the form are anonymous and are not tabulated until after grades are posted.

Course Calendar:

Week 1  Introduction: German Literature of the East and West

Week 2  Der Besuch der alten Dame

Week 3  Der Besuch der alten Dame
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<tr>
<th>Week 4</th>
<th>Die neuen Leiden des jungen W.</th>
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<tr>
<td>Week 5</td>
<td>Die neuen Leiden des jungen W.</td>
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<tr>
<td>Week 6</td>
<td>Der Zug war pünktlich</td>
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<tr>
<td>Week 7</td>
<td>Der Zug war pünktlich</td>
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<td>Week 8</td>
<td>Nachdenken über Christa T.</td>
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<tr>
<td>Week 9</td>
<td>Nachdenken über Christa T.</td>
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<td>Week 10</td>
<td>Work on Final Projects</td>
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<td></td>
<td>Conclusion: Compare and Contrast</td>
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