

Preliminary Version!

SYLLABUS

Department of Germanic Languages and Literatures

GER 310H Spring 2014 (Classes: W 5 - 7)

Contemporary German Culture and Media

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Hours: Tuesday 2:30 – 3:30 and Wednesday 3 – 4:30 p.m.	Tel. (416) 926-2326



Waschmittelwerbung 50er Jahre @dpa

Course Description

This course defines Germany as a 'versatile' system consisting of individuals of different genders, ages, classes, being shaped by as well as interacting in accordance with (or against) societal norms. Over the course of the semester students will have a better understanding of the changes, which shaped the German societies, focusing on everyday life, during the 20th century starting with the Weimar Republic up to today. We will deal in particular with the changes of family and gender relations in regard to the genesis of modern consumer society and the impact cinema, TV, and radio advertising had on all strata of the German societies (on both sides of the 'wall'..

The material to be prepared by students in advance of each class will include public online information provided by several German institutions, online exhibitions, and commercial videos, video testimonials of contemporary witnesses, newspaper articles, and short excerpts of academic writing.

The course will be (almost exclusively) taught in German and all of the required material will be in German.

Course Objectives

Students will be expected to become skilled in the following areas:

- Critical reading and understanding of different kinds of narratives (texts, film clips) in their cultural facets, thus gaining an introductory knowledge of Germany's 20th century's diverse social and cultural history.
- Understanding of the influence and historical contingency of interrelated categories such as political systems, social status, gender, age, and competing definitions of norms and values and the role different kinds of media play. (This combination shaped concepts and practices of social roles and established a modern consumer society during dramatically changing phases of wartime shortages, hardship, and prosperity.)

Grading Scheme and Due Dates

Attendance and active participation	10 %	Due every week and on time. Note: absence will reduce your grade (see ' <i>Late Penalty Policy</i> ')
Text / media preparation and homework	15 %	Comment briefly on one text / movie clip (see ' <i>weekly home work</i> ')
Presentation (~ 5-6 min per individual)	25 %	Due on your personal due date (see ' <i>presentation</i> ')
Review essay about a film sequence	25 %	Due 23 Feb. 2013 (see ' <i>review essay</i> ')
Review essay of a text	25 %	Due 02 April 2013 (see ' <i>review essay</i> ')

Course Schedule

Week 1 (08.01.)	Einführung + Kursüberblick: Was ist typisch deutsch?	
Week 2 (5.01.)	Weimarer Republik: Familienleben, Armut und Konsum	
Week 3 (22.01.)	Nationalsozialismus: Familie, Staat und Kriegswirtschaft	
Week 4 (29.01.)	Nachkriegszeit: Überleben und Währungsreform	
Week 5 (05.02.)	Wirtschaftswunderjahre im Westen: Die Fünfziger	
Week 6 (12.02.)	Wirtschaftswunderjahre im Westen: Die Sechziger	
Week 7 (19.02.)	NO CLASS – Reading Week	End of the week due date review essay 1: Sun 23, 12 pm on Blackboard.
Week 8 (26.02.)	DDR I: Arbeit und Familie - Werbewelt und Wirklichkeit	

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Week 9 (05.03.)	DDR II: Arbeit, Familie und Staat	
Week 10 (12.03.)	DDR III: Im Konflikt mit dem Staat	
Week 11 (19.03.)	Der Westen bis zur 'Wende'_ Immigration und Wirtschaftskrise	
Week 12 (26.04.)	Das wiedervereinigte Deutschland	
Week 13 (02.04.)	Das globalisierte Deutschland im Wandel	Due date review essay 2 in class

Bibliography (all on course reserve: ROBARTS)

ANDERSEN, Arne. *Der Traum vom guten Leben: Alltags- und Konsumgeschichte vom Wirtschaftswunder bis heute*. Campus: Frankfurt/New York, 1997.

BORSCHIED, Peter; WISCHERMANN, Clemens (eds). *Bilderwelt des Alltags: Werbung in der Konsumgesellschaft des 19. und 20. Jahrhunderts: Festschrift für Hans Jürgen Teuteberg*. Franz Steiner: Stuttgart, 1995.

CHIN, Rita, FEHRENBACH Heide, ELEY Geoff, and GROSSMANN Atina. (eds.) *After the Nazi Racial State: Difference and Democracy in Germany and Europe*. Ann Arbor: University of Michigan Press, 2009.

Evans, Richard J.; LEE, W. R. (eds.). *The German family: Essays on the social history of the family in Nineteenth and Twentieth-century Germany*. Croom Helm: London, 1981.

GÖTÜRK, Deniz, GRAMLING David, and KAES Anton. *Germany in Transit: Nation and Migration (1955-2005)*. Berkeley, CA: University of California Press, 2007.

KAMINSKY, Annette. *Wohlstand, Schönheit. Glück: Kleine Konsumgeschichte der DDR*. Beck: Munich, 2001.

WEISSER, Michael. *Deutsche Reklame: 100 Jahre Werbung 1870-1970: Ein Beitrag zur Kunst- und Kulturgeschichte*. Doell: Bassum, 2002.

WESTPHAL, Uwe. *Werbung im Dritten Reich*. Transit: Berlin, 1989.

WILDT, Michael. *Der Traum vom Sattwerden: Hunger und Protest, Schwarzmarkt und Selbsthilfe*. VSA: Hamburg, 1986,

Blackboard Information

Blackboard/Portal is the course management platform used by this course. The site contains all the course handouts and announcements. *All required study material is either uploaded as PDF-files or available as hyperlinks and directly linked from the material folder on Blackboard unless otherwise indicated*. It is the student's responsibility to check it regularly! Occasionally, I might send an E-mail to the class as a whole using Blackboard. All E-mail sent via Blackboard will go to students' UofT-E-mail address. Please note that if you forward your UofT-E-mail address to other email services (such as Gmail or Hotmail), messages sent via Blackboard will bounce back undelivered.

Policies and Procedures

General rules:

Attendance and punctuality are basic requirements for an effective discussion and team-based course. Absences will only be excused according to University regulations: e.g. religious holidays, serious accidents or illnesses (medical note required) and serious family circumstances (written documentation required). If you cannot attend a class it is a courtesy to inform your professor in advance if possible. Besides regular attendance, your participation represents a substantial part of your final grade. You are responsible for contributing to and stimulating a meaningful exchange of ideas. I expect you to have completed all the weekly assignments.

A short note: as mentioned above, the class will be mainly conducted in German. However, don't be shy because you think your German is not perfect. It's much better to make mistakes than to say nothing. We will help each other to find the right words and structures!

Contacting the Instructor:

If you have any concerns about the course or your participation in it, please let me know as soon as possible. Please contact me preferably per email. I usually respond within 48 hours but not over weekends. (If you get no acknowledgement of your E-mail within three business days, please don't hesitate to send a second message. It has happened in the past that students' emails ended up in my spam box) - Or come by during office hours. If you need to see me but have a plausible reason for not being able to come in this time, please make an appointment. Subject content I will not discuss via E-mail but only in class and during office hours. If you have basic logistical questions, please contact another student in the class.

Weekly 'home work':

(Due in class) Please prepare for each class three to five GERMAN sentences commenting shortly one of the several set readings / movie clips. While you are free to choose any point or scene that strikes you as suitable, you might, for instance, like to focus on the one that struck you as objectively most important, the one that struck you as most surprising or as most thought provoking. You should all hand in your 'home work' to me in print at the beginning of each class (please don't forget to put your name, the week number, and the title of the item you chose from the week's list on it!) This text will not be graded in detail but give me an opportunity to monitor your progress in German and get back to you about it, if necessary. You will just have to comment in writing on one item but I expect you to have read/watched all items ascribed for that week! Note: Belated weekly homework will not be accepted and regarded as not delivered!

University of Toronto - Department of History

Presentation

(Due in class) Each student will need to give equal part (ca. 5 min.!) of an oral group presentation on a topic based but not necessarily restricted to the set course material available in Blackboard for the given week. Speak naturally! Simply reading out your notes will result in lower marks! Group presentations are supposed to last not more than 20 minutes. Prepare yourself for Q&A. In order to give an effective presentation, it is necessary to prepare and practice! Your presentation will be graded for content as well as GERMAN language skills (detailed criteria will be provided on Blackboard). To make the process as fair as possible, I will decide on who will present when via "Abzählen" and lottery in the beginning of the course. You are committed to the assigned date and you cannot change it except for the official reasons mentioned above.

Review Essay 1 and 2

(Due on Blackboard 23/Feb/2013 and 02/April/2013 in word only) In the essays the focus will be on the interpretation and contextualisation of a contemporary document, i.e. news article, film clip, song/poem, short story, advertisement etc. in a fluid, essay format in GERMAN. Length: **3-4 pages each (max. 1,000 words)**. Papers exceeding that limit will be rejected and graded as zero!. All papers must be typed, double-spaced, with at least one-inch margins on all sides and German spell check applied before handing them in. (A 1.5 inch right margin would be nice, since it gives me more room to write comments.) Retain all rough work for your assignment for your own records. If you want your commented last essay back, please hand it in to me with a stamped and self-addressed envelope.

Some practical advice: The document you are looking at doesn't exist in a historical vacuum. You can beef up your essay and add to your readers' understanding at the same time by comparison or contrast. Be fair in your comparisons and give supporting arguments/base your interpretation/opinion on analysis, e.g. by giving examples from the document/film clip etc. itself and by highlighting its historical context. - So how can a review essay ever be "wrong"? Isn't it all opinion, all subjective analysis, anyway? How can an instructor say that my interpretation of a film or a newspaper article is wrong? - First, avoid using language that is simplistically judgmental. Don't just say that something is great or beautiful or exciting or interesting or immoral or racist, outdated etc. Your job is to show HOW and WHY the work under consideration is exciting or important etc. Finally, don't re-tell the piece you are reviewing. Summarize only when it is necessary to illustrate a point. Further advice will be available on Blackboard.

Deadline / Late Penalty Policy

Late papers will only (!) be accepted if there are extenuating circumstances (documentation required, see general rules). If you have a compelling reason to request an extension you must contact me in advance of the due day.

On Academic Integrity:

Academic integrity is essential to the pursuit of learning and scholarship in a university, and to ensure that a degree from the University of Toronto is a strong signal of each student's individual academic achievement. As a result, the University treats cases of cheating and plagiarism very seriously. The University of Toronto's Code of Behaviour on Academic Matters (<http://www.governingcouncil.utoronto.ca/policies/behaveac.htm>) outlines the behaviours that constitute academic dishonesty and the processes for addressing academic offences. All suspected cases of academic dishonesty will be investigated following procedures outlined in the Code of Behaviour on Academic Matters. If you have questions or concerns about what constitutes appropriate academic behaviour or appropriate research and citation methods, you are expected to seek out additional information on academic integrity from your instructor or from other institutional resources (see <http://www.utoronto.ca/academicintegrity/resourcesforstudents.html>). Ignorance is no excuse.

On Accommodation:

Students with diverse learning styles and needs are welcome in this course. In particular, if you have a disability/health consideration that may require accommodations, please feel free to approach me but also contact on all accounts Accessibility Services at (416) 978 8060; accessibility.utoronto.ca