

Please note: this is a preliminary version of the syllabus, changes might occur.

The University of Toronto
Department of Germanic Languages and Literatures

GER 430: Stories of the Mind

Fall 2018, Tuesday 11AM – 1PM, place TBA

Instructor's Contact Information

Instructor: Christine Lehleiter
Office: Odette Hall 318
Office hours: TBA
E-mail: christine.lehleiter@utoronto.ca
Phone: 416-926-2322

Course Description

This course examines knowledge about the mind as it is developed in literary texts in German speaking lands around 1800. In order to read these texts we will draw on eighteenth-century engagements with the mind, but also on recent neuroscientific findings. By comparing and contrasting a number of different disciplines, we aim to better understand the genealogy of conceptualizations of the mind and literature's contribution to it. Among the authors that we will read are Karl Philipp Moritz, E.T.A. Hoffmann, and Heinrich von Kleist.

The methodology in this course will be a combination of close readings and broad historical and cultural perspectives. Our work in class will be shaped by class discussions, group work, and occasional lectures.

Assignments will be in German; discussions too, except for clarification purposes.

Course Objectives

The primary objectives of this course are to introduce students to discussions of the mind as they are reflected in German literary texts, to enhance students' ability to analyze and interpret texts, and to improve students' facility with written and spoken German.

Please check Quercus regularly for the most current course information!

Evaluation of Course Work (Final Grade)

Attendance and Participation:	15%
Discussion forum contributions:	5%
Presentation:	15%
Outline:	15%
Research Project:	25%
Term Test:	25%

Required texts

Texts will be provided in paper or electronic format. **Students are expected to have a copy of the assigned text available in class.**

Avoidance of Academic Offenses

Academic integrity is one of the cornerstones of the University of Toronto. It is critically important both to maintain our community which honours the values of honesty, trust, respect, fairness and responsibility and to protect you, the students within this community, and the value of the degree towards which you are all working so diligently. According to Section B.i. of the University of Toronto's Code of Behaviour on Academic Matters (<http://www.governingcouncil.utoronto.ca/policies/behaveac.htm>) which all students are expected to know and respect, it is an offence for students knowingly: "(a) to forge or in any other way alter or falsify any document or evidence required by the University, or to utter, circulate or make use of any such forged, altered or falsified document, whether the record be in print or electronic form; (b) to use or possess an unauthorized aid or aids or obtain unauthorized assistance in any academic examination or term test or in connection with any other form of academic work; (c) to personate another person, or to have another person personate, at any academic examination or term test or in connection with any other form of academic work; (d) to represent as one's own any idea or expression of an idea or work of another in any academic examination or term test or in connection with any other form of academic work, i.e. to commit plagiarism [...]; (e) to submit, without knowledge and approval of the instructor to whom it is submitted, any academic work for which credit has previously been obtained or is being sought in another course or program of study in the University or elsewhere; (f) to submit any academic work containing a purported statement of fact or reference to a source which has been concocted" (page 3). Please respect these rules and the values which they protect.

Accessibility Needs

The University of Toronto is committed to accessibility. If you require accommodations for an accessibility need, or have any accessibility concerns about the course, the classroom or course materials, please contact Accessibility Services as soon as possible: accessibility.services@utoronto.ca or <http://www.studentlife.utoronto.ca/as>.

Recommended Readings

Boyd, Brian. *On the Origins of Stories – Evolution, Cognition and Fiction*. Cambridge, Mass. and London: Belknap Press of Harvard University, 2009.

Gallese Vittorio and Lakoff George. "The brain's concepts: the role of the sensory-motor system in conceptual knowledge." *Cognitive Neuropsychology* Vol. 22.34 (2005): 455-79.

Hart Elizabeth F. "The epistemology of cognitive literary studies." *Philosophy and Literature* Vol. 25.2 (2001): 314-34.

Jaén, Isabel and Julien Jacques Simon (ed.). *Cognitive Literary Studies: Current Themes and New Directions*. Austin: Texas University Press, 2012.

- Lakoff, Geroge and Johnson Mark. *Philosophy in the Flesh: The Embodied Mind and its Challenge to Western Thought*. New York, Basic Books, 1999.
- Miall, David S. "Neuroaesthetics of literary reading." *Neuroaesthetics*. Ed. M. Skov and O. Vartanina. Amityville: Baywood Publishing, 2009, 233-48.
- Welsh, Caroline. "Die 'Dunkelheit hinter dem Stirnportal': Begegnungen von Literatur und Hirnforschung zwischen 1800 und 2000." *Jahrbuch Literatur und Medizin* Vol. 1 (2007): 95-111.
- Zunshine Lisa. *Why We Read Fiction: Theory of Mind and the Novel*. Colombus: Ohio State University Press, 2006.