

# Images of Otherness: The Double

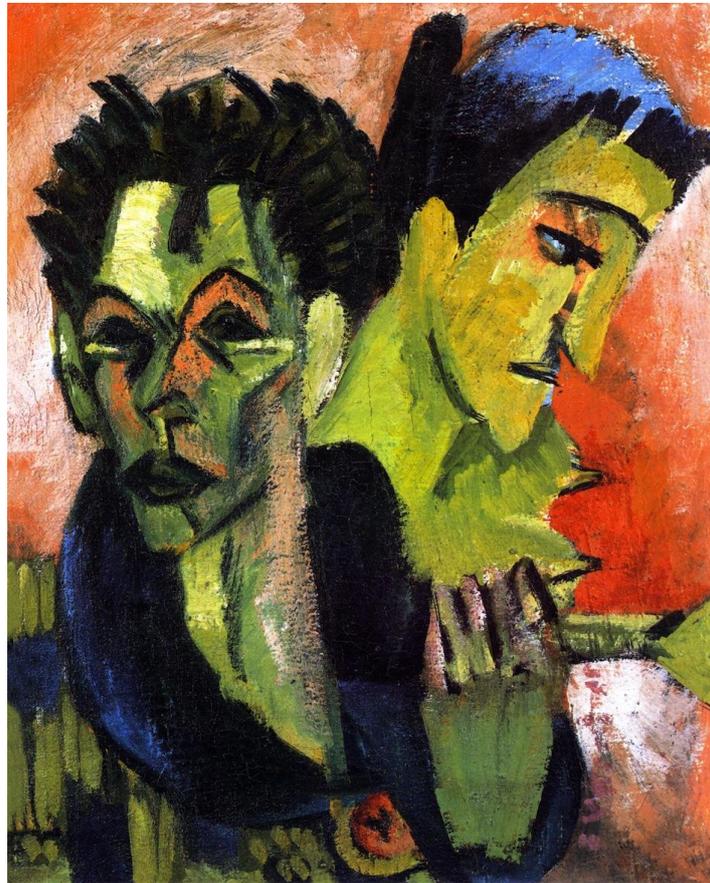
First-Year Seminar

GERM 197 · Fall 2021

T/Th 1:05-2:25pm · 688 Sherbrooke St. W. room 495

*Two souls, alas, are dwelling in my breast*

-Goethe, Faust I



Ernst Ludwig Kirchner, Double Self Portrait

Professor Tove Holmes

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office hours (Zoom): M 12-1pm (link on MyCourses)

## Course Description and Objectives:

The double, or *Doppelgänger*, is a phenomenon that haunts German literature of the nineteenth and twentieth centuries with remarkable persistence. This figure of repetition or *revenance* both blurs the distinction between reality and fantasy, and indicates a crisis of identity and coherent subjectivity, the specifically modern condition of the divided self. In this course we will take Sigmund Freud's seminal essay "The Uncanny" as one articulation of a theory of the double before turning to the figure's manifestation in literature and the arts. These creative forms will be shown as both confirming and challenging theoretical frameworks of dualism, often formulating theories of their own. We will read texts from Romanticism to 1945 with particular attention to the relationship of the double to the literary or artistic genre in which it appears, whether novella, lyric poetry, painting, music, or early film. We will also examine the double's particular affinity to visuality. Students will become acquainted with the fundamental skills of literary analysis, and will hone their abilities in verbal expression and presentation. All readings and discussions will be in English.

**Method of Instruction:** This course will be taught through a mix of asynchronous, online activities and weekly in-class meetings (dates for in-class meetings bolded in schedule below). All students will be required to wear a mask or face covering during in-person meetings, but there is no distancing requirement. Please see “description of graded course components” and “a typical week will look like this” below for complete format details. Please note that these plans are subject to change due to public health directives.

### **Required Texts**

All course materials are available on MyCourses.

### **Weekly Schedule and Assignments:**

#### *Week 1*

9/2 Introduction, Franz Kafka: My Neighbor (1917/1931); Andrew Webber, The Doppelgänger (excerpt)

### ***Freud and Romantic Doubles***

#### *Week 2*

9/7-9 E.T.A. Hoffmann: The Sandman (1816) 1-28; Sigmund Freud: The Uncanny (1919)

#### *Week 3*

9/14-16 Heinrich von Kleist: The Foundling (1811) 270-286; Johann Heinrich Füssli: The Nightmare (1781/1790-91) *quiz assignment posted*

### ***Poetic Excursus-- the Double in Poetry and Music***

#### *Week 4*

9/20 **Quiz due**  
9/21-23 Heinrich Heine (untitled; 1827); Franz Schubert: Der Doppelgänger (1828); Annette von Droste-Hülshoff: The Reflection in the Mirror (1841-42/1844)

### ***Double Dealing: Novellas of Realism***

#### *Week 5*

9/28-30 Annette von Droste-Hülshoff: Jew's Beech (1842) 88-132

#### *Week 6*

10/5-7 Gottfried Keller: Clothes Make the Man (1874) 152-188  
*paper 1 assignment posted*

#### *Week 7*

10/12-14 FALL BREAK (class does not meet; Zoom office hours during Th class time)

### ***Double Visions: Portraits and the Artist***

#### *Week 8*

10/18 **Paper 1 due**  
10/19-21 Theodor Storm, Aquis Submersus (1876-77) 118-183

#### *Week 9*

10/26-28 Thomas Mann, Tonio Kröger (1901/1903) 55-119; Theodor Storm: Hyacinths

### ***Doubles and Disintegration in Modernism***

#### *Week 10*

11/2-4 Hugo von Hofmannsthal, Cavalry Tale (1898-99) 64-74; Robert Musil: The Blackbird (1928/1936) 326-340 *paper 2 assignment posted*

#### *Week 11*

11/9-11 Franz Kafka, A Country Doctor (1917/1919) 220-225; Koji Jamamura, Franz Kafka's A Country Doctor (2007 screenplay)

### ***Seeing Double: Expressionist Painting and Film***

#### *Week 12*

11/15 **Paper 2 due**  
11/16-18 Robert Wiene: Cabinet of Dr. Caligari (1920)

#### *Week 13*

11/23-25 Ernst Ludwig Kirchner: Double Self-Portrait (1914), Self-Portrait as a Soldier (1915), Fränzi in Front of Carved Chair (1910); Käthe Kollwitz, selected works, Expressionism and Degenerate Art (1993; documentary)

### ***World War II and Exile Literature***

#### *Week 14*

11/30-12/2 Stefan Zweig: The Royal Game (1938-1941) 1-41; Anna Seghers: Excursion of the Dead Girls (1944/1946) 39-52 *final exam questions posted*

**Final Exam** (take-home): due via MyCourses by the centrally-scheduled exam date for this course.

#### **Course Requirements:**

#### **Due Date and Time (EST)\*:**

Class participation	20%	ongoing
-- in-class discussion	10%	
-- 5 MyCourses discussion posts	10%	
Quiz (take-home)	10%	September 20, 11:59pm
paper 1: 2-3pp	20%	October 18, 11:59pm
paper 2: 4-5pp	25%	November 15, 11:59pm
Final Exam (take-home)	25%	TBA (centrally scheduled date/time)

*\*All assignments should be submitted via MyCourses.*

#### Descriptions of graded course components:

##### *Attendance and Participation*

Students are expected to carefully read and prepare the week's materials, to view the recorded lecture before the in-class discussion, and to attend weekly in-person discussions. Attendance in the weekly meetings will be monitored and three or more absences will result in a lowering of the course grade. Additionally, as part of students' participation grade, they are expected to write 5

discussion posts during the semester (see description below).

### *Written Contributions to the Discussion*

During the semester (between weeks 3-13), students are expected to make a total of 5 written contributions to the discussion via the MyCourses discussion forum. Discussion posts should fall in the time frame between Tuesday's scheduled class period and 9pm on Wednesday. Students should also read the responses of other students before our live meeting Thursday afternoon. Students should have completed the week's reading assignment and listened to the recorded lecture *before* contributing to the discussion. These contributions should engage questions or prompts that I post along with my recorded lectures and/or the responses of other students. At the end of the semester, students should copy their 5 responses (noting the relevant week) and submit them in one document as a "discussion journal" on MyCourses.

### *First Papers*

The first paper should be a close reading and analysis of a passage of literary text from our syllabus. A more detailed assignment sheet, along with resources for writing about literature, will be posted ahead of time on MyCourses.

### *Second Papers*

The second paper should also be mainly based on one primary text but can be supplemented with secondary materials and/or brief comparisons with other primary texts from our syllabus.

### *Take-Home Final Exam (4-6 pages, including a 2-3 page essay)*

The final exam questions will be posted on *MyCourses* by the last week of class, and students are requested to have a look at them before our final meeting on December 2 so that any questions can be resolved as a group. The questions will be a combination of very short answer questions (a word, name, or phrase), longer short-answer questions (somewhat similar to discussion prompts), and a choice of essay topic (similar to the first paper). The exam is open-book/open-note, but should be completed by each student independently (no group work—a more detailed explanation of this policy will be included in the exam document). The exam is due on MyCourses by the end of the centrally-scheduled exam date and time for the course.

### *Policy on Late Work:*

Late assignments (except for alternative accommodation essays—see above) will be accepted but with a penalty of 1 point subtracted per day late (for assignments out of 100 points).

### **A typical week will look like this:**

Thursday-Tuesday: Students complete assigned readings for the week

Monday night by 11:59pm: assignments due (if applicable for the week—see due dates above)

Tuesday by 1:05pm (class time)\*: recorded lecture and discussion questions posted on MyCourses

Wednesday 9pm: contributions to the Mycourses discussion due (5x per semester)

Thursday 1:05-2:25pm (class time): in-person discussion based on the week's readings, lecture, and online discussion thread

\*Please note that class does not physically meet on Tuesdays, only on Thursdays. Tuesday's class period will consist of asynchronous activities (reading, viewing recorded lecture, writing discussion post) to be completed at students' convenience before Wednesday night (if the student is contributing to MyCourses discussion that week) or Thursday.

### **Statements and Resources:**

### Academic Integrity:

McGill University values academic integrity. Therefore, all students must understand the meaning and consequences of cheating, plagiarism and other academic offences under the Code of Student Conduct and Disciplinary Procedures (see [www.mcgill.ca/students/srr/honest/](http://www.mcgill.ca/students/srr/honest/) for more information). Students should be aware that their written work may be subject to screening with text-matching software in MyCourses. Specific issues relating to the course assignments (especially regarding the online format and take-home exams) will be discussed in class in advance of the dates due and clarified on the assignment sheets. Please do not hesitate to approach me in office hours with any questions or concerns.

### Intellectual Property:

All slides, video recordings, lecture notes, etc. remain the instructor's intellectual property. As such, you may use these only for your own learning (and research, with proper referencing/citation) ends. You are not permitted to disseminate or share these materials; doing so may violate the instructor's intellectual property rights and could be cause for disciplinary action.

### Language of Submission:

In accord with McGill University's Charter of Students' Rights, students in this course have the right to submit in English or French any written work that is to be graded.

### Extraordinary Circumstances:

In the event of extraordinary circumstances beyond the University's control, the content and/or format of this course is subject to change.

### Academic and Wellness Resources:

I realize that attending university during this time continues to be difficult for students for a variety of reasons. I will do everything I can to foster an inclusive and supportive learning environment in this course and I encourage you to contact me and/or the appropriate McGill offices to discuss any barriers you might encounter. Below is a partial list of McGill resources to address specific challenges:

Academic—TLS Learning Resources: <https://www.mcgill.ca/tls/students/learning-resources>

Accessibility—McGill Office for Students with Disabilities: <https://www.mcgill.ca/osd/>

Covid-19 Information for Students: <https://www.mcgill.ca/coronavirus/students-0>

Mental Health Councelling— Keep.meSAFE (downloadable app available via website): [www.keepmesafe.org](http://www.keepmesafe.org)

Mental/Physical Health and Wellness—Student Wellness Hub: <https://mcgill.ca/wellness-hub/>  
Alternatively, via Instagram: @HealthierMcGill

Student Services: <https://www.mcgill.ca/student-services/>

Technical—McGill IT Services: <https://www.mcgill.ca/it/>