

Images of Otherness: The Double

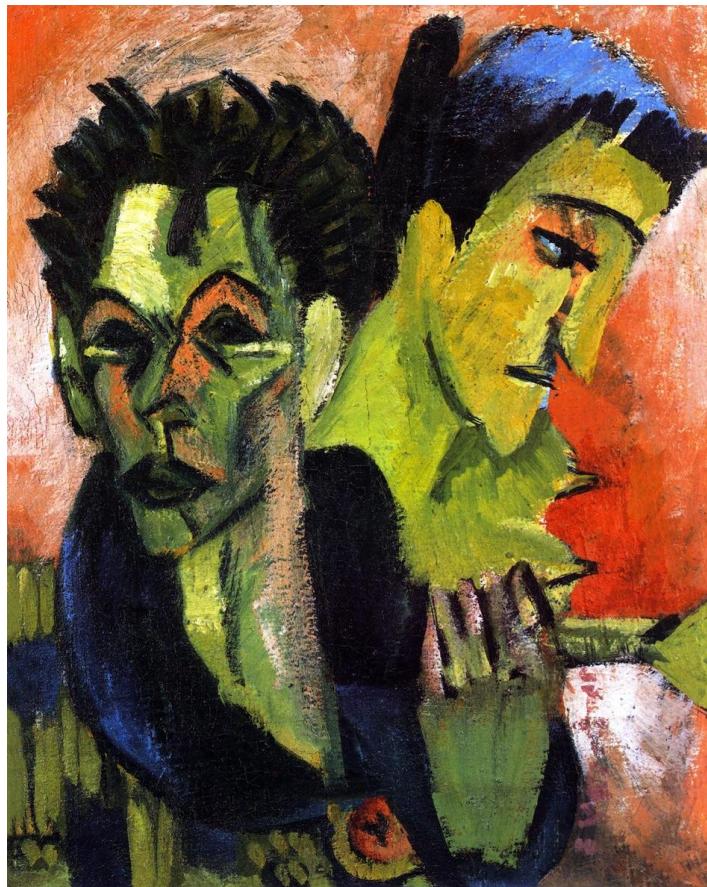
First-Year Seminar

GERM 197 · Winter 2021

T/Th 2:35-3:55pm

Two souls, alas, are dwelling in my breast

-Goethe, Faust I



Ernst Ludwig Kirchner, Double Self Portrait

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office hours (Zoom): by appointment

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.

Required Texts

All course materials are available on MyCourses.

Weekly Schedule and Assignments:

Week 1

- 1/7** Introduction, Franz Kafka: My Neighbor (1917/1931); Andrew Webber, The Doppelgänger (excerpt)

Freud and Romantic Doubles

Week 2

- 1/12-14** E.T.A. Hoffmann: The Sandman (1816) 1-28; Sigmund Freud: The Uncanny (1919)

Week 3

- 1/19-21** 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

- 1/26-28** Heinrich Heine (untitled; 1827); Franz Schubert: Der Doppelgänger (1828); Annette von Droste-Hülshoff: The Reflection in the Mirror (1841-42/1844) **Quiz Due**

Double Dealing: Novellas of Realism

Week 5

- 2/2-4** Annette von Droste-Hülshoff: Jew's Beech (1842) 88-132

Week 6

- 2/9-11** Gottfried Keller: Clothes Make the Man (1874) 152-188 *paper 1 assignment posted*

Double Visions: Portraits and the Artist

Week 7

- 2/16-18** Theodor Storm, Aquis Submersus (1876-77) 118-183 **paper 1 due**

Week 8

- 2/23-25** Thomas Mann, Tonio Kröger (1901/1903) 55-119; Theodor Storm: Hyacinths

- 3/2-4** **Study Break: class does not meet**

Doubles and Disintegration in Modernism

Week 9

- 3/9-11** Hugo von Hofmannsthal, Cavalry Tale (1898-99) 64-74; Robert Musil: The Blackbird (1928/1936) 326-340 *paper 2 assignment posted*

Week 10

3/16-18 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 11

3/23-25 Robert Wiene: Cabinet of Dr. Caligari (1920) **paper 2 due**

Week 12

3/30-4/1 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 13

4/6-8 Stefan Zweig: The Royal Game (1938-1941) 1-41; Anna Seghers: Excursion of the Dead Girls (1944/1946) 39-52

Week 14

4/13 Anna Seghers, cont.; concluding discussion *final exam questions posted*

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

Course Requirements:

Due Date and Time (EST):

Class participation	20%	ongoing
--live discussion or alternative	10%	
--5 MyCourses discussion posts	10%	
Quiz (take-home)	10%	January 25, 11:59pm
paper 1: 2-3pp	20%	February 15, 11:59pm
paper 2: 4-5pp	25%	March 22, 11:59pm
Final Exam (take-home)	25%	TBA (centrally scheduled date/time)

Descriptions of graded course components:

Attendance and Participation

Students are expected to carefully read and prepare the week's materials, and to attend live (Zoom or in-person) discussions when possible OR complete the alternative assignment as described below. Students are expected to participate in the larger group discussions, in breakout rooms, and/or via the chat function of Zoom. I strongly encourage you to attend the live discussions if you can, since this will have an indirect impact on your learning and facilitate your sense of being in the group (through review/deepening of important theoretical issues raised in the lectures, exercise in textual interpretation, debate and honing of arguments among classmates, further contextualization of historical and cultural phenomena, etc, that arise in the course of our conversations). Alternative assignments will try to target these areas and be integrated into the larger course discussions to the extent possible. Zoom will automatically record you as present if you type any word into the chat function, so please remember to do this at the beginning of every session. Attendance in the weekly meetings OR alternative accommodations will be monitored and three or more absences will result in a lowering of the course grade.

Alternative Accommodations

If for any reason students are not able to attend live discussion sessions (e.g., due to

technical/bandwidth limitations, time-zone discrepancies, caregiver responsibilities during the pandemic, a particularly stressful week, etc.), they can opt write a 1-page (double-spaced, ca. 350 word) response to the week's readings and submit this on MyCourses by Monday following the relevant week (11:59pm EST). No late work will be accepted, ie, response papers should be submitted within the week for which they are to be counted, and by the following Monday night at the latest. Students may choose to respond to one of my general questions (see more detailed instructions on mycourses for alternative accommodation assignment), or they may respond to one of the MyCourses discussion prompts as long as they have not already written on that topic. Please note that the 1-page responses in lieu of Zoom class attendance are not the same thing as the 5 MyCourses discussion posts (see below). Also, a portion of the Zoom class may be recorded, in which case students who do not attend should view these (see note regarding recording below).

Written Contributions to the Discussion

During the semester, 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. More detailed criteria for written discussion contributions can be found 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 day of class, and students are requested to have a look at them before our final Zoom meeting on April 13 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 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); this is also the due date for the alternative accommodation assignment from the previous week

Tuesday by 2:35pm (class time)*: recorded lecture and discussion questions posted on MyCourses
Wednesday 9pm: contributions to the Mycourses discussion due (5x per semester)
Thursday 2:35-3:55pm (class time): Live discussion over Zoom based on the week's readings, lecture, and online discussion thread.

*The only Tuesday on which there is a synchronous (live) meeting planned is the last day of class, April 13. Otherwise Tuesday's class period will consist of asynchronous activities to be completed at students' convenience before Wednesday night (if the student is contributing to MyCourses discussion that week) or Thursday.

Technical requirements and online environment:

Students will need a computer or mobil device, internet connection, camera and microphone (these can be integrated into the computer or device). Students will need Zoom (free download: <https://zoom.us/>) and should familiarize themselves with its basic features: <https://www.mcgill.ca/tls/students/remote-learning-resources/learning-zoom>

All course programs, materials, and resources will be integrated into and accessible via MyCourses.

Cameras, recordings, and privacy considerations:

Live discussions in which students are speaking will not be recorded out of privacy considerations for all participants. I do not consent to having recordings made of the discussion portion. However, I will record those portions in which I give brief overviews or additional mini-lectures for the benefit of students who cannot attend the live sessions. These recordings will be posted on MyCourses after class.

While I strongly encourage you to turn on your camera in order to foster a sense of togetherness as a group and for myself and others to get to know you, I understand that this may not be possible for everyone due to bandwidth or other considerations. Students may also wish to use the virtual background feature in Zoom so that we can see faces but not into personal living spaces, etc.

McGill statement on courtesy in the online environment:

The University recognizes the importance of maintaining teaching spaces that are respectful and inclusive for all involved. To this end, offensive, violent, or harmful language arising in contexts such as the following may be cause for disciplinary action:

1. Username (use only your legal or preferred name)
2. Visual backgrounds
3. "Chat" boxes

To maintain a clear and uninterrupted learning space for all, you should keep your microphone muted throughout your class, unless invited by the instructor to speak.

You should follow instructors' directions about the use of the "chat" function on remote learning platforms. You should close all browser windows and programs unrelated to the course during synchronous (Zoom) sessions.

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/ 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 the pandemic will 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 via the online delivery platforms, 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 Remote Learning Resources: <https://www.mcgill.ca/tls/students/remote-learning-resources>

Studying and Living Remotely—McGill's Remote Student Life Hub:
<https://www.mcgill.ca/remote-students/>

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

Financial—Emergency Financial Aid: <https://www.mcgill.ca/studentaid/faq/covid-19-faq>

Mental Health Councilling—Keep.meSAFE: <https://ssmu.ca/blog/2020/03/mental-health-resource-available-keep-mesafe/>

Mental/Physical Health and Wellness—Student Wellness Hub: <https://mcgill.ca/wellness-hub/>

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

Other resources and tips may be posted in the Pandemic Resources folder on MyCourses (also feel free to suggest any that you think might be helpful to other students).