N.B.: This is a preliminary course outline. The final version will be posted on myCourses by January 7, 2021.

German 363  German Postwar Literature  Winter 2021
Virtual Meetings (Zoom)
Tuesdays & Thursdays 10:05-11:25 a.m.

INSTRUCTOR CONTACT INFO:
Dr. Sun-Young Kim
Email: sun-young.kim2@mcgill.ca
Office hours: Mondays at 4 - 5p.m. and Thursdays at 11:30 a.m. - 12:30 p.m. and by appointment.
• To book an appointment, please click on the following link: Office Hour Bookings
• If you cannot make it to the regular office hours, please select another time slot in the calendar.
• The Zoom link for office hours will be posted on myCourses (homepage > first announcement). It will be included in the confirmation message when you book an appointment.

COURSE DESCRIPTION
The course examines the literature and culture of the Federal Republic of Germany, the former German Democratic Republic and unified Germany since 1945. It treats major authors and trends. Topics addressed include issues of nationalism and gender, multiculturalism, and other concerns of contemporary German society, such as generational conflicts, violence, terror, and media. The materials are arranged chronologically, clustered by decades, and organized thematically according to points of tension: e.g. destruction and restoration; force and counterforce; social criticism and utopian hope; alienation and appropriation; East and West; foreignness and belonging. Please read the supplemental handout with a weekly outline and reading assignments for further information.

PREREQUISITE: GERM 325 or equivalent.

CREDITS: 3

REQUIRED TEXTS
• Handouts, audio and visual materials posted on myCourses. Please download your texts prior to virtual class meetings!
• FILMS: In addition to literary texts, we will also use film and other visual materials to access particular historical periods and topics from an additional vantage point. Links for the films will be posted in the weekly homework schedule.
REFERENCE:
- Das Digitale Wörterbuch der deutschen Sprache des 20. Jahrhunderts (http://www.dwds.de/)
- Duden Online (http://www.duden.de/)
- LEO Online Wörterbuch (https://www.leo.org/german-english/)
- BEOLINGUS (https://dict.tu-chemnitz.de/)

COURSE GOALS
In this course, students will
- explore historically and culturally relevant trends and topics of the second half of the 20th century and early 21st century
- learn and practice strategies of analyzing fictional and non-fictional German texts of various literary genres and styles (e.g. poems, short stories, essays, novels), and to both scan for main ideas and to read thoroughly
- deepen their intercultural sensitivity by building on their ability to recognize both the historical and cultural specificity and generality of individual literary texts (e.g. a text concerning the interaction of returning German soldiers at the end of the Second World War and dealing with the topic of building a more just/prosperous/etc. nation)
- strengthen their German linguistic competencies particularly in reading, writing, speaking, including their ability to recognize various registers of the German language and to express their ideas in formal and informal ways and to expand their passive and active vocabulary. We will treat specific grammatical topics as the need arises.

MODE OF DELIVERY
The class consists of both fixed and flexible activities. Students should expect to do a minimum of 6-8 hours of work per week. The estimated total includes Zoom-meetings (two sessions of 60-80 minutes each), unless otherwise indicated in the semester overview and the weekly assignment schedule. Both fixed and flexible activities will be entirely in German. Most of the fixed meetings will devoted to small and large group discussions and activities based on the course materials as well as student presentations. - You will find flexible alternatives to fixed activities under “Participation”. - Students will practice their interpretive skills and build on their writing skills in German through shorter and longer compositions, contributions to interactive activities in myCourses, and a final exam. The various speaking and writing opportunities are intended to meet the goal of recognizing and practicing the different linguistic registers, as well as recognize different literary genres. In addition, you will practice your listening skills through class discussions and assigned film and auditory materials.

After each meeting, slides with activities and grammar explanations will be posted on myCourses > Content > PPT. If you cannot attend the Zoom meetings, it is your responsibility to read these materials carefully and to complete the activities on your own. If you have any questions about the course materials, do not hesitate to contact me!

The Department of Languages, Literatures, and Cultures endeavours to provide an inclusive learning environment. However, if you experience barriers to learning in this course, do not hesitate to discuss them with me and the Office for Students with Disabilities (https://www.mcgill.ca/osd): disabilities.students@mcgill.ca; 514-398-6009. Students with a documented disability should contact the
OSD as soon as possible to request accommodations. Please note that last minute requests for accommodations might not be approved.

**Recordings**

Generally, virtual class meetings will **not** be recorded. If a portion of a Zoom session be recorded on rare occasion, you will be notified through a “pop-up” box in Zoom during a meeting. You can turn off your camera, so that only your name appears on screen. If you do not feel comfortable being in a class that is recorded, you may leave the meeting by logging off Zoom. In the latter case, you should watch the recording later so that you do not miss any content. Any recordings that we do will be uploaded to myCourses.

**Copyright**

© Instructor-generated course materials (e.g., handouts, notes, summaries, exam questions) are protected by law and may not be copied or distributed in any form or in any medium without explicit permission of the instructor. Note that infringements of copyright can be subject to follow up by the University under the Code of Student Conduct and Disciplinary Procedures.

**Technical Requirements**

All students are required to have access to a computer, the internet, a microphone, and a webcam. The webcam is mainly required for the oral presentation. Please see the section on presentation below for further information.

The link to the Zoom meetings will be posted on myCourses. Please do the following before you join the course:

- Create a basic account by clicking on the following link: [https://mcgill.zoom.us/](https://mcgill.zoom.us/) You must sign in with your McGill username/password. Having a Zoom account will help you facilitate virtual meetings for collaborative assignments.
- Read this article on **getting started**. If the link does not work, go to: [https://support.zoom.us/hc/en-us/articles/201362033-Getting-Started-on-Windows-and-Mac](https://support.zoom.us/hc/en-us/articles/201362033-Getting-Started-on-Windows-and-Mac)
- Contact me if you do not have a webcam or microphone or have privacy concerns, so that we can find a solution together and make appropriate accommodations following the guidance of the Office of Dean of Students. Alternative methods of participation in Zoom may include using audio and the chat function instead of video.

While a webcam is not required for the regular virtual classes, its use is highly recommended to promote interaction among students and to meet the learning objectives in the course. Interaction is key to helping you progress and using these tools is essential to deepening engagement in the remote environment. Being able to hear and see you will allow me to give you feedback on your communicative strategies and presentation skills in a foreign language. Non-verbal cues are important in sending and receiving “messages” when you practice interpretive and listening skills in a foreign language. Finally, language exists to help us connect with one another, and using the tools to hear and see each other will help us to create a sense of community of language learners, even when we do not meet in person.
I understand that bandwidth might be an issue or that you might not have a webcam. Please let me know if you have these kinds of issues, so that we can discuss how we could facilitate interaction with optimized use of a shared online document or the Chat field for fixed activities.

**Etiquette in Communicating in an Online Environment**

Being in an online learning environment may be new to some of you and managing interactions with peers and instructors can seem delicate at times. You will find helpful tips and expectations of class conduct on the here: “Student Guidelines for Communicating in Online, Professional Contexts”.

**Remote Learning Resources**

Since learning remotely is a new skill that we all have to acquire, I would encourage you to look at the resources that McGill’s Teaching and Learning Services compiled: https://www.mcgill.ca/tls/students/remote-learning-resources

Consider looking at all the tips, particularly the following points:

- 5 Strategies for Success
- Study Tactics
- Learning Strategies Inventory
- Learning with Zoom

**ASSIGNMENTS AND EVALUATION**

5% Participation
30% Activities for individual modules (contributions in Discussion forums, Perusall, short video and/or audio contributions)
10% (Group) presentation on a text and activities for peers (approx. 30 minutes)
30% 2 Papers (approx. 1000-1250 words)
25% Final exam (take home)
100%

**N.B.:** In light of Covid-19 and possible extraordinary circumstances beyond the University’s control, the content and/or evaluation scheme in this course is subject to change.

<table>
<thead>
<tr>
<th>Grading scale</th>
<th>A  = 100-85%</th>
<th>B+ = 79-75%</th>
<th>C+ = 64-60%</th>
<th>D  = 54-50%</th>
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<tbody>
<tr>
<td>A- = 84-80%</td>
<td>B  = 74-70%</td>
<td>C  = 59-55%</td>
<td>F  = 49-0%</td>
<td></td>
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<tr>
<td>B- = 69-65%</td>
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**COURSE REQUIREMENTS**

**Participation**

- Regular attendance and active participation (i.e. with high involvement and high quality) are important for your success in this course. **Please type a greeting in chat when you enter the class**, so that we have a record of your attendance.

- Please let me know if you must miss class because of sanctioned university activities, illness (that requires them to take bed rest) or family emergencies, and provide me with official documentation
(e.g. a letter from your coach, the organizer, medical note). Please note that non-emergency doctor’s appointments or travel plans are not valid reasons for missing a session.

- You may miss up to 3 classes (this includes the add/drop period if you are already registered in the course). More than 3 unexcused absences over the course of the semester will lower the final grade automatically. 3 late arrivals will equal one absence. It is expected that you cover the missed materials.

- Students who cannot attend live discussions due to technological reasons will be given a flexible option of contributing to and managing an online discussion on myCourses. This involves posting a reflection (approx. 100-125 words) and a discussion question on a reading on the day of a missed session (i.e. on a Tuesday or Thursday). You will be responsible for monitoring and answering questions by your peers over the course of a week. Posts that are submitted more than 7 days late, will not be accepted.

The estimated number of hours that you would require for each task below is based on the tool on Workload Estimator 2.0. For most of the categories, the number of hours has been increased by about 50% to take into consideration that German is a foreign language for most participants.

### Weekly Activities

The first two grading rubrics are closely linked. What will enable you to participate meaningfully and excel in this course is thorough and consistent preparation. It is expected that you spend approximately 3-5 hours (sometimes more, sometimes less) in addition to the Zoom sessions. The assignments will be posted under each week (i.e. “2. Woche”, “3. Woche”, etc.) on myCourses. Types of assignments include:

- **Reading assigned texts or viewing assigned films and preparing** for (synchronous or asynchronous) discussions with the help of reading comprehension questions (to guide the reading and aid the flow of discussions in class). We will read texts of varying lengths (from poems to novels). The maximum number of pages assigned will range from 70-80 pages per week (approx. 3-4 hours per week for the maximum length, depending on each student’s level of reading comprehension). Please look at ahead at the semester overview and start reading longer texts early on in the semester.

- **Annotation/Comments (with Perusall) on assigned texts.** This task overlaps with the task above, since you will engage in social reading with your peers online (approx. 1-2 hours, depending on the length of the text). Please note that you will not have any Perusall assignments during the weeks when we view and discuss films.

- **4 discussion posts** (approx. 1.5-2 hours per post): You will contribute a discussion post for 4 different modules. Your reflection on a text consists of your own discussion questions with a proposed answer. Post your contribution on myCourses > Discussions, unless otherwise indicated on the homework schedule. As an alternative to the written discussion posts, you may submit 3 short video posts (approx. 1.5-2 hours per post) instead. More information will be distributed later.

- **Short online quizzes** as part of some weekly assignments (ca. 15-20 minutes, multiple choice, true/false, short answer) on myCourses to test your comprehension of the course materials. You will be given a window of 48 hours to complete each quiz.
Most assignments will be graded on the basis of check plus (10-9)/check (8-7)/check minus (6-0), unless otherwise specified. Assignments that are done thoroughly and indicate that you have spent reasonable time on the week’s materials generally receive a “check”. Assignments that are carelessly done and/or poorly presented indicate that the requirements are not fulfilled and, therefore, will receive a “check minus”. Exceptional work, on the level of content, style, and grammatical quality, will receive a “check plus”.

Please contact me to discuss reading and comprehension strategies of German texts if you are struggling. It is absolutely essential that you stay current with the daily readings and weekly assignments, as readings will be done at a relatively rapid pace and, at times, involve large volumes. With the proper approach, you will find this task quite manageable and hopefully enjoyable.

**N.B.: No late work will be accepted.** Exceptions will be made in certain cases (illness, family emergency, etc.). Please contact me immediately if any problems or scheduling conflicts arise!

**Oral Presentations (Referate)**

Students will give oral presentations in groups, followed by a large-group discussion that the presenters will lead (approx. 30 minutes for the entire exercise). The presentation topics include authors’ biographies, particular historical and literary periods, and background information of individual literary works. Presentations will be held in pairs or groups of 3, unless students strongly prefer to hold an individual presentation. An outline with the presentation topic and structure of the presentation should be submitted at least 2 business days in advance (excluding weekends). More information will follow on myCourses > Content > Referate.

**Papers**

2 papers (approx. 5 pages each = 1000-1250 words, 2 spaced, 12-pt font) will be assigned. Late papers will be graded down by 2 points per calendar day and only accepted for a limited time. More information will be distributed later. It is expected that students know proper citation practices for academic papers. For these kinds of short papers, it is best to engage in close reading and to limit the use of secondary sources. If you choose to use secondary sources (scholarly articles from peer-reviewed journals only – Wikipedia or Youtube videos are not acceptable), use the MLA style in this course. [https://owl.purdue.edu/owl/research_and_citation/mla_style/mla_style_introduction.html](https://owl.purdue.edu/owl/research_and_citation/mla_style/mla_style_introduction.html)

You must include the sentence in German at the bottom of each essay to acknowledge that you have read the academic honour code before you begin writing the essay. (Eigenständigkeitserklärung): „Hiermit bestätige ich, dass ich die vorliegende Arbeit selbständig verfasst und keine anderen als die erlaubten Hilfsmittel benutzt habe.“

**Policy on 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 [http://www.mcgill.ca/integrity](http://www.mcgill.ca/integrity) for more information).

L'université McGill attache une haute importance à l'honnêteté académique. Il incombe par conséquent à tous les étudiants de comprendre ce que l'on entend par tricherie, plagiat et autres infractions académiques, ainsi que les conséquences que peuvent avoir de telles actions, selon le Code de conduite de l'étudiant et des procédures disciplinaires (pour de plus amples renseignements, veuillez consulter le site [http://www.mcgill.ca/integrity](http://www.mcgill.ca/integrity)).
Final exam
The same policies on academic integrity applies to the final exam and all assignments in the course. You will write an open-book take-home exam during the official exam period. You will be given a window of 48 hours. Further information will be distributed later in the term.