Course title: Constructions of German Identity in Literature and Film
Course code: GEST 3003 BRGE / LITT 3006 BRGE
Programs offering course: Global Architecture and Design, Berlin Open Campus Block
Open Campus Track: Language, Literature, and Culture
Language of instruction: English
U.S. semester credits: 3.00
Contact hours: 45.00
Term: Fall Block II 2020

Course Description
This course aims to take a fresh look at German (national) identity, enabling students to explore and question the concept of "identity"—not only German identity in particular, but also their own sense of how they define their identity. Students will be provided with a broad understanding of major historical developments in Germany during the past two centuries, as represented in society and reflected in film and literature. The course will concentrate on the plurality of ethnic, sexual, political, geographical, and cultural identities in modern Germany—and on their often-fragmentary nature as the country struggles with the challenges of re-unification, increasing immigration, and international developments such as globalization, multiculturalism, and postmodernism.

Learning Objectives
By completing this course, students will:

- Investigate how literature, film, media representations, and every-day cultural artifacts reflect the interdisciplinary nature of identity, such as geography, political systems, and psychology.
- Deconstruct historical and social developments in order to investigate their (un)intentional consequences for social inclusion, exclusion, and collective identity construction.
- Separate the process of forming a collective identity from the process of forming an individual identity through the intersectional lenses of class, gender, sexuality, religion, etc.
- Develop and strengthen analytical skills in close reading and textual analysis.
- Produce a proposal for a research paper and hone academic writing skills.

Course Prerequisites
None

Methods of Instruction
This course is taught through a combination of in-class discussions, student presentations and mini-lectures, enhanced by site visits.

There will be three excursions for this course; their time and place will be announced well in advance. Students will be provided with written directions. All excursions are mandatory.

Assessment and Final Grade
1. Four Short Presentations 20%
2. Reading Guide & Annotation 10%
3. Three Excursion Write-ups 15%
4. Midterm Exam 15%
5. Final Paper Proposal and Annotated Bibliography 20%
6. Participation & Preparation 20%

TOTAL 100%

Course Requirements
Four Short Presentations

Over the course of the block, each person will participate in four short group presentations based on individual preparation before class and group preparation in class. The presentations should be approximately 10-15 minutes, depending on the size of the group, and then the group should moderate a short discussion of 10-15 minutes. There is no written component to this assignment and grades will be given on an individual basis. Your grade will be based on your preparation of the material in advance, your (creative) approach to it in class, your ability to work with your team, and your ability to listen to the answers provided by your classmates so as to weave a productive and interesting discussion of the material.

An overview of the presentation topics and dates is as follows:

- Monuments
- Secondary Literature (Storm of Steel)
- Post-war national identity
- Deutschland 09

Reading Guide & Annotation

For our discussions of Storm of Steel, everyone will need to prepare a piece of secondary literature for the group presentations in class. You will also write an entry for an annotated bibliography to practice this form for your final project. The following websites offers good guidelines and samples for annotated bibliographies – http://guides.library.cornell.edu/annotatedbibliography & http://advice.writing.utoronto.ca/types-of-writing/annotated-bibliography/. The art form here is to be concise but still say something substantial when you condense the author's argument and approach to approximately 400 words.

For the discussion of Mary Fulbrook's book in Week 4, each student will also write a reading guide for one chapter of the book. The reading guide may only be the front and back of one page and should include the following points:

- an alternate title for the chapter
- a summary of the chapter's main points (approximately 400 words)
- a list of the central works (texts, monuments, sites, persons, etc.)
- the most important, interesting or provocative quotes (or citations for them)
- 4-5 discussion questions for class (not factual questions about the text’s content)

Please bring enough copies of your reading guide to class that everyone can have a copy.

Three Excursion Write-ups

Each excursion will be followed up by a written reflection of at least 375 words. In the reflections, you should provide a brief summary of what we saw, learned or talked about, how it connects to the themes we have been discussing in class or texts we have read (or other texts you know), and what questions or new perspectives it opened up for you. The reflections are due within 72 hours of each excursion.

Midterm Exam

The midterm exam will be in the last 90 minutes of class in the second class session of Week 3. The questions for the midterm exam will be posted at least a week in advance on Canvas at the beginning of Week 3, and you will be given them again in class on the day of the midterm. At that time, you will need to answer two questions of your choice.

Final Paper Proposal and Annotated Bibliography

For the final project, rather than taking an exam or writing a full paper, you will write a proposal for the paper you would hypothetically write if we were in a full semester (or quarter) context. Your proposal should be approximately 1,500 words in length and outline which text(s) you would work with, which method you would use to analyze it/them, and what your preliminary thesis is and why it is interesting. You will also include a short, annotated bibliography of 4-6 works that you could anticipate using to write this paper. They could be theoretical texts to support your approach to the text, secondary sources or previous analyses that would inform your analysis, other works that provide historical/social/political/economic context, etc. The final project is due by the end of the calendar day on the last Friday of the instructional block.

Participation & Preparation

Participation is valued as meaningful contribution in the digital and tangible classroom, utilizing the resources and
materials presented to students as part of the course. Meaningful contribution requires students to be prepared in advance of each class session and to have regular attendance. Students must clearly demonstrate they have engaged with the materials as directed, for example, through classroom discussions, online discussion boards, peer-to-peer feedback (after presentations), interaction with guest speakers, and attentiveness on co-curricular and outside-of-classroom activities.

**Attendance**

Regular class attendance is required throughout the program, and all absences will result in a lower participation grade for any affected CIEE course. Due to the intensive schedules for Open Campus and Short Term programs, absences that constitute more than 10% of the total course will result in a written warning.

Students who transfer from one CIEE class to another during the add/drop period will not be considered absent from the first session(s) of their new class, provided they were marked present for the first session(s) of their original class. Otherwise, the absence(s) from the original class carry over to the new class and count against the grade in that class.

For CIEE classes, excessively tardy (over 15 minutes late) students must be marked absent.

Attendance policies also apply to any required co-curricular class excursion or event, as well as to any required field placement. Students may not miss placement/work hours at an internship or service learning site unless approved in advance by the Academic Director and placement supervisor. All students must complete all of the requisite 100 minimum work hours on site at the internship or service learning placement to be eligible for academic credit.

Students who miss class for personal travel, including unforeseen delays that arise as a result of personal travel, will be marked as absent. No make-up or re-sit opportunity will be provided.

Attendance policies also apply to any required class excursion, with the exception that some class excursions cannot accommodate any tardiness, and students risk being marked as absent if they fail to be present at the appointed time.

Absences for classes will lead to the following penalties:

<table>
<thead>
<tr>
<th>Percentage of Total Course Hours Missed</th>
<th>Minimum Penalty</th>
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</thead>
<tbody>
<tr>
<td>Up to 10%</td>
<td>Participation graded as per class requirements</td>
</tr>
<tr>
<td>10 – 20%</td>
<td>Participation graded as per class requirements; 3% grade penalty &amp; written warning</td>
</tr>
<tr>
<td>More than 20%</td>
<td>Automatic course failure, and possible expulsion</td>
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N.B. Course schedule is subject to change due to study tours, excursions, and local holidays. Final schedules will be included in the final syllabus provided to students on site.

**Weekly Schedule**

**Week 1**

Class: 1.1 Introduction

Present and discuss syllabus, course expectations, texts, projects, research methods, etc.
The question of “What is identity and what is national identity?” will be explored using the following texts.

Reading:


Week 2

Class: 2.1 Excursion to the German Historical Museum

We will examine the role German nationalism in the 19th Century through a guided tour of permanent exhibition at the German Historical Museum.

Class: 2.2 Constructing the Nation

Mini-Presentation #1: Find a nineteenth-century monument around Berlin, take a few pictures and prepare a brief analysis of the implications, messages and symbolism in the monument according to Koshar’s models. Suggestions include the monument in Viktoriapark, the Bismarck Memorial in Tiergarten, and the Friedrich the Great monument on Unter den Linden, but there are lots around the city to choose from. Be creative!

Reading:


Week 3

Class: 3.1 World War II & Midterm

In-Class viewing and discussion of Hitler Junge Quex. Directed by Hans Steinhoff, performances by Heinrich George, Berta Drews, Jürgen Ohlsen and Hermann Speelmans, UFA Studios, 1933.

Midterm exam

Class: 3.2 German-Jewish Post-War Identity

Meet in the lobby to leave for a 2-hour tour sponsored by the Centrum Judaicum. We will go through the permanent exhibit at the Neue Synagoge and also through the neighborhood around there to explore how the Jewish community in Berlin re-established itself after the war, how it reconciled this hyphenated identity, and how divided Germany as well as reunification affected German-Jewish identity in the latter half of the twentieth century.

Week 4

Class: 4.1 Divided German Identities (1950s-1980s)

By examining a variety of facets of post-war German culture (for example, anniversaries, collective memory, and citizenship), we will consider the construction of identity in both East and West Germany.

Reading:


One additional chapter of your choice – landscapes, trials, anniversaries, historiography, collective memory, citizenship, reunification
Reading guides due in class & Mini-Presentation #3

Class: 4.2 East German National Identity?

Meet in the lobby to leave for a guided tour through the GDR Museum. We will explore how the East German state tried to form a new understanding of national identity in the newly formed state and what that concretely looked like in everyday life for the citizens of the country. We will also consider how to assemble such a museum with such a wide audience and without falling into demonization of the system but also avoiding “Ostalgie” – nostalgia for the lost East German state.

Week 5
Class: 5.1 Reconstruction after Re-unification

In this session, we will examine the phenomenon of “Ostalgie,” or nostalgia for East Germany. In the class discussion, will include clips from the following films:

Berlin is in Germany. Directed by Hannes Stöhr, performance by Jörg Schüttauf, ZDF 2001.


Reading:


Class: 5.2 Multiethnic Germany

This session will consider the role of immigration in contemporary Germany.

Reading:


Week 6
Class: 6.1 Contemporary Cinematic Perspectives

We will open today’s session with a screening and discussion of an episode from Deutschland 09.

Mini-Presentation #5 – Pick one of the short films, analyze the film techniques in it and how the content and form say something interesting about the state of German national identity in 2009. Sign up for your film on Canvas and do not duplicate films with someone else.

Class: 6.2 Wrap-Up and Presentation of Final Projects

Wrap-up discussion and presentation of final projects/paper proposals

Course Materials

Readings

All primary and secondary texts will be provided by the instructor via Canvas. Sources for the presentations may be taken from course materials but may also need to be researched and studied independently. Both the internet and libraries will provide for sufficient materials.

Selection of novel excerpts, short stories, plays and films to be announced


