**GRMN 6500: Intercultural Seminar**

**Changing German Identities: Eras and Places**

**Dr. Jan Uelzmann**

Office: Swann 218

Phone: (404) 385-7330

Office Hours: Tue 9-11 am

Email: [jan.uelzmann@modlangs.gatech.edu](mailto:jan.uelzmann@modlangs.gatech.edu)

**Dr. Britta Kallin**

Office: Swann 216

Phone: (404) 385-9610

Office Hours: Tue 12-1 pm

Email: [britta.kallin@modlangs.gatech.edu](mailto:britta.kallin@modlangs.gatech.edu)

**Meeting Times:**

TUE/THU 3-4.30 pm

Movies: Tue 6-8 pm

**Learning Objectives:**

**Via this course, students will:**

* reflect on experiences made abroad and to evaluate and differentiate those experiences based on intercultural communication theories to explain different cultural values and norms
* use interdisciplinary approaches and combine cultural studies, literary studies with approaches in film studies and history by comparing different cultures
* integrate different eras, places, and cultural figures in German history that are part of German identity discourses
* develop an understanding of different periods of German history and to critique spaces of memory throughout the past centuries to enable students to investigate changing German identities

**Requirements:**

Students will write two essays (750 words each); prepare one report (15 min.), write a midterm and a final paper of 3,000 words on a topic related to the class that the instructor approves.

**Textbooks:**

**Required:** Jürgen Bolten: *Interkulturelle Kompetenz*

<http://www.ikkompetenz.thueringen.de/downloads/1210Bolten_Ik_Kompetenz_Vorversion_5Aufl.pdf>

Bernus, Reinhard, et al.: *Erinnerungsorte*. Cornelsen Verlag. ISBN **978-3-06-020476-2**

**Recommended:** Mary Fulbrook, *A History of Germany 1918-2014. The Divided Nation*. 4th ed. Wiley-Blackwell 2014. ISBN 978-1118776148

Furthermore, you will read essays, chapters, excerpts, poems, historical texts, newspaper and magazine articles, Internet postings, films, and photos available on T-Square.

**Films:**

Wolfgang Staudte: *Die Mörder sind unter uns* (1948)

Frank Beyer: *Spur der Steine* (1966)

Rainer Werner Fassbinder: *Die Ehe der Maria Braun* (1979) (*amazon video*)

Heiner Carow: *Die Legende von Paul und Paula* (1973)

Wolfgang Becker: *Goodbye Lenin!* (2003) (*amazon video*)

Fatih Akin: *Gegen die Wand* (2004) (*amazon video*)

Uli Edel: *Der Baader/Meinhof Komplex* (2008) (*amazon video*)

Agostino Imondi*: Neukölln Unlimited* (2010)

**Grading:**

*Undergraduate students:*

10% Homework (content 2%, argumentation 3%, grammar 2%, spelling/idiomatic expressions 3%)

10% Participation (5% frequency, 5% questions and comments)

20% 2 Essays (10% each)/750 words (Essays 10% each: content 2%, argumentation 3%, grammar

2%, spelling/idiomatic expressions 3%)

10% 1 Presentation/15 min (Communication 2%, fluency 2%, content 2%, argumentation 2%,

grammar, spelling/idiomatic expressions 2%.

25% Midterm (short questions 10%, essay 15%: content 5%, argumentation 5%, grammar

2%, spelling/idiomatic expressions 3%)

25 % Final Paper (Content 5%, argumentation 5%, grammar 5%, spelling/idiomatic expression 5%,

bibliography 5%)

*Graduate students:*

10% Homework (content 7%, argumentation 1%, grammar 1%, spelling/idiomatic expressions 1%)

10% Participation (3% frequency, 7% questions and comments)

10% 1 Presentation/15 min (Communication 2%, fluency 2%, content 2%, argumentation 2%,

grammar, spelling/idiomatic expressions 2%.

25% Midterm (short questions 10%, essay 15%: content 5%, argumentation 5%, grammar

2%, spelling/idiomatic expressions 3%)

10% Annotated Research Bibliography (15 Entries) (quality of entries 5%, commentary 2%,

conformity to MLA conventions 3%)

10% Final Paper Proposal (300 words; Content 5%, grammar 3%, spelling/idiomatic expression 2%)

25 % Final Paper (Content 15%, argumentation 4%, grammar 3%, spelling/idiomatic expression 3%)

**Evaluation for In-class Participation:**

Your participation grade will be updated once a week on T-Square.

A: participates regularly and is very well prepared

B: participates and is well prepared

C: participates infrequently and is somewhat prepared

D: participates rarely and is not prepared

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| **ML PERFORMANCE GOAL #1: PROFESSIONAL COMMUNICATION** | |
| **ML Learning Outcome 1: Demonstrate oral and aural proficiency in the target language** | Students will demonstrate oral proficiency at the intermediate-high or higher level on the ACTFL scale, and will reflect in the TL upon the formative moments, locations, and historic periods of German identity, as well as the concept of “intercultural competence.” |
| **ML Learning Outcome 2:** Demonstrate effective presentation skills in the target language | Students will present twice on a topic connected to the formation of German identities |
| **ML Learning Outcome 3:** Demonstrate writing proficiency in the target language | Students will demonstrate writing proficiency at the advanced-low or higher level on the ACTFL scale through regular film analysis homework, two exams, and two film reviews |
| **ML Learning Outcome 4:**  Demonstrate proficiency in comprehension of authentic written texts in the target Language | Students will demonstrate reading proficiency at the Advanced –mid or higher level on the ACTFL scale through advanced work with texts such as summarizing argumentative structures of authentic research texts, presenting authentic content in their own words to their peers, in reflective discussion, etc. |
| **ML PERFORMANCE GOAL #2: INTERCULTURAL SKILLS AND KNOWLEDGE** | |
| **ML Learning Outcome 5: Demonstrate in-depth knowledge of a *specific* target-language country or region** | Students will critically reflect on the individual and national processes of identity formation, on essentialist definitions of identity, as well as on national stereotypes. Throughout, they will make comparisons to the US or other native cultures. |
| **ML Learning Outcome 6:**  Demonstrate the ability to analyze an issue from target-culture perspective(s) | Students will develop definitions of German identities through in-depth investigation and navigation of German culture in the TL |
| **ML Learning Outcome 7:**  Demonstrate critical reflection on cultural complexity and context | Students will develop working definitions of notions such as “culture”, “nation,” “Identity,” in this class, discuss patterns of cultural contact and exchange, and will be asked to critically reflect upon these concepts and identify changes in them over time. |

**Homework:**

All homework must be prepared on time for full credit and should be handed in typed on T-Square. Please prepare the reading assignment and look up all necessary words to understand it and to converse about it. The homework will be graded based on: content 2%, argumentation 3%, grammar 2%, spelling/idiomatic expressions 3%.

**Essays:**

The essays will analyze theories of intercultural communication as well as other theoretical and historical approaches discussed in class. Essays are supposed to be 750 words long, double-spaced, with a title and your name on the document. The essay will be graded based on: content 2%, argumentation 3%, grammar 2%, spelling/idiomatic expressions 3%.

**Midterm:**

The exam will cover the material read and discussed up to that point in class. Students will answer brief identification questions and write an in-class essay in which they have to discuss one of three topics. The midterm exam may only be taken on the date indicated. In case of sickness or other reasons that prevent you to take the test on the indicated date, you have to inform the instructor by email or phone prior to the test date. The midterm will be graded based on: short questions 10%, essay 15%: content 5%, argumentation 5%, grammar 2%, spelling/idiomatic expressions 3%.

**Presentation:**

Students have to sign up to give one oral presentation, which should not be longer than 15 minutes. Points of your grade will be taken off if the presentation is too long. In the presentation students engage with a topic about German identity that is provided by the instructor. Please provide a PowerPoint or Sway Presentation that contains your presentation’s main points and pertinent vocabulary. Students will research the topic and will provide sources (MLA bibliography with Internet links) on the last slide of their presentation. Students should not read but should speak as freely as possible in front of the class. You are allowed to look at your notes (on flash cards) but you cannot read a prepared text. The presentation will be graded based on: confidence 2%, fluency 2%, content 2%, argumentation 2%, grammar/spelling/idiomatic expressions 2%.

**(Graduate Students): Final Paper Proposal:**

The proposal is 300 words. Define your final project and name your research question(s) clearly. Discuss potential/expected outcomes and challenges. The proposal is due by email on the day indicated. You will receive written feedback by your instructor.

**(Graduate Students): Annotated Research Bibliography:**

The bibliography will lead up to your final paper. You have to identify 15 entries (5 book-length studies, 5 articles, 5 online/press/media resources). They have to conform to the MLA standards:

<https://owl.english.purdue.edu/owl/resource/747/24/>

Each entry is to be annotated about the information it contains and how it relates to your project.

**Final Paper:**

In the final paper students will show how well they can form an argument in German and discuss a topic that highlights and explains the different cultural norms in different environments, regions and countries using approaches from intercultural studies, film studies, and literary theory. Please state in your paper what theoretical approach you use and then outline your argument. The final paper will be graded based on: content 5%, argumentation 5%, grammar 5%, spelling/idiomatic expression 5%, bibliography 5%.

**Special needs:**

Georgia Tech provides upon request appropriate academic accommodations for students with disabilities. To determine whether you qualify, please contact the ADAPTS Program at the Dean of Students office (<http://www.adapts.gatech.edu>). If they certify your needs, the School of Modern Languages will work with you to make appropriate arrangements. Please do not hesitate to talk to me to get the necessary assistance.

**GT Academic Honor Code:**

The Georgia Tech Academic Honor Code applies to this class.

<http://osi.gatech.edu/content/honor-code>

**Attendance:**

More than 3 (three) unexcused absences will reduce your grade. You may fail (F) this class if you miss more than 5 (five) class periods unexcused. We will take attendance for every class meeting. Students who are absent because of participation in approved Institute activities (such as field trips, professional conferences, and athletic events) will be permitted to make up the work missed during their absences. Approval of such activities will be granted by the Student Academic and Financial Affairs Committee of the Academic Senate, and statements of the approved absence may be obtained from the Office of the Registrar.

**Authorized collaboration and unauthorized collaboration FOR THIS CLASS:**

**Plagiarism:** Plagiarizing is defined by Webster’s as “to steal and pass off (the ideas or words of another) as one's own: use (another's production) without crediting the source.” If caught plagiarizing, you will be dealt with according to the GT Academic Honor Code.Quote and attribute any words that are not your own. Do not cut and paste anything into your paper. You may insert quotes but you will have to identify the author according to MLA (Modern Language Association) guidelines, which can be found at [www.mla.org](http://www.mla.org)

**For Homework/Essays/Quizzes/Tests:** Unless specifically identified as group work, homework, essays, quizzes, tests, etc. are to be completed alone. You are allowed (and encouraged) to work together with other students on homework, as long as you write up and turn in your own words. You are also allowed (and encouraged) to ask me questions. Cheating off of another person’s test or quiz is unethical and unacceptable. Cheating off of anyone else’s work is a direct violation of the GT Academic Honor Code, and will be dealt with accordingly. Use of any previous semester course materials is allowed for this course; however, I remind you that while they may serve as examples for you, they are not guidelines for any tests, quizzes, homework, projects, or any other coursework that may be assigned during the semester. (“Word” is saved copies of old tests, quizzes, homework, projects, or other coursework teachers have given in past semesters.) For any questions involving these or any other Academic Honor Code issues, please consult me or [www.honor.gatech.edu](http://www.honor.gatech.edu)

**SYLLABUS[[1]](#footnote-1)**

**🡪** *Films and Texts to be prepared for the day indicated* **🡨**

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| **DATE** | **TOPIC** | **Film Screenings and Assignments** |
| **Tue, Jan 10** | Introduction. Syllabus.  Stunde Null: Das Ende des „Dritten Reiches“ | Film Screening: 6-8 @ Swann 106 |
| **Thu, Jan 12** | Neuanfang in Trümmern: „Stunde Null“ und Entnazifizierung.  FILM: Wolfgang Staudte: *Die Mörder sind unter uns*  TEXT: W.G. Sebald „A Natural History of Destruction“ (Auszug) |  |
| **Tue, Jan 17** | Die 50er Jahre in Westdeutschland unter Bundeskanzler  Adenauer: Das Wirtschaftswunder.  TEXT: Heinrich Böll: „Es wird etwas geschehen“ | Film Screening: 6-8 @ Swann 106 |
| **Thu, Jan 19** | Vergangenheitsbewältigung 1: Der Umgang mit der Nazizeit  FILM: Rainer Werner Fassbinder: *Die Ehe der Maria Braun* |  |
| **Tue Jan 24** | Die Nachkriegszeit in der DDR. Ideologische und  wirtschaftliche Entwicklungen.  TEXT: Christa Wolf: *Der geteilte Himmel* (Auszug) | Film Screening: 6-8 @ Swann 106 |
| **Thu, Jan 26** | Aufbau des Sozialismus in der DDR:  FILM: Frank Beyer: *Spur der Steine* | **Report** |
| **Tue, Jan 31** | Die 70er Jahre in der DDR  TEXT: Ulrich Plenzdorf: *Die neuen Leiden des jungen W.*  (Auszug) | Film Screening: 6-8 @ Swann 106 |
| **Thu, Feb 2** | Alltag und Privatheit in der DDR:  FILM: Heiner Carow: *Die Legende von Paul und Paula* |  |
| **Tue, Feb 7** | 1968: Jugendrevolte. „Papa, was hast du im Krieg gemacht?“  TEXT: Peter Schneider, *Vati* (Auszug) | Film Screening: 6-8 @ Swann 106 |
| **Thu, Feb 9** | Das Erbe der 68er und der ‚Deutsche Herbst’:  FILM: Uli Edel: *Der Baader/Meinhof Komplex* | **Reports** |
| **Tue, Feb 14** | Die Wendezeit in der DDR  TEXT: Eugen Ruge: *In Zeiten des abnehmenden Lichts* (Auszug) | Film Screening:  6-8 @ Swann 106 |
| **Thu, Feb 16** | Die Wendezeit in der DDR  FILM: Wolfgang Becker: *Goodbye Lenin!* |  |
| **Tue, Feb 21** | Von Gastarbeitern zu Deutschen: Deutschland wird zum Einwanderungsland  TEXT: TBA | Film Screening: 6-8 @ Swann 106 |
| **Thu, Feb 23** | „Identitäten mit Bindestrich“: von doppelter  Staatsangehörigkeit und Deutschtürken  FILM: Fatih Akin: *Gegen die Wand* | **Reports** |
| **Tue, Feb 28** | Die „Flüchtlingskrise:“ deutsche Reaktionen  TEXTE: TBA | Film Screening: 6-8 @ Swann 106 |
| **Thu, Mar 2** | Vom Flüchtling zum Staatsbürger:  FILM: Agostino Imondi: *Neukölln Unlimited* | **Essay 1 due** |
| **Tue, Mar 7** | Der neue deutsche Rechtspopulismus: AfD, Pegida  Text: Oliver Georgi: „So radikal will die AfD Deutschland  umbauen“ |  |
| **Thu, Mar 9** | **MIDTERM** |  |
| **Tue, Mar 14** | Die Deutschen und ihre „Heimat“: Was ist „deutsch“? | **Reports** |
| **Thu, Mar 16** | Erinnerungsort: Schloss Neuschwanstein |  |
| **Tue Mar 21** | **SPRING BREAK** |  |
| **Thu, Mar 23** | **SPRING BREAK** |  |
| **Tue, Mar 28** | Köln: Kirche und Religion | **Reports** |
| **Thu. Mar 30** | Erinnerungsorte: Wartburg und der Kölner Dom |  |
| **Tue, Apr 6** | Weimar: Deutsche Klassik und Holocaust |  |
| **Thu, Apr 8** | Erinnerungsort: Weimar, mit Konzentrationslager Buchenwald | **Reports** |
| **Tue, Apr 11** | Ruhrgebiet: Industrialisierung |  |
| **Thu, Apr 13** | Erinnerungsort: Zeche Zollverein | **Essay 2 due** |
| **Tue, Apr 18** | Das Image der Deutschen |  |
| **Thu, Apr 20** | Interkulturelle Kompetenz |  |
| **Tue, Apr 25** | Last Day of class |  |
| **Tue, May 2** |  | **FINAL EXAM 6-8.50pm** |

1. This course calendar represents current plans and objectives. These plans may need to change to enhance the class learning opportunity. Such changes, communicated clearly, are not unusual and should be expected. [↑](#footnote-ref-1)