Course Description

Dissident Voices is an advanced literature course that deals with German culture and history from the end of World War II until the (re)unification of Germany in October, 1990 and the continuing effects of these historical events in the present-day. The course will focus on themes central to dissident literature from the two German dictatorships of the 20th Century: the Nazi dictatorship from 1933 until 1945 and the communist dictatorship in the former German Democratic Republic from 1945 until the fall of the Berlin Wall in November, 1989.

Course Materials

Course materials are available in the electronic course packet. Films are on reserve in the LRC.

Texte:

Thomas Brasch: „Fliegen im Gesicht“ und „Und über uns schließt sich ein Himmel aus Stahl“

Kurzgeschichten aus Vor den Vätern sterben die Söhne

Thomas Mann: Auszug aus Felix Krull

Jürgen Fuchs: Auszug aus Fassonschnitt

Paul Auster: Auszug aus Moon Palace

Carl Zuckmayer: „1939-1954: Abschied und Wiederkehr“, Auszug aus Als wär’s ein Stück von mir

Heinrich Böll: „Die Postkarte“

Wolfgang Borchert: „Das Brot“ und „Die Hundeblume“

Hans Joachim Schädlich: „Unter den dreizehn Türmen der maria von dem Teyn“ und „Die Sache mit B."

Utz Rachowski: „Die Farben des frühen Fuchs“, Interview „Kehre nie zu einem ort deiner Vergangenheit zurück“, „Bauer, geschlagen vom Feld“, ausgewählte Prosa aus Red’ mir nicht von Minnegerode

Utz Rachowski: ausgewählte Lyrik aus Die Dinge, die ich vergaß

Jürgen Fuchs: frühe Prosatexte – „Die Lüge“, „Das Fußballspiel“, „Das Interesse“ (aus Gedächtnisprotokolle)

Jürgen Fuchs: Das Ende einer Feigheit

Jürgen Fuchs: Lyrik aus Pappkameraden und aus Tagesnotizen

Herta Müller: „Der Blick der kleinen Bahnstationen“ – Laudatio aus Anlass der posthumen Verleihung des Hans-Sahl-Preises an Jürgen Fuchs

Bernd Jentzsch: ausgewählte Lyrik aus Quartier machen


Filme:

Marc Bauder and Dörte Franke: Jeder schweigt von etwas anderem (Last to Know) (2006), 78 minutes
Kalendar: Dissident Voices (German 435)  Frühling 2020

Mitteldeutscher Rundfunk/Westdeutscher Rundfunk: *Dichter auf der Suche nach ihrer Stadt* (1994), 45 minutes
Annekatrin Hendel: *Anderson* (2014), 90 minutes
István Szabo: *Taking Sides: Conductor or Collaborator?* (2002), 105 minutes

**Course Guidelines**
The central activity in *Dissident Voices* is our lively discussion of the topics dealt with by the authors and filmmakers. The assigned short stories, novel excerpts, essays, poems, and films form the basis of our class discussion; for this reason it is essential that you read the assigned text(s) in advance of each class meeting.

**Grading: Testing and Evaluation Criteria**
A. (25%) **Contributions to class discussions** count 25% toward your final course grade.
B. (25%) **Leading class discussions** count 25% toward your total course grade.
C. (25%) **Short Papers/Electronic projects** together count 25% toward your total course grade.
D. (25%) **Final Project** counts 25% toward your total course grade.

**Papers/Final Project**
You will be responsible for leading 2-3 class discussions on assigned texts. Leading this discussion will help you to better understand the text and to work toward your own interpretation of the material. Please keep in mind that discussions ideally are interactive, meaning that you will not want to lecture but rather to engage your classmates in conversation about the materials.
Throughout this course, you will write short papers or prepare short electronic presentations in response to the works you are reading. These short papers/presentations will be evaluated for their communicative effectiveness and for the quality of your analysis.
For your final project, you will read material not covered in our readings (for example: poems or song lyrics, a short story, a novel, or an essay) not covered in the course, prepare a critical exposé of your selected reading and present it to class. Plan to use some form of electronic presentation medium with which to share your project with the class. Your final project will be evaluated for its communicative effectiveness and for the quality of your analysis.

**Course Objectives/Student Learning Outcomes**
At the end of this course, you will have read seminal texts by significant authors from the two German dictatorships: the Third Reich (1939-1945) and the former German Democratic Republic (1949-1990). You will have developed an understanding of their legacies that continue to influence German culture and literature into the 21st Century.

**Program Learning Outcomes**
1. **Language Competence**: Students will speak, listen, read, and write in the target language.
2. **Cultural Competence**: Students will be able to understand the cultural context of communication in the target language.
3. **Critical Thinking and Expression**: Students will analyze language, literary texts, and other cultural products and practices using sound thinking and clear expression.
4. **Transferable Skills**: Students will connect academic experience to personal and professional goals.
General Education Course Curriculum Objectives/Outcomes
This is not a core curriculum course, and no core curriculum objectives are measured.

Policies
Class Preparation
Class preparation includes all activities necessary to participate in class discussions. Class preparation includes assigned activities that must be completed outside of the class meetings. All preparation for each class meeting is to be completed before each class meeting.

Papers/Projects
All papers/project are to be completed before the beginning of class on the day which they are due. Late assignments, if accepted, will be penalized an entire grade (i.e., an “A” paper/project would automatically be recorded as a “B,” etc.).

Attendance
Regular attendance to all class meetings is expected and required. You will be allowed a maximum of two excused absences without incurring a penalty. Only written medical excuses, proof of participation in a university-sponsored activity or proof of a family emergency are considered legitimate excused absences. Beginning with the third absence, a penalty of 0.5% will be levied on the earned final grade. Possible exemptions may be made in the case of students who are hospitalized or who must stay at home on the advice of a physician due to an extended illness or in the case of students who must leave the university for a family emergency. You will have to provide proof of need for such absences.

Tardiness
The equivalent of ½ an excused absence will be counted for each time a student reports late to class. After 4 tardies, each additional tardy will be counted as an absence, with the equivalent consequences on the final grade.

Food
You are will be developing your German-language speaking skills in ILA 315. Please do not bring food or drink into the classroom. (One exception is a closed water bottle that is stored in your book bag or other tote.)

Academic Integrity (A-9.1)
Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism.

Definition of Academic Dishonesty
Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one’s own work
when, in fact, it is at least partly the work of another; (2) submitting a work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one’s paper without giving the author due credit.

Please read the complete policy at http://www.sfasu.edu/policies/academic_integrity.asp

**Withheld Grades Semester Grades Policy (A-54)**
Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

**Students with Disabilities**
To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.

**Acceptable Student Behavior**
Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program (see the Student Conduct Code, policy D-34.1). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic, or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program. This program provides students with recommendations for resources or other assistance that is available to help SFA students succeed.

Please note that I do reserve the right to modify the course syllabus if necessary to enhance your learning experience.
Woche 1
Tag 1: Donnerstag, der 16. Januar
☐ Einführung in den Kurs

Woche 2
Tag 2: Dienstag, der 21. Januar

Tag 3: Donnerstag, der 23. Januar
☐ Thomas Brasch: „Fliegen im Gesicht“ aus Vor den Vätern sterben die Söhne
☐ Thomas Brasch: „Und über uns schließt sich ein Himmel aus Stahl“ aus Vor den Vätern sterben die Söhne

Woche 3
Tag 4: Dienstag, der 28. Januar

Tag 5: Donnerstag, der 30. Januar
2 Musterungen (1)
☐ Thomas Mann: Felix Krull (von Thomas Mann vorgelesen: [https://www.youtube.com/watch?v=stxGUtbMe6s](https://www.youtube.com/watch?v=stxGUtbMe6s) (Ausschnitt 1) [https://www.youtube.com/watch?v=Ua4OWCcacQ8](https://www.youtube.com/watch?v=Ua4OWCcacQ8) (Ausschnitt 2) [https://www.youtube.com/watch?v=MnsvymBu1qA](https://www.youtube.com/watch?v=MnsvymBu1qA)

Woche 4
Tag 6: Dienstag, der 4. Februar

Tag 7: Donnerstag, der 6. Februar
2 Musterungen (2)
☐ Jürgen Fuchs – Fassonschnitt

Woche 5
Tag 8: Dienstag, der 11. Februar

Tag 9: Donnerstag, der 13. Februar
☐ Exkurs: Exilautoren im Dritten Reich
☐ Diskussion des Films: Taking Sides (Der Fall Furtwängler)

Woche 6
Tag 10: Dienstag, der 18. Februar

Tag 11: Donnerstag, der 20. Februar
☐ Heinrich Böll: „Die Postkarte“
☐ Wolfgang Borchert: „Das Brot“ und „Die Hundeblume“
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<td>□ Diskussion des Dokumentarfilms <em>Dichter auf der Suche nach ihrer Stadt</em></td>
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<td>□ Exkurs über die „innere Emigration“ Wolfgang Koeppen, Peter Huchel, Alfred Andersch unter Verwendung von Christoph Meckel: <em>Über meinen Vater</em></td>
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<td>□ Herta Müller: „Der Blick der kleinen Bahnstationen“ – Laudatio aus Anlass der posthumen Verleihung des Hans-Sahl-Preises an Jürgen Fuchs</td>
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<td>□ Jürgen Fuchs: Hinweis auf <em>Vernehmungsprotokolle</em> und <em>Das Ende einer Feigheit</em></td>
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<td>□ Utz Rachowski: „Die Farben des frühen Fuchs“ aus <em>Red’ mir nicht von Minnigerode</em></td>
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*Gründonnerstag: Osterfeiertag / Easter Break*
Kalendar: Dissident Voices (German 435)  
Frühling 2020

Woche 13
Tag 23: Dienstag, der 14. April

Tag 24: Donnerstag, der 16. April
☐ Exkurs: Die Dichter Johannes Urzidil und Hans Sahl
☐ Utz Rachowski: kurze Prosa und Interview „Kehre nie zu einem Ort deiner Vergangenheit zurück“ aus Red’ mir nicht von Minnigerode
☐ Utz Rachowski: ausgewählte Lyrik aus Die Dinge, die ich vergaß

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Woche 14
Tag 25: Dienstag, der 21. April

Tag 26: Donnerstag, der 23. April
☐ Diskussion über den Dokumentarfilm Jeder schweigt von etwas anderem
☐ Ausbürgerung: Bernd Jentzsch: ausgewählte Lyrik aus Quartier machen

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Woche 15
Tag 27: Dienstag, der 28. April

Tag 28: Donnerstag, der 30. April
☐ Utz Rachowski: „Bauer, geschlagen vom Feld“ aus Red’ mir nicht von Minnigerode

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Dienstag, der 5. (fünfte) Mai
☐ Projekte vorstellen / Presentation of Final Projects
   um 14.00 Uhr am Dienstag, den 5. (fünften) Mai

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