



**Spring 2020**

**Syllabus**

**Ger 2600**

**German**

**Holocaust Literature**

**in Translation**

## I Course Information

### Course

German 2600  
TTh 3.30–4.45  
205 Daniel Hall  
Prerequisites:  
none

### Contact Information

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Skype name: herr-schmidt

### Course Title: “German Holocaust Literature in Translation”

#### Office Hours: Tues. and Th. 2.00-3.00 and by appointment

- See me during my office hours!
- You can also make an appointment (talk to me after class, or send an email), especially in case you are not able to make my office hours.
- We will find a time that works for both of us.
- You may use **CU Navigate** to set up a meeting with me.
- And you do not need a specific reason to come in and chat.
- Skype appointments also available upon request.

**E-mail Communication:** Because of privacy regulations, University faculty and staff may email students only through Clemson email. Therefore, you must use your Clemson email account in this course for all email communications. Check your Clemson account at least five times per week for important messages. Please make sure that your emails are professional in nature. If you contact me by e-mail you can expect an answer within the next 2 business days; if I do not answer, you need to assume that I did not get your message (of so please ask me after class “Did you get my message ...”).

**Paperless:** I will make as much material available via Canvas and email as possible.

**Canvas:** go to <<https://clemsn.instructure.com/>> then select “GER 4500 Fall 2019”

*Other information:*

Department of Languages • 717 Strode • 864-656-3393

College of Architecture, Arts, and Humanities • 108 Strode • 864-656-3084

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## II Statement about inclusion and respect

It is my intent that students from all diverse backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and outside of class, and that the diversity that the students bring to this class be viewed as a resource, strength, and benefit. It is also my goal to present materials and activities that are respectful of diversity: gender identity, sexuality, disability, age, socioeconomic status, ethnicity, race, nationality, religion, and culture. Your suggestions are encouraged and appreciated. Please let me share your suggestions to improve the effectiveness of the course for you personally, or for other students or student groups.

Important note: Given the difficulty and challenging nature of the material discussed in class, it is imperative that there be an atmosphere of trust and safety in the classroom. I will attempt to foster an environment in which each class member is able to hear and respect each other. It is critical that each class member shows respect for all worldviews expressed in class. It is expected that some of the material in this course may evoke strong emotions, please be respectful of emotions your peers may display and be mindful of your own. Let me know if something is said or done in the classroom, by either myself or other students, that is particularly troubling or causes discomfort or offense. While our intention may not be to cause discomfort or offense, the impact of what happens throughout the course is not to be ignored and is something that I consider to be very important and deserving of attention. If and when this occurs, there are several ways to alleviate some of the discomfort or hurt you may experience:

1. Discuss the situation outside of the class times with me. I am always open to listening to students' experiences, and want to work with you to find acceptable ways to process and address issues.
2. Discuss the situation with the class. Chances are there is at least one other student in the class who had a similar response to the material. Discussions enhances the ability for all class participants to have a fuller understanding of context and impact of course material.
3. Notify me of the issue through another source such as your academic advisor, a trusted faculty member, or a peer. If for any reason you do not feel comfortable discussing the issue directly with me, I encourage you to seek out another, more comfortable avenue to address the issue (including conveying messages anonymous).

Some of the events and experiences described and the ideas expressed in the reading material may evoke strong responses. This may include the need to express personal opinions and political positions. It is not my intention to stifle political debate in this class, however, all views need to be articulated in a professional manner that takes the opinions of others into account. Furthermore, we should be more interested in ideas and opinions of others than to reinforce our own. For example, when discussing issues of refugees, race, anti-Semitism, and discrimination in general, we should be interested in those arguments that the texts offer; it will be more important to evaluate these views keeping in mind general ethical and moral positions.

### Question Box:

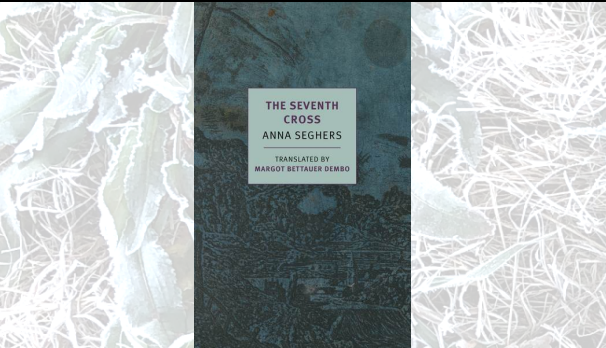

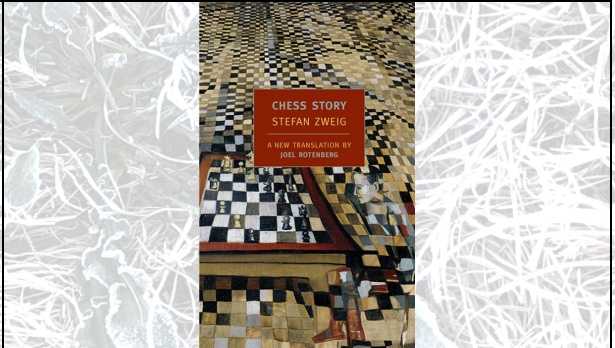
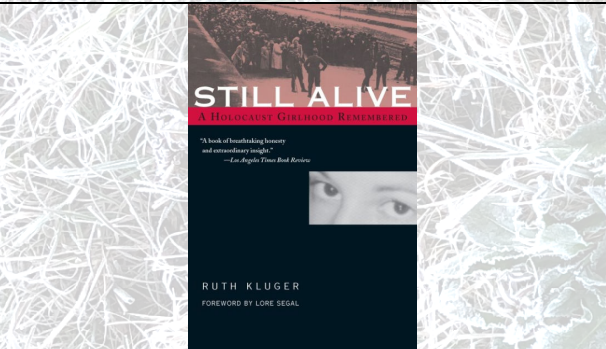
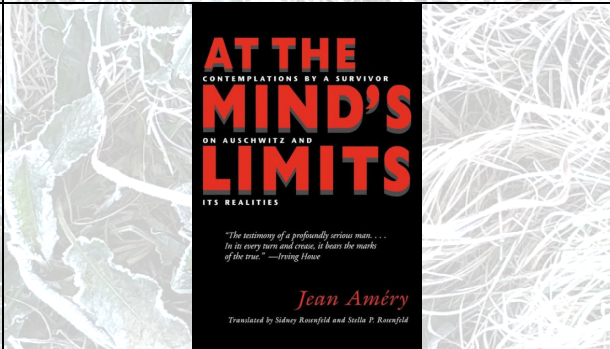
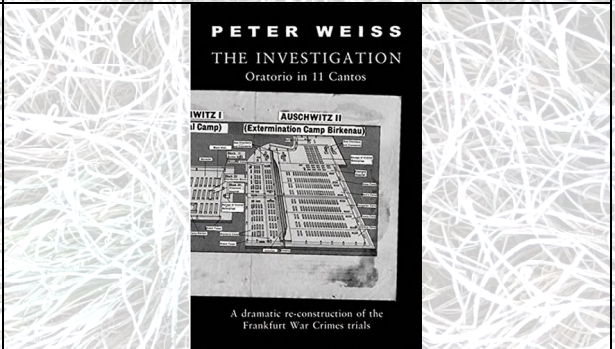
What are your goals for our classroom discussions?

Do you want a dialogue or a debate? Or, do you want a mixture of both? When is a dialogue better suited, when should we engage in debates (professional and with respect)?

How do you want to use the classroom to advance your language skills? how to learn about German culture? and what would you like to apply to other fields (and / or your life)?

**III Required texts (in chronological order)**

Practical issues upfront: please acquire the following texts, do not use online version or different editions (even if you can save a buck); they are listed in order you need them:

<p>1. Anna Seghers, <i>The Seventh Cross</i> (NYRB Classics, 2018) ISBN: 9781681372129</p>	<p>2. Bertolt Brecht, <i>Fear and Misery of the Third Reich</i> (Methuen, 2012) ISBN: 9781408100080</p>	<p>Stefan Zweig, <i>Chess Story</i> (NYRB Classics, 2005) ISBN: 9781590171691</p>
		
<p>Ruth Klüger: <i>Still Alive: A Holocaust Girlhood Remembered</i> (Feminist Press, 2003) ISBN: 9781558614369</p>	<p>Jean Améry: <i>At the Mind's Limits: Contemplations by a Survivor on Auschwitz and its Realities</i> (Indiana UP, 2009) ISBN: 9780253211736</p>	<p>Peter Weiss: <i>The Investigation</i> (Marion Boyars, 2000) ISBN: 9780714503011</p>
		

Please make sure to use only these edition and **inform me immediately** in case you are unable to obtain any of these texts. Some may be special order and it will take more time to order them for you or the bookstore. It is imperative that you have your own copy in due time (check “Semester Overview” below, p. 15). I checked <https://www.abebooks.com/> and you can get some of the the books rather cheaply, but check shipping times if they are not available in the US.

#### IV Course description

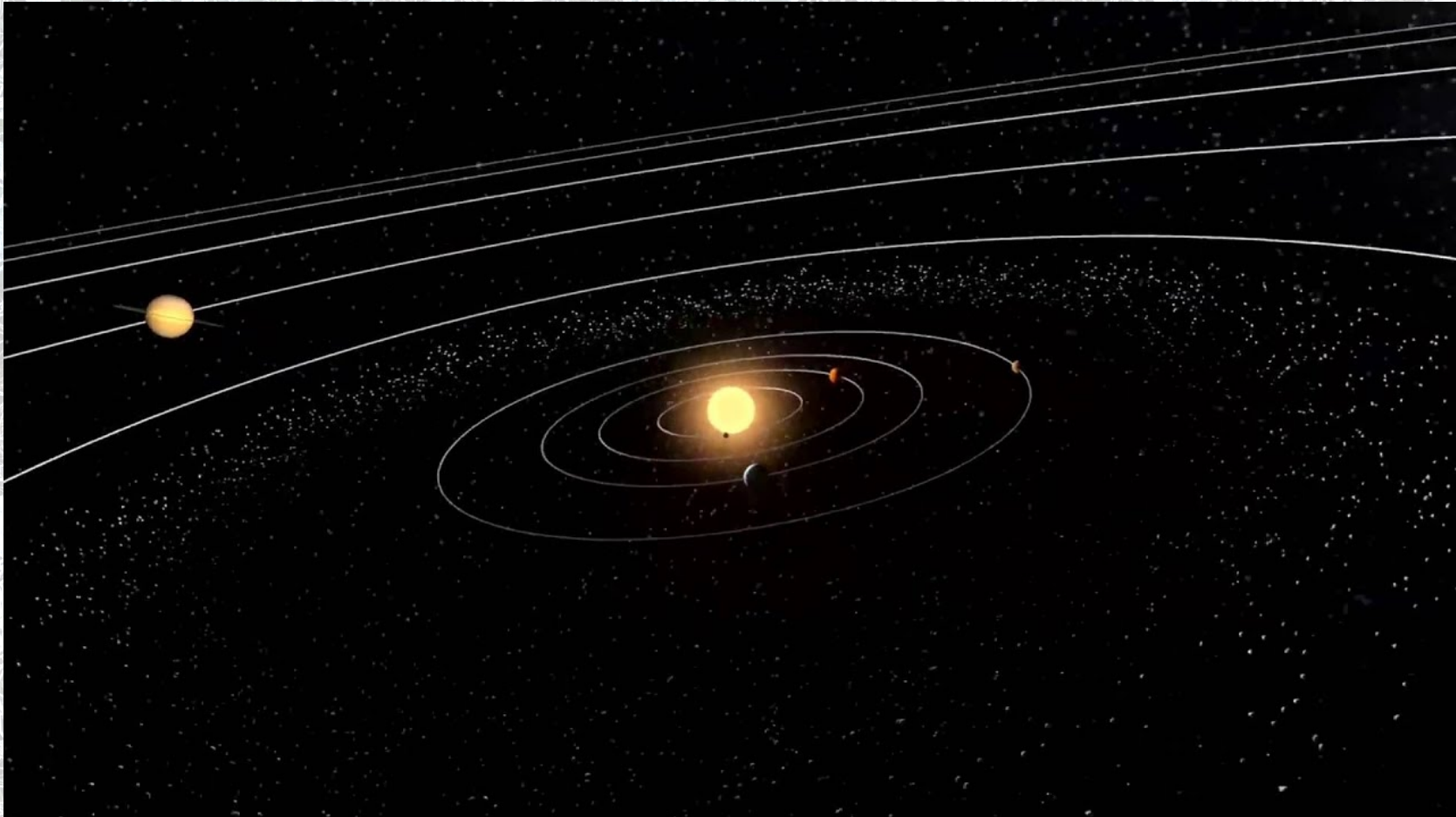
What do we know about the Holocaust and what do we understand regarding what happened to individuals and groups of individuals during the time between 1933 and 1945? We know a lot; in fact this is one of the if not *the* most researched historical event. Thousands of books and articles have been written, the countless archives continue to grow, and the accounts of witnesses, bystanders, and perpetrators have been and still are recorded meticulously. Additionally, numerous novels and reports have been (and new ones are still being) published, documentaries are being created, movies (like *Schindler's List*) deal with the topic, and a quick search on Google shows 88.6 million results. There are still arrest warrants active and trials against perpetrators under way. And the basic lesson is absolutely clear: "The Holocaust was the systematic, state-sponsored persecution and murder of six million Jews by the Nazi regime and its allies and collaborators" (ushmm.org). We also know and agree that another five million people perished at the hand of the Nazis during this time, and that Stalin's regime is responsible for the death of even more people (when considering also the time between 1923 and 1950). But do we really understand what has happened on an individually level? When considering the atrocities committed, questions arise fairly quickly that cannot be answered by historical data, film footage, and court proceedings. These issues go to the very core of human nature and call into question our humanity. It seems that—despite a serious and concerted effort—neither historians, philosophers, psychologists, or generally Holocaust experts and researchers can provide good answers for the main question the "Why?" question.

Primo Levi—an Italian, not a German survivor and writer—has at least an answer for why it is impossible to truly understand. He blames in insufficiency of language and communication: "Then for the first time we became aware that our language lacks words to express this offence, the demolition of a men" (Levi, *Survival in Auschwitz*, 26). Because the experience of the survivors is so vastly different from our own, we will never understand and the survivor (they!) will not be able to convey what needs to be conveyed. There are other factors that make this issue even more complicated, for example how memories over time change and get reconstructed every time they are recalled, how traumatic experiences are difficult to relive, or the fact that the generation of eye witnesses is getting older faster than we can record all of their testimonies (if they are willing to provide them).

In the course, we will approach the Holocaust from a German perspective, that is from the point of view of German writers. This is a somewhat reduced view, because it neglects all other voices. (And it also discounts Auschwitz and Treblinka, however, we will not.) But this is not a history class, I do not aim to present an all-encompassing and comprehensive assessment of the topic. (And Levi's position suggests that we would still not understand, no matter how much material and how many different perspectives we consider.) More specifically, we will read texts and review related material (art, music, film, etc.) and use them to approach fundamental philosophical and ethical questions, but also practical current issues related to the Holocaust, war, and genocide. We will use and advance our analytical skills to read texts and engage in critical thinking to evaluate in a respectful and professional manner to writings of German authors and survivors. While doing so, the class needs to consider the specific circumstances of the authors' experiences and the genres (report, novel, memoirs, etc.) in which these texts are presented.

Footnote: We will not read Anne Frank's Diaries, even though she was a German-born Dutch Holocaust victim. Likewise, the selection can only be seen as an introduction, since Holocaust literature, even if just considering German literature, is copious and immense.

*How to approach the topic: Solar system analogy*



Picture the topic of this class as the sun; we are explorers of the solar system and we can investigate the effect of the sun on many objects in the solar systems (planets, moons, asteroids, comets, etc.), but we will never be able to explore the sun directly, we cannot even look at the sun, unless we are really far away or with special tools (eclipse glasses, telescopes).

It may even be fruitful to visit one place and then go to a different place in order to revisit places we have already been. Just as our spaceships might need to use the gravity of the sun or Jupiter as a slingshot, we can use one topic to help us to get to another one.

Think about how, in this analogy, you might gain a better understanding of the solar system's objects, but also the galaxies, clusters, the entire universe in analogy to our course topic. Also, the closer we get to the sun, the more we may be harmed.

## V General expectations

### *What you can expect*

In this class we think and learn together (without personal agendas) so that a transformation occurs; that is that we see how literature in general is relevant for our lives and studies today, and in one aspect how studying German literature makes us better readers and writers. In a different aspect, the topic will confront us with questions that may seem mainly historical, but are deeply philosophical. At the center of this lies a difficult question: “How did something that is so atrocious that it should not have been possible happen?” It is related to general questions about human nature.

Still, you can expect a space in which it is safe to participate in and practice **civic engagement**, in order to make a difference in the civic life of our communities, as well as developing the combination of knowledge, skills, values, and motivation to make that difference.

Critical and creativity thinking will be an important part of all aspects of this class. **Critical thinking** is a habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion. **Creative thinking** means to foster the capacity to combine or synthesize existing ideas, images, or expertise in original ways as well as the experience of thinking, reacting, and working in an imaginative way characterized by a high degree of innovation, divergent thinking, and risk taking.

Since I am a member of a Watt Center Follows program that focuses on enhancing team

work effectiveness, collaboration, and creativity, I will share some of our research and observations regarding best practices for team and partner work. **Teamwork** are behaviors under the control of individual team members (not the instructor); the success depends on the effort they put into team tasks, their manner of interacting with others in the team, the quantity and quality of contributions they make to team discussions, understanding one’s own responsibilities as well as those of the other team members, and being aware of each team members strengths and weaknesses (including your own).

We also feel strongly that higher education should be a place to develop **ethical reasoning** (what is right and wrong human conduct), **information literary** (to be able to identify, locate, evaluate, and effectively, and responsibly use and share information for any problem at hand); to use **inquiry and analysis** (the exploration of issues in a systematic manner), advance **intercultural knowledge** (to support effective and appropriate interaction in a variety of cultural contexts); and develop a passion for **lifelong (peer) learning** (ongoing purposeful learning activities), written and oral **communication** (expression of ideas), and **reading**.

Since this is a discussion-based reading-intensive course, a strong focus should be on analyzing, critically evaluating, and simultaneously extracting and constructing meaning through interaction and involvement with language (this may not be restricted to textual artifacts).

### *What I expect / How to be successful in this class*

**This is a high-volume reading seminar that will feature some of the most difficult historical, social, but also ethical and emotional issues. These texts may be challenging in many different ways.**

Thus, I expect you to come well-prepared to every class and actively participate at all times; this means that you finished all assigned readings and any other assignment for that day; bring your notes and questions to class, and identify and be ready to talk about new issues and problems. Instead of “I did not understand the reading”, the class needs to know exactly what section or aspect of the text created specific challenges that hampered comprehension, and why (vocabulary, sentence structure, content, context, concepts). More importantly, I expect everyone to engage in critical discussions, raising questions, being creative and frame issues in different ways (see my solar system analogy above), and help others and the class to advance the topic at hand.

I also expect that you develop and improve your reading skills and / or test new strategies to approach German literature; learn the difference between intensive (close) and extensive reading; difference between analysis and interpretation (according to Herr Schmidt); engage in critical approaches to the texts; identify ethical positions; and use information in and about the texts professionally and effectively.

In class I expect that you follow discussions and presentations closely, listen to the contri-

butions of other students, and reply in a respectful and professional manner. Therefore prepare by formulating questions and take note of important aspects worth discussion while you read. There is, however, no need to take notes in class or have your laptop with you all the time. I will let you know when it will be necessary to bring your laptop or tablet. Presentations and other material will be made available through Canvas or are availa-

ble upon request. Please consult the available modules in Canvas to review the material and prepare for the next class.

*Instructional Strategies to be employed in this class*

Team work and communication will be important for all aspects of this class. We will be dealing with some challenging text and ideas. It is therefore very important that you com-

municate problems early. You may employ the help of your peers and / or your instructor. Expect teamwork exercises and small-group assignment frequently during the semester. In these settings you may experiment various critical thinking strategies and test the boundaries of your language abilities.

Partly adopted from AACU (for more information, please contact [value@aacu.org](mailto:value@aacu.org))

**V Anticipated learning outcomes**

Learning Outcomes	How to be realized in this class	How to be evaluated
1. Gain a deeper understanding of the events surrounding the Holocaust and engage with the accounts of victims	<ul style="list-style-type: none"> <li>▪ reading assignments</li> <li>▪ class discussions</li> <li>▪ group discussions</li> </ul>	<ul style="list-style-type: none"> <li>• to be assessed by in-class performance (see below)</li> </ul>
2. Exercises in civility; reflect on our responsibility as citizens in a globalized world	<ul style="list-style-type: none"> <li>▪ thoughtfulness in interacting with others</li> </ul>	<ul style="list-style-type: none"> <li>• to be assessed by means of a Triple-Entry Journal</li> </ul>
3. Reflect deeply and continuously on reading assignments and raise your own questions	<ul style="list-style-type: none"> <li>▪ regular writing exercises</li> </ul>	<ul style="list-style-type: none"> <li>• to be assessed by means of a Triple-Entry Journal (see below)</li> </ul>
4. Analyze and interpret multi-dimensional issues raised in the materials	<ul style="list-style-type: none"> <li>▪ specific assignments</li> <li>▪ close readings</li> <li>▪ annotated readings</li> </ul>	<ul style="list-style-type: none"> <li>• essays and final exam</li> </ul>
5. Practice and advance critical thinking skills	<ul style="list-style-type: none"> <li>▪ multiple times over the course of the semester, all aspects of this class</li> <li>▪ raise your own questions, evaluate (your own) questions</li> </ul>	<ul style="list-style-type: none"> <li>• to be assessed in class by evaluating regular class participation (seen next page)</li> <li>• to be assessed in all written work (essays, final exam, Journal)</li> </ul>
6. Exhibit the ability and willingness to take risks in connection with critical thinking skills	<ul style="list-style-type: none"> <li>▪ formulating your own genuine arguments and opinions during class discussions</li> </ul>	<ul style="list-style-type: none"> <li>• not to be formally evaluated (graded)</li> <li>• instructor feedback</li> </ul>



## Critical Thinking

As a member of the CT2 (Clemson Thinks<sup>2</sup>) Faculty Institute, I strive to bring critical thinking to all my instructions in a more systematic manner, for the benefit of students' learning experiences beyond the classroom.

“We understand critical thinking to be purposeful, self-regulatory judgment which results in interpretation, analysis, evaluation, and inference, as well as explanation of the evidential, conceptual, methodological, criteriological, or contextual considerations upon which that judgment is based” (Expert consensus statement regarding critical thinking and the ideal critical thinker).

*What does critical thinking as an intellectual disciplined process entail in a literature class like Ger 4500?*

At a very basic level: we need to ask “why”.

For example it is not enough to claim: “This text is interesting”, but to ask “Why is it interesting? What makes it interesting?” Furthermore, it the interest that the interest that text generates grounded in my own personal preferences, likes, and experiences, or is there a general interest that has a broader application (beyond my own personal sphere)? If so, then the ability to see an issue from multiple perspectives and to evaluate without bias these different perspectives becomes vital not only to understand the importance but also to apply learned knowledge and skills.

At a more advanced level, critical think means to think about the process of thinking:

Here, it is own own way of thinking about issues, but also generally, how do we think about problems, issues, and interesting facts. How do we think about a different perspective, new information, or an ethical dilemma presented in a specific way in literature?

This also means that we will be questioning others with the same rigor we are questioning ourselves; or more likely that we force ourselves to question our way of thinking more thoroughly and honestly than we would other.

Therefore, self-identify surface-level thinking and deep-level thinking (meta-thinking, reflective thinking). How can I advance from lowest-order outcome (the obvious) to a higher-order outcome (that which is genuine)?

Question the question!

Do you understand the question at hand? What is the underlying problem? Why is this particular question raised in this context? What is the validity of the question? Can the question be answered at all? Does the question suggest already an answer (leading question)?

Ask yourself frequently during this semester:

- What skills and experiences do I bring to the class that could be used to approach the topics?
- What kind of skills can I acquire in the class that will help me in my field (or for my own life and future career)?
- What kind of skills do I need to acquire to become successful beyond this class and my university education?
- How and when do I ask for help?
- What are the skills and experiences that others bring to the class that can help me in my studies?
- How do I approach topics is a more systematic way (complex thinking versus systematic critical thinking)?
- What is the difference between critical thinking and problem solving skills; how do they inform each other?

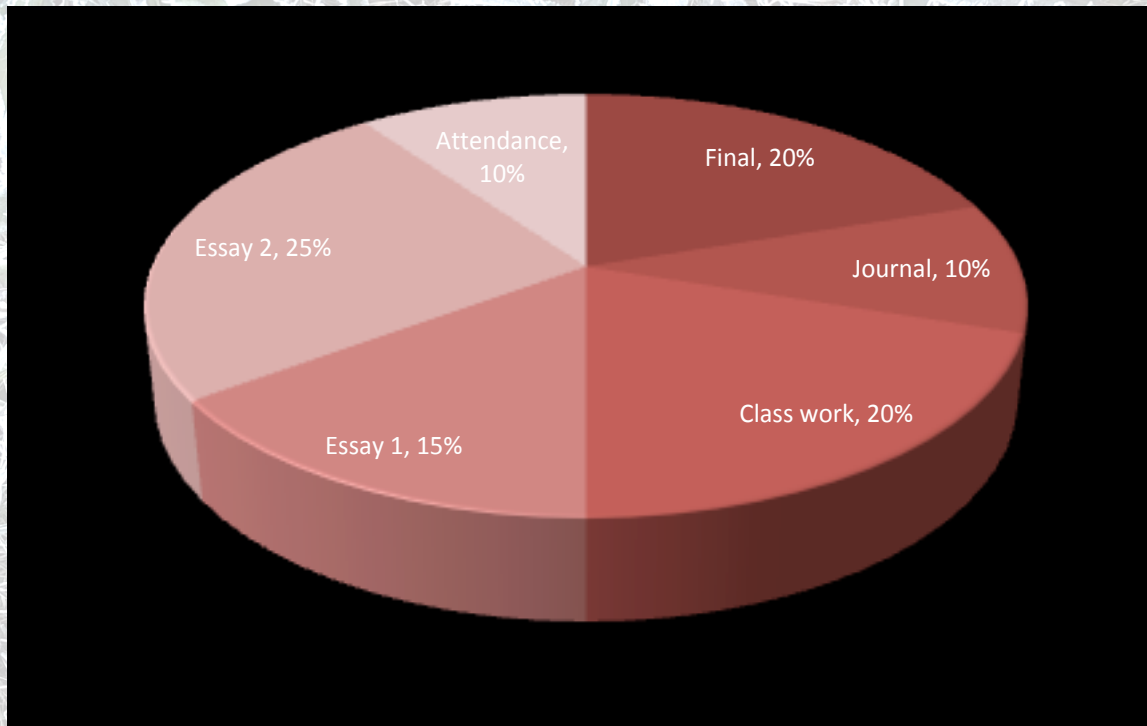
### Question Box:

Think about how critical thinking is connected to creativity? And how does my own creativity—when willing to take risks—lead to higher level critical thinking?

## VI Grades

### Class Grading System

Attendance: .....	10 %
Class work (participation, assignments, preparation): .....	20 %
Triple-Entry Journal: .....	10 %
First Essay: .....	15 %
Second Essay: .....	25 %
Final: .....	20 %



For all grades I am using the following scale (Clemson University):  
A (100-90%) B (89-80%) C (79-70%) D (69-60%) F (59-0%)

Please see Canvas' **grade book** (grades) for all grades; I will post your class participation grade at least twice (on or before Feb. 28 and shortly before the last day of the semester). Canvas will also show your attendance grade.

You may ask me at any time about **your standing in the class**, I am always available to provide help and suggestions on how to improve participation, reading strategies, and critical thinking.

While essay prompts are purposely open, I have very specific ideas about **textual analyses** and **close readings**, both imperative to draft your essays.

The **Journal** is new to Ger 2600, please see it as an experiment to explore anything that you are interested in or struggle with.

*Your Grade*

- if you want to know your standing in the class you can **always** ask me during my office hours or make an appointment
- March 1 marks the middle of the semester, you may check Canvas for your standing in class or discuss your grade in person; I encourage you to see me during the week before
- as a principle I do not discuss grades over the phone, via email, or in the hallways; yet you may speak to me in person at any time about any aspect of this course that is of concern for you

*Grading class performance*

<b>A excellent (most active)</b>	<ul style="list-style-type: none"> <li>⇒ attend every class; come to class well prepared (demonstrate good knowledge related to all assignments and the subject at hand; reflected and raised questions before class)</li> <li>⇒ actively participate at all times; asking questions, voluntarily providing answers, and encourage others to discuss issues of importance; actively research related topics; think of specific topics that the class should also cover; use and expand <b>critical thinking</b> (reflective, meta-thinking); original thought</li> <li>⇒ be able to identify problems with the readings and to change your reading strategies if necessary</li> </ul>
<b>B good (very active)</b>	<ul style="list-style-type: none"> <li>⇒ regular attendance; come to class well prepared (demonstrate general knowledge relevant to all assignments)</li> <li>⇒ participate regularly; ask questions, answer questions voluntarily most of the time; contribute most of the time to the class; use <b>critical thinking</b> but less so for the benefit of the entire class; share your thought process every so often</li> <li>⇒ recognize specific and individual challenges in the readings</li> </ul>
<b>C average (active)</b>	<ul style="list-style-type: none"> <li>⇒ regular attendance; come to class prepared (demonstrate sufficient knowledge pertaining to assignments)</li> <li>⇒ participate most of the time, but only contribute when absolutely necessary; get only involved when something is of personal interest; not using lower-outcome thinking</li> <li>⇒ “I did not understand the text and I do not know why ...”</li> </ul>
<b>D below average (min.)</b>	<ul style="list-style-type: none"> <li>⇒ come to every class in a timely manner; come to class somewhat prepared (showing only little knowledge pertaining to assigned material)</li> <li>⇒ participate sometimes; unsure what to contribute; uninterested in the material; answer only when asked directly</li> </ul>
<b>F (unacceptable)</b>	<ul style="list-style-type: none"> <li>⇒ miss too many classes, chronic lateness, fail to complete readings, unprepared (cannot demonstrate any knowledge pertaining to any assignment)</li> <li>⇒ refuse to participate and unable to answer questions; show no interest in the material or topic in general</li> <li>⇒ unable to strategically approach the readings in an efficient manner</li> <li>⇒ unwilling to discuss and address inactivity with the instructor</li> </ul>

*Essay and Final Exam*

There will be two (2) take-home essays and a final exam. Details will be announced prior to the deadlines.

### *Readings and assignments*

There will be regular reading assignments (posted on Canvas). For longer texts, I will share a reading schedule with you, so you can better manage your time. I expect that you finish all required readings for the day, in addition to the journal you may use several strategies to deal with the texts critically. Take notes, raise questions, pause to think about a certain aspect and sketch an idea, reflect on readings, switch between intensive and extensive reading. There may also be other material assigned to be reviewed and critically dealt with. The above applies here as well. All assignments are posted on Canvas, it is your responsibility to keep up with all assignments and your Journal. You may also use Canvas to review material we used in class. In the “modules” section on Canvas I will publish everything that I showed in class and used for our discussions (notify me if you miss anything).

### *Triple-Entry Journal*

You will be submitting a Triple-Entry Journal frequently in this course as part of your Weekly Homework Assignment (details will be posted on Canvas). This journal is intended to help you gather your thoughts while you are reading each week’s literature assignment by motivating you to approach the material in a more analytic and critical way. It can also serve as a place to collect your questions. Reflect on the process that you are using to read the text, to identify problems, and questions raised by the text, raise your own questions, and try to address some of these issues. Also, take note (reflect) on your critical thinking processes. You can also use paragraphical problem solving strategies. Triple-Entry Journals need to be maintained at all times in Canvas, see Canvas “Assignments” → “Journal”. The Journal is really the place to experiment with critical thinking, reflection, opinion forming, etc. Grading will be complete/incomplete, with one point off for each day of late submission.

### *Attendance & Absence Policy*

Regular attendance and active participation in class is absolutely crucial for a successful completion of this course. I will excuse absences with reasonable explanation and / or official excuses (doctor notes, university-related events, etc.). Please notify me ahead of time (if possible). However I will, in accordance with the university’s attendance policy, not tolerate excessive absences or chronic lateness.

Please understand that if you miss a class (unexcused) or you do not participate at all your grade for that day is 0% (F). It is only fair to all attending students who will be graded for their performance on that day. Excused classes, however, will not be taken into consideration for final grade calculation. Please try to be on time, being late more than 15 min. for no (good) reason will be counted as an unexcused absence. In case you missed a class, regardless of reason, it is your responsibility to inform yourself about the class discussion, assignments, and materials (see also Canvas).

In case I am not on time, please wait for 15 min. before contacting the department at 864-656-3393.

### From the University’s Attendance Policy (*Undergraduate Catalogue*)

“The academic resources of Clemson University are provided for the intellectual growth and development of students. Class attendance is critical to the educational process; therefore, students should attend scheduled courses regularly if they are to attain their academic goals. [...] Absence from class is detrimental to the learning process, so course instructors may use reasonable academic penalties which reflect the importance of work missed because of unexcused absences. Course instructors who penalize students for unexcused absences must specify attendance requirements as related to grading in the course syllabus and must keep accurate attendance records. [...]”

*Notification of absence*

You may use Canvas or <https://noa.app.clemson.edu/> to inform your instructors of any absences. Please be aware of the University's Academic Regulations regarding absences:

“Students should use the Notification of Absence module in Canvas to notify the course instructor. This communication is only for information and does not verify the student's reason for absence or impact the course instructor's evaluation of the student's academic work. If the student is unable to contact course instructors, the student (or representative) should contact the Office of the Dean of Students, who will notify the course instructors of the circumstances, providing a liaison in cases limited by medical confidentiality. A student may be excused from attending class in cases of emergency or other compelling reasons deemed appropriate by the course instructor. Excuses for emergency absences must be reported to the course instructor as soon as possible (for example, through e-mail), but not more than one week after the return to class. In certain cases, the Dean of Undergraduate Studies (or designee) may provide a letter verifying the student's absence as excused. [...]” (from *Undergraduate Class Regulations*).

You may also talk to me in person or call the department (864-656-3393) in order to let me know of an absence.

**Semester overview**

	<b>Day</b>	<b>Date</b>	<b>Topic</b>	<b>Other</b>
<b>January</b>	Th	9	Report: Eugen Kogon; Reflection: Hannah Arendt (excerpts)	
	Mon	20		<b>MLK Holiday</b>
	Tues	21	Novel: Anna Seghers	
	We	22		<b>Last day to drop w/o W</b>
	Th	30	Drama: Bertholt Brecht	
<b>February</b>	<b>Tues</b>	<b>4</b>		<b>Essay 1 due</b>
	Th	13	Novel(la): Stefan Zweig	
	Th	27	Poetry: Nelly Sachs, Gottfried Benn, Paul Celan	
	Fr	28		<b>Midterm grades</b>
<b>March</b>	Tues	10	Memoir: Ruth Klüger	
	Fr	13		<b>Last day to withdraw</b>
	Mon-Fr	16-20		<b>Spring Break</b>
	Th	26	Philosophy: Jean Amery	
<b>April</b>	<b>Th</b>	<b>9</b>	<b>Drama: Peter Weiss</b>	<b>Essay 2 due</b>
	Th	23		Last day of GER 2600
	Fr	May 1	<b>Final Exam 11.30-2.00</b>	

\*For all other important university deadlines see <http://www.registrar.clemson.edu/>

## About your instructor

Johannes Schmidt, or preferred “Herr Schmidt”, is a native of Hamburg, Germany. He began his academic career in Chemistry, but then changed majors and graduate from the University of Konstanz in German Studies (Germanistik), Theoretical Linguistics, and Economics. After working briefly as a journalist in Hamburg, he participated in a study abroad exchange and went to the University of Massachusetts at Amherst. The German Department then offered a teaching assistantship and he was able to receive an MA in Germanic Languages and Literatures from UMass Amherst. After completion of his degree, Herr Schmidt enrolled in a PhD program in German literature at the University of Hamburg. Here, he developed his Master Thesis on Gotthold Ephraim Lessing into a larger project that included Johann Gottfried Herder, a contemporary of Lessing, and whose works now have become his main research area. His dissertation became eventually an inquiry into Lessing’s and Herder’s philosophy of religion.

In January 2000, he began teaching at Clemson University, where Herr Schmidt initially taught business German courses as well as all German language classes (Ger 1010-2020). Together with my colleagues, we were able to bring Lee Ferrell to Clemson, with the generous support of BMW, to take over the German Languages and International Trade program (now Language and International Business). This enabled Herr Schmidt to focus further on his research on eighteenth-century German poets, writers, playwrights, and philosophers. While still enjoying teaching German language courses, he is teaching German literature classes as well as general Humanities colloquia and seminars for the Honors College. I highly value the opportunity to bring my research into my classes, but also my passion of poetry and music (opera!).



## Technology in the classroom

There is time in the class with technology and also times without; be aware when it is appropriate to use a device in the classroom and when face-to-face interaction without technology is important. I prefer for you not to bring / use electronic devices in class. See my “cookies!” policy below). Note-taking is optional and I prefer that you use a traditional notebook (no, not a laptop).

### *Requirements*

I assume that you have a laptop. I will let you know in advance when to bring it. More importantly, I expect you to be familiar with standard office applications (e.g. MS Word, PowerPoint). You should also have Adobe Reader installed (free) to read pdf-files I will share with you. I take it that you are familiar with the internet and the problems of Wikipedia, misinformation, and the problems of search engines.

### **Cell phone policy (“cookies!”)**

I understand that it is sometimes important to keep your cell phone turned on and take a call. Also, occasionally we forget to turn it off. If you do get a call that is important, please leave the room and answer the call outside! **Still**, for every time your cell phone rings in class or you use your computer / tablet / phone / etc. for class-unrelated activities you are **required** to bring **cookies** or some other goodies for the entire class (I prefer homemade cookies).

*Please alert me to any problems you might encounter or if you have any concerns regarding technology. I would be more than happy to help you.*

## **Other important Information**

### **Copyright**

Most material in this courses is protected by copyrights. It is intended for use only by students registered and enrolled in this particular course and only for instructional activities associated with and for the duration of the course. Materials may not be retained in another medium or disseminated further. They are provided in compliance with the provisions of the Teach Act. Please refer to the “Use of Copyrighted Materials” and “Fair Use Guidelines” policy on the Clemson University website for additional information:

<http://www.lib.clemson.edu/copyright/>.

### **EQUAL OPPORTUNITY / NON DISCRIMINATION / AFFIRMATIVE ACTION**

“Clemson University is committed to a policy of equal opportunity for all persons and does not discriminate on the basis of race, color, religion, sex, sexual orientation, gender, pregnancy, national origin, age, disability, veteran’s status, genetic information or protected activity (e.g., opposition to prohibited discrimination or participation in any complaint process, etc.) in employment, educational programs and activities, admissions and financial aid” (“General Information”, in: *Undergraduate Announcement*; cf. also next).

### **Title IX**

“Clemson University is committed to providing a higher education environment that is free from sexual discrimination. Therefore, if you believe you or someone else that is part of the Clemson University community has been discriminated against based on sex, or if you have questions about Title IX, please contact the Title IX Coordinator Alesia Smith who is also the Executive Director of Equity Compliance, at 110 Holtzendorff Hall, 864-656-3181 (voice) or 864-656-0899 (TDD). The Title IX Coordinator is the person(s) designated by Clemson University to oversee its Title IX compliance efforts”

(<https://www.clemson.edu/campus-life/campus-services/access/title-ix/>).

### **Official statement on academic integrity**

“As members of the Clemson University community, we have inherited Thomas Green Clemson’s vision of this institution as a “high seminary of learning.” Fundamental to this vision is a mutual commitment to truthfulness, honor, and responsibility, without which we cannot earn the trust and respect of others. Furthermore, we recognize that academic dishonesty detracts from the value of a Clemson degree. Therefore, we shall not tolerate lying, cheating, or stealing in any form” (see *Undergraduate Announcement*).

### **Student accessibility services**

Clemson University values the diversity of our student body as a strength and a critical component of our dynamic community. Students with disabilities or

temporary injuries/conditions may require accommodations due to barriers in the structure of facilities, course design, technology used for curricular purposes, or other campus resources. Students who experience a barrier to full access to a class should let the professor know and make an appointment to meet with a staff member in Student Accessibility Services as soon as possible. You can make an appointment by calling 864-656-6848, by emailing [studentaccess@lists.clemson.edu](mailto:studentaccess@lists.clemson.edu), or by visiting Suite 239 in the Academic Success Center building. Appointments are strongly encouraged – drop-ins will be seen if possible, but there could be a significant wait due to scheduled appointments. Students who receive Academic Access Letters are strongly encouraged to request, obtain and present these to their professors as early in the semester as possible so that accommodations can be made in a timely manner. It is the student’s responsibility to follow this process each semester. You can access further information here: <http://www.clemson.edu/campus-life/campus-services/sds/>. You can also find information at the Student Accessibility Services Website and the Office of Access and Equity Website.

### **Academic grievances**

Students are advised to visit the Ombuds' Office prior to filing a grievance. After discussion with the undergraduate academic ombudsman, students should contact Undergraduate Studies (656-3022) for assistance filing official paperwork.

### **Privacy policy**

This course is designed with your privacy in mind. If, however, you feel that an assignment or technology tool undermines your right to privacy, please contact me immediately. We will work together to determine an alternative assignment that will help you achieve the course learning outcomes.

### **Academic Success Center**

The Academic Success Center provides free services, including tutoring, academic coaching, and academic skills workshops, for all Clemson students. Visit the Academic Success Center website for more information on their services and workshops.

### **Inclement weather**

When county government offices are closed, local Clemson University campuses also are closed. I try as best as I can to inform you of any class cancellations ahead of time. If for some reason or another you feel it is not safe to come to class, regardless of official announcements, stay home and contact me as soon as possible.

See <http://www.clemson.edu/cusafety/operations/warnings.html> for safe alerts and warnings (sign up for CU Safe Alert text messages).