



Faculty of Arts
School of Languages, Linguistics, Literatures and Cultures

GERM 349: German Studies Research Methods

MWF 13:00-13:50

MLT 118

Winter 2017

INSTRUCTOR'S NAME: Dr. Cheryl Dueck

OFFICE LOCATION: CH C210

OFFICE HOURS: W 11:00-12:00 or by appointment

TELEPHONE NUMBER : (403)220-3993

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DESCRIPTION and OBJECTIVES This class has two aims: 1. to acquaint you with the methods and resources you need to conduct your own research in the field of German Studies, be it literature, film, history, philosophy, music, gender studies, or a related field. 2. To provide an introduction to (Literary) Theory, a field that has played a huge role in Cultural Studies for the past 40 or 50 years. The course will ideally provide you with a toolkit to approach the objects of your study.

OUTCOMES You are expected to come up with and manage your own project, to result in an undergraduate conference presentation or a peer-reviewed publication.

By the end of the course, you can expect to:

- be aware of the **scope of the field** of German Studies
- understand the **stages and processes** involved in doing and presenting research
- be familiar with key **information tools** for research in German
- be acquainted with some **major methodological and theoretical approaches** in German Studies
- be able to:
 - assess your need for information
 - search for this information effectively
 - critically evaluate your findings
 - synthesize and present your findings
 - use and document sources appropriately
- write an **original research paper**

DISTRIBUTION OF GRADES

No Final Exam

Class participation	10%
Annotated bibliography and thesis statement	7.5%
Paper proposal/abstract	7.5%
Research paper draft and peer review	10%
Leading a seminar discussion	15%



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Reading assignments	20%
Final paper/presentation (ca. 10 pp.)	30%

GRADING SCALE

A+ = 100–97% A = 96–91% A - = 90–86% B+ = 85–81% B = 80–76% B- = 75–71%
C+ = 70–67% C = 66–62% C- = 61–58% D+ = 57–54% D = 53–50% F = 49% and below

REQUIRED TEXTS

1. Barry, Peter. *Beginning Theory: An Introduction to Literary and Cultural Theory*. Manchester: Manchester UP, 2009. Available as hardcopy or e-book.
 2. Culler, Jonathan. *Literary Theory: A Very Short Introduction*. 2nd ed. Oxford: Oxford University Press, 2011. Available as hardcopy or e-book.
 3. Gibaldi, Joseph. *MLA Handbook for Writers of Research Papers*. 8th ed. New York: MLA Press, 2016.
- All other texts will be made available via D2L.

Course Requirements

1. Class participation 10%

Students are expected to:

- come to class having read assigned readings and/or prepared written assignments
- be prepared to discuss/ask thoughtful questions about readings and course content
- contribute meaningfully to class discussions in German or in English, as planned for that class.

2. Annotated bibliography and thesis statement: 7.5% and Research Proposal: 7.5%

Due: Thesis statement Feb 13, Annotated bibliography Mar 1, Research proposal Mar 10

Choosing a research topic: This course will teach you how to critically read and interpret cultural texts. Cultural texts include fictional texts (prose literature), but also other genres (drama, poetry, feature films) as well as non-fictional cultural documents such as essays, autobiography, documentary.

Get started by making a decision about a broad area that interests you. Perhaps you have read or watched something that you would like to investigate more deeply. Perhaps you are interested in a particular way of analyzing texts (with a feminist lens, for instance). You will likely need to consult with your professor in order to determine a suitable text.

You will develop the bibliography and the research proposal in tandem. The **research proposal** should be about 250 words. It should include a title, your topic, and why you consider this topic important.



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Annotated bibliography (at least 5 entries): A bibliography is a list of the sources you find and use on a certain topic. An annotated bibliography is a citation of books, articles, documents and other material that lists and describes the essential details of each source. Each citation is followed by a brief (usually about 150 words) descriptive and evaluative paragraph **in your own words**. The form of the citation is identical to that of a regular bibliography, followed by a discussion of the source with these elements: the main purpose of the work cited, a brief description of the contents, possible audience for the work, any special feature/interesting features, warning of any defects, weaknesses or bias. Cite and annotate at least five major sources, of which no more than one is a website (if unsure, ask.)

Thesis statement: After selecting a topic, try to articulate a research question you want to answer about the topic and a hypothesis about the answer. A hypothesis is a statement setting out what you expect to demonstrate in the paper. After some preliminary research, you can refine the hypothesis into the paper's thesis. A thesis is a statement of what the paper is trying to establish. A clearly stated thesis helps the thinking process about the topic and functions as a guide to write the paper. For example, the introductory paragraph of a paper is not only the foundation of the paper (topic and scope, essential background information, the country and time period of the topic), but also the place where the thesis statement should be articulated. The paper's major argument and the research questions you will pose to prove the argument must be clearly and consisely stated in the introduction. Remember that it is a lot easier to prove an open-ended thesis than one that argues binary oppositions such as good/bad or right/wrong.

3. Draft of Research Paper and Peer Review: 10%

Due: March 22

Draft (2000 words): With the use of the annotated bibliography, proposal and thesis statement, you have moved on to work with an outline of your paper that organizes your ideas and evidence. As your paper nears completion, it is helpful to get some feedback. **Peer review:** Two class sessions will be used to read the work of another student and exchange constructive criticism. Both the paper and the reviewer comments will be submitted to the professor. The preparation of a draft by this deadline is **compulsory**, as part of the research paper submission. Failure to do so will result in a 0/5 on the peer review, and an additional penalty of a full letter grade on the research paper.

4. Research Paper: 30%, 3000 words

Due: April 5

Please submit via e-mail at cdueck@ucalgary.ca. Papers should be approximately 10 pages (letter-sized paper, Times New Roman 12 point font, double-spaced). Papers may be written in English or German. Writing in German is encouraged, and your individual proficiency level will be taken into account. Language errors can be ironed out at the draft stage; this course is primarily about the practice of research. Students should also submit their papers to *Interlingua* or another undergraduate research publication, or to present their work at a venue such as the German Graduate Colloquium (details TBA).



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5. Leading a Seminar Discussion: 15%

In addition to conducting your own research, you will learn in this course about several directions in critical theory. The topics listed in the course schedule are tentative, and subject to change after discussion the particular interests of the class. You will be responsible for leading a seminar discussion of one of these theories for one 50-minute class. This involves doing some additional reading about the theory, summarizing its main elements, discussing how it could be applied, and preparing some questions that you would like to discuss.

6. Reading Assignments: 20%

On the theories/methods we address in the course, you will complete short assignments that will vary. This may involve activities such as responding to some reading comprehension questions, preparing a list of key terms with definitions, providing a subjective response to the reading, or analyzing a text excerpt using the approach.

ACADEMIC MISCONDUCT

1. **Plagiarism** is a serious offence, the penalty for which is an F on the assignment and possibly also an F in the course, academic probation, or requirement to withdraw. Plagiarism exists when:

- a) the work submitted or presented was done, in whole or in part, by an individual other than the one submitting or presenting the work (this includes having another impersonate the student or otherwise substituting the work of another for one's own in an examination or test);
- b) parts of the work are taken from another source without reference to the original author;
- c) the whole work (e.g., an essay) is copied from another source, and/or
- d) a student submits or presents work in one course which has also been submitted in another course (although it may be completely original with that student) without the knowledge of or prior agreement of the instructor involved.

While it is recognized that scholarly work often involves reference to the ideas, data and conclusions of other scholars, intellectual honesty requires that such references be explicitly and clearly noted." Plagiarism occurs not only when direct quotations are taken from a source without specific acknowledgement but also when original ideas or data from the source are not acknowledged. A bibliography is insufficient to establish which portions of the student's work are taken from external sources; footnotes or other recognized forms of citation must be used for this purpose.

2. **Cheating** at tests or examinations includes but is not limited to dishonest or attempted dishonest conduct such as speaking to other candidates or communicating with them under any circumstances whatsoever; bringing into the examination room any textbook, notebook, memorandum, other written material or mechanical or electronic device not authorized by the examiner; writing an examination or part of it, or consulting any person or materials outside the confines of the examination room without permission to do so, or leaving answer papers exposed to view, or persistent attempts to read other students' examination papers.

3. **Other academic misconduct** includes, but is not limited to, tampering or attempts to tamper with examination scripts, class work, grades and/or class records; failure to abide by directions by an instructor regarding the individuality of work handed in; the acquisition, attempted acquisition, possession, and/or distribution of examination materials or information not authorized by the instructor; the impersonation of another student in an examination or other class assignment; the falsification or fabrication of clinical or laboratory reports; the non-authorized tape recording of lectures.

4. Any student who voluntarily and consciously aids another student in the commission of one of these offences is also guilty of academic misconduct.

DISABILITIES AND ACADEMIC ACCOMMODATION



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It is the student's responsibility to request academic accommodations. Students with a documented disability who may require academic accommodation and have not registered with the Disability Resource Centre should contact their office at 220-8237. Students who have not registered with the Disability Resource Centre are not eligible for formal academic accommodation. Students also required to discuss their needs with the instructor no later than fourteen (14) days after the start of this course.

EMERGENCY EVACUATION ASSEMBLY POINTS

Craigie Hall: Professional Faculties food court (alternate: Education Block food court)
Education Block and Tower: Scurfield Hall atrium (alternate: Professional Faculties food court)
Kinesiology: north courtyard, MacEwan Student Centre (alternate: University Theatres lobby)
For the complete list of assembly points please consult
<http://www.ucalgary.ca/emergencyplan/assemblypoints>

FACULTY OF ARTS PROGRAM ADVISING AND STUDENT INFORMATION RESOURCES

- Have a question, but not sure where to start? The new Faculty of Arts Program Information Centre (PIC) is your information resource for everything in Arts! Drop in at SS110, call us at 403-220-3580 or email us at artsads@ucalgary.ca. You can also visit the Faculty of Arts website at <http://arts.ucalgary.ca/undergraduate> which has detailed information on common academic concerns.
- For program planning and advice, contact the Student Success Centre (formerly the Undergraduate programs Office) at (403) 220-5881 or visit them in their new space on the 3rd Floor of the Taylor Family Digital Library.
- For registration (add/drop/swap), paying fees and assistance with your Student Centre, contact Enrolment Services at (403) 210-ROCK [7625] or visit them at the MacKimmie Library Block.

Contact for Students Union Representatives for the Faculty of Arts:

arts1@su.ucalgary.ca, arts2@su.ucalgary.ca, arts3@su.ucalgary.ca, arts4@su.ucalgary.ca

FREEDOM OF INFORMATION AND PRIVACY (FOIP) ACT

Graded assignments will be retained by the Department for three months and subsequently sent for confidential shredding. Final examinations will be kept for one calendar year and subsequently sent for confidential shredding. Said material is exclusively available to the student and to the department staff requiring it.

Please see <http://www.ucalgary.ca/secretariat/privacy> for complete information on the disclosure of personal records.

INTERNET AND ELECTRONIC COMMUNICATION DEVICES

Devices such as laptops, palmtops and smartbooks are allowed provided that they are used exclusively for instructional purposes and do not cause disruption to the instructor and to fellow students. Cellular telephones, blackberries and other mobile communication tools are not permitted and must be switched off.

SAFEWALK

To request a Safewalk escort anywhere on campus, 24 hours a day and seven days a week, please call 403-220-5333 or use one of the Help Phones.

Web: <http://www.ucalgary.ca/security/safewalk>

STUDENT UNION INFORMATION

Representatives and contact details: <http://www.su.ucalgary.ca/home/contact.html>

Student Ombudsman: <http://www.su.ucalgary.ca/services/student-services/student-rights.html>

WRITING ACROSS THE CURRICULUM



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Writing skills should cross all disciplines. Students are expected to do a substantial amount of writing in their courses and, where appropriate, instructors can and should use writing and the grading thereof as a factor in the evaluation of student work. The services provided by the Writing Centre in the Effective Writing Office (<http://www.efwr.ucalgary.ca/>) can be utilized by all undergraduate and graduate students who feel they require further assistance.