

CENS 404 / GERN 344-101 – 2025, Winter Term 1 <i>Gender and Nation - Tradition and Change (19th Century Literature)</i> Instructor: Dr. Gaby Pailer, Professor of German Literature / European Studies Time: Tuesday + Thursday, 9:30 to 11:00 pm. (multi-access)	 Rome, Palatine Hill © Gaby Pailer
<u>Course Description</u> This combined course CENS 404 / GERN 344 is focused on concepts of “nation” in literary works of central, eastern and northern Europe in relation to discourses of personal and political Emancipation, Enlightenment, as well as Orientalism. It falls into four modules: (1) Women’s Concepts of “Nation” in Canada and Europe, focuses on narrative prose between Canadian First Nations and German women authors’ perspectives. (2) Emancipation, Revolution and “Nation”, focuses on political poetry of the 1840s in central Europe. (3) Enlightenment, Race, Religion and “Nation” presents 18th century plays about crusades, colonialism, slavery and gender (4) Gender Politics and “Nation” around 1900, discussing plays focused on para-military definitions of ‘nation-states’ and the role of officers’ daughters. CENS 404 has no prerequisites. Language of instruction is English. GERN 344 requires GERM 210/GERN 202 or equivalent level. Students will read the German materials covered in the course in German. Some group work and assignments are required in German All course materials will be provided on Canvas. It is taught in mixed-mode of in-person and online meetings and assignments. Remote participation via Zoom is possible. Please inquire with instructor.	With sincere gratitude I acknowledge that I am a European settler and am privileged to play, work, and live on the unceded, ancestral, and continually occupied territories of the xʷməθkʷəṽəm (Musqueam), Skwxwú7mesh úxwumixw (Squamish), Tsleil-Waututh (Slay-wa-tuth), and W̱SÁNEĆ (Saanich) Peoples.

Course Syllabus / Lesson Plan

Week/Date	Chapters and Topics	Assignments
W1	Welcome – Introduction – Land Acknowledgement	
Sept. 4 (online)	Introdcution and Land Acknowledgement: „An Indigenous Woman Scholar’s Prayer“ / „Gebet einer indigenen Wissenschaftlerin“ (Dr. Alice Te Punga Somerville)	<i>In all in-class group work, we’ll use these four research questions:</i> (1) Gender, Society, and “Nation”; (2) Family, Community, and Education; (3) Generation, Tradition, and Change; (4) Religion, Custom, and Race

W 2-3	Module 1: Women's Concepts of "Nation" in Canada and Europe	
Sept. 9+11 Sept. 16+18 Sept. 23	Narrative Prose (selected chapters of each): <u>Adolescence</u> : Nadine Neema, <i>Journal of a Traveling Girl</i> ; Gabriele Reuter, <i>From a Good Family</i> . <u>Age</u> : Velma Wallis, <i>Two Old Women</i> ; Hedwig Dohm, <i>Become who you are</i> , and Dohm / <i>Women's Nature and Privilege</i> (Essay).	
W 4-6	Module 2: Poetry - Emancipation, Revolution and "Nation"	
Sept. 26 Sept. 30+Oct. 2 Oct. 7+9	<u>Anthems</u> Hofmann von Fallersleben, "Germany above all". Louise Otto, "Emancipation for All". <u>Workers' Rebellion / 1848 Revolution</u> Heinrich Heine, "The Weavers"; Lousie Aston, "Song of a Silesian Weaver"; Louise Otto, "Klöpplerinnen" (lace-makers)	Module Check-In 1 (Mod. 1-2 – in-class - Oct. 9)
W 7-9	Module 3: Drama - Race, Religion and "Nation"	
Oct. 14+16 Oct. 21+23 Oct. 28+30	<u>Enlightenment Dramas</u> Gotthold Ephraim Lessing, <i>Nathan the Wise</i> (1779). Voltaire, <i>Zaire</i> (1733) transl. by Aron Hill. <u>Theory: Elighntenment – Gender - Race</u> Adorno / Horkheimer, <i>Dialectic of Enlightenment</i> . ("Odysseus and the Sirens") Judith Butler, <i>Antigone's Claim. Kinship between Life and Death</i> . ("Introduction") Edward Said, <i>Orientalism</i> ("Introduction")	
W 10-12	Module 4: Theatre - Gender Politics and "Nation"	
Nov. 4+6 (Nov. 10-12 = Reading Break) Nov. 13 Nov. 17+19	<u>Naturalism and Avant-Garde Theatre</u> Hendrik Ibsen, <i>Hedda Gabler</i> Christa Winsloe, <i>Yesterday and Today (Girls in Uniform)</i> (drama and film adaptations) <u>Theory: Gender, Politics, and "Nation"</u> Ute Frevert, "Gender Orders and Disorders, in: Nineteenth-Century Germany" (in: <i>Nineteenth-Century Germany. Politics, Culture, and Society 1780-1918</i> , ed. John Breuilly, 2 nd ed. Bloomsbury, 2020. Linda Hutcheon, "Eruptions of Postmodernity", in: <i>Greening the Maple. Canadian Ecocriticism in Context</i> , ed. Nicholas Bradley et al., University of Calgary Press 2014.	Module Check-In 2 (Mod. 3+4, online, due: Nov. 24)
W 13-14	Module 5: Review and Student Presentations	

Nov. 25+27 Dec. 2, 4, and 5	Review of course materials. Poster/ Slide presentations (conference style, on Zoom) Slide/poster upload and final research statement due: Dec. 10	Research Statement (due Nov. 28) Slide/Poster-Presentations (Dec. 2,4, and 5 – on Zoom)
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Course Materials

All required course materials will be provided on Canvas.

Some of the primary readings will be ordered in print at UBC Bookstore (optional).

Detailed Assignment Information

Participation, Preparation, Engagement with course material (15%)

The participation mark falls into two parts:

- 1) Regular participation – not more than two classes missed unexcused - 70%.
- 2) Preparation and engagement with course material – up to 30%.

Students will have an opportunity to self-assess their engagement with the course materials at the end of class. The instructor will assign a grade, considering quantitative and qualitative aspects of student effort and engagement put into this class.

In-class Group Work (15%)

Over the course of the term, we'll have group work sessions in class pertaining to our four research questions:

- (1) Gender, Society, and "Nation"
- (2) Family, Community, and Education
- (3) Generation, Tradition, and Change
- (4) Religion, Custom, and Race

Students will be in changing groups for the various readings we are treating in class. At the end of each group session students will report their findings in class.

Module Check-Ins (2 x 20%)

Students will write two Module check-ins. These are 75 minute quizzes comprising quiz questions (fill-in-the-blanks or text- entry) and one long essay question. Sample questions will be provided in class.

Module Check-In 1 covers Modules 1-2, and will be written in-class (unless otherwise arranged);

Module Check-In 2 covers Modules 3-4, and will be written online.

Research Statement 15%)

Students will draft a research statement of about 500 words, outlining the slide/poster presentation.

Students will choose one of the research questions and draft a comparative study of two of the course readings from two different modules. Students are encouraged to modify and custom-tailor their own research questions, outlining their flow of argument, and expected results.

Slide/Poster Presentation (15%)

On Zoom at the end of classes: Each students prepares a poster or slideshow presentation on Zoom, based on their Research Statement. After the presentations the instructor will assign a grade (A, B ... according to the UBC percentage scale, cf. below), considering quantitative and qualitative aspects of student effort and engagement put into this task. Rubrics of consideration: Preparation and presentation of materials; oral fluency, articulation, and flow of language.

All assignments will include an honour declaration by students that this is their original work and wording, and all sources used have been indicated and referenced.

Instructor Information

Contact

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Office Hour

In-person or Zoom meetings by appointment.
Gaby's Personal Zoom Room: [Join Zoom Meeting](https://us02web.zoom.us/j/6047268048?pwd=ek5QOHEvaFBGUUtzMi9ORm1sbzJlZz09)
<https://us02web.zoom.us/j/6047268048?pwd=ek5QOHEvaFBGUUtzMi9ORm1sbzJlZz09>

UBC Grading Policy (Student Services)

<https://vancouver.calendar.ubc.ca/campus-wide-policies-and-regulations/grading-practices/introduction>

In most faculties, individual courses are normally graded as follows:

Percentage (%) Letter Grade

90-100	A+
85-89	A
80-84	A-
76-79	B+
72-75	B
68-71	B-
64-67	C+
60-63	C
55-59	C-
50-54	D
0-49	F (Fail)