

LAND ACKNOWLEDGEMENT

UBC's Point Grey Campus is located on the traditional, ancestral, and unceded territory of the xwməθkwəyəm (Musqueam) people. The land it is situated on has always been a place of learning for the Musqueam people, who for millennia have passed on their culture, history, and traditions from one generation to the next on this site.

COURSE INFORMATION

Course Title	Course Code	Classroom and Time
VIENNESE MODERNISM	GMST 531C (3 credits) (x-listed as GMST 500A)	Buchanan D-228 Tue., 2–5:00 p.m.

Vienna was the site of a cultural explosion in the late 19th and early 20th centuries that helped to redefine—for better or worse—gender, sexuality, eroticism, mental health, myriad forms of cultural expression, and what it meant to be “modern.” The multilanguage, multicultural empire of Austria-Hungary bore witness to Sigmund Freud's psychoanalysis, Otto Wagner's architecture, Theodor Herzl's Zionism, Gustav Klimt's golden paintings, Egon Schiele's and Oskar Kokoschka's expressionism, Gustav Mahler's music, Emilie Flöge's fashion, the waltz, Ludwig Wittgenstein's crisis of language, Adolf Hitler's antisemitism, and the all-important culture of the coffeehouse—just to name a few.

Some of the course materials contain disturbing or challenging themes and imagery about topics such as gender and sexuality, death, illness, antisemitism, suicide, and violence. Speak with the professor if you have concerns.

CONTACTS

Professor	Contact Details	Office Location	Office Hours
Dr. Kyle Frackman	kyle.frackman@ubc.ca Tips: “How to email your profs effectively”	Buchanan Tower 925 or Zoom	Office Hours: Thu., 1–2:00 p.m. UBC Learning Commons Tips: “Making the Most of Office Hours”

SCHEDULE (SUBJECT TO CHANGE, ALSO DEPENDING ON YOUR INTERESTS)

German original titles are followed by titles of translations.

Date of Class	
Prepare for Class	In Class
Sept. 5, 2023	
UBC Imagine Day. No class session.	
Sept. 12, 2023	
- Schorske, xvii–xxx, 3–10 - Hofmannsthal, “Preuße und Österreicher” (“Prussians and Austrians,” 103–106) - Zweig, ch. 1, “Die Welt der Sicherheit” (“The World of Security”)	Introductions + Course Overview + Limitations Historical Background The Croissant

Date of Class	
Prepare for Class	In Class
Sept. 19, 2023	
- Schorske, 24–72 - Musil, “Kakanien” (“Kakania”) - Johnston, 45–50	No Class (Prof away)
Sept. 26, 2023	
- Schorske, 72–110 - Polgar, “Theorie des Café Central” (“Theory of the Café Central”) - Zweig, exc. “Die Schule im vorigen Jahrhundert” – whole paragraph starting with “Um dies zu verstehen...” (Zweig, 39–41) - Herzog, 50–54 on Zweig	Viennese Society, Ringstraße, Architecture Architecture, Coffeehouses, Literary Culture Coffee
Oct. 3, 2023	
- Bahr, “Die Überwindung des Naturalismus” (128–33) (“The Overcoming of Naturalism,” 48–51) - Hofmannsthal, poems “Manche freilich. . .” (“Many will of course. . .”) “Terzinen über Vergänglichkeit I–IV” (“On the Transitory: I–IV”) “Die Beiden” (“The Two,” 28) “Vorfrühling” (“Early Spring,” 23) “Reiselied” (“Travel Song,” 27) “Weltgeheimnis” (“World Secret,” 32) “Ballade des äußeren Lebens” (“Of the Outward Life,” 33) - Herzog, 54–57 on Hofmannsthal - Kraus, “die demolirte Literature” (“Demolished Literature”)	Young Vienna and Modernism
Oct. 10, 2023	
- Schorske, 10–23 - Schnitzler, <i>Reigen</i> (<i>La Ronde</i>) - Schnitzler, <i>Anatol</i> (“Frage an das Schicksal,” “Ask No Questions”) J. Strauss, Jr., <i>Die Fledermaus</i> - Johnston, 128–31	Sexual Relationships and Culture The Waltz

Date of Class	
Prepare for Class	In Class
Oct. 17, 2023	
- Schorske, 181–207 - Freud, exc. <i>Die Traumdeutung</i> (<i>The Interpretation of Dreams</i>) - Freud, exc. <i>Drei Abhandlungen zur Sexualtheorie</i> (<i>Three Essays on the Theory of Sexuality</i>) and/or “Dora” - optional: Johnston, 238–51	Freud and Mach: The Individual
Oct. 24, 2023	
Musil's <i>Die Verwirrungen des Zöglings Törleß</i> (<i>The Confusions of Young Törless</i>)	Confusions: Musil's <i>Törleß</i>
Oct. 31, 2023	
- Schnitzler, “Lt. Gustl” <i>Colonel Redl</i> - Zweig on Redl (“Glanz und Schatten über Europa” from “Nun ist es...” to “dem Weltkrieg schon gewesen” (“Light and Shadow over Europe,” 205–08) - Hamann, 304–11 (“Czechs in Vienna”)	Military Tradition Abstract due
Nov. 7, 2023	
- Schorske, 117–75 - Hamann, 325–47 (“Jews in Vienna”) - Spector, 19–39 - Schnitzler, “Antisemitismus in Wien” (“Antisemitism in Vienna” in “My Youth in Vienna”)	Antisemitism and Zionism <i>Sachertorte</i> Annotated Bibliography due
Nov. 14, 2023	
Midterm Break. No class session.	
Nov. 21, 2023	
- Schorske, 208–78 - Weininger, exc. <i>Geschlecht und Charakter</i> (<i>Sex and Character</i>) - Meisel-Hess, 223–31	Sex(uality) and Gender: Klimt and Weininger Jelly donut
Nov. 28, 2023	
- Wittgenstein, exc. <i>Tractatus Logico-philosophicus</i> - Johnston, 207–13	Language Crisis

Date of Class	
Prepare for Class	In Class
Dec. 5, 2023	
- Loos, "Ornament and Crime" - Kokoschka, <i>Mörder, Hoffnung der Frauen</i> (<i>Murderer, Hope of Women</i>) - Kraus, "In dieser großen Zeit" ("In these great times") - Trakl, "Grotek" - Morton, exc. <i>Thunder at Twilight</i> - Zweig, "Glanz und Schatten über Europa" from "Das war das erste Mal" to "in tausend Stücke schlug" ("Light and Shadow over Europe," 208–13)	Expressionism + The Explosive <i>Fin de Siècle</i> : End of an Era
Final Research Paper due Dec. 15, 2023 , submitted on Canvas	

LEARNING OUTCOMES

Upon successful completion of this course (i.e., with active attendance and participation, completion of reading and writing assignments, and exams), students will be able to:

1. Identify characteristics of modernism and its emergence in the Austrian context;
2. Categorize modernist developments according to mode of production (literature vs. music vs. architecture vs. visual art);
3. Describe elements of cultural and historical context that informed the texts we encounter in the course;
4. Distinguish themes like gender, sexuality, class, nation, and religion and how they played a role in the development of cultural works from this period.

LEARNING MATERIALS

1. Musil, Robert. *Die Verwirrungen des Zöglings Törleß*. Berlin: Suhrkamp, 2013. On reserve in Koerner Library. Online (German) version of 1906 first edition: <https://www.gutenberg.org/ebooks/34717>.
2. Schorske, Carl. *Fin-de-Siècle Vienna: Politics and Culture*. NY: Vintage, 1981. (Ordered at the UBC Bookstore)
3. Naxos Music Library password: coffeehouse
4. All other course materials will be available via Canvas or Library Online Course Reserves (LOCR). The best way to find the materials is to use LOC's search function.

Students with German proficiency must read German texts in the original.

Speak with the professor if you have difficulty accessing or purchasing required materials.

Additional research resources are available through Canvas or from the professor.

ASSESSMENTS OF LEARNING

Grade Breakdown

Attendance, participation, and preparation	15%
Weekly reading responses	30%
Discussion facilitation	15%
Final research paper	40%

Abstract (5%)
Annotated Bibliography (10%)
Final paper (25%)

Attendance, participation, and preparation

Attendance at the weekly seminar session is required, and your active participation is requested. Punctuality is also appreciated. We will have our best discussions when everyone has completed the required reading/viewing/listening assignments before class. Your classmates will benefit from your preparedness as you will from theirs.

Weekly reading responses

There are two components to this portion of the course to be submitted on Canvas, but you may want to bring them in electronic or paper format for your reference. (1) Each week by classtime, you must submit three to four questions about or related to the readings that we could include in our class discussion. These questions must go beyond purely factual or plot-based topics. Like the short papers, these should demonstrate your engagement with the course texts. (2) Each week, due by classtime on Tuesdays, you will write a 2-3-page reflection or response paper in which you engage with the week's readings. These can be relatively informal, but please use complete sentences. Do not summarize the readings. Responses that are undeveloped, show little engagement, or do not meet expectations may be returned for a rewrite. I will mark these ✓+ (excellent, extra credit), ✓ (good, satisfactory, full credit), ✓- (underdeveloped, unsatisfactory, partial credit), – (insufficient, no credit without rewrite).

There are multiple goals with these assignments, including helping you to prepare for the class discussion; giving you a concrete opportunity to express complex thoughts about the readings in draft scholarly prose; and experimenting with ideas that could form the basis of your final research paper or inspire future work. Responses may be written in either English or German.

Discussion facilitation

You will guide our discussion for one part of a session (45–60 minutes). This will require you to prepare materials in advance (e.g., reading the texts, suggesting reading and discussion questions, presenting background material) and engage your classmates and me in a discussion of the week's texts. I will distribute detailed guidelines in advance. Feel free to experiment with your approach, but include these elements: (1) Give an overview of the text(s) at hand. For primary texts, teach us a little about their background; for secondary/theory texts, summarize the text's argument or contribution before we proceed with discussion. (2) Select at least one section or passage that is challenging or intriguing that we can focus on for at least part of our discussion. (3) Develop and integrate three discussion questions into the lesson that help us think about these texts' relationship to the rest of the course and readings. (These can be the same as your questions for the weekly reading response.)

Final research paper

In the final paper for the course (ca. 20 pages), you must develop and sustain an argument on a topic related to or emerging from the course. An abstract and annotated bibliography will be due in advance (more details TBA). I am available to discuss potential paper topics as well as the ways in which the course intersects with your studies and interests. Germanic Studies graduate students must draw on original, German-language source material. Please upload an electronic version (MS Word) to Canvas.

UBC Grading Scale

A+	90–100%	B+	76–79%	C+	64–67%	D	50–54%
A	85–89%	B	72–75%	C	60–63%	F	< 50%
A-	80–84%	B-	68–71%	C-	55–59%		

UNIVERSITY POLICIES

UBC provides resources to support student learning and to maintain healthy lifestyles but recognizes that sometimes crises arise and so there are additional resources to access including

those for survivors of sexual violence. UBC values respect for the person and ideas of all members of the academic community. Harassment and discrimination are not tolerated nor is suppression of academic freedom. UBC provides appropriate accommodation for students with disabilities and for religious observances. UBC values academic honesty and students are expected to acknowledge the ideas generated by others and to uphold the highest academic standards in all of their actions. Visit <https://students.ubc.ca/support/>.

ACADEMIC INTEGRITY

The academic enterprise is founded on honesty, civility, and integrity. As members of this enterprise, all students are expected to know, understand, and follow the codes of conduct regarding academic integrity. At the most basic level, this means submitting only original work done by you and acknowledging all sources of information or ideas and attributing them to others as required. This also means you should not cheat, copy, or mislead others about what is your work; nor should you help others to do so.

As a student, your number one task is to learn new things. Just like your professors, however, you are a member of a university scholarly community. As a part of this community, you are responsible for engaging with existing knowledge and contributing ideas of your own. Academics—including you!—build knowledge through rigorous research that expands on the contributions of others, both in the faraway past and around the world today. This is called scholarship. Academic integrity, in short, means being an honest, diligent, and responsible scholar. This includes:

- Accurately reporting the results of your research.
- Taking exams without cheating.
- Completing assignments independently or acknowledging collaboration when appropriate. Collaboration through group work is an effective way to learn. I will clearly indicate when you should collaborate, for example during in-class group work and on some online homework assignments.
- Creating and expressing your own original ideas.
- Engaging with the ideas of others, both past and present, in a variety of scholarly platforms such as research journals, books by academics, lectures, etc.
- Explicitly acknowledging the sources of your knowledge, especially through accurate citation practices.

Any work you submit for this course, including but not limited to discussion posts, quiz responses, midterms, tests, finals, exams must be your original work done by you. Anything you use in your written work, directly or indirectly, must be cited (e.g., if you are paraphrasing or using a quotation, if you are using class notes or lecture slides, etc.). Not citing or referring to the quotation and the original source may constitute academic dishonesty. Unless explicitly part of the assignment, you are expected to work individually. Violations of academic integrity (i.e., misconduct) lead to the breakdown of the academic enterprise, and therefore serious consequences arise, and harsh sanctions are imposed. Incidences of plagiarism or cheating may result in a mark of zero on the assignment or exam and more serious consequences may apply if the matter is referred to the Dean's Office and/or President's Advisory Committee on Student Discipline. All UBC policies regarding academic misconduct apply in this course.

For written assignments and help with plagiarism and citation, see the [Centre for Writing and Scholarly Communication](#). *Feel free to ask the professor about academic integrity.*

Adapted from <https://academicintegrity.ubc.ca/>.

COURSE REQUIREMENTS AND POLICIES

Contact/Communication

All class announcements will appear on Canvas. I recommend receiving Canvas announcements in your email; you can learn how to manage Canvas notifications on this page: <https://lthub.ubc.ca/guides/canvas-student-guide/#manage-canvas-notifications-9>. I check email 1–2 times per day, Monday–Friday, 9am–5pm. If you email me, I will do my best to respond within 2 business days. If I haven't responded in 2 days, please send me a follow-up message. This also applies to all correspondence with the course TAs. **Please include a subject line and use your full name.** To make your emails more successful, check out this guide: <https://students.ubc.ca/ubclife/inbox-1-email-profs-effectively>. If you have more complex questions, please make an appointment to meet with me in office hours.

If you feel sick...

If you are experiencing cold- or flu-like symptoms (or of Covid-19), please stay at home and take care of yourself. Contact the professor as soon as you can so that we can assess your situation in the class.

Assignment Due Dates and Extensions

Assignment deadlines are set to help you manage your time, to help your learning, and to allow the professor time to assess your work. Grades on any late assignments will be reduced by 33% for every day beyond their original due date. If you require an extension due to health concerns, personal emergency, or other accommodations, please get in touch with the professor as soon as possible. Anyone who registers for the course remains responsible for the earlier assignments and course material.

Grade Grievances

If you disagree with a grade that you have received and want to challenge it, you must follow the policy described below. I reserve the right not to consider your request if you do not follow this policy.

1. Wait 24–48 hours after you receive the grade.
2. Email the professor a statement fully explaining your complaint or disagreement.
3. Make an appointment to meet with the professor to discuss your written complaint/question.
4. The professor will send a decision to you by email after our meeting.
5. If you disagree with this decision, please request a meeting with the Head of the Department of Central, Eastern, and Northern European Studies, Dr. David Gramling, and Dr. Frackman to discuss the matter further.
6. In cases involving academic conduct, see the UBC policies described below and listed online.

CLASSROOM ENVIRONMENT

Please act ethically, practice academic integrity, and treat fellow students and the professor with dignity and respect. I will make decisions ethically and fairly, treat you with dignity and respect, and pay attention to individual circumstances. Please actively participate in discussions, respond to questions in lectures, and support the learning of all students in the class and your own. I will be available to answer questions and provide support to help your learning. Please communicate with me if you find yourself struggling with material. We will reach out if we notice that you are missing assignments or classes. I may also use [Early Alert](#) as a way to provide further support for those who may be struggling.

If you use an electronic device in class, please refrain as much as possible from activities not related to your notes or class work. It is distracting to you, your classmates, and the teaching team.

STUDENT SUPPORTS

UBC provides resources to support student learning and to maintain healthy lifestyles but recognizes that sometimes crises arise and so there are additional resources to access including those for survivors of sexual violence. UBC values respect for the person and ideas of all members of the academic community. Harassment and discrimination are not tolerated nor is suppression of academic freedom. UBC provides appropriate accommodation for students with disabilities and for religious and cultural observances. UBC values academic honesty and students are expected to acknowledge the ideas generated by others and to uphold the highest academic standards in all their actions. Details of the policies and how to access support are available here: <https://students.ubc.ca/support/>.

Accommodations

If you have a documented disability that affects your learning in the classroom or your performance on assignments or exams, please contact the [Centre for Accessibility](#) in Brock Hall.

Academic Advising

If you need guidance with degree progress or if you need to apply for an academic concession to help you deal with extraordinary circumstances that are affecting your success, reach out to [Academic Advisors](#).

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I work hard to provide all the materials you need to succeed in this course. In return, please respect my work. All assignment instructions, questions and answers, discussion questions, announcements, PowerPoint slides, audio/video recordings, Canvas modules, and any other materials provided to you are for use in this course by students currently enrolled. It is unacceptable to share any of these materials beyond our course, including by posting on file-sharing websites (e.g., CourseHero, Google Docs). It is unacceptable to copy and paste sentences from teaching materials into for-profit software (e.g., Quizlet) for use in studying. Respect the teaching team's intellectual property and follow copyright law. *You may not record classes, lectures, discussions, etc. without explicit permission.*

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