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## **GET 4930 German Youth Movements**

**T 7 & 8 - R 8 – RNK 215 (T) and 220 (R)**

Since the second half of the 18<sup>th</sup> century, youth movements have had a special place in the cultural history of Germany. The cultural contributions of each movement vary significantly, as do their positions toward the established “adult” world. Some of these movements were only loosely organized, some of them institutionalized themselves in the form of real organizations or became part of larger organizations.

### **Course Objectives:**

- To understand how – in the midst of the Enlightenment -- the idea of the superiority of the youthful mind came about within German culture and society.
- To understand the cultural importance of the Sturm und Drang (Storm and Stress), the seminal German youth movement whose most famous members later became the classical German authors and poets.
- To understand the opposition of the young (early) Romantics to the Classics and their epoch-making new concepts in the realms of German arts and politics.
- To understand the Young Germans (Young Germany) and their revolutionary aesthetic, political, and economic theories, which later became the foundations of German socialism.
- To understand the German “fraternities” (Burschenschaften) in the first half of the 19<sup>th</sup> century and their “radical” political programs and activities.
- To understand how the political involvement of the early youth movements took a turn after the failure of the Revolution of 1848 towards a focus on nature and natural forms of life (Der Wandervogel, die Pfadfinder, die Lebensreform, die Freikörperkultur, etc.).
- To understand how youth organizations became an integrated part of institutions such as political parties (Hitlerjugend, die Falken, Junge Pioniere etc.) and churches (Quickborn) throughout the 20<sup>th</sup> century.
- To understand the ‘Halbstarken’, the first West German youth movement after WW II and its opposition to the post-war society in the Federal republic.
- To understand the German student movement of 1968 and its transformation into the terrorist activities of the Baader-Meinhof group.
- To understand current German youth movements such as the Punks, Skinheads, Hooligans, Surfer, and Skaters, etc

First, we will study the historical and cultural circumstances that made the emergence of youth movements within the Enlightenment possible:

- new cultural theories
- new pedagogical theories
- philosophy of sensibility
- philosophy of enthusiasm
- new cult of nature and genius
- new understanding of the arts
- the cult of friendship
- emergence of a new mother-and-children-centered family life
- the French Revolution

Then we will study the individual movements as they appeared historically and within their historical contexts.

### **Procedures:**

This course is taught in German. All the literary texts will be available online in both German and English versions. The visual materials are mainly available in German.

This course has a digital component in Canvas, the course management system licensed by the University of Florida. Students will find the links to the texts, videos and films discussed in class in Canvas. In addition, using the Discussion tool in Canvas, students will publish their analysis/understanding of the texts, videos and films before they are discussed in class.

Each student will take over the task to introduce orally several of the topics to be discussed in class.

There will be a midterm and a final exam. These exams are take-home exams in the form of questions students have to answer in short answers or essays. The midterm exam will take place after we have finished Module 3. The final exam is to be handed in no later than April 28<sup>th</sup>.

The questions for the midterm and final exams will be presented as Assignments in Canvas. The students' short essays have to be attached to the Assignment page and uploaded into the course. All essays will be checked for plagiarism. If it is proven that students copied texts from the Internet into their essay they will receive 0 points for the essay.

### **Academic Honesty:**

On all work submitted for credit the following pledge is either required or implied:

On my honor, I have neither given nor received unauthorized aid in doing this assignment.

Violations of this policy will result in disciplinary action according to the judicial process.

For more details go to: <http://www.aa.ufl.edu/aa/Rules/4017.htm>

### **Students with disabilities:**

Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation.

### **Make-up Policy:**

There are NO MAKE-UPS for un-excused absences. The instructor may allow students to hand in late homework assignments in certain mitigating circumstances.

### **Attendance and Late Policy:**

Students will be permitted one unexcused absence per semester. An excused absence is either one for which a medical certificate is provided or a certified University activity for which a written excuse from the University is provided. A medical certificate must clearly state that the student was unable to attend class on the date the class was missed. (For exceptions of this policy see next item.) While there is no limit to the number of excused absences, the student is still responsible for making up missed work.

A class roll will be passed around at the beginning of the class. If a student is late, he or she will have to sign the roll after the class. Late arrivals distract other students and the instructor and will affect the student's final participation grade.

Student will lose 1% from their final grades for every unexcused absence after the first such absence as well as 1% from their final grade each time they arrive late.

### **GRADING**

25% Written discussion contribution and oral introduction of topics

20% Participation in class discussion

25% Midterm

30% Final

### **READING LIST, VIDEOS and FILMS:**

#### **Module 1**

- **Film: Goethe**
- **J.W. von Goethe: Die Leiden des Jungen Werthers**
- **J.W. von Goethe: Zum Schakespears-Tag (excerpts)**
- **J.W. von Goethe: Prometheus**
- **Friedrich von Schiller: Die Räuber (excerpts)**
- **Joseph von Eichendorff: Aus dem Leben eines Taugenichts**
- **Friedrich Hölderlin: Gesang des Deutschen**

## **Module 2**

- **In LeMo:**
  - **Vormärz**
  - **Wartburgfest**
  - **Die Karlsbader Beschlüsse**
- **Artikel: August von Kotzebue and Carl Ldwig Sand**
- **Heinrich Heine: Die Romantische Schule (Drittes Buch / Drittes Kapitel)**
- **Georg Büchner: Der Hessische Landbote**
- **Aus Fernsehserie „Die Deutschen“: Karl Marx und der Klassenkampf**
- **Karl Marx: Das Kommunistische Manifest**

## **Module 3**

- **In Fernsehserie „Die Deutschen“- Bismarck und das Deutsche Reich**
- **In LeMo: Das Kaiserreich**
- **Video: Das Jahrhundert der Kinder: Kaiserreich und Weimarer Republik**
- **Videos: Reformpädagogik**
- **Videos: Freikörperkultur**
- **Videos: Lebensreform**
- **In LeMo: Wandervogel**
- **Artikels and Videos: Wandervogel**
- **Videos: Lieder der Bündischen Jugend**
- **Videos: Burg Waldeck and Lieder der Burg Waldeck**

## **Module 4**

- **Artikel: Geschichte der Arbeiterjugend**
- **Video: Arbeiterlieder**
- **Videos: Die Falken**
- **Videos: Zeltlager und Kinderrepubliken**

## **Module 5**

- **Artikel: Katholische Jugend**
- **Artikel: Quickborn**
- **Artikel zu Romano Quardini**

## **Module 6**

- **Artikel und Videos: Hitlerjugend**
- **Film: Der Hitlerjunge Quex**
- **Artikel und Videos: Bund deutscher Mädels**
- **Artikel und Videos: Die Jungen Pioniere**

## **Module 7**

- **Dokumentation in Planet Wissen: Die Halbstarken**

- **Film: Die Halbstarken**
- **Film: Berlin Ecke Schönhauser Allee**

#### **Module 8**

- **Dokumentationen: Studentenbewegung**
- **Dokumentation: Rote Armee Fraktion**
- **Film: Deutschland im Herbst**

#### **Module 9**

- **Artikel zu heutigen Jugendbewegungen**