ATS3097 German Advanced 1
Library Research & Essay Writing Workshop

24 April 2018
Anna Rubinowski, Subject Librarian German Studies
Anne Holloway, Learning Skills Adviser Arts
Contact

Anna Rubinowski
Subject Librarian for German Studies
Anna.Rubinowski@monash.edu

Anne Holloway
Learning Skills Adviser for Arts
Anne.Holloway@monash.edu
Workshop Overview

- What do you want to work on?
- Getting started
- Develop and refine your essay question
- Research
- Develop and refine your argumentation
- Writing introductions and conclusions
- Essay structure
- Citing and referencing
what do you want to work on?
Online self-assessment

1. Visit [http://mars.mu](http://mars.mu) on your phone, tablet or laptop
2. Log in using your Authcate details
3. Touch the + symbol
4. Enter this code for your unit: 6ZJMR7
5. Answer questions when they pop up
Your assignment
Details of the task

**Due date:** Week 12

**Details of task:** Written essay on one of the texts discussed in class referencing at least 6 titles of relevant research literature

**Word limit:** 1,500 (in English)

**Value:** 40% of culture component
Your assignment
Criteria for marking

High Distinction (80-89%)
A well-written answer demonstrating an excellent understanding of the text and the critical and interpretive issues and debates raised by the question, together with clear evidence of critical analysis and reflection on the texts, some grasp of methodology, a demonstrated capacity for independent thought, and strong and well organised argument supported by evidence from the text. Presentation is of a very good standard (e.g. argumentative coherence, spelling, referencing, and grammar).

Pass (50-59%)
A solid answer which shows a satisfactory grasp of the main issues, some faults in expression, minor errors and omissions of essential material. Overall, the essay is focused on description with scant evidence of critical analysis or reflection. Critical sources are cited with little attempt at independent judgement. Guidelines for presentation (e.g. argumentative coherence, spelling, referencing, and grammar) have been met at a basic level.
Develop and refine your essay topic and question
The process of writing an essay

1. Analyse the topic
2. Brainstorm ideas
3. Research and read sources
4. Construct an outline/plan
5. Draft versions, revisiting steps 1 and 4
6. Edit and proofread before submitting
The process of developing a topic

1. **What interests you?**
2. **Preliminary research**
3. **Refine topic/question**
4. **Further research**
5. **Refine topic/question**
Step One: Choosing a Topic

Develop your essay question

- First seek an essay topic that is interesting to you.
- Second, make sure your topic is manageable in size.
- Third, your essay topic should preferably be phrased as a clearly defined question, rather than a statement.
Find your topic

Literary texts

- Kleist: Marquise von O....
- Goethe: Novelle
- Storm: Der Schimmelreiter
- Timm: Die Entdeckung der Currywurst
Find your topic
Tutorial and essay topics

1. Die Geschichte der Novelle (vom Decameron bis heute)
2. Die Theorie der Novelle (Falkentheorie etc.), Gattungstheorie
3. Heinrich Kleist: Die Marquise von O….
   a) Heinrich Kleist: Leben und Werk
   b) Das Rechtsverständnis in der Marquise von O….
   c) Das Geschlechterverhältnis in der Marquise von O…
4. Johann Wolfgang von Goethe: Novelle
   a) Johann Wolfgang von Goethe: Leben und Werk
   b) Analyse des Aufbaus (Handlungsstränge etc.)
   c) Die (christliche) Symbolik (Löwe, Verletzung des Löwen, Tiger, Knabe mit Flöte etc.)
5. Theodor Storm: Der Schimmelreiter
   a) Theodor Storm: Leben und Werk
   b) Der Schimmelreiter als Teufelspaktgeschichte
   c) Wissenschaft versus Aberglauben im Schimmelreiter
   d) Die Rolle von Natur und Landschaft im Schimmelreiter

6. Uwe Timm: Die Entdeckung der Currywurst
   a) Uwe Timm: Leben und Werk
   b) Funktion von Rahmen- und Binnenerzählung
   c) Privatleben und Kriegsgeschehen
   d) Die Nachkriegszeit und die Rolle der Currywurst
   e) Literarisierte Novellentheorie/Novellentheorie im Text
For our workshop, we will use Günter Grass’ *Katz und Maus* as example – don’t want to make it too easy for you!

**Topic:** *Katz und Maus*

Cat and Mouse, published in Germany in 1961 as *Katz und Maus*, is a novella by Günter Grass, the second book of the Danzig Trilogy, and the sequel to *The Tin Drum*. It is about Joachim Mahlke, an alienated only child without a father. The narrator Pilenz "alone could be termed his friend, if it were possible to be friends with Mahlke" (p. 78); much of Pilenz's narration addresses Mahlke directly by means of second-person narration. The story is set in Danzig (Gdańsk) around the time of the Second World War and Nazi rule.

https://en.wikipedia.org/wiki/Cat_and_Mouse_(novella)
Develop your essay question

Step Two: Brainstorming

- Mindmaps
- Bullet points
- Record yourself
- Free-writing
- Other ideas??
Develop your essay question

Step Three: Developing your Topic

- First seek an essay topic that is interesting to you.
- Second, make sure your topic is manageable in size.
- Third, your essay topic should preferably be phrased as a clearly defined question, rather than a statement.
Develop your essay question

Develop your question: How do you like to argue?

Ask yourself: What sort of question do I want to answer?

- Do you want to do a comparison?
- Do you prefer a close reading of the text?
- Are you interested in the genre of writing?
- Do you want to answer a yes/no question?
- Do you want a contentious statement that you can explore?
- Do you like responding to a quote?
Develop your essay question

Example Question

For our workshop, we will use Günter Grass’ *Katz und Maus* as example – don’t want to make it too easy for you!

**Topic**: *Katz und Maus*

**Essay question**: To what extent does Mahlke represent an allegory for Polish resistance against Nazism during the Second World War?
Research
Research


[Image of a webpage with a search for German culture and Novelle.

Advanced search | Sign in | A-Z eJournals | Databases

- Google Scholar
  - Google Scholar uses the familiar Google search engine to search peer-reviewed papers, theses, books, abstracts and articles, from academic publishers, professional societies, preprint repositories, universities and other scholarly organizations.

- MLA international bibliography
  - Indexes critical materials on literature, languages, linguistics, and folklore. Provides access to citations from worldwide publications, including periodicals, books, essay collections, working papers, proceedings, dissertations and bibliographies.

- JSTOR: the scholarly journal archive
  - Intended as a comprehensive archive of important scholarly journal literature, built by over 1,700 worldwide participants, including major Australian universities. Coverage includes: the arts, sciences, business, ecology and botany, language and literature, and music, extending from 17th century in some cases.

- Arts & Humanities Citation Index (A&HCI)
  - Arts & Humanities Citation Citation Index is a multidisciplinary index to the journal literature of the arts and humanities. It fully covers 1,169 of the world’s leading arts and humanities journals. It also indexes individually selected, relevant items from over 6,600 major science and social science journals.

http://guides.lib.monash.edu/german-studies/ATS3097

ATS3097 German Advanced 1 – Library Research and Essay Writing Workshop
Your turn!
Activity

1. Get together in groups and decide which one of the texts you want to work on.

2. Brainstorm and research possible essay topics on your chosen text.

3. Come up with an essay question.
Refining your Essay Topic

Make sure your topic is manageable in size.
• Think about your word limit (1500 words)……
• Narrow the focus of your topic so that you can say something meaningful in 1500 words
• How has our sample topic been narrowed?
  • **Topic**: *Katz und Maus*
  • **Essay Question**: How does Grass use the novella structure to create a modern allegory for post-war Germany?

Your essay topic should preferably be phrased as a clearly defined question, rather than a statement.
• Descriptive vs Analytical Questions
• What, where, who, when vs. How and Why
• **Essay Question**: To what extent Mahlke represent an allegory for Polish resistance against Nazism during the Second World War?
Essay structure:
Construct an outline/plan
Essay writing

For a 1,500 word essay, you should aim for (approximately) the following:

- **Introductory paragraph**: 10% (150 words)
- **Body**: 80% (1,200 words)
- **Concluding paragraph**: 10% (150 words)

Note: There is no set number of paragraphs per essay!
Essay structure

What is an argument?

An argument:
- States a position
- Gives reasons backed with evidence as support
- Considers the opposing arguments

- Answers your question!
Essay structure
Questions to ask yourself

- What is the question actually asking you?
- What are the key reasons for your position?
- What evidence do you have to support your argument?
- Does any specific scholarship help you articular your point? Why or why not?
- What theoretical ideas inform your argument. Explain why.
- What are the objections to your argument?
Essay structure

Example essay question

To what extent does Mahlke represent an allegory for Polish resistance against Nazism during the Second World War?
# Essay structure

## The first draft: a descriptive version

<table>
<thead>
<tr>
<th>Question</th>
<th>Death in Venice includes a lot of imagery and reference to Greek mythology. What were the Greek understandings of the concept of love and how are these alluded to in the novella?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Introduction</strong></td>
<td>Gunter Grass’s novella <em>Katz und Maus</em> depicts the pre and post war years in Danzig, and the petit-bourgeoisie of his youth. In the story the main protagonist, Mahlke, grows up an outsider in the town. He never fits in and after being expelled for stealing the Knight’s Medal of the young Nazi soldiers returning to school, he goes to join the war as a tank gunner. Coming back with his own medal, he is rejected from giving the same talk he idolised, and ends up vanishing into the bay of Danzig and the Polish U-boat sunken there. Mahlke is both himself half Polish, and tormented as ‘mouse’ by the new German state (the ‘cat’) that had developed a low tolerance for difference. In this essay I argue that it is Mahlke who makes this novella an allegory for Polish resistance against the Nazis.</td>
</tr>
<tr>
<td><strong>Point 1</strong></td>
<td>Representations of Nazism in <em>Katz und Maus</em></td>
</tr>
<tr>
<td><strong>Point 2</strong></td>
<td>Mahlke’s Polish identity as resistance</td>
</tr>
<tr>
<td><strong>Point 3</strong></td>
<td>Mahlke and Pilenz and the cat and mouse relationship</td>
</tr>
<tr>
<td><strong>Conclusion</strong></td>
<td>There three primary approaches to interpreting <em>Katz und Maus</em> within the academic literature: psychoanalytic, social critique, and the revolutionary struggle against German society’s corruption. In this essay I have argued that the heart of the novella is about resistance using the figure of Mahlke, but not simply his own Polish identity and not only about Nazism. Rather it is the uncertainty that he introduces into the rapidly hardening world he participates in. The way his distorted masculinity undermines that of the approved hero, his failures, his use of a entirely Catholic Catholicism and his inability to either change society, or even his own path. Threaded through Pilenz’s own elisions and half-truths, <em>Katz und Maus</em> is an attempt to revolt against multiple threads that were codified and hardened under the Nazis.</td>
</tr>
</tbody>
</table>
Essay writing: Draft versions, further research and argumentation
Defining **focus** of the conclusion of the first draft was **uncertainty vs absolutism in all the aspects of society**

Much of the debate within the academic literature presumes revolution in either narrative, allegory, history, or practice, but it is in all of them.

**Therefore:** We are examining how Mahlke is used to do this.

**Missing:** The role of a novella to unravel the ‘symbol’ characteristic of the genre, constantly remaking it through uncertainty in memory and place. This undoing is a revolution against the direct unity dictated by National Socialism.

Research

http://guides.lib.monash.edu/german-studies/ATS3097
## Essay writing

### Redrafting your essay

**Question:** In Death in Venice, love and desire are often portrayed in reference to Greek mythology and classical approaches to beauty and truth. How does Thomas Mann use classical Greek ideals to describe Aschenbach’s obsession with Tadzio in the short story, and was this approach radical for early twentieth century German literature?

**Introduction**

There are three primary approaches to interpreting *Katz und Maus* within the academic literature: psychoanalytic, social critique, and the revolutionary struggle against German society’s corruption. Implicit within these debates is the resistance to Grass to Nazism, and whether it lies in the narrative, the allegory, the history, the practice, or something else. But this ignores the nature of what was going on in German society at the time as a whole. In this essay I argue that Mahlke’s story is about resistance, but not simply Nazism. Rather it is the uncertainty that he introduces into the rapidly hardening world he participates in. *Katz und Maus* unravels the ‘symbol’ characteristic of the novella genre, constantly remaking it through uncertainty in memory and place, much like the early 1940s. This undoing is a revolution against the direct unity dictated by National Socialism, and its scars.

| Point 1 | Geography and the symbol (Mahlke) |
| Point 2 | Memory and the symbol |
| Point 3 | Masculinity and the symbol |

**Conclusion**

*Katz und Maus* is an attempt to revolt against that were codified and hardened under the Nazis. This is represented in the four main characteristics of Mahlke: his strange masculinity, his distorted Catholicism, his Polish identity and heroism, and his very ability to exist outside of the normal geographic boundaries. I have argued that they work together, threaded through Pilenz’s own elisions and half-truths to challenge and mirror the assumptions about the norms of the 1940s, and those of the reader. In this way Grass exploits the structures of the hero’s journey and the novella to create a work that never settles into easy answers, or allows for one simplistic reading of the text. Instead the constant shifting means that ‘unity’ is persistently undermined and questioned, and this in the end is the main form of resistance to the ideas that informed National Socialism.
Essay writing

Introduction

The problem you are addressing

*broad question or issue with some context*

Your main contention

*your answer to the problem*

How are you going to do it

*case study*
Essay writing
Rewriting your introduction

Original draft:

There are three primary approaches to interpreting *Katz und Maus* within the academic literature: psychoanalytic, social critique, and the revolutionary struggle against German society’s corruption. Implicit within these debates is the resistance to Nazism, and whether it lies in the narrative, the allegory, the history, or the practice. But this ignores the nature of what was going on in German society at the time as a whole. In this essay I argue that Mahlke’s story is about resistance, but not simply Nazism. Rather it is the uncertainty that he introduces into the rapidly hardening world he participates in. *Katz und Maus* unravels the ‘symbol’ characteristic of the novella genre, constantly remaking it through uncertainty in memory and place, much like the early 1940s. This undoing is a revolution against the direct unity dictated by National Socialism, and its scars.
Redrafted version:

There are three primary approaches to interpreting *Katz und Maus* within the academic literature: psychoanalytic, social critique, and the revolutionary struggle against German society's corruption. Implicit within these debates is the resistance to Grass's depictions of Nazism, and whether it lies in the narrative, the allegory, the history, or the practice. But this ignores the nature of what was going on in German society at the time as a whole. In this essay I argue that Mahlke's story is about resistance, but not simply Nazism. Rather it is the uncertainty that he introduces into the rapidly hardening world he participates in. *Katz und Maus* unravels the ‘symbol’ characteristic of the novella genre, constantly remaking it through uncertainty in memory and place, much like the early 1940s. This undoing is a revolution against the direct unity dictated by National Socialism, and its scars.
Essay writing

Conclusion

- What this argument helps you conclude
- major themes and issues the unit/topic is dealing with
- Outline your arguments in the body paragraphs
- Restate the problem
- Problem identified in the question
Original draft:

*Katz und Maus* is an attempt to revolt against that were codified and hardened under the Nazis. This is represented in the four main characteristics of Mahlke: his strange masculinity, his distorted Catholicism, his Polish identity and heroism, and his very ability to exist outside of the normal geographic boundaries. I have argued that they work together, threaded through Pilenz’s own elisions and half-truths to challenge and mirror the assumptions about the norms of the 1940s, and those of the reader. In this way Grass exploits the structures of the hero’s journey and the novella to create a work that never settles into easy answers, or allows for one simplistic reading of the text. Instead the constant shifting means that ‘unity’ is persistently undermined and questioned, and this in the end is the main form of resistance to the ideas that informed National Socialism.
**Redrafted version:**

*Katz und Maus* is an attempt to revolt against that were codified and hardened under the Nazis. This is represented in the four main characteristics of Mahlke: his strange masculinity, his distorted Catholicism, his Polish identity and heroism, and his very ability to exist outside of the normal geographic boundaries. I have argued that they work together, threaded through Pilenz’s own elisions and half-truths to challenge and mirror the assumptions about the norms of the 1940s, and those of the reader.

In this way Grass exploits the structures of the hero’s journey and the novella to create a work that never settles into easy answers, or allows for one simplistic reading of the text. Instead the constant shifting means that ‘unity’ is persistently undermined and questioned, and this in the end is the main form of resistance to the ideas that informed National Socialism.
Essay writing
Common issues

- Paragraphs that are too long/short.
- ‘Upside down’ paragraphs: the topic sentence is at the end.
- No evidence to support points, no specific examples.
- Avoiding the topic.
- No logical sequence.
Editing and proofreading
Citing and referencing
Citing and referencing: MLA 8th

Modern Language Association (MLA) Style Guide

The MLA system uses in-text citations rather than footnotes or endnotes. The citations in-text are very brief, usually just the author's family name and a relevant page number. These citations correspond to the full references in the list of works cited at the end of the document.

Instructions and examples in this MLA guide are based on more detailed information in:
Also refer to the MLA Style Center.

In-text citations - general points

- If the author's name is mentioned in the sentence, only cite the page number.
- If the author's name is not mentioned in the sentence, cite both the name and the page number.
- Font and capitalisation must match that in the reference list.
- Long quotations (more than four lines) should be indented.
- If you are citing more than one reference at the same point in a document, separate the references with a semicolon e.g. (Smith 150; Jackson 41).
- If the work has no author, use the title.
- If you are citing two works by the same author, put a comma after the author's name and add title words e.g. (Smyth, “Memories of Motherhood” 77) to distinguish between them in the in-text citation. Do this when citing each of the sources throughout the piece of writing.
- If two authors have the same surname, use their first initials e.g. (G. Brown 26).

http://guides.lib.monash.edu/citing-referencing/mla8
Editing and proofreading your work

Editing involves **improving the 'big picture'** of your assignment: whether it addresses the task requirements fully, how the paragraphs are structured and flow and so on.

Proofreading **focuses on specific details** like spelling, sentence structure, referencing etc.
Editing and proofreading your work
Need more help? Research and Learning Online

For Essay and Assignment Writing:
http://www.monash.edu/rlo/research-writing-assignments

For Editing and Proofreading:
https://www.monash.edu/rlo/research-writing-assignments/writing/editing-and-proofreading/editing-and-proofreading
Editing and proofreading your work

Need more help?

Research & Learning Point in the Matheson Library

10-15 minute consultations with a learning skills adviser and/or librarian, open to all students

Weeks 3-11
Monday to Thursday 12pm to 6pm, Friday 12pm to 4pm

Week 12 & Swot Vac
Monday to Friday 12pm to 4pm
German Studies
Library Drop-in sessions
Matheson Library T1

(ask at the Information Point if you don't know how to find the room).

Drop by if you have any questions or issues with your assignment for German Studies. We can help with research, finding and expressing your argument, essay structure, writing introduction and conclusion, citing and referencing, and anything else in regards to your assignment - with the exception of proofreading ;)

Week 11 Wednesday, 16 May: 11.30am-12.30pm
Week 12 Tuesday, 22 May: 2-3pm
Before we finish

Post-class survey
Contact

Anna Rubinowski
Subject Librarian for German Studies
Anna.Rubinowski@monash.edu

Anne Holloway
Learning Skills Adviser for Arts
Anne.Holloway@monash.edu