



Course Number: 01:470:275:01

Semester: Fall 2017

Course Index: 15565

Credits: 3

Meeting Times: Mondays & Wednesdays, 2:50–4:10 (Period 5)

Meeting Place: SC-204 (Scott Hall, Room 204)

Prerequisites: None

Instructor: Alexander E. Pichugin

Office Address: Department of Germanic, Russian and East European Languages and Literatures
RU Academic Building, 15 Seminary Place, Room 4134, New Brunswick, NJ 08901

Office Phone: 732.932.7201

E-mail address: pichugin@rutgers.edu

Office Hours: Tuesdays, 11:30 a.m. – 12:30 p.m. & by appointment
Scheduled meetings are given priority over walk-ins.

Course Description

This course is an interdisciplinary inquiry into seminal literary, artistic, social, political, and intellectual developments in the history of German-language cultures and thought from around 1750 to 1900. The course is open to first-year students and to all who might not necessarily wish to become a German major or minor but who seek, as part of a well-rounded liberal arts education, basic familiarity with the rich and often vexed history of things German and their impact on Europe and the world.

Topics include: Tolerance and the age of Enlightenment; Romantic music, painting and poetry; Romantic science; the Faust legend; industrialization and social change in the 19th Century; and others. Short readings of texts by Lessing, Kant, Goethe, the Brothers Grimm, Marx, Nietzsche, and others. Music by Mozart, Beethoven, Schubert, etc.

All readings and discussions in English.

By studying different genres of film and other forms of cultural production (literature, music, art) in relation to the general intellectual development of the period, students will gain insights into ideas, trends and discourses that have shaped contemporary German culture. As a learning outcome of the course, students will develop their ability to approach texts and works of art both analytically and synthetically, exploring the connections between the historical period and its cultural representation in critical and creative ways. The course is conducted in English. All course materials, discussions, and readings are in English. Some optional supplemental materials are in German. Students will have an option to complete written assignments in German.

Core Curriculum Learning Goal

The course satisfies the following Learning Goal of the Core Curriculum:

Area of Inquiry: Arts and the Humanities [AH]

- p Analyze arts and/or literatures in themselves and in relation to specific histories, values, languages, cultures, and technologies

Area of Inquiry: Cognitive Skills and Processes – Writing and Communication [WC]

- s-1 Communicate complex ideas effectively, in standard written English, to a general audience
- t Communicate effectively in modes appropriate to a discipline or area of inquiry
- v Analyze and synthesize information and ideas from multiple sources to generate new insights



Study Materials

The course materials or hyperlinks to online materials will be provided on the Sakai website (<http://sakai.rutgers.edu>). All students enrolled in this course already have access to Sakai. Students who do not have access need to contact the instructor. Students should check the website frequently for the most recent announcements and assignments.

The following recommended readings provide good overviews of the period and topics addressed in the course:

- Fulbrook, Mary. *A concise history of Germany*. 2nd ed. Cambridge University Press, 2004.
- Beutin, Wolfgang, et al. *A History of German literature: from the beginnings to the present day*. Routledge, 2005.

For the recommended German-language texts please contact the instructor.

Course Requirements

Class Participation and Discussion • 15%

In a course that is to a large degree based on class discussion, the contribution of each student consists in ideas that he/she articulates during class. Besides participating in the general discussion of readings assigned to the whole class, students will work in small groups as well as observe and comment on their classmates' presentations. The rubrics for participation are on p. 3.

Blog • 30% (2% × 15)

Each student will keep a blog on the Sakai Course Website. Blogging is one of the core activities of the course. It will help the students work with the course material in a systematic fashion, be prepared for each session, as well as express their personal views and opinions on the topics covered. The blog entries are visible to the student and the instructor only. The blogging entries will mainly consist of:

- Summaries of readings and videos
- Reaction pieces

To create a blog entry:

1. Open the Sakai Course Website
2. In the left pane click **Blogs**
3. Click **My Blog**
4. Click **Add blog entry**
5. In the Title area, write the title of your blog entry starting with appropriate number indicated in the Syllabus, e.g. [05 • Nathan the Wise • Plot Summary](#)
6. Write the text of your blog entry into the main text area
7. Below the text area, choose **Only site administrators and I can see this entry**
8. Click **Publish Entry** (or **Save Draft** or **Cancel**)

If you have not chosen the viewing permissions correctly and/or if you want to change your entry, click **Edit Entry**. Depending on the content, a blog entry can be 250 – 350 words. All blog assignments must be completed **before 10:00 a.m.** on the dates indicated. For each hour that a blog assignment is overdue 25% of its score will be automatically deducted.

Presentation • 20%

The presentation can be an individual or a group (up to 2 students) project based on a general topic covered. The topics and the dates of the presentations will be discussed in class. Each presentation consists of a 30-minute talk with the use of PowerPoint followed by a 15-minute question-and-answer session. It is crucial that the presenters speak and not read; therefore, students should take time to practice their presenting skills. By 6 p.m. on the day before the presentation, the presenter (one of the presenters) submits the PowerPoint file of the presentation named [275 – Topic – FirstName1 LastName1, FirstName2 LastName2.pptx](#), e.g., [275 – Viennese Classic – Michael Smith, Maria Johnson.pptx](#) and sent as an e-mail attachment to pichugin@rutgers.edu with the subject line [275 – Topic – FirstName1 LastName1, FirstName2 LastName2](#), e.g., [275 – Viennese Classic – Michael Smith, Maria Johnson](#).

Midterm Paper • 20%






The Midterm Paper is based on the material covered in sessions 02-14. The length of the Midterm Paper is 4 double-spaced pages. The format and the content of the paper will be discussed in class. It is expected that the Midterm Paper adheres consistently to the MLA formatting style. The Term Paper has to be saved as a PDF file named [275 – Midterm Paper – FirstName LastName.pdf](#), e.g., [275 – Midterm Paper – Michael Smith.pdf](#) and submitted by December 13 as an e-mail attachment to pichugin@rutgers.edu with the subject line [275 – Midterm Paper – FirstName LastName](#), e.g., [275 – Midterm Paper – Michael Smith](#).

Term Paper • 25%

At the end of the semester students will write a Term Paper. The length of the paper is 5 double-spaced pages. The format and the content of the paper will be discussed in class. It is expected that the Final Paper adheres consistently to the MLA formatting style. The Term Paper has to be saved as a PDF file named [275 – Term Paper – FirstName LastName.pdf](#), e.g., [275 – Term Paper – Michael Smith.pdf](#) and submitted by December 13 as an e-mail attachment to pichugin@rutgers.edu with the subject line [275 – Term Paper – FirstName LastName](#), e.g., [275 – Term Paper – Michael Smith](#).

Assessment

Grade Composition

Aspect	Percentage
 Class Participation	15%
 Blogs (15)	30%
 Presentation (single or with a partner)	20%
 Midterm Paper (4 pages)	15%
 Final Paper (5 pages)	20%

Grade Distribution

Grade	Points (%)
A	90–100
B+	85–89
B	80–84
C+	75–79
C	70–74
D	65–69
F	Below 65

Class Participation Rubrics

	Attentiveness	Contribution
Expectations are exceeded (90–100%)	The student always pays attention.	The student is always eager to contribute to class discussion, exercises, and group work. The student often asks questions. The student always volunteers answers.
Expectations are met (80–89%)	The student pays attention most of the time.	The student is usually eager to contribute to class discussion, exercises, and group work. The student occasionally asks questions and volunteers answers most of the time.
Expectations are barely met (70–79%)	The student sometimes pays attention.	The student is occasionally eager to contribute to class discussion, exercises, and group work. The student occasionally asks questions and sometimes volunteers answers.
Expectations are not met (65–69%)	The student rarely pays attention.	The student almost never contributes to class discussion, exercises, and group work. The student almost never asks questions or volunteers answers.

Communication with the Instructor

@ E-Mail

The best way to contact the instructor outside the classroom is to email pichugin@rutgers.edu. Generally, e-mails are answered within two business days. The subject line should include *275 – FirstName LastName*, e.g. *275 – Michael Smith – Question re....* This will help direct the message to the correct folder for quick processing. If the subject line is not formatted this way, the message may be read with delay.

Progress Reports

On the dates indicated in the Syllabus, students will write short progress reports, where they reflect upon the course and their individual progress. They will describe what they have learned, what more they would like to learn, what aspects of the course they like and dislike and why. The reports are not graded. They help the instructor better coordinate the students' expectations and progress with the learning goals of the course. The reports have to be sent as e-mail attachments to pichugin@rutgers.edu with the subject line *275 – Progress Report # – FirstName LastName*, e.g. *275 – Progress Report 2 – Michael Smith*.

Recommended Activities

1-Credit Introductory German Courses

The two courses below are designed primarily for students enrolled in Elementary German 101 and 102. Both are 1-credit courses and have no exam at the end. Both of these courses will give the students an additional opportunity to practice German at an introductory level.

103 • German for Travel • Wednesdays 2:50 – 4:10 • AB-2200

This course will introduce you to the language and culture of German-speaking countries focusing on the language competencies particularly relevant in travel situations. You will learn to speak about yourself in general and as traveler; ask basic travel questions; discuss your travel interests; learn about German-speaking countries and their inhabitants; orient yourself regarding the means of transportation and accommodations used in Europe; and learn to purchase tickets and book hotel rooms on German-language websites.

104 • German Conversation • Thursdays 1:10 – 2:30 • SC-201

This course will introduce you to the language and culture of German-speaking countries focusing on the language competencies particularly relevant for oral communication in everyday situations. You will learn how to speak about yourself; ask basic questions; share basic information about your family and relatives; speak about your studies; speak about objects relevant to everyday situations; speak about the weather; and express your likes and dislikes.

German Movie Nights

All Rutgers students of German are invited to German Movie Nights organized bi-weekly. The movies are shown in German with English subtitles. Admission is free. For more information contact Lena Claus at lena.claus@gmail.com.

Department and School Policies

Academic Integrity

Violation of academic integrity is an extremely serious matter; it can lead to a student's failing the course and being referred to the University's Office of Student Conduct for disciplinary action. When referring to ideas other than their own, students should always acknowledge their sources clearly and completely, whether they are quoting or paraphrasing. Note also that use of online translation services is not permitted as a tool for generating work submitted for course credit. Please see the University's policies on academic integrity at <http://academicintegrity.rutgers.edu> and discuss with the instructor any questions about this and related issues.

Attendance

All students must attend regularly and arrive prepared. If a student expects to miss one or two classes, he/she should use the University Self-Reporting Absence website (<https://sims.rutgers.edu/ssra>) to indicate the date and the reason for the absence. An e-mail notification is automatically sent to the instructor. Those who miss more than two class sessions without a compelling excuse should expect a one-step reduction in the course grade (i.e. an A becomes a B+, a B+ becomes a B). Every additional three absences may entail a further one-step grade-reduction. Three late arrivals count as one absence.

Note: It is the responsibility of the student who has been absent (for any reason) to find out what he/she has missed and obtain materials that may have been handed out.

Use of Electronic Devices

Cell phones and all other electronic devices (iPods, iPads, tablets, audio players, etc.) must be turned off during class out of respect for fellow students and the instructor.

Assistance and Support Services

Additional Assistance

Students are encouraged to come to their instructor's office hours with any questions and problems pertaining to class. Any student who needs additional help should contact the Learning Resource Center or the Department's tutors as soon as possible. Further details can be found at the Department website: <http://german.rutgers.edu>.

Dean of Students

- <http://deanofstudents.rutgers.edu>

Global/International Services

- <http://globalservices.rutgers.edu>

Public Safety

- RUPD: <http://publicsafety.rutgers.edu/rupd>
- Department of Transportation Services: <http://rudots.rutgers.edu>

Rutgers Health Services

- Student Health: <http://health.rutgers.edu>
- Student Medical Services: <http://rhsmedical.rutgers.edu>
- Pharmacy: <http://rhspharmacy.rutgers.edu>
- Health Outreach, Promotion & Education (H.O.P.E.): <http://rhshope.rutgers.edu>

Disability Support Services

Rutgers University welcomes students with disabilities into all of its educational programs. In order to receive consideration for reasonable accommodations, students with a disability have to familiarize themselves with procedures and policies regarding disability support services at the following website: <http://ods.rutgers.edu>. It is recommended that students seeking accommodations begin filing paperwork as soon as possible as the documentation review process may take up to 30 business days. Students are encouraged to speak with the instructor about these issues at the beginning of the term. All such conversations will be kept strictly confidential.

<https://ods.rutgers.edu> • 848.445.6800 • Lucy Stone Hall, Suite A145, 54 Joyce Kilmer Avenue, Piscataway, NJ 08854

Counseling, ADAP & Psychiatric Services (CAPS)

CAPS is a University mental health support service that includes counseling, alcohol and other drug assistance, and psychiatric services staffed by a team of professional within Rutgers Health services to support students' efforts to succeed at Rutgers University. CAPS offers a variety of services that include individual and group therapy, workshops, crisis intervention, referral to specialists in the community and consultation and collaboration with campus partners.

www.rhscaps.rutgers.edu • 848.932.7884 • 17 Senior Street, New Brunswick, NJ 08901

Just In Case Web App

This mobile application (<http://codu.co/cee05e>) helps access helpful mental-health information and resources in a mental health crisis on a smartphone or tablet and easily contact CAPS or RUPD.

Violence Prevention & Victim Assistance (VPVA)







The Office for Violence Prevention and Victim Assistance provides confidential crisis intervention, counseling and advocacy for victims of sexual and relationship violence and stalking to students, staff and faculty.

































www.vpva.rutgers.edu • 848.932.1181 • 3 Bartlett Street, New Brunswick, NJ 08901

Scarlet Listeners

This free and confidential peer counseling and referral hotline provides students with a comforting and supportive safe space. <http://www.scarletlisteners.com> • 732.247.5555

Course Schedule (Tentative)

Session	Date	Homework	In Class
01	We 09/06		Introduction • Syllabus • Sakai
02	Mo 09/11		 German Cultural History, Literary Epochs
03	We 09/13	 Blog Post 01 • Bach • Toccata and Fugue in D minor, BWV 565 • Personal Reaction	 German Music: Baroque Legacy
04	Mo 09/18	 Blog Post 02 • Kant: <i>Answering the Question: What is Enlightenment?</i> • Summary	 The Age of Enlightenment
05	We 09/20	 Blog Post 03 • <i>Nathan the Wise</i> • Plot Summary	 Lessing • <i>Nathan the Wise</i>  Presentation 01: Lessing
06	Mo 09/25		 Lessing • <i>Nathan the Wise</i>
07	We 09/27	 Blog Post 04 • <i>The Sorrows of Young Werther</i> • Summary	 Storm and Stress  Presentation 02: Goethe
08	Mo 10/02		 Goethe • <i>The Sorrows of Young Werther</i>
09	We 10/04		 Goethe • <i>The Sorrows of Young Werther</i>
10	Mo 10/09	 Blog Post 05 • Faust I • Plot Summary	 Weimar Classicism  Presentation 03: Faust Legend
11	We 10/11		 Goethe • <i>Faust I</i>
12	Mo 10/16		 Goethe • <i>Faust I</i>
13	We 10/18	 Blog Post 06 • Mozart • TBA • Personal Reaction	 Music: Viennese Classic
14	Mo 10/23	 Midterm Paper is due	 Music: Viennese Classic  Presentation 04: Viennese Classic Composers

Session	Date	Homework	In Class
15	We 10/25		 Romanticism
16	Mo 10/30	 Blog Post 07 • Caspar David Friedrich • Personal reaction	 Romantic Arts  Presentation 05: Romantic Arts
17	We 11/01		 Romantic Science  Presentation 06: Romantic Science
18	Mo 11/06	 Blog Post 08 • Kleist • <i>Michael Kolhaas</i>	 Kleist • <i>Michael Kolhaas</i>
19	We 11/08		 Kleist • <i>Michael Kolhaas</i>
20	Mo 11/13	 Blog Post 09 • Hoffmann • <i>The Sandman</i>	 Late Romanticism in Literature  Presentation 07: E.T.A. Hoffmann
21	We 11/15	 Blog Post 10 • Wagner • TBA • Personal reaction	 Romantic Music  Presentation 08: Romantic Composers
22	Mo 11/20	 Blog Post 11 • Droste-Hülshoff • <i>Jew's Beech</i>	 Biedermeier • Droste-Hülshoff • <i>Jew's Beech</i>  Presentation 09: Droste-Hülshoff
23	Mo 11/27	 Blog Post 12 • Büchner • <i>Woyzeck</i>	 Vormärz • Büchner • <i>Woyzeck</i>  Presentation 10: Büchner
24	We 11/29		 Realism
25	Mo 12/04	 Blog Post 13 • Stifter • <i>Bunte Steine</i> (1)	 Stifter • <i>Bunte Steine</i>  Presentation 11: Stifter
26	We 12/06	 Blog Post 14 • Stifter • <i>Bunte Steine</i> (2)	 Stifter • <i>Bunte Steine</i>
27	Mo 12/11	 Blog Post 15 • Hauptmann • <i>Bahnwärter Thiel</i>	 Naturalism • Hauptmann  Presentation 12: Hauptmann
28	We 12/13	 Term Paper due	 Conclusion

The instructor reserves the right to make changes to the Syllabus.

The latest version of this Syllabus is available on [Sakai](#) → [Syllabus](#).