
Introduction to Literary and Cultural Analysis II



Im Buch der Welt gelesen:
Gelehrte, Forscher und Wissenschaftler
im deutschen kulturellen Diskurs

01:470:302.01
Spring 2014

Course Index: 08920

Credits: 3

Meeting Times: Mondays & Wednesdays 1:10–2:30 (Period 4)

Meeting Place: Scott Hall, Room 203

Prerequisites: 01:470:232 or equivalent or simultaneous enrollment in 01:470:231 or 01:470:232

Instructor: Alexander E. Pichugin

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Office Hours: Mondays, Tuesdays, Wednesdays, and Thursdays 10:00–11:20, and by appointment
Scarlet Latte Café on the lower level of Archibald S. Alexander Library

Course Description

The images of the scientist, explorer, and researcher, ranging from “world-illuminator” to “mad scientist,” have been a strong discourse-building element in German-speaking Europe of the 20th and 21st Centuries, which finds its reflection in all forms of cultural production and is especially prominent in literature and film. This course examines the representation of people of science in German-language literature, cinema, television, and press. By studying different genres of literature and other forms of cultural production in relation to the representation of scientists, explorers and researchers, as well as the related concepts (sciences and disciplines, scientific discoveries, moral aspects of scientific activity), students will gain insights into ideas, trends and discourses that have shaped contemporary German-language culture. We will discuss a wide range of materials, including both non-fiction and literary prose texts, plays, documentary and feature films, an audiobook, as well as selections from newspapers and magazines related to the image of the scientist.

The course opens with an overview of the lives and works of some prominent German-speaking scientists (Kepler, Leibnitz, Gauss, the brothers Humboldt, Mendel, Koch, Röntgen, Freud, Planck, Einstein). The students will also explore the “scientific side” of Germans primarily known as literary authors (Goethe, the Brothers Grimm, Chamisso). In the second part of the semester, the course will focus on the representation of the scientist in German-language drama (*Life of Galileo* by Bertolt Brecht and *The Physicists* by Friedrich Dürrenmatt), the contemporary novel (*Measuring the World* by Daniel Kehlman) and film (screen version of the novel by Detlev Buck).

The different texts (in a wide sense of the word) are approached as both cultural artifacts and linguistic documents, i.e., their analysis includes the study of vocabulary and elements of grammar and style. We will explore various reading techniques (e.g. close reading, reading for plot, etc.) and learn to define and apply essential literary terminology, such as genre, metaphor, realism, fiction, documentary, narrator, narrative development, montage, point of view, mimesis, etc., to literary texts.

As a learning outcome of the course, students will develop their abilities to approach different texts both analytically and synthetically, exploring the connections between the topic (scientists and explorers) and the social world in critical and creative ways. As a practical outcome, the students will develop critical skills of literary interpretation by analyzing narratives in different media by practicing oral and written interpretation and discussion advancing their ability to speak and write in German.

The course is conducted in German. All course materials, discussions, and readings are in German.

Core Curriculum Learning Goals

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

[AH] Arts and the Humanities

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

[WC] Writing and Communication

s-2 [WCr] Respond effectively to editorial feedback from peers, instructors, and/or supervisors through successive drafts and revisions

t [WCd] 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

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

Assessment

Grade Composition

Aspect	Percentage
 Class Participation (see rubrics below)	10%
 Blog	15%
 Presentation	15%
 Leading Discussion	10%
 Essays (2)	20%
 Quizzes (3)	15%
 Final Paper	15%

Grade Distribution

Grade	Points (%)
A	90–100
B+	85–89
B	80–84
C+	75–79
C	70–74
D	65–69
F	64 and below

Class Participation Rubrics

	Attentiveness	Contribution	Use of German
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.	The student speaks only German during class.
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.	The student speaks German almost always during class.
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.	The student speaks German most of the time during class, but sometimes still switches to English.
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.	The student speaks German some of the time during class, and often switches to English.

Course Assignments

Blog • 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. [10 • Das Leben des Galilei: Szene 01–03 • Inhaltswiedergabe](#)
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**. All blog assignments must be completed before noon on the dates indicated. For each day that an assignment is overdue 10% of its score will be deducted.

Presentation • 15%

Each student will make a presentation (*Referat*) on a scientist, researcher or explorer of their choice as well as the relevant field or scientific problem. The sign-up list with topics and dates will be circulated in class. Each presentation consists of a 15-minute talk followed by a 15-minute question-and-answer session. The use of multimedia is encouraged. It is crucial that the presenters speak and not read; therefore the students should take time to practice their presenting skills. By noon on the day of the presentation the presenter submits the outline of the presentation (e.g., a PowerPoint file) as an e-mail attachment with the subject line [302 – Referat – \[Name_of_Presenter\]](#), e.g., [302 – Referat – Michael](#). By the session following that presentation all other students write in their blog a critical comment on the presentation they heard, providing its summary and sharing their own thoughts on the topic.

Leading Discussion • 10%

Students will work in small groups (2 or 3 students) in order to develop a set of discussion questions on the topic covered in class. The sign-up list with topics and dates will be circulated in class. It is expected that students meet outside of class in person or collaborate electronically to prepare the discussion. In class, students will serve as moderators and participants of a 20-minute discussion based on the questions they developed. By noon on the day of the discussion the group of presenters submits the set of questions as an e-mail attachment with the subject line [302 – Diskussionsfragen: \[Discussion_Topic\] – \[Name_1\], \[Name_2\]](#), e.g., [302 – Diskussionsfragen: Medizinische Ethik – Michael, Maria](#).

Essays • 10% × 2

During the semester students will write two essays (*Aufsatz*). Both essays will be revised at least once for content and style as well as for grammar. The first draft (*Erste Fassung*) will receive comments and a grade; the revised essay (*Zweite Fassung*), to which the first draft must be attached when submitting it, receives another grade; both will be averaged for a final grade. Most of the work on grammar in this course will be completed in the context of working with the essays; however, if there are particular points of difficulty common to many students, some specific grammar-oriented exercises might be done during the semester. The essays have to be submitted both as a hard copy and as an electronic attachment in *.docx, *.doc, *.rtf, or *.pdf format to an e-mail to pichugin@rutgers.edu with the subject line **302 – Aufsatz [#] – [Erste/Zweite] Fassung – Name**, e.g., **302 – Aufsatz 2 – Erste Fassung – Michael**. The essays must be submitted before noon on the dates indicated. For each day that an assignment is overdue 10% of its score will be deducted. Use of a translation engine is considered cheating (see Academic Integrity Policy below).

Quizzes • 5% × 3

During the semester students will write three short in-class quizzes addressing both thematic vocabulary and literary terminology covered in class.

Final Paper • 15%

The topic and the format of the final paper will be discussed in class.

Communication with the Instructor

E-Mail

The best way to contact the instructor outside the classroom is to email pichugin@rutgers.edu. The subject line should include **302 – [First_Name]**, e.g. **302 – Michael – Question re....** This will help direct the message to the correct folder for quick processing. If this is not included, 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 **302 – [First_Name] – Progress Report [#]**, e.g. **302 – Michael – Progress Report 2**.

Mandatory Office Hours

The students will be required to attend two mandatory office hours (students are always welcome during regular office hours). This will give the students an opportunity to work with the instructor on individual language needs and discuss individual questions and concerns. The sign-up sheet for the first round of mandatory office hours will be circulated on the first day of class.

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.

Cell Phones

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

Disability Support Services

Students who may be requesting accommodations due to disabilities are encouraged to familiarize themselves with procedures and policies regarding disability support services at the following website: <http://disabilityservices.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.

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. Additional practice is available at the conversation tables offered each semester at the Language Institute. Informal conversation sessions are also held weekly in the Rutgers Student Center. Check the Department website for further details: <http://german.rutgers.edu>.

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

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

Semesterplan

Legend:

-  = Video
-  = Audio
-  = Grafik / Bild

-  = Lesestoff
-  = Aufsatz
-  = Blog
-  = Literaturtheorie und literarische Begriffe

-  = Diskussion
-  = Geleitete Diskussion
-  = Referat
-  = Fortschrittsbericht

Nr.	Datum	Hausaufgaben	Klassenarbeit
1	Mi 22.01		Einführung • Kennenlernen • Semesterplan  Begriffe: Wissenschaftler • Forscher • Entdecker • Erfinder
2	Mo 27.01	 <i>Die Entdeckungen großer Forscher • Albert Einstein</i>  <i>Planet Wissen: Albert Einstein</i>  01 • Ein Vorbild  02 • Albert Einstein: 10 wichtigste Tatsachen	 Das Jahrhundert-Genie Albert Einstein  <i>Albert Einstein. E=mc²</i>
3	Mi 29.01	 <i>Die Entdeckungen großer Forscher • Emmy Noether</i>  <i>machematik.ch: Leben und Werk der Mathematikerin</i>  03 • Emmy Noether: 10 wichtigste Tatsachen	 Emmy Noether: Frau, Jüdin, Mathematikerin  Infografik: <i>Emmy Noether</i>
4	Mo 03.02	 <i>Die Entdeckungen großer Forscher • Wilhelm Conrad Röntgen</i>  04 • Wilhelm Conrad Röntgen: 10 wichtigste Tatsachen	 <i>Roentgen</i>  Geleitete Diskussion 1: <i>Ethik eines Wissenschaftlers</i>
5	Mi 05.02	 <i>Was ist Was: Johann Gregor Mendel</i>  05 • Die Bedeutung der Genetik	 <i>MdNuT • Gregor Mendel und die klassische Genetik</i>  Johann Gregor Mendel
6	Mo 10.02	 <i>Planet Wissen • Robert Koch – Pionier der Mikrobiologie</i>  <i>MdNuT • Louis Pasteur, Robert Koch und die Bakteriologie</i>  06 • Die Bedeutung der Genetik	 Impfung  Geleitete Diskussion 2: <i>Wissenschaftliche Zusammenarbeit</i>
7	Mi 12.02	 <i>GEO Epoche • Die Entdecker des Nichts</i>  07 • Georg Forster: 10 wichtigste Tatsachen	 Expedition in die Südsee: Georg Forster
8	Mo 17.02	 <i>Goethe, der Naturforscher</i> (Teile 1, 2, 3, 4)  08 • Goethe als Dichter und Naturforscher: 10 wichtigste Tatsachen  Fortschrittsbericht 1	Literatur und Wissenschaft: Goethe & Chamisso  Geleitete Diskussion 3: <i>Universalität und Spezialisierung</i>
9	Mi 19.02	 <i>Planet Wissen: Nikolaus Kopernikus</i>  <i>Planet Wissen: Galileo Galilei</i>  <i>Was ist Was: Galileo Galilei</i>  09 • Galileo Galilei: 10 wichtigste Tatsachen	Kopernikanische Revolution und ihre Bedeutung  <i>MdNuT • Das Weltbild des Nikolaus Kopernikus</i>  <i>MdNuT • Johannes Kepler – Die Bahnen der Planeten</i>  <i>MdNuT • Galileo Galilei – Die Erforschung der Milchstraße</i>
10	Mo 24.02	 <i>Das Leben des Galilei: Szene 01–03</i>  10 • <i>Das Leben des Galilei: Szene 01–03 • Inhaltswiedergabe</i>	 Bertolt Brecht und sein Werk  <i>Das Leben des Galilei: Szene 01–03 • Analyse</i>  Literarische Begriffe: Grundgattungen
11	Mi 26.02	 <i>Das Leben des Galilei: Szene 04–06</i>  11 • <i>Das Leben des Galilei: Szene 04–06 • Inhaltswiedergabe</i>	 Galileo Galilei und seine Zeit  <i>Das Leben des Galilei: Szene 04–06 • Analyse</i>  Literarische Begriffe: Grundbegriffe des Dramas 1
12	Mo 03.03	 <i>Das Leben des Galilei: Szene 07–09</i>  12 • <i>Das Leben des Galilei: Szene 07–09 • Inhaltswiedergabe</i>	 <i>Das Leben des Galilei: Szene 07–09 • Analyse</i>  Literarische Begriffe: Grundbegriffe des Dramas 2
13	Mi 05.03	 <i>Das Leben des Galilei: Szene 10–12</i>  13 • <i>Das Leben des Galilei: Szene 10–12 • Inhaltswiedergabe</i>	 <i>Das Leben des Galilei: Szene 10–12 • Analyse</i>  Literarische Begriffe: Grundbegriffe des Dramas 3
14	Mo 10.03	 <i>Das Leben des Galilei: Szene 13–15</i>  14 • <i>Das Leben des Galilei: Szene 13–15 • Inhaltswiedergabe</i>	 <i>Das Leben des Galilei: Szene 13–15 • Analyse</i>  <i>Das Leben des Galilei: Aufbau</i>  <i>Das Leben des Galilei: Personenkonstellationen und Charakteristiken</i>
15	Mi 12.03	 15 [...]  Fortschrittsbericht 2  Aufsatz 1 • Erste Fassung	 <i>Das Leben des Galilei: Interpretation</i>  <i>Das Leben des Galilei: Stil und Sprache, Leitmotive</i>

16	Mo 24.03	 <i>Die Physiker</i> : Erster Akt  16 • <i>Die Physiker</i> : Erster Akt • Inhaltszusammenfassung	<input checked="" type="checkbox"/> Quiz 1
17	Mi 26.03	 <i>Die Physiker</i> : Zweiter Akt  17 • <i>Die Physiker</i> : Erster Akt • Inhaltszusammenfassung	 Referat 1
18	Mo 31.03	[...]  18 [...]  Aufsatz 1 • Zweite Fassung	 <i>Die Physiker</i> : Interpretation  <i>Die Physiker</i> : Stil und Sprache, Leitmotive
19	Mi 02.04	 <i>Die Physiker</i>  19 • <i>Die Physiker</i> • Filmrezension	 Referat 2 <input checked="" type="checkbox"/> Quiz 2
20	Mo 07.04	 <i>Die Vermessung der Welt</i> : Die Reise • Das Meer  <i>Die Vermessung der Welt</i> : Die Reise • Das Meer  <i>Die Entdeckungen großer Forscher</i> • Karl Friedrich Gauß  20 • <i>Die Vermessung der Welt</i> : Die Reise • Das Meer • Inhaltswiedergabe	 <i>Die Vermessung der Welt</i> : Die Reise • Das Meer • Analyse  Literarische Begriffe: Grundbegriffe der Epik 1
21	Mi 09.04	 <i>Die Vermessung der Welt</i> : Der Lehrer • Die Höhle  <i>Die Vermessung der Welt</i> : Der Lehrer • Die Höhle  <i>Die Entdeckungen großer Forscher</i> • Alexander von Humboldt  21 • <i>Die Vermessung der Welt</i> : Der Lehrer • Die Höhle • Inhaltswiedergabe	 <i>Die Vermessung der Welt</i> : Der Lehrer • Die Höhle • Analyse  Referat 3
22	Mo 14.04	 <i>Die Vermessung der Welt</i> : Die Zahlen • Der Fluß  <i>Die Vermessung der Welt</i> : Die Zahlen • Der Fluß  22 • <i>Die Vermessung der Welt</i> : Die Zahlen • Der Fluß • Inhaltswiedergabe  Fortschrittsbericht 3	 <i>Die Vermessung der Welt</i> : Die Zahlen • Der Fluß • Analyse  Literarische Begriffe: Grundbegriffe der Epik 2
23	Mi 16.04	 <i>Die Vermessung der Welt</i> : Die Sterne • Der Berg  <i>Die Vermessung der Welt</i> : Die Sterne • Der Berg  23 • <i>Die Vermessung der Welt</i> : Die Sterne • Der Berg • Inhaltswiedergabe  Aufsatz 2 • Erste Fassung	 <i>Die Vermessung der Welt</i> : Die Sterne • Der Berg • Analyse  Referat 4
24	Mo 21.04	 <i>Die Vermessung der Welt</i> : Der Garten • Die Hauptstadt  <i>Die Vermessung der Welt</i> : Der Garten • Die Hauptstadt  24 • <i>Die Vermessung der Welt</i> : Der Garten • Die Hauptstadt • Inhaltswiedergabe	 <i>Die Vermessung der Welt</i> : Der Garten • Die Hauptstadt • Analyse  Literarische Begriffe: Grundbegriffe der Epik 3
25	Mi 23.04	 <i>Die Vermessung der Welt</i> : Der Sohn • Der Vater  <i>Die Vermessung der Welt</i> : Der Sohn • Der Vater  25 • <i>Die Vermessung der Welt</i> : Der Sohn • Der Vater • Inhaltswiedergabe	 <i>Die Vermessung der Welt</i> : Der Sohn • Der Vater • Analyse  Referat 5
26	Mo 28.04	 <i>Die Vermessung der Welt</i> : Der Aether • Die Geister  <i>Die Vermessung der Welt</i> : Der Aether • Die Geister  26 • <i>Die Vermessung der Welt</i> : Der Aether • Die Geister • Inhaltswiedergabe  Aufsatz 2 • Zweite Fassung	 <i>Die Vermessung der Welt</i> : Der Aether • Die Geister • Analyse <input checked="" type="checkbox"/> Quiz 3
27	Mi 30.04	 <i>Die Vermessung der Welt</i> : Die Steppe • Der Baum  <i>Die Vermessung der Welt</i> : Die Steppe • Der Baum  27 • <i>Die Vermessung der Welt</i> : Die Steppe • Der Baum • Inhaltswiedergabe	 <i>Die Vermessung der Welt</i> : Die Steppe • Der Baum • Analyse  Referat 6
28	Mo 05.05	 <i>Die Vermessung der Welt</i>  28 • <i>Die Vermessung der Welt</i> • Filmrezension	Wiederholung, Zusammenfassung Vorbereitung auf die Klausur
	TBA	 Wiederholung und Vorbereitung auf die Klausur	 Klausur