
Introduction to Literary and Cultural Analysis II



Umgeben und umschlungen:
Natur und Umwelt
im deutschen kulturellen Diskurs

01:470:302:01
Spring 2015

Course Index: 08269

Credits: 3

Meeting Times: Mondays & Thursdays 11:30–12:50 (Period 3)

Meeting Place: German House, Room 102 (Seminar Room)

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, 2:30 p.m. – 4:00 p.m. • Graduate School of Education, Ground Floor Lounge
Thursdays, 1:00 p.m. – 2:30 p.m. • Graduate School of Education, Ground Floor Lounge
& by appointment.
Scheduled meetings are given priority over walk-ins.

Course Description

Natural environment and the complexities of the relationship between man and nature have been a strong discourse-building element in German-speaking Europe over the centuries, finding their expression in the romantic philosophy of nature, modern German ecocriticism, environmentalist movements, green politics, and environmentally conscientious living practices. This course examines the representation of these topics in German-language literature, cinema, television, and press. In exploring these topics, we will try to answer the questions: What is nature? In what forms does it appear to people? What are the components of natural environment? How do people perceive, interpret, and interact with their environment? How are nature and man-nature relationship reflected and interpreted in literature, art and politics?

By studying different genres of literature and other forms of cultural production in relation to the representation natural environment and the related concepts (landscape, man-nature relationship, ecology, eco-politics) 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 non-fiction and literary prose texts, documentary and feature films, audio productions, as well as selections from newspapers and magazines related to the representation of nature.

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 (natural environment) 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)	15%
 Blog	25%
 Presentation	15%
 Leading Discussion	5%
 Essays (2)	15%
 Midterm Examination	10%
 Final Examination	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 • 25%

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. [04.1 • Die Macht der Natur \(Video\)](#)
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 topic of their choice relevant to one of the themes of the course. 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 midnight of the day before 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 02 – 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 • 5%

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 midnight before the day of the discussion the group of presenters submits the set of questions as an e-mail attachment with the subject line [302 – Diskussion \[##\]: \[Topic\] – \[Name_1\], \[Name_2\]](#), e.g., [302 – Diskussion 09: Umweltpolitik – Michael, Maria](#).

Essays • 15%

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).

Examinations • 25%

- The Midterm Examination (10%) will take place at Session 16 (Monday, March 23).
- The Final Examination (15%) will take place on Thursday, May 7, 8:00 – 11:00 a.m. in the Seminar Room.

The format of the examinations 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 mandatory office hours will be circulated in 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 (iPods, iPads, tablets, 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
-  = Literarischer Text
-  = Sachtext

-  = Internet-Aufgabe
-  = Aufsatz
-  = Blog-Eintrag
-  = Literaturtheorie und literarische Begriffe

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

Nr.	Datum	Thema	Hausaufgaben	Klassenarbeit
1	Do 22.01			Einführung • Kennenlernen • Semesterplan
2	Mo 26.01		 Goethe: <i>Natur</i>  02.1  Aufsatz 1	 Was ist Natur?
3	Do 29.01	Erde, Klima, Jahreszeiten	 <i>Entstehung des Lebens</i>  03.1  <i>Die Entstehung der Erde</i>  03.2  <i>Busch Immer Wieder</i>  03.3  03 • Internet-Recherche: Kosmogonie  03.4	 Kosmogonien: Urknalltheorie und Alternativen
4	Mo 02.02		 <i>Die Macht der Natur</i>  04.1  <i>Die Jahreszeiten</i>  04.2  Hölderlin • <i>Der Frühling</i> & Busch • <i>In trauter Verborgenheit</i>  04.3	 Naturerscheinungen
5	Do 05.02		 <i>Stürme</i>  05.1  <i>Das Wetter</i>  05.2  Storm • <i>Herbst</i> & Chamisso • <i>Winter</i>  05.3	 Jahreszeiten
6	Mo 09.02		 <i>Klimawandel in Europa</i>  06.1  <i>Es ist kurz vor zwölf</i>  06.2  Borchert • <i>Der viele viele Schnee</i>  06.3	 Klimawandel
7	Do 12.02	Landschaften, Biome, Habitate	 <i>Alltag auf der Zugspitze</i>  07.1  <i>Die Almen</i> • Inhaltszusammenfassung  07.2  Gellert Till  07.3	 Die Berge  Referat 01
8	Mo 16.02		 <i>115 Meter unter dem Meer</i>  08.1  <i>Der Mensch und das Meer</i>  08.2  Referat 01 • Reaktion und weiterführende Gedanken  08.3  Goethe <i>Meeresstille</i>  08.4	 Das Meer  Geleitete Diskussion 01
9	Do 19.02		 <i>Der Knabe im Moor</i>  09.1  <i>Europa: Klima, Natur und Tiere</i> •  09.1  Droste-Hülshoff <i>Der Knabe im Moor</i>  Fortschrittsbericht 1	 Landschaften  Referat 02
10	Mo 23.02		 <i>Amazonien</i>  10.1  <i>Deutschland: Geographie und Natur</i>  10.2  <i>Toller Wälder</i>  10.3  Referat 02 • Reaktion und weiterführende Gedanken  10.4	 Wald  Geleitete Diskussion 02
11	Do 26.02	Pflanzenwelt	 <i>Schüler entdecken Darwin</i>  11.1  <i>Darwin</i>  11.2  Herbert Eisenreich <i>Die blaue Distel der Romantik</i>  11.3	 Evolutionstheorie  Referat 03
12	Mo 02.03		 <i>Tabakpflanze contra Raupen</i>  12.1  <i>Wie ein Baum lebt</i>  12.2  ...  12.3  Referat 03 • Reaktion und weiterführende Gedanken  12.4	 Bäume  Geleitete Diskussion 03
13	Do 05.03		 <i>Pflanzenfotografie – Florale Skulpturen</i>  13.1  <i>Bäume in Stadt und Land</i> •  13.2  Ludwig Tieck <i>Blumen</i>  13.3	 Blumen  Referat 04
14	Mo 09.03		 <i>Blumen für alle</i>  14.1  <i>Blumen in freier Natur</i>  14.2  Referat 04 • Reaktion und weiterführende Gedanken  14.3  03 • Internet-Recherche: Blumen  14.4	 ...  Geleitete Diskussion 04

Nr.	Datum	Thema	Hausaufgaben	Klassenarbeit
15	Do 12.03		📄 Aufsatz 2 • Erste Fassung	🗨️ Goethe und Natur
16	Mo 23.03		👁️ <i>Goethe, der Naturforscher</i> 🗨️16.1 ! Wiederholung und Vorbereitung auf die Zwischenklausur 📄 Fortschrittsbericht 2	★ Zwischenklausur
17	Do 26.03	Tierwelt	👁️ <i>Tiere beim Fotoshooting</i> 🗨️17.1 📄 <i>Wie wilde Tiere leben</i> 🗨️17.2 📄 Luise Rinser • <i>Die rote Katze</i> 🗨️17.3	🗨️ Tiere 🗨️ Referat 05
18	Mo 30.03		👁️ ... 🗨️18.1 📄 <i>Wie wilde Tiere leben</i> 🗨️18.2 📄 <i>Friedrich Hebbel: Die Kuh</i> 🗨️18.3 🗨️ Referat 05 • Reaktion und weiterführende Gedanken 🗨️18.4	🗨️ Haustiere 🗨️ Geleitete Diskussion 05
19	Do 02.04		👁️ <i>Wilde Tiere im Zirkus</i> 🗨️19.1 📄 Bastian Sick • <i>Alle Vögel sind schon da</i> 🗨️19.2 📄 ... 🗨️19.3 📄 Aufsatz 2 • Zweite Fassung	🗨️ Tiere und Menschen 🗨️ Referat 06
20	Mo 06.04		👁️ ... 🗨️20.1 📄 ... 🗨️20.2 📄 Christoph Meckel • <i>Die Krähe</i> 🗨️20.3 🗨️ Referat 06 • Reaktion und weiterführende Gedanken 🗨️20.4	🗨️ ... 🗨️ Geleitete Diskussion 06
21	Do 09.04	Umwelt, Ökologie, Umweltschutz	👁️ <i>Naturschutzgebiete in Gefahr</i> 🗨️21.1 📄 ... 🗨️21.2 📄 ... 🗨️21.3	🗨️ Naturschutz 🗨️ Referat 07
22	Mo 13.04		👁️ ... 🗨️22.1 📄 ... 🗨️22.2 🗨️ Referat 07 • Reaktion und weiterführende Gedanken 🗨️22.3 📄 Fortschrittsbericht 3	🗨️ ... 🗨️ Geleitete Diskussion 07
23	Mi 16.04		👁️ ... 🗨️23.1 📄 ... 🗨️23.2 📄 ... 🗨️23.3	🗨️ ... 🗨️ Referat 08
24	Mo 20.04		👁️ ... 🗨️24.1 📄 ... 🗨️24.2 📄 ... 🗨️24.3 🗨️ Referat 08 • Reaktion und weiterführende Gedanken 🗨️24.4	🗨️ ... 🗨️ Geleitete Diskussion 08
25	Do 23.04	Natur und Politik, Öko-Bewegungen	👁️ <i>Entstehung der Grünen...</i> 🗨️25.1 📄 <i>Das grüne Auto</i> 🗨️25.2 📄 ... 🗨️25.3	🗨️ Umweltpolitik 🗨️ Referat 09
26	Mo 27.04		👁️ ... 🗨️26.1 📄 ... 🗨️26.2 📄 ... 🗨️26.3 🗨️ Referat 09 • Reaktion und weiterführende Gedanken 🗨️26.4	🗨️ Die Grünen 🗨️ Geleitete Diskussion 09
27	Do 30.04		👁️ <i>Naturschutzgeschichte</i> 🗨️27.1 📄 <i>Sieben Wahlkampftexte</i> 🗨️27.2 📄 ... 🗨️27.3	🗨️ ... 🗨️ Referat 10
28	Mo 04.05		👁️ ... 🗨️28.1 📄 ... 🗨️28.2 📄 ... 🗨️28.3 🗨️ Referat 10 • Reaktion und weiterführende Gedanken 🗨️28.4	Zusammenfassung 🗨️ Geleitete Diskussion 10
	Do 07.05		! Wiederholung und Vorbereitung auf die Klausur	★ Klausur • 8.00 – 11.00 • Seminarraum