



Course Number: 01:470:324:01

Semester: Spring 2020

Course Index: 27356

Credits: 3

Meeting Times: Tuesdays & Thursdays, 2:50 – 4:10 (Period 5)

Meeting Place: SC-114 (Scott Hall, Room 114)

Prerequisites: German 232 or equivalent

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: 848.932.7781

E-mail address: pichugin@rutgers.edu

Office Hours: Thursdays, 01:00 – 02:00 & by appointment
Scheduled meetings are given priority over walk-ins.

Course Description

Modern German-language culture, perhaps more than many others, has been created and disputed on the theater stage. This course will examine the extraordinary political, social, and aesthetic experimentation on the German-language stage from the 18th Century to the present. We will read and – as much as possible – view the dramas by Lessing, Schiller, Goethe, Brecht, and Dürrenmatt, as well as examples of German musical production for the stage, such as German-language operas by Mozart and Wagner. A portion of the course will be dedicated to discussion of theater production: German-language Europe has developed a culture of experimentation with new and old stage materials unsurpassed in its audacity by other European or American cultures. Finally, we may – depending on pricing and program availability – make a joint trip to see a live production.

By studying elements of drama theory, different German-language dramas, and theater production in general, 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 stage productions 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 German. All course materials, discussions, and readings are in German.

Core Curriculum Learning Goals

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

[AHp] Arts and Humanities

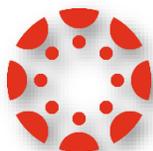
Analyze arts and/or literatures in themselves and in relation to specific histories, values, languages, cultures, and technologies.



Study Materials

The course materials or hyperlinks to online materials will be provided on the Canvas website (<http://sakai.rutgers.edu>).

Course Website



Canvas

Canvas (<https://ltt.rutgers.edu/canvas>) is the main website for the course. Canvas contains the required course materials and assignments. It is also used for in-class assignments.

All students enrolled in this course already have access to its Canvas website. Students who do not have access need to contact the instructor. Students should check the website frequently.

A desktop or laptop computer is recommended for completing course assignments – not a smartphone or tablet. Most browsers (e.g., Firefox, Chrome, Edge, Internet Explorer, Safari) can be used with Canvas. Students can also use mobile devices to access Canvas from an updated browser (i.e., latest two browser versions) on an Android or iOS device. The list of supported browsers can be found at <https://guides.instructure.com/m/67952/1/720329-which-browsers-does-canvas-support>. Rutgers Libraries have computers available for student use.

Students having any technical questions or issues with Canvas or needing technical assistance should contact the Rutgers Online Learning Helpdesk (help@canvas.rutgers.edu • 877.361.1134, available 24/7).

Course Requirements

Class Participation and Discussion • 10%

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.

Class Participation Rubric

	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.

Assignments • 25%

Assignments on Canvas are one of the core activities of the course. They 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. Depending on the content, a completed assignment can be 250 – 350 words. All assignments must be completed before noon on the dates indicated. For each day that the assignment is overdue 25% of its score will be automatically deducted.

Quizzes • 15%

Every field of inquiry has its own vocabulary. To make sure we all have the tools we need to analyze the materials in this course, the instructor has compiled vocabulary lists relevant to the topics covered. As you already know, repetition is the key to learning vocabulary and using it fluidly and correctly. Short vocabulary quizzes will be conducted weekly. These quizzes should virtually ensure you an “A” for 15% of the course grade. The key is that you have to make a little time to memorize and review the vocabulary itself, of course. There won't be any trick questions. However, do keep in mind that you are not just learning vocabulary in order to have it in mind during one class: the material covered by quizzes is cumulative, meaning that the list gets a little longer with each week.

Presentation • 20%

In the course of the semester, each student will prepare a presentation. The presentation is based on a topic on the drama covered. The works 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 uploads on Canvas the PowerPoint file of the presentation named *324 – Presentation – FirstName LastName.pptx*, e.g., *324 – Presentation – Michael Smith.pptx*.

Assignments • 20%

During the semester, student will complete 10 online assignments. As a rule, the assignment is a blog posting analyzing a specific passage or issue in one or more dramas assigned for that week. The required length is 150-250 words. Students must cite (always including page and/or act, scene, line numbers) and engage analytically with specific passages from the German-language text. General comments about a play will not bring points for this assignment, nor will be given full credit for remarks that focus on specifics but do not cite the relevant page or act/scene/line numbers.

Papers • 10 % + 15% + 25%

Papers for this course must be written in German and submitted in a PDF format. Students will be assigned questions to which the essays need to respond analytically. Each essay must present an argument based on the student's interpretation of the text and any relevant visual materials, and should avoid plot summary or biographical information about the author except where clearly necessary to make a point about the text. A clear thesis should be presented (normally within the first 2-5 sentences of the essay), followed by argument development in the subsequent paragraphs. Frequent reference to the source materials is expected. Students should include consideration of (and reflect basic knowledge communicated in) any and all relevant discussions from class.

Each of the first two assignments will be submitted once, returned, corrected for content and style as well as for grammar, and submitted a second time. The first draft will be returned to the student with comments and a grade. A revised draft will receive another grade, and the average of the two will generate your assignment's final grade. The third and final paper assignment will be submitted just once. No late paper assignments will be accepted unless the student has arranged in advance for an extension.

The first line on the first page of the paper has to be formatted as *324 – Paper # – FirstName LastName*, e.g., *324 – Paper 2 – Michael Smith*.

The papers have to be saved as a PDF file named *324 – Paper # – FirstName LastName.pdf*, e.g., *324 – Paper 2 – Michael Smith.pdf* and uploaded on Canvas by the deadline.

Assessment

Grade Composition

Aspect	Percentage
 Class Participation	5%
 Assignments	20%
<input checked="" type="checkbox"/> Quizzes	15%
 Presentation	10%
 Paper 1 (200 – 300 words)	10%
 Paper 2 (900 – 1,100 words)	15%
 Paper 3 (1,200 – 1,300 words)	25%

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

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 **324 – FirstName LastName**, e.g. **324 – 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 completed on Canvas.

School and Department 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.

Assistance and Support

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://global.rutgers.edu>

Public Safety

- RUPD: <https://ipo.rutgers.edu/publicsafety/rupd-nb>
- Department of Transportation Services: <https://ipo.rutgers.edu/dots>

Rutgers Health Services

- Student Health: <http://health.rutgers.edu>
- Student Medical Services: <http://health.rutgers.edu/medical-counseling-services/medical>

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: <https://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.

<http://health.rutgers.edu/medical-counseling-services/counseling> • 848.932.7884 • 17 Senior Street, New Brunswick, NJ 08901

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.

<http://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.

<https://rutgers.campuslabs.com/engage/organization/scarletlisteners> • 732.247.5555

Semesterplan

LV	Datum	Hausaufgaben	Arbeit in der Klasse
01	Di. 21.01.		Einführung • Semesterplan • Canvas
02	Do. 23.01.		Theater: Grundlagen und Geschichte
03	Di. 28.01.		Lessing • <i>Nathan der Weise</i> • 1. Aufzug Referat 1
04	Do. 30.01.	Aufgabe 01	Lessing • <i>Nathan der Weise</i> • 2. Aufzug
05	Di. 04.02.		Lessing • <i>Nathan der Weise</i> • 3. Aufzug
06	Do. 06.02.	Aufgabe 02	Lessing • <i>Nathan der Weise</i> • 4. Aufzug
07	Di. 11.02.	Aufsatz 1 • 1. Version	Lessing • <i>Nathan der Weise</i> • 5. Aufzug1
08	Do. 13.02.		Schiller • <i>Die Räuber</i> • 1. Aufzug Referat 2
09	Di. 18.02.	Aufgabe 03	Schiller • <i>Die Räuber</i> • 2. Aufzug
10	Do. 20.02.	Fortschrittsbericht 1	Schiller • <i>Die Räuber</i> • 3. Aufzug
11	Di. 25.02.	Aufgabe 04	Schiller • <i>Die Räuber</i> • 4. Aufzug
12	Do. 27.02.	Aufsatz 1 • 2. Version	Schiller • <i>Die Räuber</i> • 5. Aufzug
13	Di. 03.03.		Goethe • <i>Faust I</i> • V. 1177-1867 Referat 3
14	Do. 05.03.	Aufgabe 05	Goethe • <i>Faust I</i> • V. 2051-2677
15	Di. 10.03.		Goethe • <i>Faust I</i> • 2678-3024; 3413-3520; 3620-3775; 4405-4612
16	Do. 12.03.	Aufgabe 06	Goethe • <i>Faust II</i> • V. 11511-12111
17	Di. 24.03.	Aufsatz 2 • 1. Version	Brecht • <i>Mutter Courage und ihre Kinder</i> • Bilder 1-4 Referat 4
18	Do. 26.03.	Fortschrittsbericht 2	Brecht • <i>Mutter Courage und ihre Kinder</i> • Bilder 5-8
19	Di. 31.03.	Aufgabe 07	Brecht • <i>Mutter Courage und ihre Kinder</i> • Bilder 9-12
20	Do. 02.04.		Dürrenmatt • <i>Die Physiker</i> • Akt 1 Referat 5
21	Di. 07.04.	Aufgabe 08	Dürrenmatt • <i>Die Physiker</i> • Akt 2
22	Do. 09.04.	Aufsatz 2 • 2. Version	Musiktheater im deutschsprachigen Raum
23	Di. 14.04.		Mozart • <i>Die Zauberflöte</i> • 1. Aufzug Referat 6
24	Do. 16.04.	Aufgabe 09	Mozart • <i>Die Zauberflöte</i> • 2. Aufzug
25	Di. 21.04.		Wagner • <i>Tristan und Isolde</i> • 1. Aufzug Referat 7
26	Do. 23.04.		Wagner • <i>Tristan und Isolde</i> • 2. Aufzug
27	Di. 27.04.	Aufgabe 10	Wagner • <i>Tristan und Isolde</i> • 3. Aufzug
28	Do. 30.04.	Aufsatz 3	Abschließende Diskussion

The instructor reserves the right to make changes to the Syllabus.
The latest version of this Syllabus is available on [Canvas](#) → [Dateien](#) → [Syllabus](#).