

Das Erste®			<i>Topics in German Literature and Civilization</i> 01:470:389			
	 <p><b>Das Leben mit der Flimmerkiste</b>  <i>German Television in Its Cultural Context</i>  <i>Deutsches Fernsehen im kulturellen Kontext</i></p> <p>Fall 2013</p>					
					 von ARD und ZDF	
 Kultur und Information						
						
						
						

**Course Index:** 37903

**Credits:** 3

**Meeting Times:** Tuesdays & Thursdays 4:30–5:50 (Period 6)

**Meeting Place:** Scott Hall, Room 202

**Prerequisites:** 01:470:232 or equivalent or permission of the instructor

**Instructor:** Alexander E. Pichugin

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**Office Hours:** Tuesdays 10:30–1:00, Thursdays 10:30–12:00, and by appointment  
Scarlet Latte Café on the lower level of Archibald S. Alexander Library

## Course Description

In order to better understand modern German-language culture, it is crucial to explore the enormous role that television has played in shaping it over the past eighty years. This course invites students to explore the phenomenon of television in the German-speaking world, a medium that has grown from its modest origins in the 1930s to permeate private and public spaces with a never-ending flow of sounds and images. Students will examine both the emergence and development of German TV as a distinct medium, as well as its role as both the product and the shaper of a changing society.

In the first half of the semester students will look at the technological origins of television and the role Germany played in it, as well as briefly trace the history of its development in German-speaking countries. Approaching television from a media studies and cultural studies perspective, students will analyze its cultural and political impact, as well as its ongoing evolution in the German-speaking world. They will see how the development of television intersects with numerous other media, including radio, cinema, the novel, and even video games. They will explore the issues specifically related to the German-language context, such as the German dual system, media policies and their most recent changes, as well as some specifics of Austrian and Swiss television.

In the second half of the semester, students will investigate in more depths some television genres and formats most specific to modern German-language TV, such as newscasts, documentary and educational television, crime shows, reality shows, game shows, and television movies and series. Students will also study some forms of dramatic TV narrative—the stand-alone episode, the miniseries, a long serial narrative, and the web television series. Special attention will be given to the role these genres play in different realms of contemporary German society in connection to some topics crucial to understanding the modern German-speaking world, including social structure, politics, culture, and everyday life.

The course is taught in German.

## Learning Goals

As a learning outcome of the course, students will develop the ability to approach the phenomenon of television both analytically and synthetically, exploring the connections between television and the social world in critical and creative ways. As an additional practical outcome, students will develop important skills in working with the media texts by practicing discussion as well as oral and written interpretation, which will advance their ability to talk and write about media and culture in general.







## Course Website

Sakai (<http://sakai.rutgers.edu>) is the main website for this course. It contains the homework assignments and is used to complete some parts of the homework (blogging, see p. 4). All students officially enrolled in this course already have access to its Sakai website. Students who do not have access need to contact the instructor. Students should check the website frequently for the most recent announcements and assignments.

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## Assessment

### Grade Composition

Aspect	Percentage
 Class Participation (see rubrics below)	15%
 Blog	15%
 Group Presentation	15%
 Individual Presentation	15%
 Essays (2)	20%
 Final Examination	20%

### 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.

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## Course Requirements and Assignments

### **Class Participation** • 15%

Active participation in all class exercises and discussions is a crucial part of the student's preparation towards the achievement of the learning goals of the course. All class discussions will be based on the current topics covered. It is expected that the students do the homework, as it serves as preparation for class discussion. All homework listed in the Syllabus must be completed before class of the date indicated. There will be homework assignments not listed on the syllabus given by the instructor during class.

### **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 the content of readings and videos
- Answering specific questions related to the content of assigned videos and readings
- Reaction papers to the activities in class

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 the appropriate number indicated in the Syllabus, e.g. [05 – Zusammenfassung des Videos "Nipkow, Baird, Zworykin und die Entwicklung des Fernsehens"](#).
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](#).

### **Group Presentation** • 15%

In the first half of the semester the students will work in small groups (2 or 3 students) in order to make a group presentation (*Gruppenreferat*) on a topic covered in class. The sign-up sheet with the topics will be circulated in class. While the general topic is given, students will choose their own particular subject and create their own content. It is expected that the students meet outside of class to prepare the presentation. The presentation consists of a 15-minute talk followed by a 15-minute question-and-answer session. The use of multimedia is required. It is crucial that the presenters speak and not read; therefore, students should take time to practice their presentation skills. By noon on the day of the presentation the group of presenters submits the outline of the presentation (e.g., a PowerPoint file) as an e-mail attachment with the subject line [389 – Gruppenreferat \[#\] – \[First\\_Name\\_of\\_Presenter\\_1\], \[First\\_Name\\_of\\_Presenter\\_2\]](#), e.g., [389 – Gruppenreferat 2 – Maria, Michael](#). By the session following that presentation all other students write a blog entry with a critical comment on the presentation they heard, providing its summary and sharing their own thoughts on the topic.

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### Individual Presentation • 15%

In the second half of the semester each student will work on an individual project to be delivered as a presentation (*Referat*). The choice of topic will be discussed during the office hours. It is recommended that students come up with a topic of their interest which is connected to the general topic of the course. The presentation of the individual project consists of a 10-minute talk followed by a 15-minute question-and-answer session. The use of multimedia is required. It is important that the presenter speaks and not reads; therefore, students should take time to practice their presentation skills. Students should indicate the dates and the titles of their presentations by Session 15 (Tuesday, October 22). It is recommended to sign up as early as possible in order to have a choice of dates.

To sign-up for your presentation:

1. Open the Sakai Course Website
2. In the left pane click [Wiki](#)
3. Click [Edit](#)
4. In the window, towards the appropriate date, substitute the text “*Ihr Name*” with your name and “*Ihr Thema*” with the title of your presentation
5. Click [Save](#)
6. Check that your entry looks correct. If not, repeat steps 3–6
7. Mark your calendar

Two sessions prior to the date of the presentation the student submits the outline of the presentation (e.g., a PowerPoint file) as an e-mail attachment with the subject line [389 – Referat \[#\] – \[First\\_Name\\_of\\_Presenter\]](#), e.g., [389 – Referat 4 – Michael](#). By the session following that presentation all other students write a blog entry with a critical comment on the presentation they heard, providing its summary and sharing their own thoughts on the topic.

### Essays • 20%

During the semester the students will write two essays (*Aufsätze*). The length of each essay is five double-spaced pages. Both essays will be revised at least once, for content and style as well as for grammar. The first draft will receive comments and one grade; the revised essay receives another grade; both will be averaged for a final grade. Most of work on grammar in this course will be 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 may be completed in class or assigned as homework during the semester. Make sure to attach the first version with the instructor's corrections and comments to the second version when you submit it. No late work will be accepted unless an extension is arranged in advance. Use of a translation engine will be considered cheating (see *Academic Integrity Policy* on p. 6). Students should bring one hard copy of their essay to class and submit their essay in \*.docx, \*.doc, \*.rtf, or \*.pdf format as an e-mail attachment with the subject line [389 – Aufsatz \[#\], Version \[#\] – \[First\\_Name\]](#), e.g., [389 – Aufsatz 1, Version 2 – Michael](#).

### Final Examination • 20%

The final examination (20%) will take place on Friday, December 20, from 8:00 a.m. to 11:00 a.m. in Scott Hall, Room 202. The format of the final examination will be announced.

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## Communication with the Instructor

### @ E-Mail

The best way to contact the instructor outside the classroom is to e-mail [pichugin@rutgers.edu](mailto:pichugin@rutgers.edu). Please include **389 – [First\_Name]** in the Subject Line, e.g. **389 – 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 will help the instructor better coordinate the students' expectations and progress with the learning goals of the course. Please send the reports as e-mail attachments to the e-mail [pichugin@rutgers.edu](mailto:pichugin@rutgers.edu). Please Include **389 – [First\_Name] – Progress Report [#]** in the Subject Line, e.g. **389 – 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 and skill 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](#).

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# Semesterplan

 = Diskussion 
  = Text 
  = Video 
  = Hörtext 
  = Referat 
  = Gruppenreferat 
  = Blog-Eintrag 
  = Aufsatz 
  = Klausur 
  = Fortschrittsbericht

Nr.	Datum	Thema	Hausaufgaben	Klassenarbeit
1	Di 03.09			Einführung • Kennenlernen • Semesterplan
2	Do 05.09	A. Technologie	 Umfrage zum Fernsehkonsum  Unser Leben mit der Flimmerkiste  01 • Was assoziieren Sie mit dem Wort „Fernsehen“?  02 • Fernsehen und ich: Wie ist diese Beziehung?	 Was ist das Fernsehen? Fernsehen und andere Medien
3	Di 10.09		 Wie die Bilder laufen lernen – Antennentechnik der Blankom Bad Blankenburg  Übertragungstechniken  03 • Zusammenfassung des Videos	 Übertragungstechniken
4	Do 12.09		 ARD Digital – Infosendung Digitales Fernsehen und HDTV  So finden Sie die beste Lösung für Ihren TV-Anschluss  04 • Zusammenfassung des Videos	 Digitalfernsehen
5	Di 17.09		 Nipkow, Baird, Zworykin und die Entwicklung des Fernsehens  Wie das Fernsehen entstand  05 • Zusammenfassung des Videos	 Entstehung des Fernsehens  Gruppenreferat 1 • <i>Fernsehen: Technologie</i>
6	Do 19.09	B. Geschichte	 Fernsehen in den 50er Jahren  Fernsehgeschichte in Deutschland  06 • Reflexion zum Thema des Gruppenreferats 1	 Geschichte des deutschen Fernsehens
7	Di 24.09		 Ost-Fernsehen: Geschichte des DDR-Fernsehens  Fernsehen in der DDR  07 • Meilensteine der Fernsehgeschichte  Fortschrittsbericht 1	 Das Fernsehen in der DDR
8	Do 26.09		 Deutsche Fernsehsender  [...]	 Deutsche Fernsehsender heute. Das duale System und die Medienkonzentration
9	Di 01.10		 [...]	 Fernsehen in der Schweiz und Österreich  Gruppenreferat 2 • <i>Aus der Geschichte des Fernsehens</i>
10	Do 03.10	C. Gesellschaft	 [...]	 Wer zahlt? Der Rundfunkbeitrag
11	Di 08.10		 [...]	 Wer zahlt? Die Werbung im Fernsehen
12	Do 10.10		 Ausbildung im Hessischen Rundfunk  Zum Beispiel ... Mediengestalter/in  12 • Fragen zum Video beantworten	 Fernsehen-Berufe
13	Di 15.10		 [...]	 Das Leben ohne Fernsehen
14	Do 17.10	 [...]	 [...]	
			 [...]	 Gruppenreferat 3 • <i>Das Fernsehen und die Gesellschaft</i>
			 Fortschrittsbericht 2	

Nr.	Datum	Thema	Hausaufgaben	Klassenarbeit
15	Di 22.10		<ul style="list-style-type: none"> <li> Weniger Niveau, mehr Quote? – Unterhaltungsformate im deutschen Fernsehen</li> <li> <i>Daily Soaps, Krimis, Comedy und Co.</i></li> <li> 15 • Reflexion zum Thema des Gruppenreferats 2</li> <li> Aufsatz 1 • Erste Fassung</li> </ul>	Fernsehgattungen und -formate
16	Do 24.10	1. Information	<ul style="list-style-type: none"> <li> [...]</li> <li> <i>So wird die Tagesschau produziert</i></li> <li> 16 • Zusammenfassung des Textes</li> </ul>	Nachrichtensendungen
17	Di 29.10		<ul style="list-style-type: none"> <li> [...]</li> <li> [...]</li> <li> 17</li> </ul>	<ul style="list-style-type: none"> <li> Information und journalistische Ethik</li> <li> Referat 1 • <i>Informationsfernsehen und Nachrichtensendungen</i></li> </ul>
18	Do 31.10	2. Doku	<ul style="list-style-type: none"> <li> [...]</li> <li> [...]</li> <li> 18 • Reflexion zum Thema des Referats 1</li> </ul>	Dokumentarfernsehen
19	Di 05.11		<ul style="list-style-type: none"> <li> [...]</li> <li> [...]</li> <li> 19</li> <li> Aufsatz 1 • Zweite Fassung</li> </ul>	<ul style="list-style-type: none"> <li> Docutainment und Edutainment</li> <li> Referat 2 • <i>Dokumentarfernsehen</i></li> </ul>
20	Do 07.11	3. Krimis	<ul style="list-style-type: none"> <li> <i>Tatort</i>-Episode [...]</li> <li> <i>Sonntagabend, 20 Uhr 15, Erstes Programm</i></li> <li> 20 • Reflexion zum Thema des Referats 2</li> </ul>	Krimi-Serien
21	Di 12.11		<ul style="list-style-type: none"> <li> [...]</li> <li> [...]</li> <li> 21</li> <li> Fortschrittsbericht 3</li> </ul>	<ul style="list-style-type: none"> <li> <i>Tatort</i></li> <li> Referat 3 • <i>Fernsehkrimis</i></li> </ul>
22	Do 14.11	4. Reality	<ul style="list-style-type: none"> <li> Video</li> <li> <i>Reality-Formate auf dem Vormarsch</i></li> <li> 22 • Reflexion zum Thema des Referats 3</li> </ul>	Reality-TV
23	Di 19.11		<ul style="list-style-type: none"> <li> [...]</li> <li> [...]</li> <li> 23</li> </ul>	<ul style="list-style-type: none"> <li> Ekelformate</li> <li> Referat 4 • <i>Reality-TV</i></li> </ul>
24	Do 21.11	5. Spielshows	<ul style="list-style-type: none"> <li> [...]</li> <li> [...]</li> <li> 24 • Reflexion zum Thema des Referats 4</li> <li> Aufsatz 2 • Erste Fassung</li> </ul>	Spielshows
25	Di 26.11		<ul style="list-style-type: none"> <li> <i>Wetten, dass...</i></li> <li> [...]</li> <li> 25</li> </ul>	<ul style="list-style-type: none"> <li> <i>Wetten, dass...</i></li> <li> Referat 5 • <i>Spielshows</i></li> </ul>
26	Di 03.12	6. Serien	<ul style="list-style-type: none"> <li> <i>Lindenstraße</i>-Episode</li> <li> Text</li> <li> 26 • Reflexion zum Thema des Referats 5</li> </ul>	Langformate
27	Do 05.12		<ul style="list-style-type: none"> <li> <i>Lindenstraße</i>-Episode</li> <li> [...]</li> <li> 27</li> </ul>	<ul style="list-style-type: none"> <li> Langformate: <i>Lindenstraße</i></li> <li> Referat 6 • <i>Fernsehkrimis</i></li> </ul>
28	Do 10.12		<ul style="list-style-type: none"> <li> [...]</li> <li> [...]</li> <li> 28 • Reflexion zum Thema des Referats 6</li> </ul>	Zusammenfassung und Rückblick
	Fr 20.12 8.00-11.00		<ul style="list-style-type: none"> <li> Wiederholung und Vorbereitung auf die Klausur</li> <li> Aufsatz 2 • Zweite Fassung</li> </ul>	Klausur