

# ***Deutschland stellt sich vor: Deutsches Theater und die Unmöglichkeit der Revolution***

DE 204

German 490/430

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Büro: Dewing 211A

Sprechstunden: Mo/Mi 12.00-13.00 Uhr

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Di 10.30-11.30 Uhr (und nach Vereinbarung)

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Es ist oft bemerkt worden, daß Deutschland fast die einzige europäische Nation ist, in der sich noch keine richtige politische Revolution vollzogen hat. Warum haben es die Deutschen noch nie wirklich zum Bürgerkrieg gebracht? Diese pikante Frage dient als Ansatz für diesen Kurs, der sich die politische und kulturelle Bedeutungen von politischer Revolution in Deutschland während der modernen Zeit unter die Lupe nimmt. So auffallend das Ausbleiben der politischen Revolution auch sei, desto interessanter ist die Tatsache, daß sich deutsche Autoren so oft an die Bühne gekehrt haben, um diesen virulenten Akt darzustellen. Viele wichtige Autoren (z.B. Friedrich Schiller, Georg Büchner, Gerhart Hauptmann, Ernst Toller, Bertolt Brecht, u.v.a.) haben das Theater als die beste Kunstform angesehen, um den sozialen Protest zu repräsentieren und um die Faszination und den Horror der Revolution darzustellen.

Indem wir eine Auswahl von Werken von diesen Autoren betrachten, zusammen mit geschichtlichen und theoretischen Schriften aus der reichen Tradition von deutscher politischer Theorie, stellen wir folgende Fragen: wie wird die Idee von Bürgerkrieg in dem jeweiligen Text dargestellt? Repräsentiert er z.B. Hoffnung auf eine positive Änderung in der sozialen-politischen Lage der Charaktere im Drama, oder erscheint er eher als eine Form von Apokalypse, oder etwas zwischen den beiden? Inwiefern dient Revolution auf der Bühne als Ersatz für den Protest in Realität für die Deutschen? Erregt theatralische Revolution politische Leidenschaften, oder beruhigt sie eher solche Gefühle? Inwiefern benutzen Autoren die Techniken von Literatur und Drama, um die Idee von politischer Revolution zu fördern, untersuchen, oder hinterfragen?

## Anforderungen für Seniors:

Täglicher, mündlicher Mitarbeit auf Deutsch	15%
Referate	15%
Forschungsarbeit (10-12 Seiten)	25%
Mündlicher Vortrag der Forschungsarbeit	25%
Quizze	20%

## Anforderungen für NON-Seniors:

Täglicher, mündlicher Mitarbeit auf Deutsch	15%
Referate	15%
Zwei Hausarbeiten, je 25%	50%
Quizze	20%

**Weitere Anforderungen:** It is *absolutely essential* that you come prepared, on time, and ready to participate actively in German. You can best prepare for class by doing homework on time and by completing reading assignments and projects ahead of or on time. It is absolutely essential that you stay current with the assignments, as we will be moving at a relatively rapid pace. *You should plan to spend at least two (and at times more) hours outside of class to complete readings and writing assignments.* **Please see me immediately if any problems or conflicts arise.**

**Class Participation:** Class participation includes regular attendance, being on time, actively and constructively contributing to class discussion, and composing questions to orient one day's discussion. I expect everyone to keep up with the reading, and contribute regularly to discussion. I expect you to show respect for diverse opinions during class and in papers. You should participate in class discussion in a responsible manner, presenting opinions but also permitting others to present their opinions. You should ALWAYS remain silent when someone else in the room "has the floor" and ALWAYS remain silent during *Referate*.. Thus consistent, positive participation may help you improve a not-so-fantastic grade. Likewise, counter-productive participation can send an otherwise fine grade plummeting. **If you would care to know at mid-quarter what your participation grade for the class is, I will be happy to share this information with you so that you will have the chance to improve on it during the rest of the quarter.** Please see me during my office hours if you would like this information.

What exactly can it mean to participate in class? In addition to having read and prepared the day's assignment (and being ready to speak about it), participation includes the following:

- being on time
- being an attentive, encouraging listener when others are speaking
- making eye-contact with your classmates when speaking (you are not speaking only to me)
- sharing your thoughts about the readings, even if they're not perfectly formed, or amazingly profound (if they are perfectly formed or amazingly profound, they can actually discourage others from responding!)
- making follow-up comments on what others have said
- asking questions of me and other students
- asking other students to repeat, rephrase, or clarify what they've said
- asking one student to respond to something you or another student has said

**This course (class and all writing assignments) will be conducted entirely in German,** and it is expected that you will concentrate solely on speaking German during our time together in class. *It is my expectation that you will speak only German, from the time you enter the classroom, until the time you leave it each day.* Please do everything you can to support your classmates in their effort to master both the colloquial and the academic uses of German by speaking only German during our time together. Creation of a native-like language environment is a major goal for me as an instructor, and *I will take it very seriously when evaluating student performance in this course.* Your help and support are much appreciated.

## Required Readings:

- ☒ Schiller, Friedrich. *Die Räuber*
- ☒ Büchner, Georg. *Dantons Tod*
- ☒ Grabbe, Christian Dietrich. *Napoleon, oder die hundert Tage*
- ☒ Hauptmann, Georg. *Die Weber*
- ☒ Brecht, Bertolt. *Der kaukasische Kreidekreis*
- ☒ Handouts

## Kursplan:

1. Woche: Friedrich Schiller, *Die Räuber*  
Schiller, “Deutsche Größe” u. a. Gedichte (Handout)  
Referatsthemen:
  - ❖ Der junge Schiller
  - ❖ Die Entstehung von Schillers *Räubern*
  - ❖ Sturm und Drang
2. Woche: Schiller, *Die Räuber*  
Schiller and J.W. von Goethe, Reactions to the French Revolution (Handouts)  
Referatsthemen:
  - ❖ Schillers Verhältnis zu Goethe
  - ❖ Schiller, Goethe und die französische Revolution
  - ❖ Geschichtliche Skizze der französischen Revolution
3. Woche: Georg Büchner, *Dantons Tod*  
Karl Marx, *Bürgerkrieg in Frankreich* (Handout)  
Referatsthemen:
  - ❖ Georg Büchner—Leben u. Werk
  - ❖ Danton als historische Figur
  - ❖ Karl Marx
4. Woche: Büchner, *Dantons Tod*  
Marx, *Bürgerkrieg in Frankreich* (Handout)  
Referatsthemen:
  - ❖ Robespierre als historische Figur
5. Woche: C.D. Grabbe, *Napoleon, oder die hundert Tage*  
Referatsthemen:
  - ❖ C.D. Grabbe—Leben u. Werk
  - ❖ Napoleon—biographische Skizze
  - ❖ Das Vormärz**✍ 1. Essay fällig (Nicht-Seniors)**
6. Woche: Grabbe, *Napoleon, oder die hundert Tage*  
James Sheehan, *German History 1770-1866*, “Revolution and Reaction” (Handout)  
Referatsthemen:
  - ❖ Deutschland—die politische Situation um 1830
  - ❖ Die Revolutionen von 1848

7. Woche: Art and Labor: Gerhart Hauptmann, *Die Weber*  
 Referatsthemen:  
 ❖ Deutsche Arbeiteraufstände im späten 19. Jahrhundert  
 ❖ Gerhart Hauptmann—Leben u. Werk  
 ❖ Naturalismus
8. Woche: Hauptmann, *Die Weber*  
 Piscator, *Das politische Theater* (Handout)  
 Referatsthemen:  
 ❖ Erwin Piscators “Totales Theater”  
 ❖ Modernismus  
 ✍ **Forschungsarbeit der Seniors fällig**
9. Woche: Bertolt Brecht, *Der kaukasische Kreidekreis*  
 Brecht, “Kleines Organon für das Theater” (Handout)  
 Referatsthemen:  
 ❖ Bertolt Brecht—Leben u. Werk  
 ❖ Episches Theater  
 ❖ Berliner Ensemble  
 ✍ **2. Essay fällig (Nicht-Seniors)**
10. Woche: Brecht, *Der kaukasische Kreidekreis*  
 Zusammenfassende Diskussion

<i>Benotungsskala:</i>	100-93% A	86-83% B	76-72% C	66-63% D
	92-90% A-	82-80% B-	71-70% C-	62-60% D-
	89-87% B+	79-77% C+	69-67% D+	

**Attendance and Late Work:** Please contact me *in advance* if you must miss a class because of a sanctioned college activity, illness, or a family emergency. Doctor’s appointments and travel plans are not valid reasons for missing class. **More than one unexcused absence during the quarter will lower your final grade by 1% per absence.** Please consult the *Kursplan* for due dates for assignments. **No make-ups will be given for quizzes or oral presentations missed due to an unexcused absence.** Although I may make exceptions in certain cases, I generally will accept no late work.

**Co-curricular activities:** Please take advantage of the following activities sponsored by the German Department (each student is required to attend a minimum of **three** co-curricular events during the quarter to receive full participation credit for the course).

- ✳ **Spielstunde:** Once a week during the quarter you are encouraged to attend the *Spielstunde* (time and place TBA). This will be a chance for you to improve your spoken German by talking with the German teaching assistants, and by playing board games and by watching German language videos.
- ✳ **Mittagstisch:** Join fellow German-speakers in the College *Mensa* Thursdays, 11:30-12:30 p.m., for informal conversation. Food, fun, and conviviality!!
- ✳ **Stammtisch:** Meets weekly, time and day TBA. More opportunity for German conversation in an informal and friendly environment.

✘ **Deutsche Filme:** a series of German films will be screened during the quarter to which you are cordially invited. Times and dates TBA.

# Achtung!!!

## You are responsible at all times for doing your own work.

It is expected that you will become very familiar with Kalamazoo College's policy on Academic Integrity, and that you will abide by it at all times. Incidences of academic dishonesty will be dealt with in accordance with the College policy, details of which may be found at the following URL: <http://www.kzoo.edu/studev/acadPol/handbookregs.html>

I encourage you to discuss any questions you may have about matters of academic integrity as they apply to this course with me at any time.