

Term Information

Effective Term Autumn 2013

General Information

Course Bulletin Listing/Subject Area German
Fiscal Unit/Academic Org Germanic Languages & Lit - D0547
College/Academic Group Arts and Sciences
Level/Career Undergraduate
Course Number/Catalog 3352
Course Title German Intellectual History: Enlightenment and Idealism
Transcript Abbreviation Intell Hist Enligh
Course Description The eight decades from 1770 to 1830 represents one of the richest periods of German thought. This course will give an introduction to some of the seminal texts from this tradition, focusing on how they relate to a changed view of the individual in a social and religious context.
Semester Credit Hours/Units Fixed: 3

Offering Information

Length Of Course 14 Week
Flexibly Scheduled Course Never
Does any section of this course have a distance education component? No
Grading Basis Letter Grade
Repeatable No
Course Components Lecture
Grade Roster Component Lecture
Credit Available by Exam No
Admission Condition Course No
Off Campus Never
Campus of Offering Columbus

Prerequisites and Exclusions

Prerequisites/Corequisites
Exclusions

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code 16.0501
Subsidy Level General Studies Course
Intended Rank Freshman, Sophomore, Junior, Senior

Quarters to Semesters

Quarters to Semesters

New course

Give a rationale statement explaining the purpose of the new course

The course will expose students to some of the preeminent thinkers of German tradition. This exposure will compel a thoroughgoing involvement with these thinkers and thereby sharpen the students' own response, judgment, and evaluation skills.

Sought concurrence from the following Fiscal Units or College

Philosophy, History

Requirement/Elective Designation

General Education course:

Culture and Ideas

The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes

- see attached GE rationale statement

Content Topic List

- see attached sample syllabus

Attachments

- German 3352 Mergenthaler.docx: sample syllabus
(Syllabus. Owner: Miller,Natascha)
- GE rationale German 3352.docx: GE rationale statement
(Other Supporting Documentation. Owner: Miller,Natascha)
- GE Assessment Plan German 3352.docx: GE assessment
(GEC Course Assessment Plan. Owner: Miller,Natascha)
- concurrence Philosophy.pdf: Concurrence
(Concurrence. Owner: Miller,Natascha)

Comments

- Concurrence from History was requested 10/29/12. *(by Miller,Natascha on 10/30/2012 01:56 PM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Miller,Natascha	10/30/2012 02:07 PM	Submitted for Approval
Approved	Fischer,Bernhard	10/30/2012 03:45 PM	Unit Approval
Approved	Heysel,Garett Robert	10/30/2012 08:55 PM	College Approval
Pending Approval	Nolen,Dawn Jenkins,Mary Ellen Bigler Vankeerbergen,Bernadette Chantal Hogle,Danielle Nicole Hanlin,Deborah Kay	10/30/2012 08:55 PM	ASCCAO Approval

Syllabus Template for German 3352: German Intellectual History: Enlightenment and Idealism

(1) Instructor: Professor May Mergenthaler

(2) NA

(3) Office: 334 Hagerty Hall

Phone: (614) 292-0821

(4) Meeting Time: 1h20 min, 2 times a week

Location: TBA

(5) German 3352

Enlightenment and Idealism

Fulfills GE Culture and Ideas

Expected Learning Outcomes:

1. Students analyze and interpret major forms of human thought, culture, and expression.
2. Students evaluate how ideas influence the character of human beliefs, the perception of reality, and the norms that guide human behavior.

Students will read, analyze, and discuss major works of German philosophical aesthetics from the 18th to the early 19th century. Through lectures, class discussions, papers, and examinations students will learn how these works have influenced philosophers and theorists of art up to this day, around the world. They will also critically apply different aesthetic theories to artistic works in various genres and in evaluating these theories.

(6) Course Description:

In this course we will examine the crucial roles that aesthetics played in the philosophy of seminal German philosophers and thinkers, including Baumgarten, Kant, Mendelssohn, Herder, Schiller, Schlegel, Schelling, and Hegel. We will apply and test these philosophers' influential concepts of aesthetics by analyzing contemporaneous visual art, literature, and music.

Furthermore, students will learn about and investigate recent developments in both continental and analytic philosophy of art that draw on and critically develop the insights of 18th- and 19th-century German philosophical aesthetics.

(7) Readings:

a) Philosophy and Aesthetics

Alexander Gottlieb Baumgarten, *Reflections on Poetry* (sel.); Immanuel Kant, *The Critique of the Power of Judgment* (Introduction; Analytic of the Beautiful and the Sublime); Friedrich Schiller, *Letters on the Aesthetic Education of Man; Theory of Drama (on the Pathetic and the Sublime)*; Johann Gottfried Herder, *Sculpture: Some Observations on Shape and Form from Pygmalion's Creative Dream*; Friedrich Schlegel, "Fragments," "Conversation on Poesy;" Schelling, *The Philosophy of Art*; Georg Wilhelm Friedrich Hegel, *Lectures on Aesthetics* (sel.)

b) literature and art:

painting: selected works by Caspar David Friedrich; Angelika Kaufmann
sculpture: selected examples of Ancient Greek Sculpture
literature: Friedrich Schiller, *The Maid of Orleans*; Novalis, "Hymns to the Night;" Günderode,
"Apocalyptic Fragment;" Büchner, *Leonce and Lena*
music: Franz Schubert, Wilhelm Müller, *The Beautiful Miller's Daughter*

Required texts (all texts will be made available on electronic reserve; some books will *also* be ordered for the bookstore, as noted below):

a) Primary Sources

Baumgarten, Alexander G. *Reflections on Poetry: Alexander Gottlieb Baumgarten's Meditationes Philosophicae De Nonnullis Ad Poema Pertinentibus*. Berkeley: University of California Press, 1954.

Büchner, Georg. "Leonce and Lena." Büchner, Georg. *Danton's Death; Leonce and Lena; Woyzeck*. Ed. and trans. by Victor Price. Oxford: Oxford University Press, 1988.

Hegel, Georg Friedrich Wilhelm. *Introductory Lectures on Aesthetics*. Ed. by Michael Inwood, trans by Bernard Bosanquet. Harmondsworth: Penguin, 1993. (also in bookstore)

Herder, Johann Gottfried, and Jason Gaiger. *Sculpture: Some Observations on Shape and Form from Pygmalion's Creative Dream*. Chicago: University of Chicago Press, 2002.

Kant, Immanuel. *Critique of the Power of Judgment*. Ed. and trans. by Paul Guyer. Cambridge, UK: Cambridge University Press, 2000. (also in bookstore)

Schelling, Friedrich W. J. *The Philosophy of Art*. Ed., trans., and intr. by Douglas W. Stott. Minneapolis: University of Minnesota Press, 1989. (also in bookstore)

Schiller, Friedrich. *On the Aesthetic Education of Man, in a Series of Letters*. Ed. and trans. Elizabeth M. Wilkinson and L. A. Willoughby. Oxford: Clarendon Press, 2005. Oxford: Clarendon P, 1967.

Schiller, Friedrich. *Plays. Volume Three: Joan of Arc and Wilhelm Tell*. Trans. by Robert D. MacDonald. London: Oberon Books, 2005.

Schiller, Friedrich. *Essays*. Ed. by Walter Hinderer and Daniel O. Dahlstrom, trans. by Daniel O. Dahlstrom et al. New York: Continuum, 1993.

Schlegel, Friedrich. *Philosophical Fragments*. Trans. by Peter Firchow, intro. by Rodolphe Gasché. Minneapolis: University of Minnesota Press, 1991.

Schlegel, Friedrich. *Dialogue on Poetry and Literary Aphorisms*. Ed., trans., annot., and intr. by Ernst Behler and Roman Struc. University Park: Pennsylvania State University Press, 1968.

b) Contemporary Aesthetic Theory:

Gaiger, Jason. “‘Hegel’s Contested Legacy: Rethinking the Relation Between Art History and Philosophy’.” *The Art Bulletin* Vol. XCIII, No. 2 (June 2011): 178-194.

Henrich, Dieter, “The Contemporary Relevance of Hegel’s Aesthetics.” M. Inwood, ed. *Hegel*. Oxford: Oxford University Press, 1985. 199–207.

Kohlenbach, Margarete. “Transformations of German Romanticism 1830-2000.” Ed. Saul, Nicholas. *The Cambridge Companion to German Romanticism*. Cambridge et al.: Cambridge University Press, 2009. 257-280.

McMahon, J. A. “Critical Aesthetic Realism.” *Journal of Aesthetic Education*. 45.2 (2011): 49-69.

Matala de Mazza, Ethel. “Romantic Politics and Society.” Ed. Saul, Nicholas. *The Cambridge Companion to German Romanticism*. Cambridge et al.: Cambridge University Press, 2009. 191-208.

Menke, Christoph. “Force: Towards an Aesthetic Concept of Life.” Trans. Gerrit Jackson. *MLN* 125.3 (2010): 552-570.

(8) Assignments:

1. Weekly quizzes:

There will be short (10-minute) weekly quizzes on the material covered in class.

2. One midterm take-home examinations:

Students choose one out of three essay questions provided by the instructor and write their 3-page response (750 words) at home.

3. A final take-home examination:

Students choose one out of three essay questions provided by the instructor and write their 5-page response (1000 words) at home.

(9) Grading based on the following percentages: quizzes (30%); midterm (30%); final (40%).

(10) Grading Scale:

100-93 A	79–77 C+	
92–90 A-	76–73 C	
89–87 B+	72–70 C-	
86–83 B	69–67 D+	
82–80 B-	66–63 D	below 63 E

(11) Scheduling of examinations and assignments: quizzes take place once every week. The midterm will take place after the completion of the first 6 weeks of class. The final essay is due during finals period.

(12) Class attendance policy: Students will be allowed only two unexcused absences for which no documentation is required; beyond that, official documentation will be required, or your absence must have an acceptable excuse (see below). Students must have official documentation to be allowed to make up major exams or graded assignments. Any additional unexcused absence (starting with the second absence) will result in a lowering of the student's overall class grade by a third of a grade (i.e. A- instead of A). Each time that a student comes late too class without an acceptable excuse, your overall class grade will be lowered by one point (i.e. 94 instead of 95). Acceptable excuses are documented illness, religious holidays, family emergencies, job interviews, and participation in off-campus OSU sport competitions. If at all possible, please notify me, either in person or via email, at least one day before you are missing a class.

We will be covering a lot of material in this class and it is imperative that students keep up to speed. If you encounter problems or want extra help, please come and see me—I'm here to help you learn. Do not feel, however, that you have to wait for problems before coming in—office hours are available for you to talk with me about anything at all pertaining to the class, your studies, or things German-related. If you cannot come to my regularly scheduled office hours, email me and we can arrange another time to meet.

(13) Weekly Outline

Week One	Introduction to philosophical aesthetics; from Leibniz to Baumgarten (20 pp.)
Week Two	Kant, Immanuel, "Analytic of the Beautiful" (40 pp.) Angelika Kaufmann, <i>paintings</i> (sel.)
Week Three	Kant, Immanuel, "Analytic of the Sublime" (30 pp.) Caspar David Friedrich, <i>paintings</i> (sel.)
Week Four	Schiller, Friedrich <i>Letters on the Education of Man</i> (30 pp.) "On the Sublime" (20 pp.)
Week Five	Schiller, Friedrich, <i>The Maid of Orleans</i> (100 pp.)
Week Six	McMahon, J.A. "Critical Aesthetic Realism." (2011) (20 pp.)
Week Seven	Herder, <i>Sculpture: Some Observations on Shape and Form from Pygmalion's Creative Dream</i> (sel.) (50 pp.) Examples of Ancient Greek Sculpture
Week Eight	Menke, Christoph. "Force: Towards an Aesthetic Concept of Life." (2010) (18 pp.)
Week Nine	Schlegel, Friedrich, "Fragments," "Dialogue on Poetry" (50 pp.)
Week Ten	Schelling, F. W. J., <i>Philosophy of Art</i> (sel.) (50 pp.)
Week Eleven	Novalis, "Hymns to the Night" (3 pp.) Günderode, "Apocalyptic Fragment" (3 pp.) Schubert, Franz (W. Müller), <i>The Beautiful Miller's Daughter</i> (sel.) (2 pp.)
Week Twelve	Matala de Mazza, Ethel, "Romantic Politics and Society" (2009) (18 pp.) Kohlenbach, Margarete, "Transformations of German Romanticism 1830-2000." (2009) (23 pp.)
Week Thirteen	Hegel, G. W. F, <i>Lectures on Aesthetics</i> (30 pp.)
Week Fourteen	Büchner, Georg, <i>Leonce and Lena</i> (comedy) (60 pp.)
Week Fifteen	Henrich, Dieter, "The Contemporary Relevance of Hegel's Aesthetics." (1985) (8 pp.) Gaiger, Jason. "'Hegel's Contested Legacy: Rethinking the Relation Between Art History and Philosophy'" (2011) (16 pp.)

(14) “It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the [Code of Student Conduct](#)

(15) “Students with disabilities that have been certified by the [Office for Disability Services](#) will be appropriately accommodated and should inform the instructor as soon as possible of their needs. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, TDD 292-0901.”

GE Rationale – German 3352

A GE rationale that answers specifically the following questions:

a) How do the course objectives address the GE category expected learning outcomes?

Since the first learning outcome is to “analyze and interpret major forms of human thought, culture, and expression,” these courses accomplish this task by exposing the student to major figures in German intellectual history, all of whom are dealing with important issues relating to “human thought, culture, and expression.”

The second learning outcome is listed as follows: “Students evaluate how ideas influence the character of human beliefs, the perception of reality, and the norms which guide human behavior.” Since students are reading major figures in German intellectual history who have dealt with issues such as “the character of human beliefs, the perception of reality, and the norms that guide human behavior,” students will accomplish this learning outcome by their exposure to exemplary figures in the German tradition who share these concerns.

b) How do the readings assigned address the GE category expected learning outcomes?

The readings are, without exception, from major figures in German intellectual history.

c) How do the topics address the GE category expected learning outcomes?

The topics deal with these same major and exemplary figures in German intellectual history.

d) How do the written assignments address the GE category expected learning outcomes?

The focus of the written assignments will be analysis and interpretation of major statements by major figures in German intellectual history.

e) How does the course aim to sharpen students’ response, judgment, and evaluation skills?

The courses will expose students to some of the preeminent thinkers in the German tradition. This exposure, the lectures by the course instructor, the discussions involving other students, and the assignments students complete will compel a thoroughgoing involvement with these thinkers and thereby sharpen the students’ own response, judgment, and evaluation skills.

GE Assessment Plan – German 3352

A GE assessment plan which [sic] explains how the faculty will assess the effectiveness of the course in achieving the GE expected learning outcomes over time, rather than how individual student grades will be assessed. Successful assessment plans include the following:

a) Description of the specific methods the faculty will use to demonstrate that the aggregate of their students are achieving the goals and the expected learning outcomes of this GE category: Thus, if the faculty is planning to use direct measures, such as embedded questions on exams, pre- and post-tests, or a particular essay assignment, provide some examples. If the faculty plans on using indirect measures, such as opinion surveys or student self-evaluations, give concrete examples as well. (Ideally, a plan should include both direct and indirect measures.)

This course will use both direct and indirect measures of assessment. The minimum measures of assessment will be the student evaluations at the end of the course, at least one essay, and an examination. The Department of Germanic Languages and Literatures encourages, however, more frequent use of student feedback during the course in order to insure that learning goals are being accomplished effectively.

b) Explanation of the level of student achievement expected: What will the faculty define as “success” in terms of student achievement of student learning outcomes? For example, of an embedded question, he/she might define “success” as a certain percentage of students answering the question correctly. For an essay, he/she might define success as particular average overall score based on a scoring rubric.

Based on experience with these sorts of courses, the Department harbors the expectation that 90% of students completing assignments will achieve a grade of C or better on their individual assignments.

c) Description of follow-up/feedback process: Once the faculty member collects the data on student achievement, how will he/she use this information to make course improvements? How will the information be archived?

The Department of Germanic Languages and Literatures uses both the SEI (quantitative) and the SRT (qualitative and discursive) forms at the end of the course. The SEI forms are retained centrally; the SRT forms are recorded by the department and retained by individual faculty members for promotion and review cases. All other evaluations during the course will be archived by individual instructors, who will also retain notes on individual students and their progress. Faculty members will modify course materials, method of presentation, assignments, and the content of lectures in accordance with direct and indirect assessment measures to achieve maximum effectiveness in reaching the GE expected learning outcomes.

FW: course concurrence / Germanic L&L

Hubin, Don

Sent: Tuesday, October 30, 2012 8:38 AM**To:** Hens, Gregor

Dear Gregor (if I may),

The Department of Philosophy is pleased to support the creation and GE status applications for the three courses the Department of Germanic Languages and Literatures is proposing: 3352, 3353, and 3354. They appear to be welcome additions to the curriculum.

Best wishes,

Don

Donald C. Hubin, Professor & Chair
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<http://people.cohums.ohio-state.edu/hubin1/>

From: O'Keeffe, Susan**Sent:** Tuesday, October 30, 2012 8:27 AM**To:** D'Arms, Justin; Hubin, Don**Subject:** FW: course concurrence / Germanic L&L

Hi Justin and Don,

Please see below.

Thanks,
Sue

From: Hens, Gregor**Sent:** Monday, October 29, 2012 4:55 PM**To:** O'Keeffe, Susan**Subject:** course concurrence / Germanic L&L

Dear Sue,

the Department of Germanic Languages and Literatures is seeking concurrence from your department for three new course proposals in Intellectual History. We are trying to get these courses through ASC to the registrar by Jan. 1, and we are already running behind. So swift action will be much appreciated!

I'm attaching a description of the series, three sample syllabi, and a GE rationale statement. An email from the Chair is all that's needed.

Thank you,

Gregor Hens
Associate Professor of German
The Ohio State University