

## **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 3354  
Course Title German Intellectual History: German Thought in Modernity  
Transcript Abbreviation Intell Hist Modern  
Course Description German intellectual history in the twentieth century takes on special meaning because of the course of German history, but also because German writers tackled some of the most difficult problems of the modern world in areas from sociology and political science to aesthetics and ontology.  
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 in the 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 3354 Hammermeister.docx: Syllabus

*(Syllabus. Owner: Miller, Natascha)*

- GE rationale German 3354.docx: GE rationale statement

*(Other Supporting Documentation. Owner: Miller, Natascha)*

- GE Assessment Plan German 3354.docx: GE assessment

*(GEC Course Assessment Plan. Owner: Miller, Natascha)*

- concurrence Philosophy.pdf: concurrence

*(Concurrence. Owner: Miller, Natascha)*

**Comments**

- Concurrence was requested from History on 10/29/12. *(by Miller, Natascha on 10/30/2012 02:01 PM)*

**Workflow Information**

Status	User(s)	Date/Time	Step
Submitted	Miller, Natascha	10/30/2012 02:05 PM	Submitted for Approval
Approved	Fischer, Bernhard	10/30/2012 03:47 PM	Unit Approval
Approved	Heyssel, Garrett 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 3354: German Intellectual History: German Thought in Modernity

(1) Instructor: Professor Kai Hammermeister

(2) NA

(3) Office: 330 Hagerty Hall

Phone: (614) 688-4391

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

Location: TBA

(5) German 3354

German Thought in Modernity

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 intellectual history from the 20th century. Through lectures, class discussions, papers, and examinations students will learn how many of these works have influenced artists, authors, and other philosophers up to this day, around the world. They will also understand how philosophical ideas respond to and shape the political decisions of a nation.

(6) Course Description:

In this course we will examine some of the most influential ideas developed by German thinkers in the 20<sup>th</sup> century. We will understand how their notions respond to social and political factors and how they attempt in turn to influence political decisions. Starting from Max Weber's sociological diagnosis of disenchantment as a response to positivist science as well as related disenchantment with the German political situation resulting from the Versailles treaty, we will trace this figure of thought through the subsequent decades. We will also look at several attempts to counterbalance this idea of disenchantment by offering aesthetic activity as a holdout of enchantment.

(7) Readings:

Max Weber: *The Vocation Lectures* (Hackett)

Ernst Jünger: *The Adventurous Heart* (Telos)

Carl Schmitt: *The Concept of the Political* (U of Chicago P)

Ferdinand Tönnies: *Community and Society* (Dover)

Martin Heidegger: *Basic Writings* (Harper)

Carl Gustav Jung: *Modern Man in Search of a Soul* (Harcourt)

Theodor Adorno/Max Horkheimer: *Dialectics of Enlightenment* (U of Stanford P)

Fure/Nolte: *Fascism and Communism* (U of Nebraska P)

K. Lorenz: *On Aggression* (Harvest)

(8) Assignments:

1. A midterm examination
2. A final examination
3. One paper (circa 10 pages long, double spaced) due in the week prior to Thanksgiving.

[Students may substitute a paper for either the midterm or the final, but anyone wishing to do this, must see me first.]

(9) Grading based on the following percentages: midterm (35%); paper (35%); 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: midterm after the completion of the first 6 weeks of class. Paper due on Friday of the week prior to Thanksgiving. Final examination during the regularly scheduled finals period.

(12) Class attendance policy: Students are expected to attend class; two unexcused absences are allowed. Any additional unexcused absence will result in the lowering of the grade by half a grade.

### (13) Weekly Outline

Week One	Introduction; The historical and political situation
Week Two	Max Weber: "Politics as Vocation"
Week Three	Max Weber: "Science as Vocation"
Week Four	Ernst Jünger: <i>The Adventurous Heart</i>
Week Five	Carl Schmitt: <i>The Concept of the Political</i>
Week Six	Martin Heidegger: "What is Metaphysics?"
Week Seven	Martin Heidegger: "The Origin of the Work of Art"
Week Eight Humanism"	Martin Heidegger: "The Question Concerning Technology"/"Letter on
Week Nine	Review and Midterm Examination
Week Ten	Carl Gustav Jung: <i>Modern Man in Search of a Soul</i>
Week Eleven	Adorno/Horkheimer: "Culture Industry"
Week Twelve	Ferdinand Tönnies: <i>Community and Society</i>
Week Thirteen	Fure/Nolte: <i>Fascism and Communism</i>
Week Fourteen	Konrad Lorenz: <i>On Aggression</i>
Week Fifteen	Open topics [emerging from classroom discussions]

(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 3354**

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 3354

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

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Donald C. Hubin, Professor & Chair  
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**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

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**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