

GE rationale and assessment for German 3254H: Visual and Performing Arts

A GE rationale that answers specifically the following questions:

a) How do the course objectives address the GE category expected learning outcomes? **The expected learning outcomes for visual and performing arts are first: “students analyze, appreciate, and interpret significant works of art.” The works we will be viewing are major works from major filmmakers. We will be interpreting and analyzing them in particular from the perspective of their techniques of representation of the Holocaust. In the process students will come to appreciate the sophistication of the filmmakers in their work. The second expected learning outcome is that “students engage in informed observation and/or active participation in a discipline within a visual, spatial, and performing arts.” I have never had students produce films themselves in this course, although it would be an option if I were approached about it. Instead, students will learn to deal with visual art, analyze it, and appreciate it. Their assignments will force them to do an independent group analysis in addition to individual written analyses.**

b) How do the readings assigned address the GE category expected learning outcomes? **There will be few reading assignments; most of the students’ time outside of class will involve viewing films. These films will be analyzed and interpreted in class, either in lectures or in discussions or by students themselves in small groups. They will have to come to terms with visual representation if they are going to succeed in the course.**

c) How do the topics assigned address the GE category expected learning outcomes? **The topics relate directly to the films and the representations in the films. They relate to the analysis and interpretation of the films.**

d) How do the written assignments address the GE category expected learning outcomes? **The written assignments ask the students to engage in analysis and interpretation of the films and their representations of the Holocaust.**

e) How does the course aim to sharpen the students’ response, judgment, and evaluation skills? **They will sharpen these skills through exposure to different ideas and perspectives, through articulation of their own ideas and perspectives, and through active interchange in discussions that will challenge ideas and perspectives they currently hold. The papers and the presentation will be designed to have students argue a perspective, knowing that there are other valid perspectives on these issues.**

4. A GE assessment plan etc.

a) Description of the specific methods etc. **I will be using both direct and indirect methods of assessment. I plan to survey students periodically in the course to see**

what is working for them and what is not working. The written assignments will be focused on the learning outcomes, and I should be able to assess how successful I have been from an examination of the results of the first essay. I occasionally like to give the students a quick written question, ask them to write on it for five minutes, have them pass it in, and use it as the basis for discussion. For example, I might ask about the use of black and white filming in *Schindler's List*, and what it adds to the overall effect of the film; what is the visual impact, and how does it affect our view of representation of the Holocaust. This sort of method allows me to see how well students are doing with the material assigned. I would like to remain flexible and be able to change my delivery of the material according to what works best for the students in achieving the desired learning outcomes.

b) Explanation of the level of student achievement expected. My definition of success for students will include (1) an understanding of the various ways filmmakers have represented an event many believe is unrepresentable and (2) an understanding for how history depends on perspective and changes with historical change in one's own era. I believe most students will be able to achieve this sort of understanding, and I will have to rethink my methods if more than a handful do not accomplish this much in their written work and contributions to discussions.

c) Description of follow-up/feedback process. GLL collects final evaluations, and I will certainly consult them to see what the student response has been and to alter methods for more successful attainment of the goals of the course. But I do believe that having indicators during the course, as I have stated above, is essential, and will implement changes according to the feedback I have.

GE rationale and assessment for German 3254H: Historical Study

3. A GE rationale that answers specifically the following questions:

a) How do the course objectives address the GE category expected learning outcomes? **The first learning outcome for historical study is that students “construct an integrated perspective on history and the factors that shape human activity.” Students in this course will be dealing with a period of great historical interest: the period of the Second World War, and more specifically the actions surrounding the historical event known as the Holocaust. Students will therefore be exposed to views of the Holocaust from various perspectives and from various countries. But they will also come to understand the postwar period and its developments. In this regard students will be able to see how the past influenced the origin and nature of issues throughout the postwar period (a good example is *Night and Fog*), continuing into the present. The assignments will put students in the position of analyzing and writing about critically about films as historical and cultural documents.**

b) How do the course objectives address the GE category expected learning outcomes? **The objectives are directly related to the material assigned for the course and all involve an understanding of the past and of an especially important past era in European history. One of the main objectives of the course is to see how the past influences the present, and how coming to terms with the Holocaust in filmic representation involves inserting meaning into a seemingly senseless event.**

c) How do the topics address the GE category expected learning outcomes? **The topics are also directly related to the assigned materials and contribute directly to an understanding of the Holocaust and how the Holocaust is the paradigmatic case for the difficulties – some would say impossibility – of representing the past.**

d) How do the written assignments address the GE category expected learning outcomes? **The written assignments are directly related to the course materials. Students will be asked to reflect on the Holocaust and Holocaust representations from various countries and from various periods of time.**

e) How will students sharpen communication skills through the preparation of essay exams and papers and through participation in discussions in this course? **They will sharpen these skills through exposure to different ideas and perspectives, through articulation of their own ideas and perspectives, and through active interchange in discussions that will challenge ideas and perspectives they currently hold. The papers and the presentation will be designed to have students argue a perspective, knowing that there are other valid perspectives on these issues.**

4. A GE assessment plan etc.

a) Description of the specific methods etc. **I will be using both direct and indirect methods of assessment. I plan to survey students periodically in the course to see what is working for them and what is not working. The written assignments will be focused on the learning outcomes, and I should be able to assess how successful I**

have been from an examination of the results of the first essay. I occasionally like to give the students a quick written question, ask them to write on it for five minutes, have them pass it in, and use it as the basis for discussion. For example, I might ask about the use of black and white filming in *Schindler's List*, and what it adds to the overall effect of the film. This sort of method allows me to see how well students are doing with the material assigned. I would like to remain flexible and be able to change my delivery of the material according to what works best for the students in achieving the desired learning outcomes.

b) Explanation of the level of student achievement expected. My definition of success for students will include (1) an understanding of the various ways filmmakers have represented an event many believe is unrepresentable and (2) an understanding for how history depends on perspective and changes with historical change in one's own era. I believe most students will be able to achieve this sort of understanding, and I will have to rethink my methods if more than a handful do not accomplish this much in their written work and contributions to discussions.

c) Description of follow-up/feedback process. GLL collects final evaluations, and I will certainly consult them to see what the student response has been and to alter methods for more successful attainment of the goals of the course. But I do believe that having indicators during the course, as I have stated above, is essential, and will implement changes according to the feedback I have.

GE rationale and assessment for German 3254H: Diversity (Global Studies)

A GE rationale that answers specifically the following questions:

a) How do the course objectives address the GE category expected learning outcomes? **The first learning outcome relates to students understanding “some of the political, economic, cultural, physical, social, and philosophical aspects of one or more of the world’s nations, peoples, and cultures outside the U.S.” The films for the course are drawn from various countries outside the US: Germany, France, and Italy are represented, but in the student presentations Poland and Czech films will also be included, as well as possibly Israeli film. Students will come to understand the films as responses of different cultures, but also the history told in the film about the Holocaust as a response from different countries with different cultural and historical traditions. The second learning outcome is that students “recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.” The films will certainly emphasize national diversity, but also the common humanity of individuals in the Holocaust. They will understand historical phenomena as having a global aspect.**

b) How do the readings assigned address the GE category expected learning outcomes? **There will be more viewings than readings, but they will contribute to the learning outcomes because they are drawn from different countries with different traditions (also different traditions in filmmaking).**

c) How do the topics address the GE category expected learning outcomes? **The topics related to the films and the course objectives. They will emphasize the international aspect of the Holocaust.**

d) How do the written assignments address the GE category expected learning outcomes? **The written assignments call for analysis and interpretation of various films, and there will be comparative questions asking students to evaluate the response of a film from one country against another.**

4. A GE assessment plan etc.

a) Description of the specific methods etc. **I will be using both direct and indirect methods of assessment. I plan to survey students periodically in the course to see what is working for them and what is not working. The written assignments will be focused on the learning outcomes, and I should be able to assess how successful I have been from an examination of the results of the first essay. I occasionally like to give the students a quick written question, ask them to write on it for five minutes, have them pass it in, and use it as the basis for discussion. For example, I might ask about the lyricism in *The Garden of the Finzi Continis*, or about the ways in which *Night and Fog* reflect on specifically French concerns of the Holocaust and the**

1950s. This sort of method allows me to see how well students are doing with the material assigned. I would like to remain flexible and be able to change my delivery of the material according to what works best for the students in achieving the desired learning outcomes.

b) Explanation of the level of student achievement expected. My definition of success for students will include (1) an understanding of the various ways filmmakers from different national perspectives have dealt with the Holocaust and (2) an understanding for how history depends on perspective and changes with historical change in one's own era. I believe most students will be able to achieve this sort of understanding, and I will have to rethink my methods if more than a handful do not accomplish this much in their written work and contributions to discussions.

c) Description of follow-up/feedback process. GLL collects final evaluations, and I will certainly consult them to see what the student response has been and to alter methods for more successful attainment of the goals of the course. But I do believe that having indicators during the course, as I have stated above, is essential, and will implement changes according to the feedback I have.