

Term Information

Effective Term Spring 2015

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 2250
Course Title Berlin: Stories, Languages, and Ideas
Transcript Abbreviation BerlinStryLangIdea
Course Description Students will learn about the roles Berlin played in Europe's and the world's major upheavals, from the Thirty Years' War to the Fall of the Wall in 1990, and will gain insight into the increasing internationalization of Berlin from three perspectives: stories told by and about Berlin's citizens; philosophical & scientific ideas generated in Berlin; and multilingual dialects and variations.
Semester Credit Hours/Units Fixed: 3

Offering Information

Length Of Course 14 Week, 7 Week, 4 Week (May Session), 12 Week (May + Summer)
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

Requirement/Elective Designation

General Education course:
Literature; Global Studies (International Issues successors)

Course Details

Course goals or learning objectives/outcomes

- Students analyze and interpret literary works and other cultural products relating to Berlin, learning about Berlin's history and culture and developing an appreciation for the diverse peoples and traditions that have shaped them.

Content Topic List

- Berlin as economic and political center over time
- Berlin and two World Wars
- Berlin as center of ideas: science, higher learning, philosophy
- Berlin and aesthetic and economic modernity
- Berlin as a divided city
- Berlin's diverse languages
- Berlin as multicultural metropolis

Attachments

- G_2250_Syllabus_FINAL.docx: Syllabus
(Syllabus. Owner: Miller,Natascha)
- G_2250_GE_Rationale.docx: GE plan
(GEC Course Assessment Plan. Owner: Miller,Natascha)
- CurriculumMap_update_Jun2014.pdf: Curriculum Map
(Other Supporting Documentation. Owner: Miller,Natascha)

Comments

- As per email exchange 6.10.14 grh *(by Heysel,Garett Robert on 06/10/2014 04:51 PM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Miller,Natascha	06/10/2014 09:01 AM	Submitted for Approval
Approved	Fischer,Bernhard	06/10/2014 09:27 AM	Unit Approval
Revision Requested	Heysel,Garett Robert	06/10/2014 04:51 PM	College Approval
Submitted	Fischer,Bernhard	06/11/2014 09:07 AM	Submitted for Approval
Approved	Fischer,Bernhard	06/11/2014 09:10 AM	Unit Approval
Revision Requested	Heysel,Garett Robert	06/11/2014 09:59 AM	College Approval
Submitted	Miller,Natascha	06/16/2014 02:58 PM	Submitted for Approval
Approved	Fischer,Bernhard	06/16/2014 05:13 PM	Unit Approval
Approved	Heysel,Garett Robert	06/16/2014 05:58 PM	College Approval
Pending Approval	Vankeerbergen,Bernadette Chantal Nolen,Dawn Jenkins,Mary Ellen Bigler Hogle,Danielle Nicole Hanlin,Deborah Kay	06/16/2014 05:58 PM	ASCCAO Approval

German 2250 BERLIN: Stories, Languages, and Ideas (GE)

Time and Day: T,Th 3:30-4:50

Location: TBA

Instructor: Prof. May Mergenthaler

Email: mergenthaler.4@osu.edu

Office: 334 Hagerty Hall

Office hours: TBA

Taught in English

GE Categories: Literature; Diversity: Global Studies

Semester Course

General Education Goals and Expected Learning Outcomes

Literature

Goals:

Students evaluate significant texts in order to develop capacities for aesthetic and historical response and judgment; interpretation and evaluation; and critical listening, reading, seeing, thinking, and writing.

Expected Learning Outcomes:

1. Students analyze, interpret, and critique significant literary works.
2. Through reading, discussing, and writing about literature, students appraise and evaluate the personal and social values of their own and other cultures.

The assigned literary texts from various genres (e.g., novel, drama, poetry, song, autobiography, and essay) represent or are in dialogue with significant literary, intellectual, philosophical, social, and political chapters of Berlin's history. As they read these texts, students will learn about the values that Berlin's inhabitants and its cultural and political leaders have held over time. Class discussions and written assignments will guide students in analyzing these works, in evaluating the values that the texts and their characters represent, and in reflecting on how their own values relate to those of Berlin's inhabitants, past and present.

Diversity: Global Studies

General Goals:

Students understand the pluralistic nature of institutions, society, and culture in the United States and across the world in order to become educated, productive, and principled citizens.

Expected Learning Outcomes:

1. Students understand 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.
2. Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.

The assigned literary texts represent or are in dialogue with significant literary, intellectual, philosophical, social, and political chapters of Berlin's history from the Middle Ages to the present. Discussions and written assignments will highlight the diversity of experiences and opinions within Berlin's inhabitants and cultural and political leaders over time, explore how these diverse perspectives have influenced the histories of Berlin and Germany, and encourage students to reflect on the way that similar forces influence their lives, cultures, and beliefs.

Course Description

Berlin is Germany's largest metropolis and one of the most attractive cities in the world, appealing to people from all generations and from different social, cultural, and ethnic backgrounds. This course will explore the reasons for Berlin's unique charm. On the one hand, history has left many scars on the city's population, architecture, and political structure. On the other, it received fresh energy when it again became Germany's capital after the country's re-unification in 1990, following four decades of division between East and West. Students will learn about the roles that the city played in Europe's and the world's major upheavals, from the Thirty Years' War to the Fall of the Wall in 1990, and will gain insight into the increasing internationalization of the contemporary metropolis, from three perspectives:

- 1) The **stories** told by and about Berlin's citizens, in literature, film, theater, and other media,
- 2) Major philosophical and scientific **ideas** generated in the city, and
- 3) the unique **languages**--multilingual dialects and variations--that have developed within Berlin's borders.

On the background of readings about Berlin's history, students will engage with the city's stories, languages, and ideas through class discussions, group activities, written reflections, presentations, and a group project.

Required Readings:

Read, Anthony, and David Fisher, *Berlin Rising: Biography of a City*, New York: W.W. Norton, 1994.

This book is a required reading and available in the OSU Book Store or through online booksellers, including as an e-book. Additional required and recommended readings will be made available through OSU's course management system, CARMEN.

Course Requirements and Evaluation

Attendance and Participation: Class participation and preparation are essential to your learning and will contribute significantly to your performance, as well as to the

success of the whole class. To do well in this area, you will need to come to class regularly and well-prepared, pay attention during class, and contribute to class discussions. Late arrival and early departure are considered poor participation; they are disruptive to others and make it possible to miss essential information. Three late arrivals (more than 10 minutes) will count as one unexcused absence. No more than two unexcused absences are allowed. Any additional unexcused absence will result in a lowering of your final grade by 2% of a letter grade; e.g., a final grade of A- (90%) will become B+ (88%).

Acceptable excuses for absences are documented illness, religious holidays and emergency situations. If possible, please contact your instructor well in advance if you need to miss class. In the case of missed class, it is your responsibility to get the notes and assignment information from the instructor or classmates.

Readings/Films/Audiovisual Materials

You are expected to have read the assigned texts before you come to class and to have viewed/listened to the assigned films or audiovisual materials. Bring the readings to class (in print or on an electronic reading device), and be prepared to discuss the materials with your peers and instructor. The assigned out-of-class work will help you prepare for class discussions.

Assigned out-of-class work:

Every other week you will be given a worksheet that will include some or all of the following assignments:

- a series of questions to guide your reading, viewing, and listening to the assigned material
- an analysis or interpretation of a section of a literary text, film, or audio file
- a brief summary of one of the assigned texts
- partner work: composing and recording a fictional dialogue between two of the personalities being discussed

Completing these assignments will allow you to participate in class discussions.

Quizzes: There will be short quizzes, some announced and some unannounced, at the beginning of select classes. The goal of these quizzes is to assess your reading comprehension and class preparation. They also provide you and your instructor with ongoing feedback about how well you and other students understand class materials and discussions. The quizzes will help you prepare to answer the questions on the midterm exam.

Midterm Exam: The midterm exam will require you to answer questions about the content covered in the readings, films, audio files, lectures, and class discussions. Questions may ask about facts, arguments, analyses, and interpretations.

Final Exam: The final exam will consist of a series of content questions similar to those in the midterm exam. In addition, the final exam will include short essay questions that will enable students to demonstrate their understanding of the course materials.

Cell Phone, Social Media, and Email Usage

Using cell phones during class or checking your email or Facebook on your electronic device or laptop can be very disruptive. Remember to turn off your cell phone before class starts. If you use your cell phone during class, I will deduct 50% from your participation score for that class period. If you check your email or Facebook or other websites not related to class, I will also deduct 50% from your participation score for that class period.

Grading

Attendance and participation	10%
Assigned out-of-class work	10%
Quizzes	20%
Midterm	30%
Final Exam	30%

The Department of Germanic Languages and Literatures uses the following scale:

A = 93-100	C+ = 78-79	E = below 63
A- = 90-92	C = 73-77	
B+ = 88-89	C- = 70-72	
B = 83-87	D+ = 68-69	
B- = 80-82	D = 63-67	

Academic Integrity

Our Department expects students who enroll in our courses to demonstrate the highest degree of academic integrity. In upholding OSU's policies, we are obligated to report all suspected cases of academic misconduct to the Committee on Academic Misconduct.

Please be informed about OSU's Code of Student

Conduct: <http://oaa.osu.edu/coamresources.html>

"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.)"

Students with Disabilities

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; <http://www.ods.ohio-state.edu>

Syllabus

Week 1: Berlin as Center of Trade, 1200-1448

Day 1: • Introduction: Berlin – Global City, Global History

Day 2: • From Medieval Fish Market to Aristocratic Center of Bureaucracy

Assigned reading & viewing:

- Read and Fisher, *Berlin – The Biography of a City*, ch. 1, pp. 1-15.
- Berlin: A City in Search of Itself (Video, streaming through OSUL) (53:00)

Week 1 – Out-of-class work #1:

- Complete assignment/worksheet #1: The center of Berlin, then and now (use old maps and Google maps, Google earth to compare, and <http://www.berlin.ucla.edu/research/2003.php>)

Week 2: Berlin as Center of Power (17th to 18th centuries)

Day 1: • Berlin under Frederick Wilhelm I (1688-1740, reigned 1713-1740) and Frederick II (1712-1786, reigned 1740-1786), Kings of Prussia

- French in Berlin, the Huguenot influence on *Berlinerisch*
- The Prussian “Seven-Years’ War” (1756-1763)
- Gotthold Ephraim Lessing, *Minna von Barnhelm* (1767): The languages of honor and humor

Assigned readings:

- Read and Fisher, *Berlin – The Biography of a City*, ch. 3-4, pp. 28-50.
- Lessing, *Minna von Barnhelm*, in: Lessing, Gotthold E, and Peter Demetz, *Nathan the Wise, Minna Von Barnhelm, and Other Plays and Writings*, New York: Continuum, 1991, Act I-III, pp. 1-44.

Day 2: • Gotthold Ephraim Lessing (1729-1781), *Minna von Barnhelm* (1767): the languages of honor and humor

Assigned readings:

Lessing, *Minna von Barnhelm*, in: Lessing, Gotthold E, and Peter Demetz, *Nathan the Wise, Minna Von Barnhelm, and Other Plays and Writings*, New York: Continuum, 1991, Act IV-V, pp. 44-75.

Week 3: Berlin Enlightenment and Jewish Haskalah (18th century)

- Day 1:
- The “Berlin Wednesday Society”
 - Enlightenment and Society in Immanuel Kant and Moses Mendelssohn
 - The languages of reason and education

Assigned readings:

- Kant, “What is Enlightenment?”, Schmidt, James ed., *What Is Enlightenment?: Eighteenth-century Answers and Twentieth-Century Questions*, Berkeley: University of California Press, 1996, pp. 58-64. (OSUL e-book)
- Moses Mendelssohn, “What is Enlightenment?”, Schmidt, James ed., *What Is Enlightenment?: Eighteenth-century Answers and Twentieth-Century Questions*. Berkeley: University of California Press, 1996, pp. 53-57. (OSUL e-book)
- Read and Fisher, *Berlin – The Biography of a City*, ch. 5, pp. 51-64.

- Day 2:
- Jewish Life in Berlin
 - Salomon Maimon
 - The Languages of the Jewish Community: German, Yiddish, and Hebrew

Week 3 – Out-of-class work #2:

- Complete assignment/worksheet #2: together with a partner, write and record or write and perform in class a 200-word dialogue between Kant and Mendelssohn about their different views of the Enlightenment

Week 4: The Idea of the University and Knowledge of the Universe (The long 19th century)

Day 1: Wilhelm von Humboldt’s University

Assigned readings:

- Wilhelm von Humboldt, “On the Internal and External Organization of the Higher Scientific Institutions in Berlin” (1810)”, http://germanhistorydocs.ghi-dc.org/pdf/eng/16_ScienceandEducation_Doc.4_ENGLISHxxxTRANS.pdf
- Read and Fisher, *Berlin – The Biography of a City*, ch. 6, 65-77.

Day 2: Alexander von Humboldt’s Expedition in South America

Assigned reading:

- Alexander von Humboldt, *Personal Narrative of Travels to the Equinoctial Regions of America*, sel. from the “Introduction,” pp. 11-18, and first half of chapter 1.6, “Mountains of New Andalusia, Valley of the Cumanacoa, Summit of the Cocollar, Missions of the Chayma Indians,” pp. 227-247.

Week 5: Restoration vs. Revolution (1815-1848)

Day 1: • Petit bourgeoisie and revolutionaries

- German nationalism
- Adolph Menzel (1815-1905): Between Affirmation and Critique

Assigned readings and viewings:

- Adolph Menzel, "Lying in State of the March Dead"
- Paret, Peter, "Berlin in Menzel's Time," Menzel, Adolph, Claude Keisch, and Marie U. Riemann-Reyher, *Adolph Menzel, 1815-1905: Between Romanticism and Impressionism*, New Haven: Yale University Press, in association with National Gallery of Art, Washington, 1996, pp. 65-75.
- Read and Fisher, *Berlin – The Biography of a City*, ch. 7, pp. 78-91.

Day 2: • Adolph Menzel (1815-1905): Between Affirmation and Critique

Assigned reading:

- Fulbrook, "The Revolutions of 1848," *A Concise History of Germany*, pp. 116-121.

Week 5 – Out-of-class work #3:

- Analyze a painting by Adolph Menzel in its historical context.

Week 6: Industrialization and Modernity – Berlin as Capital of the German Reich (1871-1918)

Day 1: • Bismarck era and *Gründerzeit* (period of rapid industrialization)

- Before emancipation: women in bourgeois society (Theodor Fontane's novel *Effi Briest* (1896) in Fassbinder's 1974 filmic adaptation)
- The language of Realism: Dialogue in Fontane's novels

Assigned readings viewings:

- Fassbinder, Rainer Werner, *Effi Briest* (1974) (135 min.)
- Read and Fisher, *Berlin – The Biography of a City*, ch. 8-9, pp. 92-120.

Day 2: • Heinrich Zille's "Milljöh" (1913) (caricature)

- Berlin dialect

Assigned readings and viewings:

- Heinrich Zille, sel. caricatures (in English translation and in German)
- *The historical contribution of Umgangssprache-especially that of Berlin*, C.J. Wells, *German: A linguistic history to 1945*, pp. 370-374.

Week 7: Expressionism & World War I (1914-1919)

Day 1: • The Berlin Expressionists: Else-Lasker-Schüler, Georg Heym
• The languages of emotion

Assigned readings and viewings:

- Else Lasker-Schüler, “My Love Song” (1905)
- Georg Heym, “God of the City” (1910)
- Read and Fisher, *Berlin – The Biography of a City*, ch. 12, pp. 146-157.

Day 2: • Images of War: The Berlin Secession (painting and sculpture)

Assigned viewings:

- Käthe Kollwitz, sculptures
- Max Beckmann, sel. drawings and lithographies about war
- Read and Fisher, *Berlin – The Biography of a City*, ch. 13, pp. 158-168.

Week 7 – Out-of-class work #4:

- Analyse an Expressionist poem in its historical context

Week 8: Reluctantly Democratic Capital – Berlin during the Weimar Republic (1919-1932)

Day 1: • Kurt Tucholsky’s Political Satire and John Heartfield’s Political Montage

Assigned readings and visual materials:

- Kurt Tucholsky, “We Nay-Sayers” (1919) Kaes, Anton, Martin Jay, and Edward Dimendberg. *The Weimar Republic Sourcebook*. Berkeley: University of California Press, 1994, pp. 96-100.
- Kurt Tucholsky, “Berlin! Berlin!” (1919), Whyte, Iain B, and David Frisby. *Metropolis Berlin: 1880-1940*, Berkeley : University of California Press, 2012, pp. 130-132.
- Kurt Tucholsky, “Berlin and the Provinces” (1928), Kaes, Anton, Martin Jay, and Edward Dimendberg. *The Weimar Republic Sourcebook*. Berkeley: University of California Press, 1994, pp. 418-420.
- Kurt Tucholsky, John Heartfield, *Deutschland, Deutschland über alles*, Berlin: Neuer Deutscher Verlag, 1929. (sel. images by John Heartfield)
- Read and Fisher, *Berlin – The Biography of a City*, ch. 14, pp. 169-181.

Day 2: Bertolt Brecht’s (1898-1956) critique of capitalism and urbanization:

- *A Reader for Those Who Live in Cities* (1921-1928) and
- “The Ballad of Mack the Knife” (1928)

Assigned readings and viewings:

- Brecht, Bertolt, “Ten Poems from *A Reader for Those Who Live in Cities*” (sel.) (1921-28) (sel.) (poetry), Brecht, Bertolt, John Willett, Ralph Manheim, and Erich

Fried, *Poems, 1913-1956*, New York: Methuen, 1979, pp. 131-140.

- Text and background of “The Ballad of Mack the Knife” (1928)

http://en.wikipedia.org/wiki/Mack_the_Knife

“Die Moritat von Mackie Messer,” sung by Bertolt Brecht, in German:

<https://www.youtube.com/watch?v=QXJ30XWaOY>

“Die Moritat von Mackie Messer,” sung by Lotte Lenya, in

German: <https://www.youtube.com/watch?v=aPG9GcykPIY>

“Mack the Knife,” sung by Louis Armstrong, in English:

<https://www.youtube.com/watch?v=S-lHrDPjGfQ>

- Read and Fisher, *Berlin – The Biography of a City*, ch. 15, pp. 182-197.

Week 9: Urban utopias

Day 1: Walter Gropius’s Architectural Visions – Bauhaus in Dessau, Weimar and Berlin

Assigned readings and viewings:

- Whitford, Frank, and Julia Cave, *Bauhaus: The Face of the 20th Century*, Princeton, N.J., Films for the Humanities & Sciences, 2004. (DVD, 50 min.)
- Walter Gropius, „Manifesto“, 3 pp.

Day 2: • Color, form, and texture: Wassily Kandinsky’s paintings and Gunta Stölzl’s textiles

Week 9 – Out-of-class work #5:

- Explore Bauhaus influences/reminiscences in OSU’s architecture and interior design (e.g., Hopkins Hall, furniture): cite and photograph examples and explain their use, from a Bauhaus perspective

Week 10-11: Terror and Delusion – Berlin under National Socialism (1933-1945)

Week 10, Day 1: Persecuted in Berlin – Gad Beck’s *Memoirs of a Gay Jew in Nazi Berlin* (1995)

Assigned readings:

- Beck, Gad, and Frank Heibert, *An Underground Life: Memoirs of a Gay Jew in Nazi Berlin*, Madison, Wisconsin: The University of Wisconsin Press, 1999, ch. 1-3, pp. 3-59.
- Read and Fisher, *Berlin – The Biography of a City*, ch. 16, pp. 198-213.

Day 2: Hitler’s 1936 Summer Olympics in architecture and film (Albert Speer and Leni Riefenstahl)

Assigned readings and viewings:

- Riefenstahl, *Olympia* (1938), Part I: Festival of the Nations (126 min.)
- McFee, G, and A Tomlinson, "Riefenstahl's Olympia: Ideology and Aesthetics in the Shaping of the Aryan Athletic Body," *International Journal of the History of Sport*. 16.2 (1999), pp. 86-106.

Week 11: The Languages of Fascism and Resistance

Day 1: Calling for the "Total War" – Joseph Goebbels' "Sportpalast Speech" (1943)

Assigned readings:

- Joseph Goebbels, "Sportpalast Speech" (1943)
- Read and Fisher, *Berlin – The Biography of a City*, ch. 17-18, pp. 215-241.

Day 2: Victor Klemperer, *Diaries, 1933-1945* (sel.) [written in Dresden]

Assigned readings:

Klemperer, Victor, and Martin Brady, trans., *The Language of the Third Reich: Lti, Lingua Tertii Imperii : a Philologist's Notebook*, London: Athlone Press, 2000, "Introduction" (pp. 1-7), ch. 1 (pp. 8-14), ch. 3 (pp. 17-21), ch. 6 (pp. 41-45).

Week 11 – Out-of-class work #6:

- List the features of National Socialists' speech, as described by Klemperer. Analyze Goebbel's "Sportpalast Speech," using Klemperer's descriptions.

Week 12: The Divided City: Socialist Ideals (1945-1989)

Day 1: • Christa Wolf's *Divided Sky* (1963)

Assigned readings and viewings:

- Wolf, Christa, and Flotow L. von, trans., *They Divided the Sky: A Novel*, Ottawa: University of Ottawa Press, 2013, (1963), pp. 3-37; 50-60; 172-188 (sel.).
- 2005 interview with Christa Wolf
<http://www.signandsight.com/features/417.html>
- Read and Fisher, *Berlin – The Biography of a City*, ch. 19, pp. 242-254.
- Map of the Berlin Wall: <http://www.berlin.ucla.edu/hypermedia/1962.php>

Day 2: • The language of the GDR: from neologisms to dialect

Assigned readings:

- Clyne, Michael (1995). "German in divided and unified Germany: Situation prior to

1989; Linguistic variation between the German of the GDR and of the Federal Republic,” Clyne, Michael G., *The German Language in a Changing Europe*, Cambridge: Cambridge University Press, 1995, pp. 66-74.

- Stephen Barbour and Patrick Stevenson, “The social meaning of Berlinisch, vocabulary, phonology, pragmatics, attitude to variations,” Barbour, Stephen, and Patrick Stevenson, eds., *Variation in German: A Critical Approach to German Sociolinguistics*, Cambridge: Cambridge University Press, 1990, pp. 112-125.
- Read and Fisher, *Berlin – The Biography of a City*, ch. 20, pp. 255-265.

Week 13: The Divided City: Democracy and Capitalism

Day 1: Cold War as Comedy: Billy Wilder, *One, Two, Three* (film) (1961)

Assigned readings and viewings:

- Billy Wilder, *One, Two, Three* (1961) (108 min.)
- Read and Fisher, *Berlin – The Biography of a City*, ch. 21, pp. 266-277.

Day 2: Peter Schneider’s *Wall Jumper* (1982)

Assigned readings and viewings:

- Peter Schneider and Leigh Hafrey, trans., *The Wall Jumper: A Berlin Story*, Chicago: University of Chicago Press, 1998, pp. 3-35 (sel.)
- Read and Fisher, *Berlin – The Biography of a City*, ch. 22, pp. 278-290.

Week 13 – Out-of-class work #7:

- Write a detailed, historically informed review of one of the three films discussed in weeks 12 and 13.

Week 14: Reunification (1989/1990)

Day 1: • Between Relief and (N)ostalgia: Wolfgang Becker’s *Goodbye, Lenin* (2003) (film)

Assigned film and readings:

- Wolfgang Becker, *Goodbye, Lenin* (2003) (film, 121 min.)
- Read and Fisher, *Berlin – The Biography of a City*, ch. 23, pp. 291-303.

Day 2: • The Re-Unification of Language: Helmut Schönfeld and Peter Schlobinski, “After the Wall: Social Change and Linguistic Variation in Berlin” (1997)

Assigned readings:

- Helmut Schönfeld and Peter Schlobinski, “After the Wall: Social Change and Linguistic Variation in Berlin,” In Patrick Stevenson (Ed.) *The German Language and the Real World: Sociolinguistic, Cultural, and Pragmatic Perspectives on Contemporary German* (1997), pp. 119-137.

Week 15: Globalization and Multiculturalism (1991-present)
Day 1: Finding a Home at Home – <i>Neukölln Unlimited</i> (2010) (film)

Assigned readings and viewings:

- *Neukölln Unlimited* (2010) (documentary) (98 min.)
- Freywald, Ulrike, Mayr, Katharina, Özcelik, Tiner, and Wiese Heike, “Kiezdeutsch as a multiethnolect,” in: Friederike Kern and Margret Selting (ed.), *Ethnic Styles of Speaking in European Metropolitan Areas*, John Benjamins Publishing Company (2011), pp. 45-73. [electronic resource available at OSU library]
- “Introduction: A German Dream?”, Goktürk, Deniz, David Gramling, and Anton Kaes, eds., *Germany in Transit: Nation and Migration, 1955-2005*. Berkeley: University of California Press, 2007, pp. 1-12.

German 2250 BERLIN: Stories, Languages, and Ideas (GE)

GE Rationale for Literature:

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

The course work and the assigned literary texts, as well as class discussions help students to practice critical analysis and interpretation of significant German literary works. In addition, through regular evaluation, contrast and comparison of the ideas and human beliefs expressed in the materials students develop an appreciation of social values of German and Berlin cultures and their own.

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

The selected primary sources (such as literary texts, film, drama, and other media) and the active engagement with the materials will help students to learn about Berlin's social, cultural, and political developments and its citizens' experiences and beliefs, and to develop skills in textual analysis and interpretation.

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

The topics in this course represent significant literary, intellectual, philosophical, social, and political chapters of the city's history. Students learn about and analyze the stories told by its citizens, who express their experiences in and reflections on a particular literary, political, social, and historical time period.

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

The assigned written work consists of: (a) a series of content and reflective questions that guide students' engagement with the assigned literary and audiovisual texts; (b) an analysis or interpretation of a section of a literary text or film or audio file; (c) a brief summary of one of the assigned texts, and (d) partner work involving composing and recording a fictional dialogue between two or more of the characters in the readings. Together, these assignments require that students both analyze, interpret, and critique texts from their own positions and engage with the perspectives and values of Berlin's citizens, past and present.

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

The regular in-class group discussions, short written course work and in-class presentations, will help students to sharpen their response, judgment, and evaluation skills. Ongoing student and instructor feedback in these areas will guide this development.

GE Rationale for Diversity: Global Studies

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

In their encounter with selection of literary texts, film, theater, and other audiovisual media on Berlin and its history and society, students gain knowledge of Berlin's rich history, society, culture, and politics; evaluate and appreciate the diversity found in the Berlin's stories and history.

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

Class lectures and the two secondary sources, *Berlin – The Biography of a City* and *A Concise History of Germany*, provide students with the background knowledge they need to critically engage with the primary sources. The primary sources include literary texts, manuscripts, speeches, biographies, poetry, drama, art, and film, which provide examples of the ideas and cultures of Berlin and its citizens throughout its history.

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

Topics and materials are selected to expose students to major forms of German culture, thought, and expression. The materials represent significant historical and cultural developments in the city and its society, and discussions will link them to the important philosophical, political, and scientific ideas that took shape there.

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

The regular written assignments in this course provide students with opportunities to analyze, interpret, and reflect upon German culture, thought, and beliefs and the relationships between them.

German 2250 BERLIN: Stories, Languages, and Ideas (GE)

GE Assessment Plan for Literature:

General Goals:

Students evaluate significant texts in order to develop capacities for aesthetic and historical response and judgment; interpretation and evaluation; and critical listening, reading, seeing, thinking, and writing.

<i>Expected Learning Outcomes</i>	<i>Direct Methods:</i> direct assessment of student performance through content and reflective questions; evaluation of homework assignments; evaluation of daily class discussion participation and presentations; evaluation of questions on exams and quizzes	<i>Indirect Methods:</i> assess student knowledge, skills, attitudes, learning experiences, and perceptions through student formal and informal surveys about instruction, course materials and activities; focus group for students feedback regarding instruction and program; student self-learning-reflection and evaluation
1. Students analyze, interpret, and critique significant literary works	Assigned content and reflective questions and short essay assignment; composing and recording fictional dialogues; exams; daily in-class discussions; and presentations	Daily informal in-class discussions; student self-evaluation ¹
2. Through reading, discussing, and writing about literature, students appraise and evaluate the personal and social values of their own and other cultures.	Reflective questions and activities on homework assignments; group and class discussions, and questions on exams	Instructor observations; student self-evaluation

GE Assessment Plan for Diversity: Global Studies:

General Goals:

¹ Students will be asked to complete a self-evaluation that includes questions addressing the GE ELOs in this course. See Appendix A.

Students understand the pluralistic nature of institutions, society, and culture in the United States and across the world in order to become educated, productive, and principled citizens.

<i>Expected Learning Outcomes</i>	<i>Direct Methods:</i> direct assessment of student performance through content and reflective questions; evaluation of homework assignments; evaluation of daily class discussion participation and of presentations; evaluation of questions on exams and quizzes	<i>Indirect Methods:</i> assess student knowledge, skills, attitudes, learning experiences, and perceptions through student formal and informal surveys about instruction, course materials and activities; focus group; student self-evaluations
1. Students understand 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.	Assigned content and reflective questions and short essay assignment; composing and recording fictional dialogues; exams; daily in-class discussions; and presentations	Daily informal in-class discussions; student self-evaluation ²
2. Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.	Reflective questions and activities on homework assignments; class discussions, and questions on exams	Daily informal in-class discussions; student self-evaluation

² Students will be asked to complete a self-evaluation that includes questions addressing the GE ELOs in this course. See Appendix A.

Description of follow-up processes:

At the end of the course, we analyze the data collected on student achievement and student self-evaluation to identify problem areas and evaluate the best ways to make improvements and necessary changes to ensure better fulfillment of the GE expected learning outcomes. We will also analyze the student learning Self-Evaluation to examine how students evaluated their own learning experience and progress and to determine whether student perception meshed with course performance. Based on students' input and performance, necessary adjustments to the course work and instructional materials will be made. These end-of-semester analyses (including student self-evaluations) will be archived digitally. The results will be discussed with our Undergraduate Studies Committee, which handles curriculum matters. We will also use these data to write a GE report when the ASCC Assessment Panel requests it.

Appendix A:

German 2250 BERLIN: Stories, Languages, and Ideas (GE)

GE: Literature

Student Learning-Self-Evaluation

Please select the response that best reflects your experience in this course.

As a result of this course I.....	Strongly agree	Agree	Disagree	Strongly disagree
have developed skills that will help me to analyze, interpret, and critique significant German literary works				

Please explain your answer:

As a result of this course I.....	Strongly agree	Agree	Disagree	Strongly disagree
have developed an understanding of the personal and social values of the cultures of Germany and Berlin				

Please explain your answer:

As a result of this course I.....	Strongly agree	Agree	Disagree	Strongly disagree
have developed skills to evaluate the personal and social values of my own and German culture.				

Please explain your answer:

German 2250 BERLIN: Stories, Languages, and Ideas (GE)

GE: Diversity: Global Studies

Student Learning-Self-Evaluation

Please select the response that best reflects your experience in this course.

As a result of this course I.....	Strongly agree	Agree	Disagree	Strongly disagree
understand some of the political, economic, cultural, physical, social and philosophical aspects of Berlin and Germany				

Please explain your answer:

As a result of this course I.....	Strongly agree	Agree	Disagree	Strongly disagree
recognize how international diversity shapes my attitudes and values as a global citizen.				

Please explain your answer:

GERMAN MAJOR--CURRICULUM MAP

B =Beginning
I = Intermediate
A= Advanced

update: 6/16/2014

	Cultural Knowledge & Awareness	Comprehension	Speaking	Critical Analysis	Writing & Critical Expression
Prerequisites					
1101.01 (GE)	B	B	B		B
1101.51 (GE)	B	B	B		B
1102.01 (GE)	B	B	B		B
1102.51 (GE)	B	B	B		B
1103.01 (GE)	B/I	B/I	B/I		B/I
1103.51 (GE)	B/I	B/I	B/I		B/I
1266 (GE)	B	B	B		B
Core Required Courses					
2101	I	I	I	B/I	I
2102	I	I	I	I	I
3101	I/A	I/A	I/A	I	I
2350 (English)	B			I	I
Advanced Required Courses					
3200	I	I	I	I	I
3300	I	I	I	I	I
3600	I	I	I	I	I
3602	I	I	I	I	I
3603	I	I	I	I	I
4200	A	A	A	A	A
4300	A	A	A	A	A
4600	A	A	A	A	A
4602	A	A	A	A	A
4603	A	A	A	A	A
Advanced Required Courses in English					
4250	A	A		A	A
4350	A	A		A	A
4650	A	A		A	A
Elective Courses in English					
2250 (GE)	B	B		B	B
2251 (GE)	B			B	B
2252H (GE)	I	I		I	I
2253 (GE)	B	B		B	B
2352 (GE)	B	B		B	B
2367 (GE)	I	I		I	I
2798.02	B			B	B
3252 (GE)	I	I		I	I
3253 (GE)	I	I		I	I
3254H (GE)	I	I		I	I

	Cultural Knowledge & Awareness	Comprehension	Speaking	Critical Analysis	Writing & Critical Expression
3256 (GE)	I	I		I	I
3351 (GE)	I	I		I	I
3353 (GE)	I	I		I	I
3451H (GE)	I	I		I	I
4191	A	A	A	A	A
4252	A	A		A	A
4670H	A	A		A	A