

Term Information

Effective Term Spring 2016
Previous Value Summer 2012

Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)

We would like to add the GE Cultures and Ideas status to the existing course:

German 2350, Introduction to German Studies.

What is the rationale for the proposed change(s)?

The content of this course is well-suited to the GE curriculum, since its aim is to provide students both with an overview of German cultural history and to introduce them to several different methods of analysis. Indeed, comparable GE courses exist at other universities. We hope that we can use this already-developed course to interest students in the field of German Studies as they develop the skills and sensitivities targeted in the GE Cultures and Ideas category.

What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

Adding GE status to the course does not change its required status for the major or affect the course's eligibility for fulfilling an elective in the minor. We hope that the change can enhance flexibility in the German major and minor and encourage students to consider these programs of study. Should the course become popular and allow us to offer it every semester, it would make it easier for majors and minors to schedule the course. (We plan to use course cap numbers and enrollment by permission strategically, to ensure that there is sufficient space in each semester's course for majors and minors.) Allowing students to earn GE credit for the course will also provide incentive to students considering the major or minor to try it out, since they could still use the course toward a GE if they elected not to pursue a program in German. Finally, the course complements our existing GE program, since we do not currently offer a broad survey course.

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

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	2350
Course Title	Introduction to German Studies
Transcript Abbreviation	Intro German Stud
Course Description	Overview of the development of German cultures, history, ideas, and art from the Middle Ages to the present in a transnational context. An ideal course for students considering a major or minor in German or for those with a general interest in German culture. Introductions to analytical methods also provide students with tools for analyzing everything from medieval sagas to television shows.
<i>Previous Value</i>	<i>Overview of the development of German cultures, history, and ideas from the Middle Ages to the present in a transnational context. Taught in English.</i>
Semester Credit Hours/Units	Fixed: 3

Offering Information

Length Of Course	14 Week, 7 Week, 4 Week (May Session), 12 Week (May + Summer)
<i>Previous Value</i>	<i>14 Week, 7 Week</i>
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	Baccalaureate Course
Intended Rank	Freshman, Sophomore, Junior, Senior

Requirement/Elective Designation

Required for this unit's degrees, majors, and/or minors
General Education course:
Culture and Ideas

Previous Value

Required for this unit's degrees, majors, and/or minors

Course Details

Course goals or learning objectives/outcomes

- Students practice a variety of methods for analyzing and interpreting major forms of human thought, culture, and expression.
- Students evaluate how ideas influence the character of human beliefs, the perception of reality, and the norms which guide human behavior.
- Students gain an understanding of major events and currents in German culture, history, ideas, and art.

Previous Value

Content Topic List

- Historical periods, aesthetic genres, and intellectual developments of German-speaking countries in a transnational context
- Influential aesthetic and theoretical works from German-speaking countries
- German cultural, social, political, and intellectual history
- The analysis and critical discussion of cultural expressions

Attachments

- German 2350 Syllabus.pdf: syllabus German 2350
(Syllabus. Owner: Miller, Natascha)
- German 2350 GE Rationale.pdf: GE Rationale
(Other Supporting Documentation. Owner: Miller, Natascha)
- German 2350, GE assessment plan.docx: GE assessment plan
(GEC Course Assessment Plan. Owner: Byram, Katra A)

Comments

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Byram, Katra A	06/15/2015 12:22 PM	Submitted for Approval
Approved	Holub, Robert Charles	06/15/2015 12:38 PM	Unit Approval
Approved	Heysel, Garrett Robert	06/15/2015 10:43 PM	College Approval
Pending Approval	Nolen, Dawn Vankeerbergen, Bernadette Chantal Hanlin, Deborah Kay Jenkins, Mary Ellen Bigler Hogle, Danielle Nicole	06/15/2015 10:43 PM	ASCCAO Approval

German 2350

Introduction to German Studies

Instructor: Prof. Katra Byram
Class number: 27269
Room: Hagerty Hall 488
Time: WF 12:45-2:05

Office: 425 Hagerty Hall
Office hours: M 12:30-4:30, or by appointment
Email: byram.4@osu.edu

GE Category Cultures and Ideas

Goals:

Students evaluate significant cultural phenomena and ideas in order to develop capacities for aesthetic and historical response and judgment; and interpretation and evaluation.

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 which guide human behavior.

Materials taken from works of philosophy, literature, music, architecture, art, governance, film, journalism, and popular culture expose students to major forms of human thought, culture, and expression in the context of German-speaking Europe and its history. In their discussions, exams, presentations, and writing, students will apply tools introduced in class to analyze these cultural artifacts, interpreting them within their cultural context to explore how powerful cultural ideas influence beliefs, perceptions, and social norms.

Course Description and Goals:

This course provides a broad introduction to German history and culture and to the field of German Studies. Taught in English, it is an ideal course for students considering a major or minor in German, or for those with a general interest in German-language history and culture. The course will have four components: lectures on history (social, cultural, political, and linguistic); lectures on contemporary

German-language society and culture; discussion about works of literature, films, philosophical texts, artworks, musical pieces, scientific developments, political statements and documents, etc.; and introductions to methods for studying language and culture. Guest lectures by members of the faculty will support the goal of introducing students to a broad variety of material and approaches. In the end, students will have a broad overview of German-language history and culture and a catalog of tools for analyzing everything from medieval sagas to television shows, from political speeches to the words they use.

Required texts:

Anonymous, *Song of the Nibelungs (Das Nibelungenlied)*

Johann Wolfgang von Goethe, *The Sorrows of Young Werther*

Arthur Schnitzler, *Lieutenant Gustl*

Recommended: Mary Fulbrook, *Concise History of Germany*

Assignments:

Course readings: Students are expected to complete all assigned readings. Students' ability to participate in the seminar portion of class meetings will depend on their completion of assigned readings.

Participation: Students will be graded for their participation during the seminar portion of the course meetings. Participation grades will be assigned four times throughout the semester.

Exams: Two midterms and a final exam will test students' knowledge of the historical material presented in lectures and their familiarity with the course readings. Exams may include matching, multiple choice, identification, short answer, and/or essay questions. The instructor will discuss the format of the exam and the information for which students are responsible a week prior to the exam. The final exam will be cumulative, with an emphasis on the material presented after the second midterm.

Poster: During the last week of class, students will present posters or digital presentations on cultural topics of their choice. This project is intended to allow students to explore a topic and methodological approach at a level that is appropriate to them. Students may work individually or in pairs, and I will help them identify a topic. The assignment will have three components: written text; oral presentation; and design/visuals. Students may submit a rough draft of the text, design plan, and/or presentation plan for feedback. I will provide a detailed assignment and grading rubric at mid-term.

Grading:

Participation:	10%
Exams:	55%
Midterm 1	15%
Midterm 2	15%
Final exam	25%

Important Dates:

Poster:	35%
Text:	20%
Presentation:	10%
Design/visuals:	5%

Course plan:

Cluster 1: Introduction; Medieval and Early Modern periods

Date	Lecture	Discussion	Assignment
Aug. 27	Course introduction, syllabus, origins of Holy Roman Empire		
Aug. 29	Then: Oral culture, textual traditions, origins of <i>Nibelungenlied</i> (Song of the Nibelungs) Now: Textual borrowing in the digital age Methods: Medieval studies	<i>Lay of the Nibelungs</i>	<i>Lay of the Nibelungs:</i> Adventures 1, 2, 5 (Stanzas 265, 271-305, 320-324), 6 (Stanzas 325-346, 372-388), 7
Sep. 3	Then: Codes of conduct and Kinship/ties system, Holy Roman Empire Now: Allegiances, Loyalties, and the European Union	<i>Lay of the Nibelungs</i>	<i>Lay of the Nibelungs:</i> Adventure 10 (Stanzas 607-689), Adventures 14-17
Sep. 5	Then: Middle-High German in the European Language Family Now: Modern German(s) in Europe Methods: Historical Linguistics	<i>Lay of the Nibelungs</i>	<i>Lay of the Nibelungs:</i> Adventures 20 (1175-1264), 28 (1732-1757), 29, 36, 39.
Sep. 10	Then: Art and architecture in the medieval period Now: Medieval traces in modern cities	Albrecht Dürer, „Self-portrait,“ „Four Horses of the Apocalypse,“ „Adam and Eve,“ plant and animal paintings; Aachen, St. Vitus, and Cologne cathedrals	Look at images and answer homework questions.
Sep. 12	Then: Reformation: Religious rebellions and their political and linguistic repercussions Now: Religions in today’s German-speaking countries	Martin Luther, „On the Freedom of a Christian,“ „To the Christian Nobility of the German Nation“	Excerpts from „On the Freedom of a Christian,“ „To the Christian Nobility of the German Nation“ (See links in Carmen.)
Cluster 2: Prussia and Weimar around 1800			
Sep. 17.	Then: Scientific revolution and the Enlightenment	Kant, „What is Enlightenment?“	Kant, „What is Enlightenment?“ (Carmen)

	Now: Educational systems in the German-speaking countries Methods: Intellectual history vs. philosophy		
Sep. 19	Then: Enlightenment: Culture of Individuality; Now: Modern human rights: conceptions in the U.S., German-speaking social democracies, the world	Goethe, <i>Sorrows of Young Werther</i> (1774)	<i>Sorrows</i> , Book I
Sep. 24	Then: Enlightenment and government: absolutism, empire, democracy Now: Modern bureaucracies and the Enlightenment	Maps of waterways and cities	Fulbrook, <i>Concise History of Germany</i> , p. 84-103 (Carmen)
Sep. 26	Methods: Literary and cultural study 1	<i>Sorrows of Young Werther</i>	<i>Sorrows</i> , Book II
Oct. 1	Mid-term exam #1		
Oct. 3	Methods: Literary and cultural study 2	<i>Sorrows of Young Werther</i>	<i>Sorrows</i> , „From the Editor to the Reader“
Oct. 8	Then: Art and culture in the era of Enlightenment Now: The economics of culture and the arts in modern German-speaking countries	Ludwig von Beethoven, <i>Fidelio</i>	Libretto to <i>Fidelio</i> (excerpts); video of <i>Fidelio</i> (links in Carmen)
Cluster 4: Vienna around 1900			
Oct. 10	Then: The Revolutions of 1848 and the Restoration; The Austro-Hungarian Empire; multilingual empire Now: Austria today and the legacy of a multiethnic empire	Schnitzler, <i>Lieutenant Gustl</i>	<i>Lieutenant Gustl</i> , p. 1-26
Oct. 15	Then: Fin-de-siecle culture and science Now: Scientific institutions and discoveries in German-speaking countries today	The work of Sigmund Freud	<i>New Introductory Lectures on Psychoanalysis</i> (p. 58-65, 73-79); <i>Interpretation of Dreams</i> (p. 106-121) (Carmen)
Oct. 17	Then: Social history: Class and socialism Now: Class and social democracy in German-speaking countries today	Schnitzler, <i>Lieutenant Gustl</i>	<i>Lieutenant Gustl</i> , p. 26-56
Oct. 22	Then: Jewish life in Vienna and central Europe; Yiddish Now: Jewish communities,	Theodor Herzl, <i>Old-New Land</i>	<i>Old-New Land</i> (Book I, Ch. 1-3; Book II, Ch. 2-3) (Carmen)

	culture, and language in German-speaking countries today; Zionism and Israel today		
Oct. 24	Then: Modernism in art and society Now: Art and society—what is art good for? Methods: Reading poetry	Selected poetry by Rainer Maria Rilke, Hugo von Hofmannsthal, Stefan George	Selected poetry by Rainer Maria Rilke, Hugo von Hofmannsthal, Stefan George (Carmen)
Oct. 29	Then: Viennese Secession and <i>Jugendstil</i> Now: Art in contemporary German-speaking cities; Kassel's <i>Dokumenta</i>	Klimt, <i>Philosophy, The Kiss, Death and Life</i> ; Secession building and <i>Jugendstil</i> decor and furnishings	View images and do homework questions (Carmen)
Oct. 31	Mid-term Exam #2 Then: European balance-of-power politics, outbreak of WWI		
Cluster 4: German-speaking countries today: 2000-2010			
Nov. 5	From Then to Now: From social democracy to fascism and back: 1918-1990 Methods: Cultural studies I	Images from women's magazines	Work on poster presentation
Nov. 7	The Berlin Republic: Politics and People	Controversies of public architecture in the Berlin Republic: Stadtschloß/Palace of the Republic, Memorial to Europe's Murdered Jews	View images; read PBS „German's National Memorial to the Murdered Jews of Europe“; James E. Young, „Germany's Holocaust Memorial Problem—and Mine“; Watch <i>Frontline</i> „Heart of Berlin“ (Carmen)
Nov. 12	Cultures in contact: Multicultural Germany, Austria, Switzerland Methods: Sociolinguistics		<i>Deutsche Welle</i> , „13 Words Germans Think are English“; Yoko Tawada, „From Mother Tongue to Linguistic Mother“; (Carmen)
Nov. 14	Cultures in contact Methods: Film Studies	Benjamin Heisenberg, <i>Schläfer (Sleeper[s])</i>	Watch <i>Schläfer</i>
Nov. 19	Then and Now: Sport in German-speaking cultures Methods: Cultural studies II	Sönke Wortmann, <i>The Miracle of Bern</i>	Watch <i>The Miracle of Bern</i>
Nov. 21	Cultures in contact: The EU and its languages today	World Cup and Germany	5 newspaper and magazine articles about Germany's role in the World Cups of 2006, 2010, 2014 (Carmen)
Dec. 3	Poster presentations		
Dec. 5	Poster presentations		

Dec. 12	Final exam at 12pm
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Policies:**Academic Misconduct:**

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 335-5-487). For additional information, see the Code of Student Conduct (http://studentaffairs.osu.edu/info_for_students/csc.asp).

Disability Services:

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://ww.ods.ohio-state.edu/>

GE Rationale for proposed addition of GE Cultures and Ideas status to the existing course

German 2350, Introduction to German Studies

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 which guide human behavior.

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

The object of the course is to introduce students to a broad array of important conceptual, social, and political developments in German-language culture and history and to help them acquire the skills they need to analyze and interpret cultural products from German-speaking societies within these contexts.

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

The assigned readings and viewings will expose students to German-language literary works, films, artworks, musical compositions and performances, philosophical and scientific texts, maps, newspaper articles, language forms, and other cultural products. Reading/viewing questions will guide them in taking the first steps toward analysis and in considering how the beliefs and norms expressed in these products relate to the influential ideas of their times and the cultural contexts within which they appear.

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

The topics selected for the course address many major forms of human thought, culture, and expression: literature and the arts (works by Goethe, Schnitzler, Hofmannsthal, Dürer, Klimt, Heisenberg, etc.), philosophy (Kant), science (Leibniz, Kepler, Gauss, Freud), forms of governance (maps of city and waterway improvements, censorship, political revolution, social democracy), language (dialects, German in European language family, Yiddish, EU language policy). Examining these topics will require students to think about the relationship between ideas, beliefs and norms, and cultural products.

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

Reading/viewing questions will guide students in the beginning to analyze the texts and in considering how the beliefs and norms expressed in these products relate to the influential ideas of their times and the cultural contexts within which they appear. Exams will require students to link interpretations of texts discussed in class to the historical and cultural events of

their times. The final poster project will require that students undertake independent analysis, by developing and presenting an interpretation of a cultural project of their choice within the context of the historical and cultural developments introduced in class.

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

The course will aid students in developing their skills in response, judgment, and evaluation by encouraging them to acknowledge consciously their initial responses to the objects of study, then providing them with methods for explaining and questioning those responses. Some lectures will be devoted to providing "toolkits" of questions and methods for approaching their own individual responses and different kinds of cultural projects alike; reading/viewing questions and class discussions will then draw students into applying these methods to the objects being discussed; verbal feedback about students' efforts will be provided during discussions; and the final poster project will invite students to apply these methods independently, after which they will receive written feedback and suggestions.

GE Assessment plan, German 2350, Introduction to German Studies

<i>Expected Learning Outcomes</i>	<i>Direct Methods:</i>	<i>Indirect Methods:</i>	<i>Expected student achievement</i>
1. Students analyze and interpret major forms of human thought, culture, and expression.	Assessment of final poster project, which requires independent interpretation of a cultural product related to the themes and/or texts discussed in class. ¹	Student self-evaluation ²	<p>Direct: At least 75% of the class receives scores of 3 or higher on both rubric items; at least 85% score three or higher on one item.</p> <p>Indirect: At least 75% of students will choose “agree” or “strongly agree” to describe their experience in the course.</p>
2. Students evaluate how ideas influence the character of human beliefs, the perception of reality, and the norms which guide human behavior.	Embedded questions in mid-term exams ask students to relate the beliefs, representations of reality, and norms depicted or discussed in course materials to key ideas from their time and place. ³	Student self-evaluation	<p>Direct: At least 85% of students score three or higher on the embedded question rubric; 75% of students score 4 or higher.</p> <p>Indirect: At least 75% of students will choose “agree” or “strongly agree” to describe their experience in the course.</p>

Follow-up and feedback process:

The results from the rubrics assessing direct and indirect measures of both ELOs will be evaluated at the end of the semester, and forwarded to the Undergraduate Studies Committee for review. If the results suggest a particular weakness or strength in the course, it will be revised to address the need for improvement or to extend its successful components. Results will be archived digitally in the departmental Undergraduate Studies files.

¹ A rubric will be used to score the posters. See Appendix A.

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

³ For example questions and the scoring rubric, see Appendix C.

Appendix A:

Rubric for assessment of poster texts.

	1	2	3	4
Global interpretation and analysis	Essay displays a fundamental misunderstanding of the text; or, essay has two of the problems outlined in the “2” range	Depends on plot summary, rather than analysis or interpretation; no thesis or discernable argument; inadequate coverage of the topic; basic reasoning not sufficiently in evidence	Makes an argument based on analysis, but ideas lack depth/detail; topic needs more analysis; ideas are good but are insufficiently explained or justified	A persuasive, insightful presentation of student’s own ideas that analyzes the topic thoroughly; reasoning is clearly articulated throughout
Analysis of evidence	Very few to no concrete examples; no real attempt at analysis	Few concrete examples; little attempt at analysis	Attempt is made to analyze an appropriate number of concrete examples	Appropriate number of concrete examples are thoroughly analyzed

Appendix B:

Student Learning-Self-Evaluation

Please select the responses that best reflect 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 and interpret artistic and cultural products, like works of art and literature, films, linguistic forms, scientific and philosophical texts, and/or popular culture.				

... have thought about how ideas have influenced the beliefs, social norms, and view of reality of German-speaking peoples over time.				
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Please feel free to explain your answers:

Appendix C:

Sample questions to be embedded in mid-term exams.

Example 1: Define Kant's idea of Enlightenment and explain how it is related to changes in forms of governance around 1800.

Example 2: Explain how these images in women's magazines from two of the following historical eras (Weimar, National Socialism, GDR, Berlin Republic) are related to ideas about gender and society at the time.

Scoring rubric

1	2	3	4	5
Answer shows little understanding or knowledge of cultural object AND phenomena; No coherent explanation of relationship	Answer shows flawed understanding of OR lack of knowledge about cultural product or related ideas/phenomena; Little effort to relate product and phenomena OR explanation of relationship unclear or seriously flawed	Answer shows adequate understanding of both cultural product and the ideas or phenomena to which it relates; Explanation of the relationship between them may be simplistic or somewhat flawed	Answer shows good understanding of both cultural product and the ideas or phenomena to which it relates; Solid explanation of the relationship between them	Answer shows excellent understanding of both cultural product and the ideas or phenomena to which it relates; Clear, nuanced explanation of the relationship between them