

Term Information

Effective Term Spring 2020

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 2310
Course Title Nature in Nordic and German Literatures
Transcript Abbreviation NatureNordicGerman
Course Description This course explores how literature and culture are deeply intertwined with our relationship toward nature. The focus of this exploration is the literature, culture, and history of Nordic and German-speaking countries, from the medieval period to the present. Taught in English.
Semester Credit Hours/Units Fixed: 3

Offering Information

Length Of Course 14 Week, 12 Week, 8 Week, 7 Week, 6 Week, 4 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 No pre-reqs
Exclusions Not open to students with credit for Scandvn 2310.
Electronically Enforced No

Cross-Listings

Cross-Listings Scandvn 2310

Subject/CIP Code

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

Requirement/Elective Designation

General Education course:
Literature

Course Details

Course goals or learning objectives/outcomes

- Learn about German cultural representations and interpretations, views, and concepts of nature and the environment
- Understand major developments in German culture and history

Content Topic List

- Germanic and Scandinavian environmental culture
- Literary representations of nature
- Literary genres
- Literary and cultural history
- Ecocriticism
- Literary and cultural reflections on environmental degradation

Sought Concurrence

Yes

Attachments

- CurriculumMap_Update_2018Dec.pdf: Curriculum Map updated
(Other Supporting Documentation. Owner: Miller,Natascha)
- German_Scandvn 2310 GE Syllabus Feb 4 2019.pdf: 2310 Syllabus
(Syllabus. Owner: Miller,Natascha)
- German_Scandvn 2310 GE Rationale Feb 4 2019.pdf: GE Rationale for 2310
(Other Supporting Documentation. Owner: Miller,Natascha)
- Email_Concurrence for German_Scan 2310_ Engineering.pdf: Engineering concur
(Concurrence. Owner: Miller,Natascha)
- Email_Concurrence for German_Scan 2310_ Fischer-Business.pdf: Business concur
(Concurrence. Owner: Miller,Natascha)
- Email_Concurrence for German_Scan 2310_ Moritz Law.pdf: Law concur
(Concurrence. Owner: Miller,Natascha)
- Email_Concurrence for German_Scan 2310_ NMS and SBS.pdf: NMS/SBS concur
(Concurrence. Owner: Miller,Natascha)
- Email_Concurrence for German_Scan 2310_ PublicHealth.pdf: Public Health concur
(Concurrence. Owner: Miller,Natascha)
- German_Scandvn 2310 GE petition to cross list Feb 4 2019.pdf: Petition to cross-list internally
(Other Supporting Documentation. Owner: Miller,Natascha)
- Email_Smith_approval _ Petition for German_Scandvn 2310.pdf: Petition approval - Smith
(Other Supporting Documentation. Owner: Miller,Natascha)
- German_Scandvn 2310 GE Assessment Plan Feb 4 2019.pdf: GE Assessment
(GEC Course Assessment Plan. Owner: Miller,Natascha)
- Listing of Concurrences for German 2310.pdf: Listing - Concurrences
(List of Depts Concurrence Requested From. Owner: Miller,Natascha)

Comments

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Miller,Natascha	03/01/2019 02:42 PM	Submitted for Approval
Approved	Holub,Robert Charles	03/01/2019 02:43 PM	Unit Approval
Approved	Heysel,Garett Robert	03/07/2019 11:38 PM	College Approval
Pending Approval	Nolen,Dawn Vankeerbergen,Bernadette Chantal Oldroyd,Shelby Quinn Hanlin,Deborah Kay Jenkins,Mary Ellen Bigler	03/07/2019 11:38 PM	ASCCAO Approval

German/Scandvn 2310
Nature in Nordic and Germanic Literatures
GE Literature course, 3 credits
(taught in English)

Instructor: May Mergenthaler, GLL
Office: HH 334
Office hours: tba
Email: mergenthaler.4@osu.edu

Meeting times: tba (twice a week, 1h20min per session)
Classroom: tba

GE Information (GE Literature)

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 (for the GE Literature):

1. Students analyze, interpret, and critique significant literary works.

Students will read, analyze and interpret significant literary works from the Germanic and Scandinavian traditions in class discussions, written assignments, and during midterm and final exams.

2. Through reading, discussing, and writing about literature, students appraise and evaluate the personal and social values of their own and other cultures.

Students will read, analyze and interpret significant literary works from the Germanic and Scandinavian traditions, and explore how these works reflect changing cultures and concepts nature and of human's relationships toward nature. They will compare these cultures and concepts of nature with each other and with their own cultures.

Additional Expected Learning Outcomes:

1. Understand the cultural context of environmental knowledges and practices

Students will read, analyze and interpret significant literary works from the Germanic and Scandinavian traditions, focusing on how they express and reflect on the cultural contexts of environmental knowledges and practices.

2. Engage the principles and methods of literature and visual arts to consider ethical, cultural, and historical dimensions of environmental questions

Students will explore how significant literary works from the Germanic and Scandinavian traditions express and reflect on the ethical, cultural, and historical dimensions of environmental knowledges and practices.

3. Recognize the global diversity of environmental knowledges and values

Students will compare and contrast different cultural representations of environmental knowledges and practices in significant literary works from the Germanic and Scandinavian traditions, as well as place

both literary and cultural traditions in a global context.

4. Contextualize contemporary environmental issues within larger historical frameworks

Students will explore how significant literary works from the Germanic and Scandinavian traditions express and reflect on larger, regional and global historical frameworks of environmental knowledges and practices.

Additional Expected Learning Outcomes for the German program:

1. Learn about German cultural representations and interpretations, views, and concepts of nature

Students will explore how literary works from the Germanic tradition represent and reflection on environmental knowledges and practices.

2. Understand major developments in German culture and history

Students will explore how literary works from the Germanic tradition represent and reflection on major developments in environmental history and culture.

Additional Expected Learning Outcomes for the Scandinavian program:

1. Learn about Scandinavian cultural representations and interpretations, views, and concepts of nature

Students will explore how literary works from the Scandinavian tradition represent and reflection on environmental knowledges and practices.

2. Understand major developments in Scandinavian culture and history

Students will explore how literary works from the Scandinavian tradition represent and reflection on major developments in environmental history and culture.

Format of instruction and number of contact hours per week: (Please refer to the definition of a semester credit hour in Section VI.B.3.)

Lecture & discussion; 2 hours and 40 minutes contact hours per week

Course Description

This course explores how literature and culture—including, among others, traditional art forms, popular culture, folklore, lifestyle, social customs, and political culture—are deeply intertwined with our relationship toward nature and our natural and cultural environments, including forests, oceans, mountains, parks, and rural and urban spaces. At the center of this exploration are the history and culture of the Nordic and German-speaking countries (Iceland, Norway, Sweden, Finland, Denmark, Switzerland, Austria, and Germany), from the medieval period to the present, and their interrelationships. The rich and diverse literatures and cultures of these countries can help explain their strong environmental performance today, as well as their intense engagement with current global environmental issues, from climate change and biodiversity loss to ocean acidification and soil erosion. Representations and concepts of nature will be explored in a variety of literary genres: medieval sagas; Gothic Romantic tales; 19th-century fairy tales (e.g., “Snow Queen” that inspired Disney’s *Frozen*); the modernist novel; graphic novel; poetry; essay; and science-fiction, both dystopian and utopian; and TV

series. Topics include the cultivation of Iceland; the landscape of war; witchcraft and the magic of nature; urbanization and the destruction of nature; back-to-nature movements; the fascist instrumentalization of nature; nature and memory; the reality and imagination of nuclear disaster and pollution; the philosophy of *Deep Ecology*; dystopia and utopia in the age of climate change and fears of irreversible environmental damage.

All readings available in English; taught in English.

Texts & Audio-visual media

Most readings, audio-visual media, and other sources will be made available in the course management system Carmen/Canvas, or links. Students will be required to buy one episode of a TV series for \$2.99 (or use their subscription to a streaming service such as Netflix).

Assignments:

1. **Participation:** Students are expected to attend each class, read all the assigned materials, and – most importantly – participate in class discussions.
2. **Quizzes:** Three short multiple-choice quizzes on the assigned readings. These will test students' completion of the readings and knowledge of major lecture concepts.
3. **Midterm Exam:** Students will chose a topic to present to the class.
4. **Final Exam:** The exam will consists of short answers to questions about facts and concepts covered in class and essay questions in which students will interpret cultural artifacts fiction in various environmental contexts.

Grading:

Class participation:	10%
Weekly assignments:	10%
3 Quizzes (20 minutes per quiz):	30%
Midterm exam (80 minutes):	20%
Final exam (105 minutes):	30%

Grading Scale

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

Attendance Policy & Class Participation

Attendance in this class is mandatory. 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. **Class preparation includes the completion of brief assignments that accompany the readings.** The instructor will not collect these assignments, but check whether they have been completed. I will provide participation grades 4 times during the semester (before the midterm, as part of the midterm grade, before the final exam, and as part of the final grade).

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 in this course. Any additional unexcused absence will result in a lowering of your final grade by half a grade.

Acceptable excuses for absences include documented illness, religious holidays, emergency situations,

travel with your sports team, and job interviews. 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, or Canvas.

Weekly Assignments

Students will complete weekly writing assignments accompanying their readings that vary in format. Students may be asked to answer questions about the readings or to write a portrait of a literary character or to conceive of a different ending to a literary text, to name a few examples.

3 Quizzes

There will be three 20-minute, in-class quizzes on the readings and the results of our class discussions. Study guides for the quizzes will be posted one week in advance. Every quiz will have ten multiple choice questions and one short essay question, to be answered in 45 to 60 words.

Midterm Exam, in class (20%)

The midterm exam will require you to answer two questions about the content covered in the readings, blogs, films, audio files, lectures, and class discussions. Questions may ask about facts, arguments, analyses, and interpretations. Please answer each question in 150 to 200 words.

Final Exam during finals week (30%) (date and time tba)

The final exam will consist of three questions similar in format to those in the midterm exam. Please answer each question in 150 to 200 words.

Statement on 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 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>. 16.

Statement about Disability Services:

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue. 17.

Mental Health Statement:

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling 614- 292-5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at 614-292-5766 and 24 hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1-800-273- TALK or at suicidepreventionlifeline.org.

Statement on sexual misconduct/relationship violence:

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator, Kellie Brennan, at titleix@osu.edu . 19.

Statement on diversity:

The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

Course Schedule & Weekly Readings (subject to change)

1. Green States: Myth, Reality and Fantasy

- a. States' self-representations: The examples of Germany and Sweden
<https://sweden.se/nature/sweden-tackles-climate-change/>
https://www.bmu.de/fileadmin/Daten_BMU/Pool/Broschueren/klimaschutz_in_zahlen_2018_en_bf.pdf
- b. First episode of the Norwegian TV-series *Occupied* (2015-present) (available for streaming on legal sites from \$2.99)

2. Viking Ecologies (Medieval Literature)

- a. "Saga of the People of Vatnsdal" (*Vatnsdæla saga*)
- b. Hartman, Steven, A.E.J Ogilvie, Reinhard Hennig (2016): "Viking' Ecologies: Icelandic Sagas, Local Knowledge and Environmental Memory." pp. 125-140.
- c. A.E.J. Olgivie and Gísli Pálsson, "Mood, Magic and Metaphor: Allusions to Weather and Climate in the Sagas of the Icelanders, in: S. Strauss and B.S. Orlove (eds.), *Weather, Climate, Culture* (Oxford and New York: Berg Publishers, 2003), pp. 251-274.
- d. Edda R.H. Waage (2012): "Landscape in the sagas of Icelanders: The concepts of land and landsleg," *Norsk Geografisk Tidsskrift - Norwegian Journal of Geography*, 66:4, 177-192.

3. The Nature of Peasants, Soldiers, and Hermits (17th century)

- a. Grimmshausen, *Simplicius Simplicissimus*: Book I., ch. 1-12 (From farm boy to hermit)
- b. Grimmshausen, *Simplicius Simplicissimus*, Book V, ch. 10-17; Appendix A, ch. 19-23 (Travel to the Center of the Earth; Simplicissimus' life on an island - the first "Robinsonade")

Text: Translation by William Heinemann (1912),

<https://www.gutenberg.org/files/33858/33858-h/33858-h.htm>

4. Enlightened Landscapes (18th century)

- a. Schnabel, *Palisades Island (Insel Felsenburg, 1731)*: 1-30, 80-109 (Introduction; Eberhard Julius travels to his grandfather Albertus Julius on the Palisades Island)
- b. Schnabel, *Palisades Island (Insel Felsenburg, 1731)*: 110-112; 135-170 (Narrative of Albertus Julius); 431-445 (Eberhard decides to stay on the island) (page numbers from the German edition; English edition in transit through ILL)

5. Romantic Nature - Between Idyll and Goth (around 1800)

- a. Caroline Pichler, "The First of May, or Wallburga's Night" (1813) (ch. 1-2; pp. 3-79)
- b. Caroline Pichler, "The First of May, or Wallburga's Night" (1813) (ch. 2-4, pp. 57-80)

Text: Available on google books in: R. P. Gillies, *German Stories* vol. 3 (1827)

6. Nature, Magic, and Modernity (19th century)

- a. Hans Christian Andersen, "The Snow Queen" (1844)
Text: http://hca.gilead.org.il/snow_que.html
- b. Disney's *Frozen* (movie)

7. **Life and Death in the City** (early 20th century)
 - a. Alfred Döblin, *Berlin Alexanderplatz* (1929), First Book (pp. 3-47)
 - b. Alfred Döblin, *Berlin Alexanderplatz* (1929), Ninth (and final) Book (pp. 573-635)
8. **Back-to-Nature** (early 20th century)
 - a. Knut Hamsun, *Growth of the Soil* (1917), ch. 1-7 (pp. 1-52)
 - b. Knut Hamsun, *Growth of the Soil* (1917), ch. 10-12 (pp. 241-269), p. 270 (narrator's afterword)

Text: Translation by W.W. Worster (1920)

http://www.kkoworld.com/kitablar/knut_hamsun_torpagin_bereketi-eng.pdf

9. **The Holocaust and Nature as a Source of Suffering** (1933-1945)
 - a. Art Spiegelman, *Maus I* (1980-1991)
 - b. Art Spiegelman, *Maus II* (1980-1991); Nelly Sachs (poem)
10. **Nuclear Fear and Democracy in West-Germany** (1980s)
 - a. Gudrun Pausewang, *The Cloud* (1987); ch. 1-8 (page numbers to follow)
 - b. Gudrun Pausewang, *The Cloud* (1987); ch. 9-16 (page numbers to follow)
11. **Pollution and Socialism in East-Germany** (1980s)
 - a. Monika Maron, *Flight of Ashes* (1986 [1981]); Part 1, pp. 1-106
 - b. Monika Maron, *Flight of Ashes* (1986 [1981]); Part 2, pp. 111-188
12. **Ecological Utopia** (1980s and 1990s)
 - a. Arne Naes, "The Basics of Deep Ecology" (1987/1988), pp. 1-7
Text: <https://theanarchistlibrary.org/library/arne-naess-and-george-sessions-basic-principles-of-deep-ecology>
 - b. Arne Naes, "An Example of a Place: Tvergastein" (1992), in: *The Selected Works of Arne Naess*, pp. 338-359
13. **Ecological Dystopia** (2000s)
 - a. Frank Schätzing, *The Swarm* (2004); "14th January;" Part 1: "Anomalities" (sel.: "March 4" to "April 18") (page numbers to follow)
 - b. Frank Schätzing, *The Swarm* (2004); Part 4: "Sinking;" Part 5: "Contact;" "Epilogue," From the Diaries of Samantha Crowe," "15 August" (page numbers to follow)

Text: Frank Schätzing, *The Swarm* (2006 [2005]), translated by Sally-Ann Spencer
14. **Global Bestsellers as Earth Savers?** (2010s)
 - a. Maja Lunde, *The History of Bees* (2017 [2015]) (sel., page numbers to follow)
 - b. Environmental Education and Policy in German-speaking and Scandinavian countries (two to four recent news articles on Environmental policy in German-speaking and Scandinavian countries)

**GE Rationale for proposed GE Literature Course
German/Scandvn 2310, Nature in Nordic and Germanic Literatures**

Expected Learning Outcomes (for the GE Literature):

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.

Rationale for ELO 1: Students analyze, interpret, and critique significant literary works

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

The aim of this course is to introduce students to the ways in which significant literary works of German and Scandinavian cultures, from the medieval period to the present, express and shape the changing attitudes that humans take toward their natural environment. It seeks to explore, among other things, in what way the literary tradition contains explanations of the current emphasis on ecology and environmental protection in these cultures. The course work and the assigned readings, as well as lectures, class discussions, assignments, quiz, and the midterm and final examinations will enable students to further develop their skills in the critical analysis and interpretation of literary works, with respect to their respective historical contexts. Students will learn, for instance, the difference between symbolic and naturalistic representations of nature. The course also introduces students to select scholarly interpretations of literary texts that focus on nature and the environment.

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

The primary sources, which include novels and novellas, poetry, a graphic novel, a television series, and a continental philosophical and essayistic work (by Arne Naes), will enable students to learn to decipher, analyze and interpret a variety of literary genres from a wide range of periods—from the middle ages to the present. They will also learn to understand and critically evaluate these genres and the ideas about and images of nature that they express, in their respective cultural, historical and regional contexts. Thereby, students will have ample opportunity to compare and contrast the relationships between humans and nature of Germanic and Scandinavian cultures with those of their own.

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

The topics in this course guide students in analyzing, interpreting, and critiquing various literary expressions of the relationship between humans and nature in German and Scandinavian Cultures from the medieval period to the present. In addition to the literary qualities of these texts, students will learn about their cultural importance as expressions of changing view of nature, from mythological interpretations of the power of nature to fear of human power to destroy nature.

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

The assigned written work consists of a series of content and reflective questions that guide students' engagement with the assigned literary texts, and midterm and final exams that combine questions about facts and concepts covered in class and essay questions in which students will interpret these texts, with respect to the depicted, historically and culturally determined, relationship between humans and nature.

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

By reading the literary texts on their own before class, guided by reading questions, students will develop their initial response to the readings and their conceptions of the relationship between humans

and nature. During class discussions, they will learn to compare their own responses with that of other students, as well as that of existing scholarly interpretations, and to form their own judgments about the readings and their conceptions of the relationship between humans and nature.

Rationale for ELO 2: Through reading, discussing, and writing about literature, students appraise and evaluate the personal and social values of their own and other cultures.

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

The aim of this course is to introduce students to the ways in which significant literary works of German and Scandinavian cultures, from the medieval period to the present, express and shape the changing attitudes that humans take toward their natural environment. The course seeks to explore, among other things, in what way the literary tradition contains explanations of the current emphasis on ecology and environmental protection in these cultures. The course work and the assigned readings, as well as lectures, class discussions, assignments, quiz, and midterm and final examinations will enable students to evaluate the personal and social values of Germanic and Scandinavian cultures. Lectures, assignments, quiz and the midterm and final exams will contain questions that will give students the opportunity to reflect on the similarities and differences between their own cultures on the one hand, and Germanic and Scandinavian cultures, on the other.

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

The primary sources, which include novels and novellas, poetry, a graphic novel, a television series, and a continental philosophical and essayistic work (by Arne Naes), will enable students to learn to decipher, analyze and interpret a variety of literary genres from a wide range of periods—from the middle ages to the present. They will also learn to understand and critically evaluate these genres and the ideas about and images of nature that they express, in their respective cultural, historical and regional contexts. Students will be given ample opportunity in class discussions, written assignments, quiz and the midterm and final exams to compare and contrast the relationships between humans and nature of Germanic and Scandinavian cultures with those of their own.

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

The topics in this course guide students in analyzing, interpreting, and critiquing various literary expressions of the relationship between humans and nature in German and Scandinavian Cultures from the medieval period to the present. In addition to the literary qualities of these texts, students will learn about their cultural and social importance as expressions of changing view of nature, from mythological interpretations of the power of nature to fear of human power to destroy nature. Lectures, assignments, quiz and the midterm and final exams will contain questions that will give students the opportunity to reflect on the similarities and differences between their own cultures on the one hand, and Germanic and Scandinavian cultures, on the other.

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

The assigned written work consists of a series of content and reflective questions that guide students' engagement with the assigned literary texts, and midterm and final exams that combine questions about facts and concepts covered in class and essay questions in which students will interpret these texts, with respect to the depicted, historically and culturally determined, relationship between humans and nature. The quiz and the midterm and final exams will also contain questions that will give students the opportunity to reflect on the similarities and differences between their own cultures on the one hand, and Germanic and Scandinavian cultures, on the other.

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

By reading the literary texts on their own before class, guided by reading questions, students will develop their initial response to the readings and their conceptions of the relationship between humans and nature. During class discussions, they will learn to compare their own responses with that of other students, as well as that of existing scholarly interpretations, and to form their own judgments about the readings and their conceptions of the relationship between humans and nature. The quiz and the midterm and final exams will also contain questions that will give students the opportunity to reflect on the similarities and differences between their own cultures on the one hand, and Germanic and Scandinavian cultures, on the other.

**GE Assessment Plan for German/Scandvn 2310:
Nature in Nordic and Germanic Literatures**

<i>Expected Learning Outcomes</i>	<i>Direct Methods:</i>	<i>Indirect Methods:</i>	<i>Expected student achievement</i>
1. Students analyze, interpret, and critique significant literary works.	Embedded question in final examination require independent interpretation of a literary work related to the themes and concepts discussed in class. ¹	Student self-evaluation ²	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. Indirect: At least 75% of students will choose “agree” or “strongly agree” to describe their experience in the course.
2. Through reading, discussing, and writing about literature, students appraise and evaluate the personal and social values of their own and other culture.	Embedded question in final examination ask students to relate the concepts of nature and the environment expressed the assigned literary works to their respective cultural contexts and values. ³ They will also be asked to relate the values of the cultures discussed to their own.	Student self-evaluation	Direct: At least 85% of students score three or higher on the embedded question rubric; 75% of students score 4 or higher. Indirect: At least 75% of students will choose “agree” or “strongly agree” to describe their experience in the course.

¹ A rubric will be used to score the final presentations. 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.

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.

Appendix A for ELO 1 and 2:

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 literary texts.				

Please explain your answer:

As a result of this course I....	Strongly agree	Agree	Disagree	Strongly disagree
am able to appraise and evaluate the personal and social values of both my own and other cultures.				

Please explain your answer:

Appendix B for ELO 1:

Sample questions to be embedded in final exam.

Example 1: Explain how Gudrun Pausewang, in her novel *The Cloud*, uses the figure of the cloud to express the danger of radioactive contamination.

Example 2: Name some of the difficulties that authors and artists face when trying to represent, or narrate, the relationship between humans and nature during Holocaust and explain how Art Spiegelman, in his graphic novel *Maus I and II*, uses the tools of the graphic novel/comics to address those difficulties.

Rubric for assessment of final exam question.

	1	2	3	4
Global interpretation and analysis	Response displays a fundamental misunderstanding of the text; or, response 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 response that expresses student’s own ideas and 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 C for ELO 2:

Sample questions to be embedded in final exam.

Sample questions to be embedded in mid-term exams.

Example 1: Define Arne Naes concept of deep ecology and how it conceives of the Scandinavian environment.

Example 2: Discuss how Disney’s adaptation of Hans Christian Andersen’s fairy tale “The Snow Queen” (1844) in the movie *Frozen* (2013) has transformed the conception of the human relationship toward nature expressed in the original fairy tale.

Rubric for assessment of final exam question.

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



February 4, 2019

W. Randy Smith, Ph.D.
Vice Provost for Academic Programs
Office of Academic Affairs
203 Bricker Hall, 190 North Oval Mall, Columbus, OH 43210
614-292-5881 Office
smith.70@osu.edu

Dear Vice Provost for Academic Programs, Dr. Randy Smith,

I am writing to petition to allow the Department of Germanic Languages and Literatures at The Ohio State University to establish a 2000-level GE course, taught in English and entitled "Nature in Nordic and Germanic Literatures," that would be cross-listed between the German and the Scandinavian undergraduate programs and that would carry the course number German/Scandvn 2310. Bernadette Vankeerbergen, Program Director, Curriculum and Assessment Services, kindly informed me, after seeing the first draft of the proposal, that it requires your permission to cross-list a course between these two programs housed in the same department.

A GE course on the representations of nature in literature (mostly in literary narratives, but also in philosophical essays and a TV series) would not only be a valuable addition to the Scandinavian and German programs, respectively, but would be especially valuable as a course cross-listed between both programs. In light of the ongoing surge of interest in topics related to the environment, especially given the current environmental challenges, including climate change, ocean acidification, and biodiversity loss, all of which are happening at threatening levels according to scientific consensus, it is important that the Department Germanic Languages and Literatures, which studies and teaches about the cultures of regions that are at the forefront of current environmental policies, and environmental social and cultural movements, offer general education courses about the cultural traditions behind those policies and movements. In fact, the German program has been offering such courses on the advanced level for a number of years; including my own highly rated 4000-level senior seminar (offered in Autumn 2018) on aesthetic theories of nature and their practical application.

Among the main benefits of offering a GE course on literary representations of nature on the 2000-level, cross-listed between German and Scandinavian, instead of two of such courses in German and Scandinavian, respectively, are the following:

1. The German and Scandinavian literatures, cultures, and traditions have close affinities, not just in their languages, but also in their imagination of and concern for the natural environment. This can be seen, for instance in literary representations of islands as places of settlement or untouched wilderness (e.g., in medieval sagas about the settlement of Iceland, in Grimmelshausen's *Simplicissimus* [1668] about the Thirty Years' War; and in the early Robinsonade, *Palisades Island* [1731], by Johann Gottfried Schnabel, from the German Enlightenment [1731]); in a shared interest in eco-philosophy (Naess' controversial "Deep Ecology" was popular in Germany, and received its own term, "Tiefenökologie"); or in a shared concern for



bees (Norwegian author Maja Lunde's book, *History of the Bees* [2015], became a bestseller especially in Germany [2017]; today, the only Wikipedia entry about the book is in German); or in the imagination of the northern seas as a single region in Frank Schätzing's international dystopian best seller *The Swarm* (2004).

2. The course could stir students' interest in both the German and the Scandinavian undergraduate programs (German Studies offers a major and a minor; Scandinavian Studies a minor)
3. German 2310 would add a course to the Scandinavian minor that, at the moment, is staffed with only one full-time faculty member, Merrill Kaplan (who has helped me develop the syllabus and is willing to guest lecture once or twice, if her schedule allows her), who could not staff another course. The course would help students complete the minor in Scandinavian and their major and minor in German, as it would count as an elective in both programs.
4. German 2310 would increase the scholarly and teaching collaboration between the faculty of both programs, as well as the collaboration between the programs' students that otherwise have few opportunities to meet one another. Already the design of the course has enabled me, May Mergenthaler, Associate Professor of German Studies, to learn from Merrill Kaplan, Associate Professor of Scandinavian Studies, about Scandinavian cultures, and vice versa. Merrill Kaplan has provided valuable advice in the selection of the readings in Scandinavian literatures, and has agreed to give guest lectures in the course, as her schedule and time would allow. She would also continue to provide support in advising me about primary and secondary sources related to the course's topic. Finally, we could seek out opportunities to collaborate on publications or on conference organization, in the future, once the course has been well-established and I have gained a more firm expertise in the Scandinavian topics.
5. The many years of intensive training, research and teaching in German literature and culture, as well as my current research and teaching on the representation of nature in literature, environmental humanities, and ecocriticism, have prepared me well for transferring and expanding those skills to the teaching of nature representations in Scandinavian literature in translation. I have already gained confidence that I possess these skills by designing the course, and discovering and selecting readings that found Merrill Kaplan's strong support.

Please to not hesitate should you have questions concerning this petition, which I hope very much you can and will support.

Sincerely,

May Mergenthaler, Associate Professor
Department of Germanic Languages and Literatures
The Ohio State University

From: [Reed, Katie](#)
To: [Smith, Randy](#); [Mergenthaler, A](#)
Cc: [Miller, Natascha](#); [Vankeerbergen, Bernadette](#)
Subject: RE: Petition for German/Scandvn 2310, GE course proposal (attached)
Date: Monday, February 18, 2019 10:49:53 AM

All,

I am responding on behalf of Randy Smith. OAA approves this request.

Please continue with the college-level approval process.

Thanks,
Katie

From: Smith, Randy <smith.70@osu.edu>
Sent: Sunday, February 17, 2019 4:43 PM
To: Mergenthaler, A <mergenthaler.4@osu.edu>
Cc: Reed, Katie <reed.901@osu.edu>; Miller, Natascha <miller.521@osu.edu>
Subject: RE: Petition for German/Scandvn 2310, GE course proposal (attached)

May:

Thanks for nudging me on this.

We will be back to you this week.

And thanks for coming to the open forum!

Randy

From: Mergenthaler, A <mergenthaler.4@osu.edu>
Sent: Monday, February 4, 2019 4:40 PM
To: Smith, Randy <smith.70@osu.edu>
Cc: Miller, Natascha <miller.521@osu.edu>
Subject: Petition for German/Scandvn 2310, GE course proposal (attached)

Dear Vice Provost for Academic Programs, Dr. Randy Smith,

Please find attached my petition to allow my department to establish a cross-listed GE course, taught in English, German/Scandvn 2310 "Nature in German and Scandinavian Literatures."
Since I have not receive a response to my email below from Jan 22 inquiring about the best way to formulate such a petition, I am guessing that you may prefer that I simply try my hand at writing such a petition and submit it to you.

I very much look forward to your response. I have also attached updated files of the course proposal (I have only corrected and slightly edited the title of the course).

Sincerely,
May Mergenthaler

May Mergenthaler, Ph.D.
Associate Professor
Department of Germanic Languages and Literatures
The Ohio State University
<http://germanic.osu.edu>

From: Mergenthaler, A
Sent: Tuesday, January 22, 2019 22:39
To: Smith, Randy
Subject: Concerning a Petition for GERM/SCAN 2310, GE course proposal

Dear Vice Provost for Academic Programs Randy Smith,

I am writing to inquire about my course proposal for GERM/SCAN 2310, "Nature in Nordic and Germanic Literature," GE Literature course, 3 credits, in the Department of Germanic Languages and Literatures that cross lists German and Scandinavian, which are both housed in the department. (German has a Ph.D., M.A. and B.A., Scandinavian a minor program.) Bernadette Vankeerbergen, Program Director, Curriculum and Assessment Services, kindly informed me, after seeing the first draft of the proposal, that it requires your permission to cross-list a course between two programs housed in the same department, and that I need to petition for it.

There are a variety of reasons, which we believe are good reasons, for cross-listing this course. Among them are:

- teaching students about the similarities and relationships between German and Scandinavian cultures, with respect to an interest for nature and environmental protection that they share
- stirring students' interest in both programs
- adding a course to the Scandinavian minor that, at the moment, is staffed with only one full-time faculty member, Merrill Kaplan (who has helped me develop the syllabus and is willing to guest lecture once or twice, if her schedule allows her)
- increasing academic cooperation between the two programs

Could you please let me know if those are acceptable reasons that I could list in my petition to you, and if not, what acceptable reasons would be? I am attaching the syllabus, GE assessment plan, and GE rationale, in case seeing those documents would help you answer my

question.

I look forward to your response.

Sincerely,
May Mergenthaler

May Mergenthaler, Ph.D.
Associate Professor
Department of Germanic Languages and Literatures
The Ohio State University
<http://germanic.osu.edu>

From: [Tomasko, David](#)
To: [Mergenthaler, A](#)
Cc: [Miller, Natascha](#); [Quinzon-Bonello, Rosario](#)
Subject: RE: German/Scan 2310: Request for Concurrence
Date: Tuesday, February 05, 2019 10:00:49 AM
Attachments: [image001.png](#)

May,

My apologies for misplacing your original request. The College of Engineering has no concerns with your proposed course and is happy to concur. Usually, this email serves the purpose for Bernadette but let me know if you really need me to sign the form.

Best regards,
David Tomasko



THE OHIO STATE UNIVERSITY

David L Tomasko, PhD

Associate Dean for Undergraduate Education and Student Services
Professor

College of Engineering William G Lowrie Dept of Chemical and Biomolecular Engineering
121 Hitchcock Hall, 2070 Neil Ave, Columbus, OH 43210
tomasko.1@osu.edu

From: Mergenthaler, A <mergenthaler.4@osu.edu>
Sent: Tuesday, February 5, 2019 9:37 AM
To: Tomasko, David <tomasko.1@osu.edu>
Cc: Miller, Natascha <miller.521@osu.edu>
Subject: Re: German/Scan 2310: Request for Concurrence

Dear Associate Dean David Tomasko,

This is just to kindly remind you of the request for concurrence on a new course to be proposed this spring, which I sent you on January 17. I am also attaching the concurrence request form, about which I had not known. The correct course title is "German/Scandvn 2310, Nature in Nordic and Germanic Literatures." It is a GE course Literature, taught in English.

Bernadette Vankeerbergen, Program Director, Curriculum and Assessment Services, had asked me to ask your department, among others, for concurrence, before submitting the course request.

Sincerely,
May Mergenthaler

May Mergenthaler, Ph.D.
Associate Professor
Department of Germanic Languages and Literatures

The Ohio State University
<http://germanic.osu.edu>

From: Mergenthaler, A
Sent: Thursday, January 17, 2019 3:57:57 PM
To: Tomasko, David
Cc: Miller, Natascha
Subject: German/Scan 2310: Request for Concurrence

Dear Associate Dean David Tomasko,

I am writing to you to ask the College of Engineering for concurrence with respect to the attached GE course proposal German/Scandinavian 2310 that I would like to submit this spring semester. - I am scheduled to teach this course in spring semester 2020, so I hope the College can consider my syllabus proposal some time soon. I am attaching drafts of the syllabus, the GE Rationale and the GE Assessment Plan, as pdf files, dated Jan. 17, 2019.

Please do not hesitate to email me should you have any questions. I look forward to hearing from you.

Sincerely,
May Mergenthaler

May Mergenthaler, Ph.D.
Associate Professor
Department of Germanic Languages and Literatures
The Ohio State University
<http://germanic.osu.edu>

From: [Mergenthaler, A](#)
To: [Bendoly, Elliot](#)
Cc: [Miller, Natascha](#)
Subject: Re: German/Scan 2310: Request for Concurrence
Date: Thursday, January 17, 2019 4:08:01 PM

Thank you very much, Associate Dean/Professor Bendoly!

Best,
May (Mergenthaler)

May Mergenthaler, Ph.D.
Associate Professor
Department of Germanic Languages and Literatures
The Ohio State University
<http://germanic.osu.edu>

From: Bendoly, Elliot
Sent: Thursday, January 17, 2019 4:06:07 PM
To: Mergenthaler, A
Subject: RE: German/Scan 2310: Request for Concurrence

We are good with this

Professor Elliot Bendoly, PhD
Associate Dean of Undergraduate Students and Programs
& Fisher College of Business Distinguished Professor
Management Sciences, The Ohio State University
<https://u.osu.edu/bsbareources> www.ma-vis.com



From: Mergenthaler, A <mergenthaler.4@osu.edu>
Sent: Thursday, January 17, 2019 3:55 PM
To: Bendoly, Elliot <bendoly.2@osu.edu>
Cc: Miller, Natascha <miller.521@osu.edu>
Subject: German/Scan 2310: Request for Concurrence

Dear Associate Dean Eliot Bendoly,

I am writing to you to ask the Fisher College of Business for concurrence with respect to the attached GE course proposal German/Scandinavian 2310 that I would like to submit this spring semester. - I am scheduled to teach this course in spring semester 2020, so I hope the Department can consider my syllabus proposal some time soon. I am attaching drafts of the syllabus, the GE Rationale and the GE Assessment Plan, as pdf files, dated Jan. 17, 2019.

Please do not hesitate to email me should you have any questions. I look forward to hearing

from you.

Sincerely,
May Mergenthaler

May Mergenthaler, Ph.D.
Associate Professor
Department of Germanic Languages and Literatures
The Ohio State University
<http://germanic.osu.edu>

From: [Rose, Paul](#)
To: [Mergenthaler, A](#)
Cc: [Miller, Natascha](#)
Subject: RE: Germ/Scan 2310: Request for Concurrence
Date: Thursday, January 17, 2019 4:29:28 PM
Attachments: [image001.png](#)

Dear Dr. Mergenthaler,

We concur without reservation.

Best regards,

Paul



Paul Rose

Associate Dean for Academic Affairs & Robert J. Watkins/Procter & Gamble Professor of Law
Executive Director, *Law, Finance & Governance @ Ohio State*

Moritz College of Law

55 W. 12th Ave. Columbus, OH 43210-1391

rose.933@osu.edu | (614) 688-5818

<http://ssrn.com/authorid=392880> | [@gpaulrose](#)

From: Mergenthaler, A <mergenthaler.4@osu.edu>
Sent: Thursday, January 17, 2019 4:01 PM
To: Rose, Paul <rose.933@osu.edu>
Cc: Miller, Natascha <miller.521@osu.edu>
Subject: Fw: Germ/Scan 2310: Request for Concurrence

Dear Associate Dean Paul Rose,

I am writing to you to ask the Moritz College of Law for concurrence with respect to the attached GE course proposal German/Scandinavian 2310 that I would like to submit this spring semester. - I am scheduled to teach this course in spring semester 2020, so I hope the College can consider my syllabus proposal some time soon. I am attaching drafts of the syllabus, the GE Rationale and the GE Assessment Plan, as pdf files, dated Jan. 17, 2019.

Please do not hesitate to email me should you have any questions. I look forward to hearing from you.

Sincerely,

May Mergenthaler

May Mergenthaler, Ph.D.
Associate Professor
Department of Germanic Languages and Literatures
The Ohio State University
<http://germanic.osu.edu>

From: [Haddad, Deborah](#)
To: [Mergenthaler, A](#)
Cc: [Miller, Natascha](#)
Subject: RE: German/Scan 2310: Request for Concurrence
Date: Tuesday, January 22, 2019 2:34:19 PM
Attachments: [image001.png](#)

May.

I'm happy to report that I am able to concur with the offering of your new course proposal for 2310 on behalf of the NMS and SBS divisions.

Deborah



Deborah Haddad, PhD

Assistant Dean, Curriculum, Undergrad Affairs
Social and Behavioral Sciences
Natural and Mathematical Sciences
College of Arts and Sciences
114 University Hall, 234 North Oval Mall, Columbus, OH 43210
614.292.4435 Office / 614.247.7498 Fax
Haddad.2@osu.edu asc.osu.edu

From: Mergenthaler, A <mergenthaler.4@osu.edu>
Sent: Thursday, January 17, 2019 3:53 PM
To: Haddad, Deborah <haddad.2@osu.edu>
Cc: Miller, Natascha <miller.521@osu.edu>
Subject: German/Scan 2310: Request for Concurrence

Dear Assistant Dean Deborah Haddad,

I am writing to you to ask the Departments of Biological Science, Mathematical and Physical Sciences, and Social and Behavioral Sciences, which correspond to the divisions of NMS and SBS, for concurrence with respect to the attached GE course proposal German/Scandinavian 2310 that I would like to submit this spring semester. - I am scheduled to teach this course in spring semester 2020, so I hope the Department can consider my syllabus proposal some time soon. I am attaching drafts of the syllabus, the GE Rationale and the GE Assessment Plan, as pdf files, dated Jan. 17, 2019.

Please do not hesitate to email me should you have any questions. I look forward to hearing from you.

Sincerely,
May Mergenthaler

May Mergenthaler, Ph.D.
Associate Professor
Department of Germanic Languages and Literatures
The Ohio State University
<http://germanic.osu.edu>

From: [Bisesi, Michael](#)
To: [Mergenthaler, A](#); [McLeod, Christy A.](#)
Cc: [Miller, Natascha](#)
Subject: RE: Reminder: German/Scandvn 2310: Request for Concurrence
Date: Tuesday, February 19, 2019 12:35:11 PM
Attachments: [German_Scandvn 2310 concurrence request\(PublicHealth\).pdf](#)
[image001.png](#)
Importance: High

Professor Mergenthaler,

Attached is signed concurrence form supporting your proposed course. Very sorry for delay.

Michael Bisesi



Michael S. Bisesi, PhD
Senior Associate Dean and Director Academic Affairs
Professor & Chair (Interim), Environmental Health Sciences
College of Public Health
Fellow AIHA
Phone: (614) 247-8290 Email: bisesi.12@osu.edu
(Executive Administrative Assistant Mindy Freed (614) 292-4475 freed.28@osu.edu)
(EHS Division Coordinator Christy Mcleod 614-688-4388 mcleod.53@osu.edu)

From: Mergenthaler, A
Sent: Tuesday, February 19, 2019 9:17 AM
To: McLeod, Christy A.
Cc: Bisesi, Michael; Miller, Natascha
Subject: Fw: Reminder: German/Scandvn 2310: Request for Concurrence

Dear Christy McLeod,

On January 17, I wrote to Professor Bisesi in order to request concurrence on a course that I am ready to propose and that I am already scheduled to teach in Spring 2019. Bernadette Vankeerbergen, Program Director, Curriculum and Assessment Services, had asked me to ask your Division, among others, for concurrence, before submitting the course request and to contact Prof. Bisesi. Your Division's concurrence is the last one that is still missing. - I have send Prof. Bisesi two emails concerning this request (see below), and have also copied him to this email. I also copied our Academic Program Coordinator, Natascha Miller, to this email. Could you please help me get in touch with Prof. Bisesi? Perhaps you could also pass on his message to me? I have left him and you a voicemail message a few minutes ago, and I hope to hear back from either of you soon.

Also: While it would be great if you could fill out the concurrence form, a brief email message would suffice.

Sincerely,
May

May Mergenthaler, Ph.D.
Associate Professor
Department of Germanic Languages and Literatures
The Ohio State University
<http://germanic.osu.edu>

From: Mergenthaler, A
Sent: Tuesday, February 5, 2019 09:39
To: Bisesi, Michael
Cc: Miller, Natascha
Subject: Reminder: German/Scandvn 2310: Request for Concurrence

Dear Associate Dean Michael Bisesi,

This is just to kindly remind you of the request for concurrence on a new course to be proposed this spring, which I sent you on January 17. I am also attaching the concurrence request form, about which I had not known. The correct course title is "German/Scandvn 2310, Nature in Nordic and Germanic Literatures." It is a Literature GE course, taught in English.

Bernadette Vankeerbergen, Program Director, Curriculum and Assessment Services, had asked me to ask your department, among others, for concurrence, before submitting the course request.

Sincerely,
May Mergenthaler

May Mergenthaler, Ph.D.
Associate Professor
Department of Germanic Languages and Literatures
The Ohio State University
<http://germanic.osu.edu>

From: Mergenthaler, A
Sent: Thursday, January 17, 2019 4:03:37 PM
To: Bisesi, Michael
Cc: Miller, Natascha

Subject: Germ/Scan 2310: Request for Concurrence

Dear Senior Associate Dean Michael Bisesi,

I am writing to you to ask the College of Public Health for concurrence with respect to the attached GE course proposal German/Scandinavian 2310 that I would like to submit this spring semester. - I am scheduled to teach this course in spring semester 2020, so I hope the College can consider my syllabus proposal some time soon. I am attaching drafts of the syllabus, the GE Rationale and the GE Assessment Plan, as pdf files, dated Jan. 17, 2019.

Please do not hesitate to email me should you have any questions. I look forward to hearing from you.

Sincerely,

May Mergenthaler

May Mergenthaler, Ph.D.
Associate Professor
Department of Germanic Languages and Literatures
The Ohio State University
<http://germanic.osu.edu>

List of Concurrences for German/Scandvn 2310

And here is the list of concurrences:

1) For Biological Science, Mathematical and Physical Sciences, and Social and Behavioral Sciences, those correspond to the divisions of NMS and SBS within our own College: please contact Assistant Dean Deborah Haddad(.2).

Yes.

2) For Business, please contact Associate Dean Eliot Bendoly(.2).

Yes.

3) In the College of Engineering, your contact will be Associate Dean David Tomasko(.1).

Yes.

4) For Law, you should contact Associate Dean Paul Rose(.933).

Yes.

5) And finally, for Public Health, the person to talk to is Associate Dean Michael Bisesi(.12)

Yes.

May Mergenthaler, Ph.D.

Associate Professor

Department of Germanic Languages and Literatures

The Ohio State University

<http://germanic.osu.edu>

German Major--Curriculum Map

B = Beginning
I = Intermediate
A = Advanced

Dec 11, 2018 update

	Cultural Knowledge & Awareness	Compre-hension	Speaking	Critical Analysis	Writing & Critical Expression
Core Required Courses					
1101.01 German 1 -GE	B	B	B		B
1101.51 German 1: Self-paced -GE	B	B	B		B
1102.01 German 2 -GE	B	B	B		B
1102.51 German 2: Self-paced -GE	B	B	B		B
1103.01 German 3 -GE	B/I	B/I	B/I		B/I
1103.51 German 3: Self-paced -GE	B/I	B/I	B/I		B/I
2101 Texts & Contexts 1: Contemporary Germany	I	I	I	B/I	I
2102 Texts & Contexts 2: 20 th -century Germany	I	I	I	I	I
3101 Texts & Contexts 3: Historical Perspectives	I/A	I/A	I/A	I	I
3102 News & Views: Current Issues	I/A	I/A	I/A	I	I
2350 Introduction to German Studies	B			I	I
Advanced Required Courses					
3200 Topics in German Literature, Art and Film	I	I	I	I	I
3300 Topics in German Culture Studies, Social and Intellectual History	I	I	I	I	I
3600 Topics in German Linguistics/Language	I	I	I	I	I
3602 German for the Professions 1	I	I	I	I	I
3603 Translation 1	I	I	I	I	I
4200 Senior Seminar in German: Literature, Art and Film (German)	A	A	A	A	A
4300 Senior Seminar in German: Culture Studies, Social and Intellectual History (German)	A	A	A	A	A
4600 Senior Seminar in German: Linguistics/Language (German)	A	A	A	A	A
4602 German for the Professions 2	A	A	A	A	A
4603 Translation 2	A	A	A	A	A
Advanced Required Courses in English					
4250 Senior Seminar in German Studies: Literature, Art and Film (English)	A			A	A
Elective Courses in English					
2250 Berlin: Stories, Languages, and Ideas GE	B			B	B
2251 German Literature and Popular Culture GE	B			B	B
2252H The Faust Theme GE	B			B	B
2253 Magic, Murder and Mayhem GE	B			B	B
2254 Grimm's Fairy Tales and their Afterlives GE	B			B	B
2255 Postwar Germany and Japan GE	B			B	B
2256 Fan Fiction: From Homer to Harry Potter GE	B			B	B

2310 Introduction to Literature, Culture, and the Environment		B			B	B
2352 Dresden Yesterday and Today	GE	B			B	B
2367 German Literature and American Culture	GE	B			B	B
2451 Hollywood: Exiles and Émigrés	GE	B			B	B
2798.02 Berlin, Then and Now: People, Places, and Experiences	GE	B			B	B
3252 The Holocaust in Literature and Film	GE	I			I	I
3253 The German Experience in American	GE	I			I	I
3254H Representations and Memory of the Holocaust in Film	GE	I			I	I
3256 Coming to Terms with the Holocaust and War in Germany: <i>Vergangenheitsbewältigung</i>	GE					
3351 Democracy, Fascism and German Culture	GE	I			I	I
3353H German Intellectual History: Marx, Nietzsche, and Freud	GE	I			I	I
3451H Religion in Modern German Literature and Philosophy	GE					
4191 Internship in German		A			A	A
4252 Masterpieces of German Literature	GE	A			A	A
4670H Cinema and the Historical Avant Garde	GE	A			A	A

The proposed GE course GERM/SCAN 2310 “Introduction to Literature, Culture, and the Environment” will fulfill the following three program goals of the German major (the full list of goals can be found in the Appendix below):

Knowledge Students demonstrate knowledge of German Linguistics, German History, German Cultural Achievements, and the current German-speaking world.

Critical Analysis Students demonstrate the ability to undertake critical reading and analysis of texts, to interpret cultural products and events within relevant contexts, and to express ideas and perspectives clearly, cogently and persuasively.

Understanding/Perspective Students demonstrate an understanding of differences in verbal and nonverbal communication, recognize cultural differences and similarities, and gain perspective on their own world view and cultural values.

Appendix

Program Goals of the German Major at Ohio State University

Linguistic Proficiency Students demonstrate linguistic proficiency in German at the B2 or C1 level of CEFR, they reflect on their own language and gain translation skills.

Knowledge Students demonstrate knowledge of German Linguistics, German History, German Cultural Achievements, and the current German-speaking world.

Critical Analysis Students demonstrate the ability to undertake critical reading and analysis of texts, to interpret cultural products and events within relevant contexts, and to express ideas and perspectives clearly, cogently and persuasively.

Understanding/Perspective Students demonstrate an understanding of differences in verbal and nonverbal communication, recognize cultural differences and similarities, and gain perspective on their own world view and cultural values.

Research/Inquiry Students demonstrate the ability to use sophisticated tools for research and knowledge acquisition, and to evaluate the validity of resources available in the media landscape.