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## Term Information

Effective Term Autumn 2023

## General Information

Course Bulletin Listing/Subject Area German  
Fiscal Unit/Academic Org Germanic Languages & Lit - D0547  
College/Academic Group Arts and Sciences  
Level/Career Undergraduate  
Course Number/Catalog 3354  
Course Title From Viking Saga to Climate Fiction: Nature in Nordic and Germanic Literatures  
Transcript Abbreviation From Saga to CliFi  
Course Description This course explores how sustainable human-nature relationships are conceived, represented, and reflected in the literatures of Nordic and German-speaking countries, from the medieval period to the present—e.g., in Icelandic saga; Gothic Romantic narrative; modern fairy tale; graphic novel; poetry; song; philosophical essay; and climate science-fiction.  
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, Lima, Mansfield, Marion, Newark, Wooster

## Prerequisites and Exclusions

Prerequisites/Corequisites  
Exclusions Not open to students with credit for Scandinavian 3354, German 2310, Scandinavian 2310.  
Electronically Enforced Yes

## Cross-Listings

Cross-Listings Cross-listed with Scandinavian 3354.

## Subject/CIP Code

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

## Requirement/Elective Designation

Sustainability

## Course Details

### **Course goals or learning objectives/outcomes**

- German cultural representations and interpretations, views, and concepts of nature: Successful students will learn to explore how literary works from the Germanic tradition represent and reflection on environmental knowledges and practices.
- Major developments in German culture and history: Successful students will learn to explore how literary works from the Germanic tradition represent and reflection on major developments in environmental history and culture.
- Theme Goal 1 Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations.
- Successful students can: 1.1 engage in critical and logical thinking about the topic or idea of the theme.  
Successful students can: 1.2 engage in an advanced, in-depth, scholarly exploration of the topic or idea of the theme.
- Theme Goal 2 Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes & anticipate doing in future
- Successful students can:
  - 2.1 identify, describe, & synthesize approaches or experiences as they apply to the theme.
  - 2.2. demonstrate a developing sense of self as a learner through reflection & self-assessment, building on prior experiences in order to respond to new and challenging contexts.
- Sustainability Goal 1 Students analyze & explain how social and natural systems function, interact & evolve over time; how human wellbeing depends on these interactions; how actions have impacts on subsequent generations & societies globally; and
  - how human values, behaviors, and institutions impact multi-faceted, potential solutions across time.
- Successful students can 1.1 describe elements of the fundamental dependence of humans on Earth & environmental systems & on the resilience of these systems as they are represented & conceptualized in literary texts & cultural artifacts discussed.
- 1.2 describe, analyze & critique roles & impacts of human activity & technology on both human society & the natural world, in the past, currently & in future, as they are represented & conceptualized in literary texts & cultural artifacts discussed.
- 1.3 devise informed & meaningful responses to problems & arguments in the area of sustainability based on the interpretation of appropriate evidence & an explicit statement of values, as found in the literary texts & cultural artifacts discussed,
- (cont.) and as found in the secondary literature that students will evaluate & employ in their individual research projects.

**Content Topic List**

- Green States: Myth, Reality and Fantasy  
Viking Ecologies (Medieval Lit)
- The Nature of Peasants, Soldiers, and Hermits (17th c.)  
Enlightened Landscapes (18th c.)  
Romantic Nature - Between Idyll and Goth (around 1800)
- Nature, Magic, and Modernity (19th c.)  
Children's Literature as Applied Geography (early 20th c.)  
Back-to-Nature
- The Holocaust and Nature as a Source of Suffering  
Nuclear Fear and Democracy in West Germany
- Ecological Utopia  
Ecological Dystopia  
Global Bestsellers as Earth Savers?

**Sought Concurrence**

No

**Attachments**

- German\_Scandvn-3354-Responses.docx: OLD-Responses to Panel Feedback  
*(Other Supporting Documentation. Owner: Miller, Natascha)*
- German\_Scandvn 3354 submission-sustainability 03\_14\_2022.pdf: OLD-GE Theme  
*(Other Supporting Documentation. Owner: Miller, Natascha)*
- German\_Scandvn 3354 Sustainability GE Syllabus 03\_14\_2022.docx: OLD-syllabus  
*(Syllabus. Owner: Miller, Natascha)*
- German\_Scandvn 3354 Cover letter March 2 2023.docx: Response cover letter  
*(Other Supporting Documentation. Owner: Miller, Natascha)*
- German\_Scandvn 3354 Sustainability GE Syllabus 03\_02\_2023.docx: old syllabus - March 2023  
*(Syllabus. Owner: Miller, Natascha)*
- German\_Scandvn 3354 Sustainability GE Syllabus 05\_08\_2023.docx: NEW Syllabus - May 2023  
*(Syllabus. Owner: Miller, Natascha)*

**Comments**

- 5/31/23 - The updated syllabus addressing panel feedback is attached ...

3/6/23 - Responses to the panel feedback e-mail sent on August 22nd are found in the attached document:

"German\_Scandvn 3354 Cover letter March 2 2023"

Responses to the panel feedback e-mail sent on Jan 14th are found in the attached document above:

"German\_Scandvn-3354-Responses"

Please note that concurrence was not sought due to the German/Scandvn 2310 concurrence approvals given last year. German/Scandvn 3354 differs only in that it offers students more advanced assignments and readings. *(by*

*Miller, Natascha on 05/31/2023 10:36 AM)*

- This appears to have been sent back prematurely. *(by Vankeerbergen, Bernadette Chantal on 04/19/2023 03:28 PM)*
- Please see feedback email sent 04-19-2023 RLS *(by Steele, Rachel Lea on 04/19/2023 02:57 PM)*
- Please see Panel feedback email sent 08/22/2022. *(by Hilty, Michael on 08/22/2022 11:30 AM)*
- Please see Panel feedback e-mail sent 1/14/22. *(by Cody, Emily Kathryn on 01/14/2022 11:25 AM)*

**Workflow Information**

Status	User(s)	Date/Time	Step
Submitted	Miller, Natascha	11/23/2021 10:05 AM	Submitted for Approval
Approved	Holub, Robert Charles	11/23/2021 10:06 AM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	11/30/2021 03:37 PM	College Approval
Revision Requested	Cody, Emily Kathryn	01/14/2022 11:25 AM	ASCCAO Approval
Submitted	Miller, Natascha	03/23/2022 03:41 PM	Submitted for Approval
Approved	Holub, Robert Charles	03/23/2022 04:03 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	03/24/2022 04:36 PM	College Approval
Revision Requested	Hilty, Michael	08/22/2022 11:30 AM	ASCCAO Approval
Submitted	Miller, Natascha	03/06/2023 09:43 AM	Submitted for Approval
Approved	Holub, Robert Charles	03/06/2023 09:45 AM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	03/24/2023 03:25 PM	College Approval
Revision Requested	Steele, Rachel Lea	04/19/2023 02:57 PM	ASCCAO Approval
Submitted	Holub, Robert Charles	04/19/2023 03:26 PM	Submitted for Approval
Approved	Holub, Robert Charles	04/19/2023 03:27 PM	Unit Approval
Revision Requested	Vankeerbergen, Bernadette Chantal	04/19/2023 03:29 PM	College Approval
Submitted	Holub, Robert Charles	04/19/2023 03:29 PM	Submitted for Approval
Approved	Holub, Robert Charles	04/19/2023 03:30 PM	Unit Approval
Revision Requested	Vankeerbergen, Bernadette Chantal	04/19/2023 03:30 PM	College Approval
Submitted	Miller, Natascha	05/31/2023 10:40 AM	Submitted for Approval
Approved	Holub, Robert Charles	05/31/2023 10:49 AM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	05/31/2023 10:59 AM	College Approval
Pending Approval	Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	05/31/2023 10:59 AM	ASCCAO Approval



German/Scandvn 3354  
**From Viking Saga to Climate Fiction: Nature in Nordic and Germanic Literatures**  
GE Theme course Sustainability  
3 credit hours  
(Taught in English)

**Instructor:** tba

**Meeting times:** tba (two 80-minute class meetings/week)

**Classroom:** tba

**Office hours:** tba

**Email:** mergenthaler.4@osu.edu

**Contact hours:** 3 credit hours

**Class number:** tba

**Office:** Hagerty Hall 334

**GE Information: Sustainability Theme**

**GOAL 1: Successful students will analyze an important topic or idea at a more advanced and in-depth level than in the Foundations component. [Note: In this context, "advanced" refers to courses that that are e.g., synthetic, rely on research or cutting-edge findings, or deeply engage with the subject matter, among other possibilities.]**

**ELOs:** Successful students are able to:

- 1.1. Engage in critical and logical thinking about the topic or idea of the theme.
- 1.2. Engage in an advanced, in-depth, scholarly exploration of the topic or idea of the theme.

**GOAL 2: Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.**

**ELOs:** Successful students are able to:

- 2.1. Identify, describe, and synthesize approaches or experiences as they apply to the theme.
- 2.2. Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.

**Goal 3: Successful students will analyze and explain how social and natural systems function, interact, and evolve over time; how human well-being depends on these interactions; how actions have impacts on subsequent generations and societies globally; and how human values, behaviors, and institutions impact multifaceted potential solutions across time.**

**ELOs:** Successful students are able to:

- 3.1. Describe elements of the fundamental dependence of humans on Earth and environmental systems, and on the resilience of these systems.
- 3.2. Describe, analyze, and critique the roles and impacts of human activity and technology on both human society and the natural world, in the past, present, and future.
- 3.3. Devise informed and meaningful responses to problems and arguments in the area of sustainability based on the interpretation of appropriate evidence and an explicit statement of values.

***How the course addresses the expected learning outcomes of the Theme:***

The course German/Scandvn 3354, "From Viking Saga to Ecological Dystopia: Nature in Nordic and Germanic Literatures," represents an advanced study of the focal theme, Sustainability, as it deeply engages the ways in which Nordic and Germanic literatures and cultures represent and conceptualize human-nature relationships. Students will analyze how literary texts, films, TV shows, comics, and other cultural artifacts show how humans depend on nature for both their survival and their enjoyment, as well as for the political ways in which they organize their societies. On the background of current science, culture, and societies, and their own experiences, students will critically analyze the values manifest in the human-nature relationships depicted in Nordic and Germanic cultures, as well as the sustainability of the technological and organizational solutions that Nordic and Germanic cultures presents for problems related to human-nature relationships including the provision of sufficient and satisfying nutrition, housing, clothing, means of transportation, or leisure activities. Students will also investigate the development of attitudes and solutions concerning sustainable human-nature relationships over time as well as their geographical differences. The course contains a research component, as every student will work, throughout the semester, on a final research paper. In order to prepare students to engage with research on their chosen topic, related to the materials of the course, students will read a research article for every topic and week of the semester.

Weekly homework assignments and in-class lectures and discussions will help prepare students for their midterm exams, for identifying a topic for their final research paper. The oral presentation will allow students to learn about and critically reflect on current research on sustainability from a cultural perspective, and prepare them to use sustainability research in their final research papers. In the course of preparing their final research paper, students will engage deeply, from a specific perspective on sustainability, with both the selected literary and cultural artifacts and the current methods and research in their chosen research field. Students will engage in different tasks throughout the semester that will lead to the completion of their research papers, including textual analysis, bibliographical work, reading, critically reflecting on, and annotating research on the chosen paper topic, drafting a paper outline, and writing a research paper. They will develop a sense of a learner through regular assessment and self-assessment, as well as through close collaboration in class discussions and group work.

***Expected Learning Outcomes of the German Program:***

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

Successful students will learn to 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**

Successful students will learn to explore how literary works and other cultural artifacts from the Germanic tradition represent and reflection on major developments in environmental history and culture.

***Expected Learning Outcomes for the Scandinavian program:***

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

Successful students will learn to explore how literary works and other cultural artifacts from the

Scandinavian tradition represent and reflection on environmental knowledges and practices.

## **2. Understand major developments in Scandinavian culture and history**

Successful students will learn to explore how literary works and other cultural artifacts from the Scandinavian tradition represent and reflection on major developments in environmental history and culture.

### **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. It explores how environmental sustainability is conceived, represented, and reflected in the literatures of Nordic and German-speaking countries (Iceland, Norway, Sweden, Finland, Denmark, Switzerland, Austria, and Germany), from the medieval period to the present. The rich and diverse literatures and cultures of these countries may help explain their intense engagement with current global environmental issues and strategies for sustainability, from climate change and biodiversity loss to ocean acidification and soil erosion.

Representations and concepts of nature and environmental sustainability will be studied in a variety of literary genres, with different thematic emphases, and from different methodological angles. Literary genres include medieval sagas; Gothic Romantic tales; 19<sup>th</sup>-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. Thematic emphases encompass 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. Finally, research methods that the instructor introduces in class and that students apply, in particular, in their final research essays include narratology, rhetorical analysis, and gender and postcolonial studies as well as Environmental Humanities and Ecocriticism.

*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 and the film *Frozen II* (or use their subscription to a streaming service such as Netflix). Students may organize group screenings of audiovisual media to save costs.



**Grade distribution:**

Class participation	10%
Weekly assignments	10%
10 short in-class quizzes	10%
Scaffolded Research and Writing Assignments (4x10%)	40%
Abstract	5%
Final Research Essay	25%
Total	100%

**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+	

**Important dates:** See course schedule

**Further instructions, information, and grading scales for the individual assignments and graded items will be provided by the instructor and uploaded on Carmen before the first class.**

**Description of Major Class Assignments:****3. Participation:**

Participation in class meeting is an important component of the learning process. It helps you activate your knowledge and process course materials. You will learn from expressing your own ideas as well as from engaging with those of your peers. – Participation consists of a variety of activities that are all highly valuable. It includes contributing to group and class discussion, listening to and responding to your peers, and reflecting on ideas through in-class writing and reflection assignments. In some classes, you will be asked to turn in written reflections on texts or discussions.

Excellent attendance is necessary to be able to fully participate in class. Therefore, regular attendance is essential for success in this course. After two absences, your final grade will be lowered 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 via email, 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. Please talk to the instructor if you have an extended situation that is preventing you from being in class.

Late arrival and early departure are considered poor participation. **Three late arrivals (more than 5 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 a third of a grade (e.g. from A to A-).

**4. Weekly Assignments:**

- a. All Assignments will be posted on CarmenCanvas, completed assignments are to be

uploaded on CarmenCanvas. The weekly homework assignments will enable students to engage closely with literary works in different ways. For instance, students will be asked not only to read and understand a given text, but also to analyze, in writing, a particular literary device, such as narrative perspective, or metaphor, and how it shapes the nature-human relationships depicted in the text. They will also be asked to evaluate those representations in their respective cultural context and relate them to current cultural and ethical views and debates.

**5. Quizzes:**

The quizzes will test students' completion of the readings and their knowledge of concepts of environmental sustainability and of how they relate to literary representations of human-nature relationships.

**6. Scaffolded Research Assignments (40%):**

**A. Textual evidence (10 %)**

In this assignment, students will use textual evidence (cite, paraphrase) from *Robinson, the Younger* to support an argument or a point concerning human-nature relationships and environmental sustainability. For instance, students can explore how the main character conceives of and uses nature as a tool for survival, and critically reflect on his concept and use of nature on the background of notions of environmental sustainability, as well as the other two concepts of sustainability, equity and economics, and their interrelationships in the novel.

**B. Scholarship as Conversation (10% )**

In this assignment, students will put their own ideas in dialogue with a secondary source on topics related to human-nature relationships and questions of environmental sustainability in Pichler's "The First of May, or Wallburga's Night," namely Sullivan's essay "Dark Pastoral," which is also the assigned secondary reading.

**C. Representation of Environmental Sustainability (10 %)**

In this assignment, students will consider how environmental sustainability is represented and imagined in Selma Lagerlöf's *The Wonderful Adventures of Nils*. How does the narrative describe human and animal contributions to environmental sustainability?

**D. Abstract (5%)**

In this assignment, students will write a 250-word (= about 1 page) abstract of their final paper dealing with the representation of human-nature relationships and environmental sustainability in Germanic or Scandinavian Literature. In their abstract, students they concisely present their subject of investigation (literary text/comic/film, other cultural artifact), their projected thesis, method(s) of investigation, and the contemporary relevance of their research for current debates about environmental sustainability. They will accompany their abstract with a draft outline of their paper and a draft bibliography. We will discuss the requirements of an abstract in class.

For more information about the MLA citation format and the format of an abstract for a research paper consult

[https://owl.purdue.edu/owl/research\\_and\\_citation/mla\\_style/mla\\_formatting\\_and\\_style\\_guide/mla\\_formatting\\_and\\_style\\_guide.html](https://owl.purdue.edu/owl/research_and_citation/mla_style/mla_formatting_and_style_guide/mla_formatting_and_style_guide.html) and [https://owl.purdue.edu/owl/graduate\\_writing/graduate\\_genres/graduate\\_writing\\_genr](https://owl.purdue.edu/owl/graduate_writing/graduate_genres/graduate_writing_genr)

[es\\_abstracts\\_new.html](#)

General resources about academic writing can be found here:

[https://owl.purdue.edu/owl/general\\_writing/academic\\_writing/](https://owl.purdue.edu/owl/general_writing/academic_writing/)

**Academic integrity and collaboration:**

Students may consult **only** with the instructor, university writing assistant, or German and Scandinavian Studies Librarian. All used sources need to be *cited* following MLA citation style. The use of online writing tools, including those using artificial intelligence is prohibited. Any assistance received needs to be noted in the paper, except for assistance provided by the instructor.

**7. Final Research Paper (25%):**

In their final research papers, students will explore the representation of human-nature relationships and environmental sustainability in Germanic or Scandinavian Literature in by developing a thesis and an argument, and providing a conclusion. Student will be required to respond or work with 3 to 5 secondary sources, among them at least 3 scholarly articles. Students are welcome to work with the articles discussed in class.

We will discuss the building blocks of a research paper in class and student will complete exercises related to essay writing including paraphrasing and citing primary and secondary sources.

The final research paper should have at least 1,750 words (about 7 pages) and no more than 2000 words (about 8 pages), not including the bibliography, and be written in 12-point, Times New Roman, with double spacing. Citations are included in the word count, but overly long citations are discouraged. Please consult the following sites on writing research papers and the uses of citations:

[https://owl.purdue.edu/owl/general\\_writing/academic\\_writing/essay\\_writing/argumentative\\_essays.html](https://owl.purdue.edu/owl/general_writing/academic_writing/essay_writing/argumentative_essays.html)

[https://owl.purdue.edu/owl/research\\_and\\_citation/using\\_research/quoting\\_paraphrasing\\_and\\_summarizing/index.html](https://owl.purdue.edu/owl/research_and_citation/using_research/quoting_paraphrasing_and_summarizing/index.html)

[https://owl.purdue.edu/owl/research\\_and\\_citation/mla\\_style/mla\\_formatting\\_and\\_style\\_guide/mla\\_formatting\\_and\\_style\\_guide.html](https://owl.purdue.edu/owl/research_and_citation/mla_style/mla_formatting_and_style_guide/mla_formatting_and_style_guide.html)

**Use of Technology in Class**

For the sake of the environment and convenience, you will be allowed to read and write on your laptops or other electronic devices in class. Note-taking by hand is also encouraged. **The sound of your cell phones must be turned off.** You need to be able to **read and, if applicable, write well** on the device that you chose as your reading device. Therefore, the **use of cell phones** for the purpose of reading and writing **is discouraged**. - **Not allowed** is the use of technology to engage with content unrelated to class, such as news websites, social media, texting on your cell phone, checking messages on your cell phone, checking the time on your cell phone, shopping, etc. **If I find a student engaging with such content, the student will receive a C for participation for that day.** Please do not get us into this situation.

**Email Etiquette**

Emailing your professor is a professional form of communication and not casual conversation. Hence, you are asked to follow a few simple rules. 1. Please write your email from your **OSU email account**. 2. You may address me with my first name, but do not omit my name. (A mere "Hello" is not acceptable.)

3. Sign your email with your name (“Best ...”, “Sincerely”). 4. Check your spelling and send. 5. Allow **24 hours** to respond; do not expect responses over the weekend. - If you need to speak with me, **please come to my office hours or schedule a meeting**, if the office hours conflict with your schedule.

**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/>.

**Statement about Disability Services:**

The University strives to make all learning experiences as accessible as possible. In light of the current pandemic, students seeking to request COVID-related accommodations may do so through the university's request process, managed by Student Life Disability Services. 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](mailto:slds@osu.edu); 614-292-3307; [slds.osu.edu](http://slds.osu.edu); 098 Baker Hall, 113 W. 12<sup>th</sup> Avenue.

**Mental Health Statement:**

The university recommends including the following 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](http://ccs.osu.edu) or calling 614--292--5766. CCS is located on the 4th Floor of the Younkun 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 24/7 by dialing 988 to reach the Suicide and Crisis Lifeline.

**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 at [titleix@osu.edu](mailto:titleix@osu.edu).

**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, or Viewings

### Week 1: Jan. 7 & 9

#### Sustainability in Science and Culture: Scandinavia and German-speaking countries

- a) Robert Brinkmann: Introduction to Sustainability, Wiley & Blackwell 2016, ch. 1, pp. 1-20.

**Assignment:** Complete the reading and provide an example for each of the three categories of sustainability: Environment, equity, and economy, from your own world or from recent news. Briefly explain why the example fits the selected category of sustainability.

- b) Results of the latest Environmental Performance Index, <https://epi.yale.edu/epi-results/2022/component/epi> ; 2022 Report: <https://epi.yale.edu/downloads/epi2022report06062022.pdf>, ch. 1 & 2, pp. 1-39; accessed 27 Feb. 2023.

**Assignment:** Write a personal reflection on the results of the environmental performance index.

### Week 2: Jan. 14 & 16

#### Viking Ecologies (Medieval Literature)

- a) "Saga of the People of Vatnsdal" (*Vatnsdæla saga*) (sel.)
- b) Reinhard Henning, "Memory of Environmental and Climatic Change in the Sagas of Icelanders," *Scandinavian Studies* 91.3 (Fall 2019), pp. 323-344.
- c) Jeremy DeAngelo, "The North and the Depiction of the 'Finnar' in the Icelandic Sagas," *Scandinavian Studies* 82.3 (2010), pp. 257-286

**Assignment:** Write a brief summary of the main thesis and argument of Henning's essay.

### In-class quiz #1

### Week 3: Jan. 21 & 23

#### The Nature of Peasants, Soldiers, and Hermits (17<sup>th</sup> century)

- a) Grimmelshausen, *Simplicius Simplicissimus*: Book I., ch. 1-12 (From farm boy to hermit)
- b) Grimmelshausen, *Simplicius Simplicissimus*, Book V, ch. 10-12; Appendix A, ch. 19-23 (Travel to the Center of the Earth; Simplicissimus' life on an island - the first "Robinsonade")
- c) Alexander Weber, "On the experience of Nature and Landscape" in Grimmelshausen's *Simplicissimus* (Essay in German to be provided in English translation) *Daphnis*, 23.1 (1994), pp. 61-84.

Text: Translation by William Heinemann (1912), <https://www.gutenberg.org/files/33858/33858-h/33858-h.htm>, accessed 27 Feb. 2023.

**Assignment:** Write a paragraph on select literary representations of environmental sustainability that you find in Grimmelshausen's novel; use one or two citations from the text to support your observations. (Preparation for next week's Scaffolded Research Assignment A)

### In-class quiz #2

**Week 4: Jan. 28 & 30**

**Enlightened Landscapes (18<sup>th</sup> century)**

- a) Campe, *Robinson, the Younger* (1816 [1779/80]) (tbd)
- b) Campe, *Robinson, the Younger* (1816 [1779/80]) (tbd)
- c) Chunjie Zhang, "Krusoe Robinson's Adventure: Technology of the Self and Double Consciousness in Joachim Heinrich Campe's *Robinson der Jüngere*" (2021). In: Clark, S., Yoshihara, Y. (eds) *Robinson Crusoe in Asia*. Palgrave Macmillan, 2021, pp. 159-180.

Text: Translation by John Timaeus (1816)

<https://books.google.com/books?id=EnrRAAAAMAAJ&printsec=frontcover#v=onepage&q&f=false>  
<https://babel.hathitrust.org/cgi/pt?id=mdp.39015078572628&view=1up&seq=6>, accessed 27 Feb. 2023.

**Scaffolded Research and Writing Assignment A: Textual Evidence**

Students will use textual evidence (cite, paraphrase) from *Robinson, the Younger* to support an argument or a point concerning human-nature relationships and environmental sustainability.

**In-class quiz #3**

**Week 5: Feb. 4 & 6**

**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.
- c) Heather Sullivan, "Dark Pastoral," in: Caroline Schaumann and Heather Sullivan, eds., *German Ecocriticism in the Anthropocene, Literatures, Cultures, and the Environment*, Palgrave Macmillan, 2017, pp. 25-44.

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

[https://books.google.com/books?id=0\\_4PAQAAMAAJ&printsec=frontcover&dq=R.+P.+Gillies,+German+Stories&hl=en&newbks=1&newbks\\_redir=0&sa=X&ved=2ahUKewj1pObJgOvmAhVHUs0KHczBDwsQuwUwAnoECAEQBQ#v=onepage&q=R.%20P.%20Gillies%2C%20German%20Stories&f=false](https://books.google.com/books?id=0_4PAQAAMAAJ&printsec=frontcover&dq=R.+P.+Gillies,+German+Stories&hl=en&newbks=1&newbks_redir=0&sa=X&ved=2ahUKewj1pObJgOvmAhVHUs0KHczBDwsQuwUwAnoECAEQBQ#v=onepage&q=R.%20P.%20Gillies%2C%20German%20Stories&f=false); accessed 27 Feb. 2023.

**Assignment:** Write a brief summary of the main thesis and arguments of Sullivan's "Dark Pastoral". (Preparation for next week's Scaffolded Research Assignment B)

**In-class quiz #4**

**Week 6: Feb. 11 & 13**

**Nature, Magic, and Modernity (19<sup>th</sup> century)**

- a) Hans Christian Andersen, "The Snow Queen" (1844)  
Text: [http://hca.gilead.org.il/snow\\_que.html](http://hca.gilead.org.il/snow_que.html). Accessed 27 Feb. 2023
- a) Disney's *Frozen I* and *II* (2019) (movie excerpts)
- b) JoAnn Conrad, "Into the 'Land of Snow and Ice': Racial Fantasies in the Fairy-Tale Landscapes of the North, *Narrative Culture* 5.2 (2018), pp. 255-290.

**Scaffolded Research and Writing Assignment B: Scholarship as Conversation**

In this assignment, students will put their own ideas in dialogue with a secondary source on topics related to human-nature relationships and questions of environmental sustainability in

Pichler's "The First of May, or Wallburga's Night," namely Sullivan's essay "Dark Pastoral," which is also the assigned secondary reading.

### In-class quiz #5

**Assignment:** Analyze the representation of human-nature relationships in a select scene or scenes from *Frozen I* or *Frozen II*.

### Week 7: Feb. 18 & 20

#### Children's Literature as Applied Geography (early 20<sup>th</sup> century)

- a) Selma Lagerlöf, *The Wonderful Adventures of Nils* (Literal translation of the original title: Nils Holgersson's wonderful journey across Sweden) (1907 [1906/1907]) (sel., tba)
- b) Selma Lagerlöf, *The Wonderful Adventures of Nils* (1907 [1906/1907]) (sel., tba)
- c) Weld, Sara Pankenier. "Sámi Selves in the Northern Landscape: Nomadism and Indigeneity in Swedish Classics for Children." *Barnelitterært Forskningstidsskrift*, vol. 11, no. 1, 2020, pp. 1–12, <https://www.idunn.no/doi/epdf/10.18261/issn.2000-7493-2020-01-01> (open access), accessed 27 Feb. 2023.
- d) Robin Wall Kimmerer, "Weaving Traditional Ecological Knowledge into Biological Education: A Call to Action," *BioScience* 52.5 (2002), 432-438.

### In-class quiz #6

**Assignment:** Analyze how the Sami's relationship toward nature is represented in Lagerlöf's novel *The Wonderful Adventures of Nils*. (Preparation for next week's Scaffolded Research and Writing Assignment C)

### Week 8: Feb. 25 & 27

#### Children's Literature as Applied Geography (early 20<sup>th</sup> century)

- a) Selma Lagerlöf, *The Wonderful Adventures of Nils* (1907 [1906/1907]) (sel., tba)
- b) Camille Deschamps Vierø. "Seasons Writing and Environmental Ethics in Nils Holgerssons Underbara Resa Genom Sverige." *Barnelitterært Forskningstidsskrift*, vol. 11, pp. 1–10, <https://www.idunn.no/doi/epdf/10.18261/issn.2000-7493-2020-01-05> (open access), accessed 27 Feb. 2023.

#### Scaffolded Research and Writing Assignment C: Representations of Environmental Sustainability

Consider how environmental sustainability is represented and imagined in Selma Lagerlöf's *The Wonderful Adventures of Nils*. Explore, using select examples, how the narrative describes human and animal contributions to environmental sustainability.

### In-class quiz #7

### Week 9: March 3 & 5

#### Back-to-Nature

- a) Knut Hamsun, *Growth of the Soil* (1917) (tbd.)
- b) Mortensen, Peter. "'Green by This Time Tomorrow!': Knut Hamsun's Alternative Modernity," *Journal of Modern Literature* 33.1 (2009), pp. 2-26.



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

[http://www.kkworld.com/kitablar/knut\\_hamsun\\_torpagin\\_bereketi-eng.pdf](http://www.kkworld.com/kitablar/knut_hamsun_torpagin_bereketi-eng.pdf), accessed 27 Feb. 2023.

**No writing class assignment, no in-class quiz**

**Abstract of final research paper is due on March 5.**

**Week 10: Spring Break (March 9-13)**

**Week 11: March 17 & 19**

**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)
- c) Sands, Danielle. "Fragile Bodies, Cross-Species Empathy and Suspended Allegories: 'It Hurt, It Was Painful – That's All There Is to Say.'" *Animal Writing: Storytelling, Selfhood and the Limits of Empathy*, Edinburgh University Press, 2019, pp. 35–65. JSTOR, <http://www.jstor.org/stable/10.3366/j.ctvrs916m.7>, accessed 27 Feb. 2023 (focus on pp. 45-54).

**In-class quiz #8**

**Assignment:** Closely analyze the representation of human-nature relationships in relation to questions of sustainability (environment, equity and economics) in a select passage from Spiegelman's graphic novel *Maus I*. (The instructor will suggest different passages to explore.)

**Week 12: March 24 & 26**

**Nuclear Fear and Democracy in West-Germany (1980s)**

- a) Gudrun Pausewang, *Fall-out* (1997 [1987]); ch. 1-8 (page numbers to follow)
- b) Gudrun Pausewang, *Fall-out* (1997 [1987]); ch. 9-16 (page numbers to follow)
- c) Anika Hage, *Die Wolke*, Toykpop 2010. Comic adaptation of Pauswang's novel (sel.; focus on images).
- d) Sean A. McPhail, "Fall-Out and the German People. The Political Climate in Pausewang's Novel *Die Wolke* (1987) and Anike Hage's Manga Adaptation (2013), *European Comic Art* 12.1 (2019), pp. 41–64.

**In-class quiz #9**

**Revised abstract of final research paper is due on March 26 (if a revision needed).**

**Week 13: March 31 & April 2**

**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 Naess, "An Example of a Place: Tvergastein" (1992), in: *The Selected Works of Arne Naess*, pp. 338-359
- c) Anker, Peder, "The Deep Ecologists," Anke Peder, *The Power of the Periphery : How Norway Became an Environmental Pioneer for the World*. Cambridge University Press, 2020, ch. 4, 75-91, <https://www.cambridge.org/core/books/power-of-the-periphery/deep-ecologists/75228182BC490F8AC31C8E4C8335F435> (open access) accessed 27 Feb. 2023.

### In-class quiz #10

**Assignment:** Write a reflection paper on the environmental sustainability of Naess' ideas of deep ecology. How could his ideas be turned into reality and help bring about an environmentally sustainable future? What are the limitations of his ideas with respect to environmental sustainability?

### Week 14: April 7 & 9

#### Ecological Dystopia (2000s)

- a) Frank Schätzing, *The Swarm* (2006 [2004]); "14<sup>th</sup> January;" Part 1: "Anomalities" (sel.)
- b) Frank Schätzing, *The Swarm* (2006 [2004]); Part 4: "Sinking;" Part 5: "Contact;" "Epilogue," From the Diaries of Samantha Crowe," "15 August" (page numbers to follow)
- c) Karin Hoepker and Antje Kley, "Unruly Creatures, Obstinate Things: Bio-Objects and Scientific Knowledge Production in Contemporary Science Fiction, Sina Farzin, Susan M. Gaines, Roslynn D. Haynes, eds., *Under the Literary Microscope: Science and Society in the Contemporary Novel*, Pennsylvania State University Press 2021, pp. 198-217.
- d) Borkfelt, Sune, and Matthias Stephan. *Literary Animal Studies and the Climate Crisis*. Springer International Publishing AG, 2023, accessed 27 Feb. 2023.

Text: Frank Schätzing, *The Swarm* (2006 [2004]), translated by Sally-Ann Spencer  
TV-adaptation: Germany 2023 (forthcoming in the U.S.)

**Assignment:** Compare and contrast Anawak and Johansson's (two of the main characters) view of environmentally sustainable human-animal relationships in Schätzing's *The Swarm*.

### Week 15: April 14 & 16

- In-class workshop final research paper
- End-of-semester reflection on sustainability in German and Scandinavian literature and culture

**Assignment:** Write the first two paragraphs of your final research paper and bring them to class, together with your abstract, paper outline, and bibliography.

Final essay is due on the first day of finals week, exact date & time tba

**Explanation of how the course assignments and materials (readings, viewings) help fulfill the ELOs:**

**GOAL 1: Successful students will analyze an important topic or idea at a more advanced and in-depth level than in the Foundations component. [Note: In this context, "advanced" refers to courses that that are e.g., synthetic, rely on research or cutting-edge findings, or deeply engage with the subject matter, among other possibilities.]**

**ELOs:** Successful are able to:

- 1.1 Engage in critical and logical thinking about the topic or idea of the theme.
- 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or idea of the theme.

**Concerning 1.1:** Successful students will *engage in critical and logical thinking about the topic or idea of the theme* by preparing the readings or audiovisual materials in their weekly assignments and by discussing them during class session, the readings with their peers and with the instructor, as well as in their short quiz. Students will also receive feedback on their weekly assignments and quiz and will be asked to review this feedback and integrate it into their further work for the course and, as applicable, in their engagement with the materials in their research papers.

**Concerning 1.2:** Successful students will *engage in an advanced, in-depth, scholarly exploration of the topic or idea of the theme* by reading, every week, one or, occasionally, two research articles on the primary class materials, and by reflecting on this article in their assignments, in class discussions and quizzes. They will also engage deeply with this research in their scaffolded research and writing assignment B: Scholarship & Conversation, and in their abstracts and final research paper.

**GOAL 2: Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.**

**ELOs:** Successful students are able to:

- 2.1 Identify, describe, and synthesize approaches or experiences as they apply to the theme.
- 2.2. Demonstrate a developing sense of self as a learner through reflection and self-assessment, building on prior experiences in order to respond to new and challenging contexts.

**Concerning 2.1:** Successful students will learn to *identify, describe, and synthesize approaches or experiences as they apply to the theme* by reflecting on the class materials during their weekly assignments, in class discussions, preparing for and writing the quiz and preparing and writing their final research papers. Students will have an especially impactful opportunity to bring in their current expertise and experiences or future work in preparing and writing their research paper. For instance, a student studying insects could bring in their academic knowledge in assessing the cultural representation of sea animals in Frank Schätzing's novel *The Swarm* (2006 [2004]).

**Concerning 2.2:** Successful students will learn to *demonstrate a developing sense of self as a learner through reflection and self-assessment, building on prior experiences in order to respond to new and challenging contexts* in all class assignments and activities, but in particular when developing and completing their research paper. They will explore how their previous knowledge shapes their understanding of their research topic, and/or they will develop a new perspective for future academic or non-academic work and experiences. In the process of developing and writing a research paper, students will also develop a sense of self as a learner, especially when they reflect on the feedback

provided by the instructor at the different stages of preparing for their research paper, by completing the scaffolded research and writing assignments and composing their abstracts, and final papers.

**GOAL 3: Students analyze and explain how social and natural systems function, interact, and evolve over time; how human wellbeing depends on these interactions; how actions have impacts on subsequent generations and societies globally; and how human values, behaviors, and institutions impact multi-faceted, potential solutions across time.**

**ELOs:** Successful students are able to:

- 3.1. Describe elements of the fundamental dependence of humans on Earth and environmental systems, and on the resilience of these systems.
- 3.2. Describe, analyze, and critique the roles and impacts of human activity and technology on both human society and the natural world, in the past, present, and future.
- 3.3. Devise informed and meaningful responses to problems and arguments in the area of sustainability based on the interpretation of appropriate evidence and an explicit statement of values.

**Concerning 3.1:** Successful students will learn to *describe elements of the fundamental dependence of humans on Earth and environmental systems and on the resilience of these systems as they are represented and conceptualized in the literary texts and cultural artifacts discussed in this course* by exploring how all of the individual literary texts and films describe human-nature interactions and interdependencies. For instance, in exploring Icelandic Saga, students will learn how humans depended on the natural resources of Iceland in order to develop their settlements without any foresight concerning the impact that their depletion of those resources would have on the environment, in particular the destruction of native forests. Furthermore, students will learn how the sagas, written after the disappearance of much of the forests in Iceland, mythologize the nature lost in the process of settling on Iceland. Students will also reflect on the representation and conceptualization of the resilience of nature, and of the limitations of this resilience, for instance, on the effect of radiation on plants, animals, and the human body, as described in Pausewang's *Fall-out*.

**Concerning 3.2:** Successful students will learn to *describe, analyze, and critique the roles and impacts of human activity and technology on both human society and the natural world, in the past, currently, and in the future, as they are represented and conceptualized in the literary texts and cultural artifacts discussed in this course*, in their weekly assignments, during class discussions, in the quiz, in their scaffolded research and writing assignments, and in their final research papers. The readings and audio-visual materials in this course *all* discuss the impact of human activity and/or technology on both human society and the natural world, most talk about the past, one about the future, in the form of Cli-Fi (Schätzing's *The Swarm* (2006 [2004])), but based on present concerns, like the pollution of the ocean as well as global warming and the threat of the release of deep-ocean methane into the atmosphere (Schätzing 2006 [2004]). In the discussion of a) Campe's *Robinson, the Younger* (1816 [1779/80]), for instance, students will reflect on the 'young Robinson' use of technology and its impact on the 'untouched' environment of the island where he is stranded, and how his use of technology on the environment impacts his relationship toward himself and toward other human beings (see reading: Chunjie Zhang, "Krusoe Robinson's Adventure: Technology of the Self and Double Consciousness in Joachim Heinrich Campe's Robinson der Jüngere" (2021). In: Clark, S., Yoshihara, Y. (eds) *Robinson Crusoe in Asia*. Palgrave Macmillan, 2021, pp. 159-180). Students will also reflect on the ideology of seeing earth as an "unsettled" space to be used and populated by humans, without regard to indigenous peoples and cultures, and human, plant, and animal life. To cite another example, students will learn

about and reflect on the debates surrounding nuclear energy's potentially devastating impact on the environment by exploring the apocalyptic depiction of a nuclear plant accident in Pausewang's *Fall-out* (1997 [1987]), written after the accident at the nuclear plant in Chernobyl (1986) in Ukraine (when it was still part of the Soviet Union), and how these debates have led to different policy outcomes over time, in Germany, France, the US, and other countries. They will also discuss how climate change debates and the war in Ukraine and the dependence on Russian natural gas have impacted the stance of nuclear energy in present-day Germany.

**Concerning 3.3:** Successful students will learn to *devise informed and meaningful responses to problems and arguments in the area of sustainability based on the interpretation of appropriate evidence and an explicit statement of values, as they are found in the literary texts and cultural artifacts discussed in this course, and in the secondary literature that students will evaluate and employ in their individual research projects*, in their written assignments, class discussions, oral presentations of research, and the development and writing of a research paper. For instance, students will explore and critically reflect on the notions of wild nature and indigenous interactions with and knowledge of nature in Lagerlöf's *The Wonderful Adventures of Nils* on the background of current concepts of "traditional ecological knowledge" (Kimmerer 2002) and a discussion of a), Weld, Sara Pankenier. "Sámi Selves in the Northern Landscape: Nomadism and Indigeneity in Swedish Classics for Children." *Barnelitterært Forskningstidsskrift*, vol. 11, no. 1, 2020, pp. 1–12). Students will learn about how traditional ecological knowledge might be used to respond to contemporary environmental destruction and to develop sustainable lifestyles and agricultural techniques.

# GE THEME COURSES

## Overview

Courses that are accepted into the General Education (GE) Themes must meet two sets of Expected Learning Outcomes (ELOs): those common for all GE Themes and one set specific to the content of the Theme. This form begins with the criteria common to all themes and has expandable sections relating to each specific theme.

A course may be accepted into more than one Theme if the ELOs for each theme are met. Courses seeing approval for multiple Themes will complete a submission document for each theme. Courses seeking approval as a 4-credit, Integrative Practices course need to complete a similar submission form for the chosen practice. It may be helpful to consult your Director of Undergraduate Studies or appropriate support staff person as you develop and submit your course.

Please enter text in the boxes to describe how your class will meet the ELOs of the Theme to which it applies. Please use language that is clear and concise and that colleagues outside of your discipline will be able to follow. You are encouraged to refer specifically to the syllabus submitted for the course, since the reviewers will also have that document. Because this document will be used in the course review and approval process, you should be as specific as possible, listing concrete activities, specific theories, names of scholars, titles of textbooks etc.

## **Course subject & number**

### General Expectations of All Themes

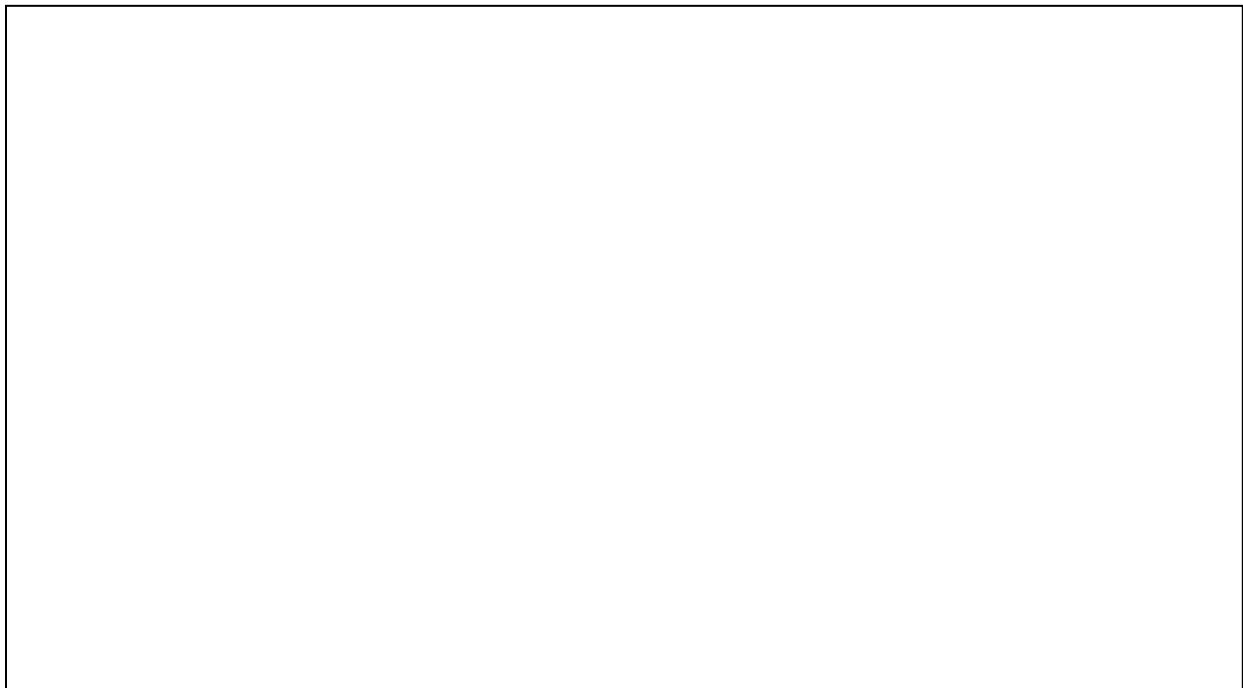
**GOAL 1: Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations.**

**Please briefly identify the ways in which this course represents an advanced study of the focal theme.** In this context, “advanced” refers to courses that are e.g., synthetic, rely on research or cutting-edge findings, or deeply engage with the subject matter, among other possibilities. *(50-500 words)*

Course subject & number

**ELO 1.1 Engage in critical and logical thinking about the topic or idea of the theme.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

**ELO 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or idea of the theme.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

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Course subject & number

**GOAL 2: Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.**

**ELO 2.1 Identify, describe, and synthesize approaches or experiences as they apply to the theme.**

Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

**ELO 2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met.

(50-700 words)



Course subject & number

## Specific Expectations of Courses in Sustainability

**GOAL 1: Students analyze and explain how social and natural systems function, interact, and evolve over time; how human wellbeing depends on these interactions; how actions have impacts on subsequent generations and societies globally; and how human values, behaviors, and institutions impact multi-faceted, potential solutions across time.**

**1.1 Describe elements of the fundamental dependence of humans on Earth and environmental systems and on the resilience of these systems.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course subject & number

**1.2 Describe, analyze and critique the roles and impacts of human activity and technology on both human society and the natural world, in the past, currently, and in the future.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

**1.3 Devise informed and meaningful responses to problems and arguments in the area of sustainability based on the interpretation of appropriate evidence and an explicit statement of values.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)