
Term Information

Effective Term Autumn 2023

General Information

Course Bulletin Listing/Subject Area Scandinavian
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 German 3354, German 2310, Scandinavian 2310.
Electronically Enforced Yes

Cross-Listings

Cross-Listings Cross-listed with German 3354.

Subject/CIP Code

Subject/CIP Code 16.0502
Subsidy Level Baccalaureate Course
Intended Rank Freshman, Sophomore, Junior, Senior

Requirement/Elective Designation

Sustainability

Course Details

Course goals or learning objectives/outcomes

- Scandinavian cultural representations and interpretations, views, and concepts of nature: successful students will learn to explore how literary works from the Scandinavian tradition represent and reflection on environmental knowledges and practices.
- Major developments in Scandinavian culture and history: successful students will learn to explore how literary works from the Scandinavian 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 Feed
(Other Supporting Documentation. Owner: Miller, Natascha)
- German_Scandvn 3354 submission-sustainability 03_14_2022.pdf: OLD-GE Theme Form
(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: new syllabus - March 2023
(Syllabus. Owner: Miller, Natascha)

Comments

- 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 March2 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 03/06/2023 09:42 AM)*
- Please see Panel feedback email 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 11:26 AM)*

COURSE REQUEST
3354 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette
Chantal
03/24/2023

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Miller, Natascha	11/23/2021 10:06 AM	Submitted for Approval
Approved	Holub, Robert Charles	11/23/2021 10:07 AM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	11/30/2021 03:37 PM	College Approval
Revision Requested	Cody, Emily Kathryn	01/14/2022 11:26 AM	ASCCAO Approval
Submitted	Miller, Natascha	03/23/2022 03:43 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 09:42 AM	Submitted for Approval
Approved	Holub, Robert Charles	03/06/2023 09:45 AM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	03/24/2023 03:24 PM	College Approval
Pending Approval	Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	03/24/2023 03:24 PM	ASCCAO Approval



To: Michael Hilty
Curriculum and Assessment Coordinator
ASC Curriculum and Assessment Services The College of Arts and Sciences
306A Dulles Hall, 230 Annie and John Glenn Ave, Columbus, OH 43210
614-247-6089 Office
hilty.70@osu.edu / asccas.osu.edu

From: May Mergenthaler, Ph.D.
Associate Professor & Director of Graduate Studies
Department of Germanic Languages and Literatures
Ohio State University
498 Hagerty Hall
Columbus, OH 43210

March 2, 2023

Subject: Response to the Themes Panel of the ASC Curriculum Committee reviewing the GE Theme: Sustainability request for German/Scandinavian 3354.

Dear Michael Hilty,

Please see below an explanation of how I adjusted the syllabus of German/Scandinavian 3354 in order to address the concerns identified by the ASC curriculum committee:

ASC CC comment:

“The reviewing faculty find a good integration of the Theme based on society-cultural considerations of the six-dimension framework of sustainability but struggled to see the basis for assessing sustainability of German and Scandinavian cultures. They would like to see the following ideas expanded upon within the course proposal documents.

1. In the GE submission forms provided, it states that students will investigate “how contemporary literature can describe human-nature relationships in a way that reflects the current state of research about sustainability”. However, it is unclear where this “current state of research” will be provided to students and the reviewing faculty ask that this be made explicit within the course syllabus.”

Syllabus adjustment: In the first week, students will be introduced to main issues in sustainability with a focus on Environmental Sustainability (Brinkmann 2016). Each week, for each reading, students will read/prepare a current research article (in some cases two articles) about sustainability issues discussed in the assigned primary literary text or audiovisual material (filmic adaptations of literary texts). In their oral presentations, students will present and critically reflect on those articles. (Previously, I had students present on their research project, but I find that impractical, since there



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might not be time in class to present on all projects, and students need the experience to engage thoroughly, and with faculty feedback, with current research in class, *before* they apply this research in their own research papers). It will also help them prepare their annotated bibliographies. – Furthermore, the instructor will provide students with advice on finding additional research articles to guide their research paper.

ASC CC comment:

“2. In the course schedule (pages 7-9 of the provided syllabus), several of the reading links are no longer active and/or broken. The reviewing faculty ask that these readings be corrected so that they can review the required texts to help make a determination if the submitted proposal will meet the requirements to become a GE Theme: Sustainability course.”

Syllabus adjustment:

I have fixed or changed the links, and hope that the links included in the syllabus are now all active.

ASC CC comment:

“The reviewing faculty ask the course proposer to consider enhancing the comparative perspective between German/Scandinavian countries and other countries, as they are noted as generally being more environmentally proactive. They believe this would be useful to be presented in the course syllabus more clearly to allow students to better make these connections.”

Syllabus adjustment:

In the first week, students will learn about the Environmental Performance Index and how different countries compare with respect to their efforts to be environmentally sustainable. I hope this addresses the concern. I will also encourage students to compare and contrast issues of sustainability in different regional and cultural contexts throughout the semester. Students are also welcome to embark on comparative projects in their research papers, e.g. by comparing the German science fiction novel about a nuclear accident (Pauswang’s *Fall-out*) with fictional representations of nuclear disasters in the US.

ASC CC comment:

“The reviewing faculty ask that more explicit connection be made to the GE Theme: Sustainability and daily course schedule (found on pages 7-9 of the syllabus), such as by linking specific GE ELOs to individual assignments, readings, lectures, etc.”

Syllabus adjustment:

I have added 3 pages (pp. 11-13 of the syllabus) with “Explanation of how the course assignments and materials (readings, viewings) help fulfill the ELOs.”

ASC CC comment:

“The reviewing faculty ask that, in the curriculum.osu.edu form, under Prerequisites and Exclusions, German/Scandinavian 2310 be added as an exclusion. This was requested by the disciplinary Panel but does not appear to have been added.”

Action taken:

We will make sure to add this Exclusion when we resubmit German/Scandinavian 3354 for review.

ASC CC comment:

“The reviewing faculty request that a cover letter be provided that details all changes made in response to this feedback.”

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Action taken:



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This letter serves as the requested cover letter.

Please let me know if you have further questions or suggestions.

Sincerely,

May Mergenthaler, Ph.D.
Associate Professor
Director of Graduate Studies
Department of Germanic Languages and Literatures
Ohio State University

BUT FOR OHIO STATE

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

Theme course goals and expected learning outcomes:

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

ELOs: Successful students can ...

- 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 can ...

- 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.

Sustainability Theme course goals and expected learning outcomes

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.

ELOs: Successful students can...

1.1 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.

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, as they are represented and conceptualized in the literary texts and cultural artifacts discussed in this course.

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, 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.

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

The course German/Scandinavian 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 and 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 literature and culture, as well as the sustainability of the technological and organizational solutions that Nordic and Germanic literature and culture 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 research paper that will be presented in the final week of class in a conference-style format. 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. Groups of students will introduce and critically reflect on these articles in their oral presentations.

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 also complete different tasks throughout the semester that will lead to the completion of their research papers, including bibliographical work, reading and annotating research on the chosen paper topic, composition of an abstract, drafting a paper outline, and writing and presenting 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 their oral presentation.

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 knowledge and practices.

2. Understand 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.

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 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 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 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 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; 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. 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.

Assignments:

1. **Participation:** Students are expected to attend each class, read all the assigned materials, and – most importantly – participate in class discussions.
2. **Weekly Assignments:** Students will complete weekly reading assignments in which they practice both text comprehension and analytic and interpretive skills.
3. **Quizzes:** Ten short multiple-choice quizzes on the assigned readings. These will test students’ completion of the readings and knowledge of major lecture concepts.
4. **Oral Group Presentation:** Groups of 2-3 students will prepare and give a 20-minute presentation that introduces and critically reflects on the research about the topic of the week. All students will have read the article that is being presented, so that the whole class can have a meaningful discussion about the text.
5. **Annotated bibliography for three research essays:** Students will select three research essays on the topic of their final paper and write an annotated bibliography for each of those texts.
6. **Abstract and paper outline for the final research paper:** Students will write a 250-word (about 1 page) abstract of their final paper in which they concisely present their subject of investigation (literary texts/cultural artifacts), their thesis, main argument, method, and the contemporary relevance of their research for current debates about sustainability. They will accompany their abstract with an outline of their paper that shows clearly how they will present their topic and method and argue for the thesis outlined in the abstract.
7. **Final Research Paper:** In their 1,750-word (about 7 pages) final research paper, students will deepen, independently, their engagement with topic of their oral presentation, by developing a thesis and an argument, and providing a conclusion. The 1,750 words do not include the bibliography or footnotes. Citations are included in the word count, but overly long citations are discouraged.

Grade distribution:

Class participation (graded daily):	10%
10 short in-class quizzes:	10%
Weekly assignments:	10%
Annotated bibliography:	15%
Abstract:	15%
1 group presentation:	10%
Final essay:	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+	

Important dates: tba

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.

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.** I will provide participation grades after each class; see Carmen/Canvas for details and a grading rubric.

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 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-). 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.

Use of Technology in Class

For the sake of the environment, you will be allowed to read and write on your laptops in class. Note-taking by hand is however encouraged. **The sound of your cell phones must be turned off.** You need to be able to **read well** on the device that you chose as your reading device. The use of cell phones for the purpose of reading is therefore 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 catch 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/>. 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 at 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 (subject to change)

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.
- 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.

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

In-class quiz #1

Week 3: Jan. 21 & 23

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

In-class quiz #2

Week 4: Jan. 28 & 30

Enlightened Landscapes (18th 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.

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; accessed 27 Feb. 2023.

In-class quiz #4

Week 6: Feb. 11 & 13

Nature, Magic, and Modernity (19th century)

- a) Hans Christian Andersen, "The Snow Queen" (1844)
Text: 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.

In-class quiz #5

Week 7: Feb. 18 & 20

Children's Literature as Applied Geography (early 20th 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* (Literal translation of the original title: Nils Holgersson's wonderful journey across Sweden) (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

Week 8: Feb. 25 & 27

Children's Literature as Applied Geography (early 20th 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) Camille Deschamps Vierø. "Seasons Writing and Environmental Ethics in Nils Holgerssons Underbara Resa Genom Sverige." *Barnlitterært 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.

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, accessed 27 Feb. 2023.

Annotated Bibliography is due

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

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 Anika Hage's Manga Adaptation (2013)," *European Comic Art* 12.1 (2019), pp. 41–64.

1st Draft of Abstract for Final Essay is due

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 Naes, "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 #9

Week 14: April 7 & 9

Ecological Dystopia (2000s)

- a) Frank Schätzing, *The Swarm* (2006 [2004]); "14th 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.)

In-class quiz #10

Revised 2nd draft of Abstract for Final Essay is due

Week 15: April 14 & 16

Global Bestsellers as Earth Savers? (2010s)

- a) Maja Lunde, *The History of Bees* (2017 [2015]) (sel.)
- b) Olsen, Ida M. "Saving Species: Dialectics of Environmental Stewardship in Maja Lunde's *Bienes Historie* and *Przewalskis Hest*," *Green Letters* 26.2 (2022), pp. 157-170.

Final Essay due by 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 the foundations.

ELOs: Successful students can ...

- 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 research articles on the primary class materials, and by reflecting on this article in their assignment and quiz. They will also engage deeply with this research by presenting and critically reflecting on it in their oral presentations of individual articles, and in their research paper, as well as the assignments leading up to the research paper (annotated bibliography, abstract).

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 can ...

- 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 giving an oral presentation on the weekly assigned research paper. 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 bees and honey cultivation in Maja Lunde's novel *The History of Bees* (2017 [2015]).

Concerning 2.2: *Successful students will be able 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 their research paper, the annotated bibliography, the abstract, and the paper itself.

Sustainability Theme course goals and expected learning outcomes

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.

ELOs: Successful students can...

1.1 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.

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, as they are represented and conceptualized in the literary texts and cultural artifacts discussed in this course.

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, 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.

ELOs: Successful students can...

Concerning 1.1: *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, by the unforeseen, precarious return of the bees, thought to be extinct, in Maja Lunde's *The History of Bees* (2017 [2015]).*

Concerning 1.2: *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, 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, two about the future, in the form of Cli-Fi (Schätzing's *The Swarm* (2006 [2004]), and Lunde's *The History of Bees* (2017 [2015])), but based on present concerns, like the reduction of insect and bee populations around the world (Lunde), and 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 with himself and 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 "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 1.3: *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 *Nils Holgersson* 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 seeking 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

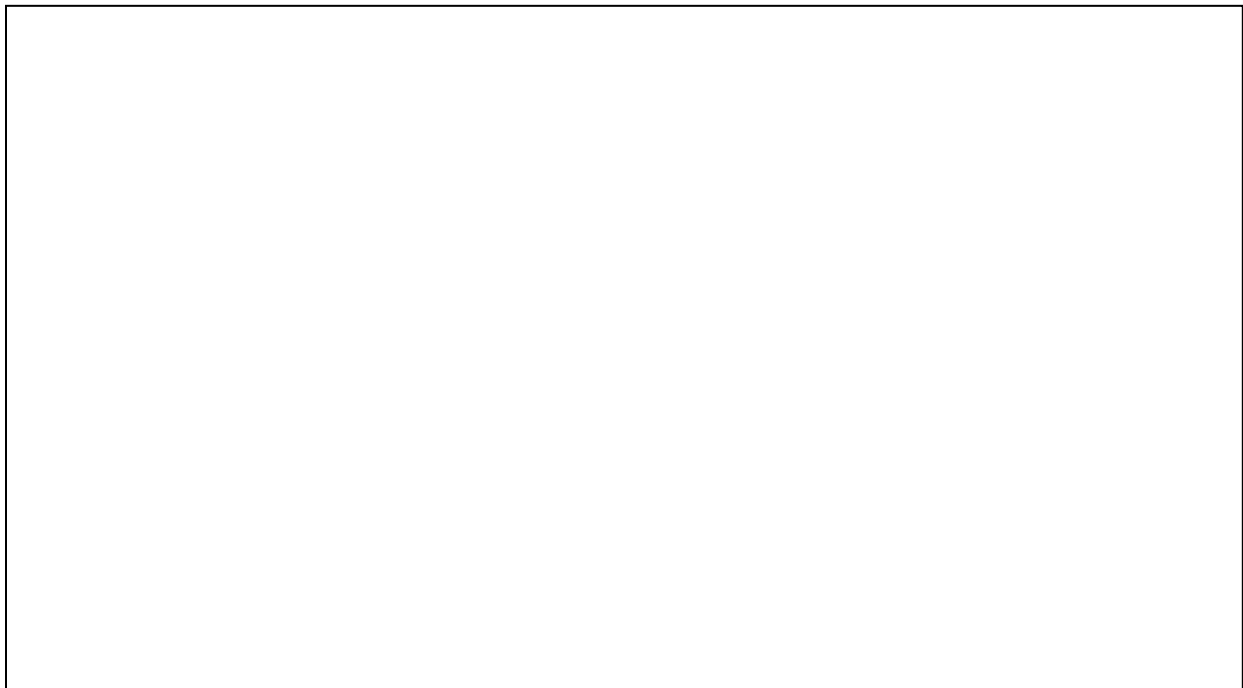
GOAL 1: Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations.

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)