

Term Information

Effective Term Autumn 2022
[Previous Value](#) Summer 2012

Course Change Information

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

GE Theme course submission

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

new GE

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

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

new GE

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

Is this a request to withdraw the course? No

General Information

Course Bulletin Listing/Subject Area German
Fiscal Unit/Academic Org Germanic Languages & Lit - D0547
College/Academic Group Arts and Sciences
Level/Career Undergraduate
Course Number/Catalog 3351
Course Title Democracy, Fascism and German Culture
Transcript Abbreviation Dem&FA in Ger Cul
Course Description Culture and politics of three periods in German history that are relevant to today's challenges: the Weimar Republic, National Socialism & World War II, and the Cold War. Focus not just on tensions between democratic and anti-democratic political movements, but also on the ways that the opinions of ordinary citizens and ideas spread through media can (de-)stabilize democracy. Taught in English.
[Previous Value](#) *Culture of the Weimar Republic and Nazi Germany in literature, film, the other arts; the roots of fascism and its echoes in postwar Germany. Taught in English.*
Semester Credit Hours/Units Fixed: 3

Offering Information

Length Of Course 14 Week, 12 Week, 8 Week, 7 Week, 6 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
[Previous Value](#) Columbus

Prerequisites and Exclusions

Prerequisites/Corequisites

Exclusions

Previous Value

Not open to students with credit for 299.

Electronically Enforced

No

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code

16.0501

Subsidy Level

Baccalaureate Course

Intended Rank

Freshman, Sophomore, Junior, Senior

Requirement/Elective Designation

General Education course:

Culture and Ideas; Global Studies (International Issues successors); Citizenship for a Diverse and Just World

The course is an elective (for this or other units) or is a service course for other units

Previous Value

General Education course:

Culture and Ideas; Global Studies (International Issues successors)

The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes

- Themes Goal #1 Successful students will analyze concepts of citizenship, justice, and diversity at a more advanced and in-depth level than in the Foundations component.
- Themes Goal #2 Successful students will integrate approaches to understanding citizenship for a just and diverse world by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done
- Themes Goal #2 (continued) in previous classes and that they anticipate doing in future.
- Citizenship for a Just and Diverse World Goal #1 Successful students will explore and analyze a range of perspectives on local, national, or global citizenship and apply the knowledge, skills, and dispositions that constitute citizenship.
- CJDW Goal #2 Successful students will examine notions of justice amid difference & analyze & critique how these interact with historically & socially constructed ideas of citizenship & membership within society, both within the US & around the world.
- Successful students are able to: 1.1 Engage in critical and logical thinking about the topic or idea of citizenship for a just and diverse world.
- 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or idea of citizenship for a just and diverse world.
- 2.1 Identify, describe, and synthesize approaches or experiences as they apply to citizenship for a just and diverse world.
- 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.
- 3.1 Describe and analyze a range of perspectives on what constitutes citizenship and how it differs across political, cultural, national, global, and/or historical communities.
- 3.2 Identify, reflect on and apply the knowledge, skills and dispositions required for intercultural competence as a global citizen.
- 4.1 Examine, critique and evaluate various expressions and implications of diversity, equity, and inclusion, and explore a variety of lived experiences
- 4.2 Analyze and critique the intersection of concepts of justice, difference, citizenship, and how these interact with cultural traditions, structures of power and/or advocacy for social change.

[Previous Value](#)

COURSE CHANGE REQUEST
3351 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette
Chantal
06/13/2022

Content Topic List

- WHY CULTURE MATTERS FOR DIVERSITY & JUSTICE
THE END OF EMPIRE
- THE WEIMAR REPUBLIC'S DEMOCRACY
pt. I: THE NEW STATE OF CHAOS and pt. II RELATIVE STABILITY and pt. III: BORROWED TIME RUNS OUT
- RISE OF THE FASCISTS & THE END OF WEIMAR'S DEMOCRACY
SHIFTING GEARS IN THE CULTURE WARS
- NEGATIVE INTEGRATION — MANUFACTURING THE FASCISTIC BODY POLITIC
ANTI-SEMITISM AND EVERYDAY LIFE
THE WAR AT HOME
- INITIAL REMEMBRANCES AND ERASURES
EMBRACE OF JUST & DIVERSE SOCIETY? "VERGANGENHEITSBEWÜLTIGUNG"
- THE PERSONAL IS POLITICAL
WHAT'S AT STAKE IN THE REMEMBRANCE OF THINGS PAST?

Previous Value

- [Weimar Republic and Nazi German culture](#)
- [Literature of Weimar and Nazi Germany period](#)
- [Film of Weimar and Nazi Germany period](#)
- [Other arts of Weimar and Nazi Germany period](#)

Sought Concurrence

No

Attachments

- German_3351_Syllabus_New-GE.pdf: Syllabus German 3351
(Syllabus. Owner: Miller, Natascha)
- German_3351-citizenship-commentForm.pdf: GE Form 3351 German
(Other Supporting Documentation. Owner: Miller, Natascha)

Comments

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Miller, Natascha	03/11/2022 09:22 AM	Submitted for Approval
Approved	Holub, Robert Charles	03/11/2022 10:28 AM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	06/13/2022 01:14 PM	College Approval
Pending Approval	Cody, Emily Kathryn Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	06/13/2022 01:14 PM	ASCCAO Approval

THE OHIO STATE UNIVERSITY DEPARTMENT OF GERMANIC LANG. & LIT.

GERMAN 3351 – DEMOCRACY, FASCISM and GERMAN CULTURE

Term:

Instructor: Professor John E Davidson

Time: T & R, 2:20-3:40

Classroom:

Office Hours:

GE FULFILLMENT — German 3351 satisfies GE Category “Citizenship for a Just and Diverse World”

Goals

Themes

1. Successful students will analyze concepts of citizenship, justice, and diversity at a more advanced and in-depth level than in the Foundations component.
2. Successful students will integrate approaches to understanding citizenship for a just and diverse world 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.

Citizenship for a Just and Diverse World

3. Successful students will explore and analyze a range of perspectives on local, national, or global citizenship and apply the knowledge, skills, and dispositions that constitute citizenship.
4. Successful students will examine notions of justice amid difference and analyze and critique how these interact with historically and socially constructed ideas of citizenship and membership within society, both within the United States and around the world.

Expected Learning Outcomes

Successful students are able to:

- 1.1 Engage in critical and logical thinking about the topic or idea of citizenship for a just and diverse world.
- 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or idea of citizenship for a just and diverse world.
- 2.1 Identify, describe, and synthesize approaches or experiences as they apply to citizenship for a just and diverse world.
- 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.
- 3.1 Describe and analyze a range of perspectives on what constitutes citizenship and how it differs across political, cultural, national, global, and/or historical communities.
- 3.2 Identify, reflect on and apply the knowledge, skills and dispositions required for intercultural competence as a global citizen.
- 4.1 Examine, critique and evaluate various expressions and implications of diversity, equity, and

inclusion, and explore a variety of lived experiences.

4.2 Analyze and critique the intersection of concepts of justice, difference, citizenship, and how these interact with cultural traditions, structures of power and/or advocacy for social change.

German 3351 helps students meet these goals by engaging students with scholarly and cultural material that contextualizes and challenges opinions calcified by the politicization of education and the power of mass and social media in this country (1.1, 1.2, 2.1). In both written and oral form, students wrestle with a variety of positions on social organizations and draw conclusions from historical examples of the failure of democracy to ensure a just society automatically (2.1, 2.2, 3.1, 3.2). The core of the course focuses on nuanced understanding of cultural expressions yearning for (or condemning) a just, diverse world (4.1, 4.2).

COURSE DESCRIPTION: This class deals with the culture and politics of three short but complex periods in German history: the Weimar Republic, the period of National Socialism up to the end of the Second World War, and then the post-war, cold-war period. These eras saw attempts to inaugurate democratic citizenship, then dismantle it, and then re-inaugurate it. They did much to shape the world in which we live today and continue to offer valuable lessons about the importance of – and threats to – building a just and diverse world. In order to foster a deep engagement with notions of belonging and citizenship under democracy and fascism in general, and under National Socialism in Germany in particular, we turn to the rich and varied art of these periods, including examples from literature, film, the visual arts, architecture, and music. Our premise is that artistic representation offers insights into social and political realities that augment — indeed sometimes pose challenges to — standard historical understandings and thus provide opportunities for developing our critical faculties. Toward the end of the term we will turn to contemporary works that look back on these three periods in order to weigh how historical treatments of citizenship, justice, and diversity advance students' understanding of their contemporary world as it is and should be.

REQUIRED TEXTS FOR THE COURSE (Ordered through B&N Bookstore):

1. E. M. Remarque: *All Quiet on the Western Front* (Fawcett): must be read in its entirety 2/5
2. Peter Weiss: *The Investigation* (Marion Boyars): must be read in its entirety 4/2
3. Mary Fulbrook: *The Divided Nation*

Other required, primary reading & viewing material will be posted to the Carmen site.

GRADING

25% Daily Preparation Quizzes: a 5-minute quiz will be taken during most classes to verify completion of reading and viewing assignments and to integrate the work we do in class. Quizzes begin/end at different times – *If you are in class you will know the start time and have the opportunity to get full credit for the quiz.* Possible points: 200; graded out of 170. No makeups.

20% Participation in classroom discussions is expected and will enhance your learning experience, your overall grades, and the classroom dynamic.

14% In-Class Exercises (2@5%) — Open-book group activities to synthesize key points from

the first and third quarters of the semester.

06% Worksheets (4@2%; best 3 count) — 10-15 minute sheets targeting course goals.

15% Midterm Assessment (In-Class)

20% Final Assessment (In-Class)

CLASS RULES OF NOTE

Complete assignments before coming to class; texts must be in-hand during class. Bring something to write with everyday (even if you take notes on a device).

Unless otherwise noted, films are to be watched before coming to class. Links for viewing will be posted in Carmen: please use these links if at all possible. Test the links well in advance and alert me to any problems immediately, since last minute adjustments are difficult to make.

You will need to log into Carmen at the beginning of each class session, but electronic devices may be used only as needed to engage with class material. Remember that taking notes by hand (e.g. on paper or with a “pencil” on a tablet) helps you learn best.

I will communicate via OSU email and Carmen. It is your responsibility to check your OSU email and the course’s Carmen site frequently for materials and updates.

E-mail policy: e-mail communication to me should be used for short questions / information only. If you miss class and need to catch up, please consult Carmen, the syllabus, fellow-students, and/or come see me during my office hours. There is a 48-hr turnaround on e-mails.

ACADEMIC INTEGRITY & 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/>.

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.

MENTAL HEALTH

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. Confidential: <http://advocacy.osu.edu/health-personal-crisis/mental-health/>

SEXUAL MISCONDUCT / RELATIONSHIP VIOLENCE / DIVERSITY

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

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.

SELECTED RESOURCES AVAILABLE TO YOU

- OSU Emergency Grant and Financial Education and Coaching: <http://advocacy.osu.edu/emergency-grant/>
- OSU Food Pantry: <https://www.buckeyefoodalliance.org>
- How to access OSU disability resources: <http://advocacy.osu.edu/health-personal-crisis/disabilities/>

- How to gain an OSU advocate who will maintain confidentiality if one is hospitalized: <http://advocacy.osu.edu/health-personal-crisis/hospitalization/>
- OSU resources for students who are veterans: <http://veterans.osu.edu/current-students/academic-resources>

SEMESTER PLAN

NB: This schedule is subject to change due to the availability of materials and the progress of the class. **It is your responsibility to check your OSU email and the course's Carmen site frequently for materials and updates.** Please enable notifications.

WEEK 1: WHY CULTURE MATTERS FOR DIVERSITY & JUSTICE

+1/08 Introduction to the course syllabus

Lecture: Empires that were diverse but not just; "Difference" at the core of the racial sciences

+1/10

Reading: Fulbrook, Chap 1

In-Class Viewing: "Degenerate Art"

Discussion: Power, Representation, and Cultural Belonging

WEEK 2: THE END OF EMPIRE

+1/15 Reading: Schnitzler's "Lt. Gustl" [1900] (Carmen)

Lecture: The Trouble with Aesthetic Realism at the Fin-de-Siecle

Discussion: Social Militarism & the Myth of the Sovereign Citizen in German-speaking Empires

+1/17 The First World War in poetry and art

Readings: 1. War poetry (Carmen) 2. Intro. to expressionist art and DADA (Carmen) 3.

Expressionist Poetry and DADA (Carmen)

Discussion: Anti-Realism and reality

Worksheet 1: Representing the Injustice of the Modern War of Renewal

WEEK 3 THE WEIMAR REPUBLIC'S DEMOCRACY pt. I: THE NEW STATE OF CHAOS

+1/22: The End of Empire?

Film & Discussion: Wiene *The Cabinet of Dr. Caligari* (1919) -- Expressionist Film

Reading: Fulbrook, Chap 2

Lecture: Weimar Republic Phase I – What's Right & What's Wrong with the New Democracy

+1/24 *In-Class Exercise 1 – Subjects of Empire Become Citizens of the Republic?*

WEEK 4: THE WEIMAR REPUBLIC'S DEMOCRACY pt. II: RELATIVE STABILITY

+ 1/29 Of Cynical Dismissiveness and Modern Rationality
Film and Discussion: Murnau *The Last Laugh* (Der letzte Mann 1924) (New Objectivity)
Reading: Introduction to the Bauhaus on Carmen
Lecture: Form, Function, and Failure in Public Culture

+1/31 The Golden 20s
Viewing & Discussion: *Berlin, Symphony of a Metropolis*
Lecture: Cultural Explosion, Procedural Democracy, and Anti-Democratic Tendencies

WEEK 5 WEIMAR DEMOCRACY III: BORROWED TIME RUNS OUT

+2/5 A Literary, Social, Filmic, and Political Event
Reading & Discussion: Erich Maria Remarque, *All Quiet on the Western Front*

+2/7 The Coming of Sound & the Great Depression
Film & Discussion: Lang *M* (1930)
Reading: Fulbrook, Chap 3
Worksheet 2: Modern Life and the Uncertainty of the Average Citizen

WEEK 6 RISE OF THE FASCISTS & THE END OF WEIMAR'S DEMOCRACY

+ 2/12 Prussian Upbringing Struggles with Diversity
Reading & Discussion: From Walter Benjamin's *Berlin Childhood around 1900*
Viewing & Discussion: Sagan *Girls in Uniform* (Mädchen in Uniform 1931)

+2/14 Democratic Last Gasps
Film: Dudow/Brecht/Weill *Kuhle Wampe* (1932)
Lecture: State-Sponsored Economic Injustice

WEEK 7: SHIFTING GEARS IN THE CULTURE WARS

+2/19 *Midterm Assessment*

+2/21 After the Election; before the Power Consolidation
Film: Steinhoff *Hitler Youth Quex* (Hitlerjunge Quex 1933)
Lecture & Discussion: Popular Culture / Political Culture

WEEK 8: NEGATIVE INTEGRATION — MANUFACTURING THE FASCISTIC BODY POLITIC

+2/26 National Socialist Self-Images: From Poetry & Film
Film: Riefenstahl *Triumph of the Will* (1935)

Reading: Fulbrook Chap 4
Lecture & Discussion: The Aestheticized Politics of Belonging

+2/28 Early Democratic Assessments from Exile
Readings: Bertolt Brecht "In Search of Justice"
"The Jewish Wife" (Carmen)
Lecture & Discussion: The Lack of Civil Courage and the Destruction of "Others"

WEEK 9: ANTI-SEMITISM AND EVERYDAY LIFE

+3/5: Accommodating the Inhumanity: Self-Delusions of the In- and Out-Groups
Readings: from The Diary of Victor Klemperer (Carmen)
Reading: Extra material on Nazi society, cultural policies, timelines (Carmen)

+3/7 Film: Harlan *Jew Süß* (Jud Süß 1940)
Lecture: The Destruction Governance and Judicial Structures: The Path to Mass Murder
Worksheet 3: Film Form and Viewers' Selective Identification

WEEK 10: THE WAR AT HOME

+3/19 The Second World War and the Home Front
Film: Borsody *Request Concert* (Wunschkonzert 1940)
Reading: Fulbrook Chap 5
Suggested Film: Harlan *The Great Sacrifice* (Opfergang 1944 -- Youtube)
Lecture & Discussion: The Final Years

+3/21 *In-Class Exercise 2 — The Pillars of Fascist Society and How They Crumble*

WEEK 11: INITIAL REMEMBRANCES AND ERASURES

+3/26 Post-War Configurations
Film: Staudte *The Murderers Are among Us* (Die Mörder sind unter uns 1946)
Reading: "Stranger, Bear Word to the Spartans, We...." Heinrich Böll (Carmen)
Reading: Fulbrook Chap 6

+3/28 The Silence of the 1950s?
Film & Discussion: Wicki [The Bridge](#) (Die Brücke 1959)
Suggested Reading: Fulbrook Chap 7
Lecture: Opinion and Citizenship

WEEK 12: EMBRACE OF JUST & DIVERSE SOCIETY? "VERGANGENHEITSBEWUÄLTIGUNG"

4/2 The Auschwitz Trial

Reading & Discussion: Peter Weiss, *The Investigation*
Lecture: Post-Fascist (In)Justice

4/4 Reading & Discussion: Peter Weiss, *The Investigation*
Worksheet 4: The Documentary Drama as an Alternative Forum of Justice

WEEK 13: THE PERSONAL IS POLITICAL

4/9 My Family during the Third Reich
Film: Sanders-Brahms *Germany, Pale Mother* (Deutschland, bleiche Mutter 1980)
Reading: Fulbrook Chap 11

4/11 My Hometown during the Third Reich
Film: Verhoeven *The Nasty Girl* (Das schreckliche Mädchen 1990)

WEEK 14 – WHAT'S AT STAKE IN THE REMEMBRANCE OF THINGS PAST?

4/16 Profiting from the Past: Ideology and Melodrama
Film: Rothemund *Sophie Scholl: The Last Days* (Sophie Scholl: Die letzten Tage 2005)
Reading: Fulbrook Chap 14

4/18 Final Discussion, Course Evaluations, Review

Exam Week TBA: FINAL ASSESSMENT

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

German 3351 – Democracy, Fascism, and German Culture

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)

This class deals with the culture and politics of three short but complex periods in German history: the Weimar Republic, the period of National Socialism up to the end of the Second World War, and then the post-war, cold-war period. These eras saw attempts to inaugurate democratic citizenship, then dismantle it, and then re-inaugurate it. They did much to shape the world in which we live today and continue to offer valuable lessons about the importance of – and threats to – building a just and diverse world. In order to foster a deep engagement with notions of belonging and citizenship under democracy and fascism in general, and under National Socialism in Germany in particular, we turn to the rich and varied art of these periods, including examples from literature, film, the visual arts, architecture, and music. Our premise is that representation offers insights into social and political realities that augment — indeed sometimes pose challenges to — standard historical understandings and thus provide opportunities for developing our critical faculties. Toward the end of the term we will turn to contemporary works that look back on these three periods in order to weigh how historical treatments of citizenship, justice, and diversity advance students’ understanding of their contemporary world as it is and should be.

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)

This course examines an historical progression: first, an attempt instantiate a democratic citizenry by fiat; second, the failure of that attempt and the catastrophic results for justice in general and for populations deemed “other” in specific; third, a second attempt at the building a democratic polity in which the citizenry would be moved to create a just and diverse society. At every step critical and logical thinking will be called on as the class participants work together to understand that progression. The daily engagement with representational forms in homework and discussion is structured to foster critical thought. The assessment elements are specifically designed to aid this process in ways that speak to a number of learning styles. For example, In-Class Exercise 1 asks students to discuss the difficulties of converting subjects of empire into citizens in a democracy, drawing evidence from the course readings, viewings, and lectures. Individual students will then synthesize and comment on those discussions. In a different manner, for example, Worksheet 2 provides the opportunity to relate the presentation of a classic film to larger currents of social and political circumstances.

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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)

Students will engage scholarly material through their secondary reading (Fulbrook’s *The Divided Nation*) and through the course lectures. Many students come into a class such as this with fixed pre-conceptions about how this subject matter relates to the theme’s aspects of citizenship, diversity, and a just world. The course uses creative and scholarly material to deepen and, in most cases, re-configure their easy assumptions born largely of pop culture.

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)

This ELO is met in two ways generally. First, the focus on cultural representation's importance (including that of the media) for developing participant-citizenship, valuing diversity, and conceptualizing a just world reaches back to the students' contemporary experience at every turn. Second, the course invites reflection on students' experience of contemporary social and political issues in their home culture. Questions of historical parallels regarding diversity and a just society can be raised and, where substantiated, explored critically. Identifying moments of relevant experience within students' contemporary society is a steady undercurrent in this course.

Specifically, discussion, worksheets, in-class exercises, as well as midterm and final assessments offer opportunities for describing such relevant moments and synthesizing significant insights from them. For example, in considering one of the first films made in Germany following the establishment of the (democratic) Weimar Republic in the wake of WWI, students are asked to formulate a response to *The Cabinet of Dr. Caligari*'s take on authority in its historical context. This involves reflection on narrative, political, and social authority. Later in the course, the students are asked to describe the historical phases of post-WWII (West) Germany using the approach to investigating the injustices of German past dominant in each as the key to understanding their respective sense of what "democracy" entails.

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)

The entire course is structured to foster this development for those students interested in the process. The four worksheets are specifically designed to offer a space for demonstrating this development; the in-class exercises provide a space to exercise that sense of self, while enhancing the collaborative learning process within a group dynamic. For example, one in-class assignment asks for students to discuss the following in groups of 3-4: how do the *Girls in Uniform* and *Kuhle Wampe* use a critique of sex-gender inequities to gesture to what is needed for a just society? After the discussion students provide their individual response to the conversation and the question.

Specific Expectations of Courses in Citizenship

GOAL 1: Successful students will explore and analyze a range of perspectives on local, national, or global citizenship, and apply the knowledge, skills, and dispositions that constitute citizenship.

ELO 1.1 Describe and analyze a range of perspectives on what constitutes citizenship and how it differs across political, cultural, national, global, and/or historical communities. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

This course requires that students analyze various modalities of cultural and national “belonging”: subject of empire, citizen of declared republic, assigned member of (“racial”) groupings that determine & limit rights, and citizen member of a democracy struggling with diversity and justice. Furthermore, this course clearly delineates the possibility of atrocity when the structures established to govern justly are systematically destroyed and citizenship is revoked or denied. The stress in assessment placed on engaging with the material (daily quizzes) and taking part in thoughtful discussion (participation) undergirds this requirement.

ELO 1.2 Identify, reflect on, and apply the knowledge, skills and dispositions required for intercultural competence as a global citizen. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

The first third of this course illustrates that the insistence on “difference” as an inherently unbridgeable cultural component fosters injustice. Students reflect on this from a number of vantage points (for example, through engagement with “Lt. Gustl,” expressionist art works, and the first film with a completely freely moving camera, *The last Laugh*).. The second third concentrates on a period of racist, bellicose chauvinism in which both internal difference and international cooperation were attacked as a danger to the existence of the “people.” This resulted in crimes against humanity and plunged the planet into war. Students explore this, for example, by examining the role of emotional identification in both propaganda works such as *Triumph of the Will* and Hollywoodesque entertainment films such as *Request Concert*. The final third of the course examines both the lack of willingness and then the dispositions required for shaping national historical memory in a manner that advances intercultural competence and the responsibilities of global citizenry. Key examples here are the documentary drama aesthetically condensing the Auschwitz Trials (*The Investigation*) and Hannah Arendt’s excursus on the rule of “opinion” as a central component of and holdover from the racist, anti-democratic Nazi regime.

GOAL 2: Successful students will examine notions of justice amidst difference and analyze and critique how these interact with historically and socially constructed ideas of citizenship and membership within societies, both within the US and/or around the world.

ELO 2.1 Examine, critique, and evaluate various expressions and implications of diversity, equity, inclusion, and explore a variety of lived experiences. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

In every week of the semester students' reading and viewing assignments present them opportunities to examine, critique, and evaluate various modes of expression and stances treating (the absence of) equity and inclusion. Some examples explore the systemic uncertainty of modern subjectivity amongst the supposedly homogenous "in-group," uncertainty that invariably leads to the exclusion and demonizing of "difference" as a mechanism for propping up belonging (e.g. "Lt. Gustl," *The Cabinet of Dr. Caligari*, *M*, Worksheets 1&2, In-Class Exercise 1). Other examples proceed from marginalized experience in terms of class, "race" and cultural belonging, sexuality, and gender (e.g. *The Last Laugh*, *Berlin Childhood around 1900*, *Girls in Uniform*, Klemperer's Diaries, Worksheet 3)

2.2 Analyze and critique the intersection of concepts of justice, difference, citizenship, and how these interact with cultural traditions, structures of power and/or advocacy for social change. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

The middle third of the course is built around examining structures of power that warp conventional concepts of justice and citizenship to disenfranchise radically those ascribed to a category of other. In addition to historical texts and lectures about such structures, we show how individuals have (and had) choices to make in those moments, and that the official power structures not only engender conformity and/or quietism but also rely upon individuals and professions abandoning established ethical principles and procedures (see, for example, "The Jewish Wife," "In Search of Justice," Klemperer's Diaries, *The Murderers Are among Us*, and In-Class Exercise 2). The final third of the course looks first at material highlighting the failure of economic, educational, and judicial institutions to prevent atrocities or to call perpetrators to account, examining works by citizen-artists who have rediscovered the value of honest historical representation in order to foster a just and diverse society in the present (e.g. *The Bridge*, *Germany*, *Pale Mother*, and *The Nasty Girl*). Some of these works have court cases at their heart (*The Investigation*, Worksheet 4, and *Sophie Scholl*) which highlight justice and judicial procedure in very different ways: here we explore the possibility that how the past is remembered is as vital as what is remembered for building a citizenry invested in a truly just and diverse society