

Term Information

Effective Term Summer 2023
[Previous Value](#) [Spring 2015](#)

Course Change Information

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

The course title will change from 2798.02 to 3798.02

The number of credit hours will change from 3 to 4.

The title will change to "Global May Germany"

The syllabus is revised to include fit the ELO's of the Citizenship category; and also to meet the integrative practices GEN.

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

To fit the course into the GEN, align course title with Global Education (OIA), and realign so that students receive the AFS Global Competence Certificate.

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)?

n/a

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	3798.02
Previous Value	2798.02
Course Title	Global May Germany
Previous Value	Berlin, Then and Now: People, Places, and Experiences
Transcript Abbreviation	Global May Germany
Previous Value	Berlin Then&Now
Course Description	Students will explore and experience the cosmopolitan and increasingly diverse Berlin by learning about some of the most influential or memorable persons who live or have lived in the city—from its establishment as a capital of the Prussian Kingdom in the 18th century to its present role as capital of a reunified, democratic Germany and a center of European and global politics and culture.
Semester Credit Hours/Units	Fixed: 4
Previous Value	Fixed: 3

Offering Information

Length Of Course	14 Week, 12 Week, 8 Week, 7 Week, 6 Week, 4 Week
Previous Value	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 CHANGE REQUEST
3798.02 - Status: PENDING

Last Updated: Steele,Rachel Lea
02/27/2023

Course Components	Lecture, Field Experience
Grade Roster Component	Lecture
Credit Available by Exam	No
Admission Condition Course	No
Off Campus	Always
Campus of Offering	Columbus, Lima, Mansfield, Marion, Newark, Wooster
<i>Previous Value</i>	<i>Columbus</i>

Prerequisites and Exclusions

Prerequisites/Corequisites	
Exclusions	
Electronically Enforced	No

Cross-Listings

Cross-Listings

Subject/CIP Code

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

Requirement/Elective Designation

General Education course:
Global Studies (International Issues successors); Education Abroad (new); Citizenship for a Diverse and Just World

Previous Value

General Education course:
Global Studies (International Issues successors); Education Abroad (new)

Course Details

Course goals or learning objectives/outcomes

- Students gain knowledge of the rich history, society, culture, and politics of Berlin
- Students understand and appreciate the diversity found in contemporary Germany
- Students recognize and describe similarities, differences, and interconnections between Germany and the U.S.
- Students function effectively within Berlin
- Students articulate how their time abroad has enriched their academic experience
- Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens
- 1.1 Engage in critical and logical thinking about the topic or idea of the theme.
1.2 Identify, reflect on, and apply the knowledge, skills and dispositions required for intercultural competence as a global citizen.
- 1.2 Engage in an advance, in-depth scholarly exploration of the topic or idea of the theme.
- 2.1 Identify, describe, and synthesize approaches or experiences as they apply to the theme.
- 2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.

Previous Value

- *Students gain knowledge of the rich history, society, culture, and politics of Berlin*
- *Students understand and appreciate the diversity found in contemporary Germany*
- *Students recognize and describe similarities, differences, and interconnections between Germany and the U.S.*
- *Students function effectively within Berlin*
- *Students articulate how their time abroad has enriched their academic experience*
- *Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens*

Content Topic List

- Berlin as capital of Prussia, the German Reich, and the Weimar Republic (1701-1933)
- Jewish life in Berlin
- Berlin and modernity: science, industry, urbanization
- Berlin under Fascism
- Berlin in the Cold War
- Memory through architecture
- Contemporary Berlin and multicultural society

Sought Concurrence

No

Attachments

- German3792.02.Berlin.Education.Abroad.submission-doc-citizenship.pdf: Theme Proposal
(GEC Model Curriculum Compliance Stmt. Owner: Miller,Natascha)
- German 2798.02 2019 SyllabusBERLIN.pdf: German2798.02 syllabus
(Syllabus. Owner: Miller,Natascha)
- German.3798.02.Berlin.ed-away-inventory.pdf: Education Away Inventory
(Other Supporting Documentation. Owner: Miller,Natascha)
- Berlin-3798.02-4-cu-Rationale_2022final.pdf: Credit Hour Rationale
(Other Supporting Documentation. Owner: Miller,Natascha)
- Cover letter.3789.02_Feb2023.docx: COVER LETTER
(Other Supporting Documentation. Owner: Miller,Natascha)
- SYLLABUS-German3798.02LBerlin.Education.Away.Feb.2023.pdf: SYLLABUS
(Syllabus. Owner: Miller,Natascha)
- German3798.02LBerlin.GE.Citizenship.02.25.2023.pdf: Syllabus 02/25/2023
(Syllabus. Owner: Steele,Rachel Lea)

Comments

- 2/16/23 uploaded Syllabus with revisions to address latest feedback email & a cover letter as requested. This course will be offered this May, so we ask that it be expedited. Thank you!!!

11/09/22 uploaded final Syllabus 3789.02

11/09/22 uploaded final 4-cu Rationale document.

9/26/22 uploaded 2798.02 version of course and Rationale for 4 credit version. Also corrected typos (3798.02 is correct; NOT 3789.02).

Thank you!

Instructor has already completed the re-authorization form from OIA. *(by Miller,Natascha on 02/16/2023 09:29 AM)*

- Please see feedback email sent to department 1-13-2023 RLS

Department submitted updated syllabus 02-27-2023 *(by Steele,Rachel Lea on 02/27/2023 09:56 AM)*

- Please see Panel feedback email sent 10/24/2022. *(by Hilty,Michael on 10/24/2022 09:38 AM)*

- - Please upload the syllabus for the 2798.02 version of the course.

- Please upload a detailed credit rationale for the 4 credit version of the course

<https://ascas.osu.edu/curriculum/credit-allocation-guidelines-education-abroad-programs> *(by Vankeerbergen,Bernadette Chantal on 09/16/2022 03:04 PM)*

COURSE CHANGE REQUEST
3798.02 - Status: PENDING

Last Updated: Steele,Rachel Lea
02/27/2023

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Miller,Natascha	09/06/2022 10:41 AM	Submitted for Approval
Approved	Holub,Robert Charles	09/06/2022 10:45 AM	Unit Approval
Revision Requested	Vankeerbergen,Bernadette Chantal	09/16/2022 03:04 PM	College Approval
Submitted	Miller,Natascha	09/26/2022 10:13 AM	Submitted for Approval
Approved	Holub,Robert Charles	09/26/2022 10:51 AM	Unit Approval
Approved	Vankeerbergen,Bernadette Chantal	09/27/2022 12:33 PM	College Approval
Revision Requested	Hilty,Michael	10/24/2022 09:38 AM	ASCCAO Approval
Submitted	Miller,Natascha	11/09/2022 03:22 PM	Submitted for Approval
Approved	Holub,Robert Charles	11/09/2022 03:26 PM	Unit Approval
Approved	Vankeerbergen,Bernadette Chantal	11/27/2022 12:56 PM	College Approval
Revision Requested	Steele,Rachel Lea	01/13/2023 01:15 PM	ASCCAO Approval
Submitted	Miller,Natascha	02/16/2023 09:29 AM	Submitted for Approval
Approved	Holub,Robert Charles	02/16/2023 10:35 AM	Unit Approval
Approved	Vankeerbergen,Bernadette Chantal	02/20/2023 03:48 PM	College Approval
Pending Approval	Jenkins,Mary Ellen Bigler Hanlin,Deborah Kay Hilty,Michael Vankeerbergen,Bernadette Chantal Steele,Rachel Lea	02/20/2023 03:48 PM	ASCCAO Approval

Thank you for your feedback. Please see my response below.

- The reviewing faculty ask that the connection to the theme and its goals and ELOS to be more explicit for students in the syllabus via the course description, the descriptions of the assignments, the evaluation rubrics and/or the course schedule. They note that the GEN Submission Form contains some excellent information about how the course topics and themes map to the Citizenship for a Just and Diverse World theme, and they ask that some of this be incorporated into the syllabus so that the course's focus on citizenship is communicated more effectively to students. I have made the changes on the syllabus in the course description and the descriptions of the assignments and highlighted those sections in gray. The course daily schedule did not seem to be the best place to add this information. I also made some minor revisions to the rubric for the ethnographic journals.
- The reviewing faculty recommend that the department use the most up-to-date version of the Student Life Disabilities Services statement (syllabus pg. 12 under "Statement on Accessibility"). An up-to-date statement can be found here: <https://asccas.osu.edu/curriculum/syllabus-elements>. I changed the "Statement on Accessibility" and inserted the up-to-date one on from the website.
- The reviewing faculty recommend that the department use the most up-to-date version of the Mental Health statement (syllabus pg. 12-13 under "Mental Health Statement"), as the phone number and name of the suicide prevention hotline have changed. An up-to-date statement can be found here: <https://asccas.osu.edu/curriculum/syllabus-elements>. I changed the "Mental Health Statement" and inserted the up-to-date one on from the website.
- The reviewing faculty ask that a cover letter be provided that details all changes made as a result of this feedback.

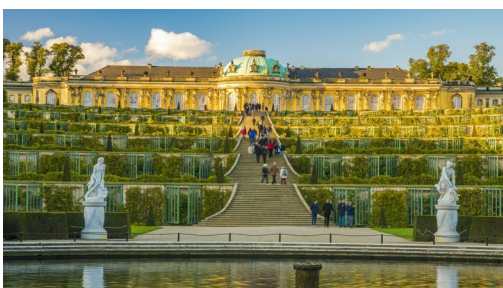
GERMAN 3789.02
**The Global City Berlin:
 Cultures, Spaces, and Experiences**

*GE Theme Course: Citizenship for a Just and Diverse World
 and*

Education Away Course

(4 credits, taught in English)

May 10 to June 3, SU 2023 -- in Berlin, Germany



The summer palace Sanssouci (“Without Worries”) of Frederick II, King of Prussia, in Potsdam, near Berlin (built in 1745 and 1747).



Germans stand on top of the Wall in front of Brandenburg Gate in November 1989 in the days before it was torn down

<p>RD & Instructor: Carmen Taleghani-Nikazm Email: taleghani-nikazm.1@osu.edu US Phone: tba</p>	<p>GTA: tbd Email: tba US Phone: tba</p>
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Goals and Objectives for Legacy Generation Education (GEL)
<p>Education Abroad Category <i>General Goals:</i> By living and studying outside the U.S., students acquire and develop a breadth of knowledge, skills, and perspectives across national boundaries that will help them become more globally aware. <i>Expected Learning Outcomes:</i></p> <ol style="list-style-type: none"> 1. Students recognize and describe similarities, differences, and interconnections between their host country/countries and the U.S. 2. Students function effectively within their host country/countries. 3. Students articulate how their time abroad has enriched their academic experience. <p>Diversity: Global Studies <i>General Goals:</i> Students understand the pluralistic nature of institutions, society, and culture in the United States and across the world in order to become educated, productive, and principled citizens.</p>

Expected Learning Outcomes:

1. Students understand some of the political, economic, cultural, physical, social, and philosophical aspects of one or more of the world's nations, peoples and cultures outside the U.S.
2. Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.

We achieve these GEL goals and expected learning outcomes through a variety of course work, including regular guided discussions of the assigned readings, students' experience and thoughts about the field trips and guided tours to the cultural and historical sites; students' collaborative research, and presentation of analysis, comparison, reflections, and results in the form of regular blog entries.

By participating on this program you will learn to

- Identify and analyze similarities, differences, and interconnections between Germany and the U.S.
- Understand and articulate some of the political, economic, cultural, social, and philosophical trends that have shaped the German nation and its people
- Recognize and appreciate the diversity of contemporary Berlin
- Observe and discuss how national and international diversity have shaped their own attitudes and values as global citizens

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

GE Theme: <i>Citizenship for a Just and Diverse World</i>	
Goals	Expected Learning Outcomes
GOAL 1: <u>Citizenship</u>: 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.	Successful students can ... 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. 1.2 Identify, reflect on, and apply the knowledge, skills and dispositions required for intercultural competence as a global citizen.
GOAL 2: Just and Diverse World: 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.	2.1 Examine, critique, and evaluate various expressions and implications of diversity, equity, inclusion, and explore a variety of lived experiences. 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.

Education Abroad & Away Expected Learning Outcomes and Objectives		
Goals	Expected Learning Outcomes	Education Abroad & Away Specific Objectives
GOAL 1: Successful students analyze an important topic or idea at a more advanced and in-depth level than the foundations.	Successful students will... 1.1 Engage in critical and logical thinking about the topic or idea of the theme. 1.2 Identify, reflect on, and apply the knowledge, skills and dispositions required for intercultural competence as a global citizen.	1.1.a Critical thinking: Clearly state and comprehensively describe the issue or problem under consideration, delivering all relevant information necessary. 1.1.b Analysis: Interpret and evaluate information from multiple sources to develop a comprehensive analysis or synthesis, and thoroughly question the viewpoints of experts and professionals. 1.1.c Critical thinking & analysis: Systematically and methodically analyze their own and others' assumptions and carefully evaluate the relevance of contexts when representing a position.
	1.2 Engage in an advance, in-depth scholarly exploration of the topic or idea of the theme.	1.2.a Scholarly engagement: Articulate a thorough, complex, and scholarly understanding of the issues, resources, assets, and cultures of the culture and location in which they are working.

<p>GOAL2: Successful students will integrate approaches to the theme by making connections across discipline or between out-of-classroom experiences and academic knowledge and/or to work they have done in previous classes and that they anticipate doing in future.</p>	<p>2.1 Identify, describe, and synthesize approaches or experiences as they apply to the theme.</p>	<p>2.1.a Integration of knowledge: Connect, analyze, and extend knowledge (facts, theories, etc.) from course content to contemporary global issues and contexts and their experience away.</p> <p>2.1.b Multiple perspectives: Evaluate and apply diverse perspectives to complex subjects from multiple cultural lenses.</p>
	<p>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.</p>	<p>2.2.a Cultural self-awareness: Engage in intercultural learning and reflect on their own cultural values and seek to understand how their actions affect and are affected by both local and global communities they live in.</p> <p>2.2.b Intercultural empathy: Interpret and explain intercultural experience from the perspective of their own and at least one other worldview and demonstrate intercultural empathy towards culturally different others.</p>

How the course addresses the expected learning outcomes:

This is a 4 credit Education Abroad (directed travel) GE course. In this course, we use the cosmopolitan city Berlin as a context and resource to critically explore the intersections of history, culture, identity, race, urban neighborhood/community, and citizenship. We will experience first-hand the global city Berlin as it is today and learn about the people, cultures, institutions, and historical events that have shaped the city. In addition, through direct engagement with some of Berlin’s residents and their stories, we will acquire insights into what it means to live in a city that is at the center of globalization and that is becoming ethnically, culturally, and linguistically more and more diverse.

By walking in spaces and traveling in time and visiting significant historical and cultural sites, we explore the radical transformation that Berlin underwent over the course of its modern history: from its rise to the royal capital of Prussia, a major European power in the 18th and 19th centuries, to the division of the city after WWII and the Holocaust, ending with the fall of the Wall in 1989. Places where we will learn and engage with these transformations include Frederick II’s garden palace Sanssouci; the former Concentration Camp Sachsenhausen; an underground bunker from WWII the Wall museum, and the Berlin Wall Museum. In addition, we will learn about the ongoing development of the city into an increasingly international capital of reunited Germany, by guided visits of contemporary cultural, economic, and educational institutions. Moreover, we will spend time exploring the vastly divergent neighborhoods of multicultural Berlin, research how they became what they are today, identify and reflect on their social and cultural challenges, particularly considering the challenges that

Berlin and Germany face in light of the recent refugee crisis. We will also acquire a taste of Berlin's hopping arts and entertainment scene by visiting the opera, the symphony, or a variety show, art galleries, and restaurants.

The academic instructions including select readings and activities will provide background for analysis and evaluation of information gained through the guided visits and experiencing life in global Berlin. Class discussions and assignments will enable you to analyze, identify, and critically reflect upon your experiences and observations living in Berlin and the knowledge you have acquired about the social and cultural richness and diversity of the city and its citizens.

In addition, you will complete [Global Up Abroad](#) modules that explicitly focus on the development of intercultural competence and global citizenship mind- and skillsets. These activities and follow-up guided group discussions will enable you to engage in intercultural learning by critically reflecting on your own cultural values and perspectives, recognizing cultural differences and commonalities, and exploring the connections between cultures, identities, values, and beliefs, and reflect on what it means to be a global citizen.

Our course curriculum consists of three sets of instructional modules: pre-departure, during the program, and post-program. In addition, you will take the Intercultural Development Inventory (IDI) pre-test prior to the course which assesses your Intercultural Competence (IC) and provides valuable information about your mindset and skillset toward cultural difference and commonality. To complement these practices and to facilitate your intercultural competence development, you will complete an Intercultural Development Inventory (IDI) assessment before and after completing the Berlin Education Abroad & Away program. Shortly after taking the pre-departure IDI assessment, you will have an individual debrief meeting with an IDI certified colleague in the Office of International Affairs, who will discuss your profile and details of your assessment report. The debrief will include a conversation about how you make sense of and respond to cultural differences (perceived self) and your orientation in a "monocultural mindset" to "intercultural/global mindset" on the Intercultural Development Continuum (denial, polarization, minimization, acceptance, and adaptation) spectrum. The post-program assessment will present you the results of your intercultural competence development and where on the spectrum has your learning experience in Berlin moved you to. Students who successfully complete the Global Up (intercultural competence) modules will receive the *AFS Global Competence Certificate*.

Class Format

This course will meet in a designated room in the residence. The course has four major components:

- (1) Breakfast and conversation
- (2) Formalized instruction and discussion session
- (3) Structured and guided educational experiences
- (4) Intercultural competence discussion sessions, and
- (5) Independent out-of-class work and experiences

(1) Breakfast and conversation

The morning sessions begin with group breakfast and conversations about the previous day's activities and your take aways and the upcoming topics and visits.

(2) Formalized instruction and discussion session

The class lectures provide background for and insight into the historical and cultural topics and site visits and ask you to describe and analyze what constitute citizenship in discussed historical, political, and cultural context in Berlin and Germany. For instance, you will learn and read about life on both sides of the Wall from 1945 to 1989,

in socialist East Berlin and (social-)democratic West Berlin, including visits to the Stasi and the Berlin Wall museums, and analyze how the two different political and economic systems have impacted people's attitudes, beliefs, and behaviors, and their perspectives on citizenship—impacts that are felt to this very day. You will then reflect upon, analyze, and engage in discussion that asks you to contrast your lives, values, and beliefs with those living in East and West Berlin, and to question the roles and responsibilities that your active citizenship and participation in history demands of you. In addition, you will present to the class your progress in your course project.

(3) Structured educational experiences (excursions)

This part includes visits to historical and cultural locations (e.g., museums, monuments, government buildings, local artists, and authors) that provide you a context and resource to critically explore the intersections of history, culture, identity, race, urban neighborhood/community, and citizenship. They are guided either by OSU instructors or by local experts and tour guides. OSU instructors will be present on all those tours.

(4) Intercultural competence discussion sessions

There will be four guided discussion sessions during which you will explicitly discuss topics that were presented in the Global Up modules such as global citizenship and intercultural experience and learning. For example, the first Global/Intercultural Competence discussion session focuses on your reflections during your first week's experience and impression about your new cultural environment and how you have been navigating the unknown. One of the topics/foci is sustainable global citizenship and everyday practices that you have been able to observe during your four-weeks of living and experiencing Berlin.

(5) Independent out-of-class work and experiences

This is your assigned class project which may involve doing research and collecting materials/data through visits of cultural sites (with the group or on your own), observing cultural experiences (field notes), or interviewing local experts or authorities (with the guidance of the instructor).

Note:

Formalized instruction + Intercultural competence sessions are marked in the syllabus in **TURQUOISE**
Structured and guided educational experiences are marked in the syllabus in **PINK**

Course Requirements

Course Materials on CarmenCanvas

All course materials—the syllabus, texts, class assignments, posts from the instructors, presentations, links to websites and audio and video, etc. – are available on the course's **CarmenCanvas** website. (See daily class schedule for assigned texts and course materials.)

Films will be made available through OSU's Secured Media Library Website <https://drm.osu.edu/media/>

Texts:

Readings and links to websites will be made available on **CarmenCanvas**. Some assigned readings are selected from the books listed below:

Read, Anthony (1994). *Berlin Rising: Biography of a City*. W.W. Norton

Gowayed, Heba. (2022). *Refuge: How the state shapes human potential*. Princeton University Press.

Scollon, Ron and Scollon Wong, Suzie (2003). *Discourses in Place: Language in the Material World*. Routledge.

Modules

[Global Up Abroad](#) modules to be purchased prior to the program. Price: \$125

A **USB hard drive** is also recommended for backing up materials and work. We also recommend using Microsoft **Office -OneDrive** to store and share materials.

No Cell phone usage and no use of social media during class or guided tours

The instructional materials for this class are primarily in digital format, for which students will need to use an electronic device. However, if the instructor finds students using their devices during class or during guided tour unrelated activities, such as texting friends or family members, or checking Facebook, Instagram or any other common social media, the instructor will deduct 50% from their participation score for that class period and/or tour.

Assessment, grading, and due dates

1. Participation (class, excursions): **30%**
2. Intercultural competence modules: **30%**
 - a. Pre-departure Global Up modules
 - b. IDI pre-test
 - c. Global Up Abroad modules plus Intercultural Competence guided discussions
 - d. Post written reflection paper
 - e. IDI post-test
3. Three Ethnographic Journal Entries: **30%** (due Sundays, May 19, 26, June 2, at 10 p.m.)
4. Final oral presentation of blog-journal: **5%** (Friday, June 2, 2023)
5. Flipgrid video: **5%** (Friday, June 2, 2023)

ATTENDANCE

Regular attendance in all scheduled events of the course is required. Daily breakfast (Mon-Fri) is part of the scheduled events. You are allowed only **ONE** unexcused absence either in class, from an excursion, an IC discussion session, or a breakfast. Each additional absence in any aspect of the course will result in the lowering of your final grade by **one full grade**. Excused absences will not affect your grade. **Three unexcused absences in any aspect of the course (breakfast, discussion, class or excursion) will automatically result in failure of the course.** Acceptable excuses for an absence include religious holidays, illness, and family emergencies.

Late arrival (even at breakfast) and **early departure** (except at breakfast) are considered poor participation; they are disruptive to others and make it possible to miss essential information. Three late arrivals (more than 10 minutes) will count as **one unexcused absence**.

The reason for scheduling daily breakfasts (Mon-Fri) are fourfold:

- They are part of your ongoing conversation about your Berlin experience. We will use the breakfast to exchange thoughts about class excursions and your personal experiences, and exchange ideas for things to do.
- The breakfasts will be a meeting time for you to build groups for independent explorations of the city or places nearby.
- The breakfasts allow the instructor and lecturer to do a daily headcount as well as see you daily, since we want to make sure that you are safe and doing well. You will also be able to speak with the instructor and lecturer about suggestions or concerns you may have. On weekdays without other scheduled events, the instructor and lecturer may not see you for the remainder of the day.
- We will make announcements about meeting times and logistics, at the daily breakfasts.

PARTICIPATION (CLASS, IC DISCUSSION SESSIONS, EXCURSION) (30%)

We expect that you have completed the assigned modules (readings and activities) and are prepared to actively participate in the class discussions, as well as in discussions with instructors, tour guides, and other students during excursions. **NO LATE WORK will be ACCEPTED!** However, in the case of an illness or emergency, please email or speak with the instructor or lecturer, or notify them prior to the original deadline. Your classroom participation will be evaluated and graded weekly, and grades will be posted on Carmen Canvas.

Your participation in class and on excursions will be assessed based on the following rubric:

		Total pts	Pts earned
Preparation	Fully prepared in class, with observations and questions about the readings, assignments, and excursions; prepared for excursions; completed activities and written assignments	25	
Quality of Contributions	Oral contributions are relevant and reflect understanding of assigned texts, activities, and out-of-class experiences; provide new and pertinent insights; ready to ask or answer questions during excursions	25	
Impact on Class/Excursion	Oral contributions frequently help move class conversation forward; very attentive during class or tours; ready to ask or answer questions	25	
Frequency of Participation	Actively participates in discussions in class, IC discussion sessions, and during excursions; eager to volunteer oral contributions	25	
Total points		100	

INTERCULTURAL COMPETENCE MODULE: 30%

This module has five parts:

- a) The *pre-departure modules* include activities and assignments that focus on topics such as “Metaphors of Culture”, “‘Me’ as a Cultural Being”, and “Cultural Values”. The assignments include a written self-reflection, a pre-departure guided discussion, and three of orientation sessions. For the self-reflection activity, you will write about your expectations and feelings (e.g., excitements, anxieties) about the course and travel abroad (Minimum 2 pages!). These activities prepare you for your intercultural experience by learning about yourself and others as cultural being.

- b) *IDI pre-test*: Prior to your departure, you will also take the Intercultural Development Inventory (IDI) pre-test. This pre-test will assess your intercultural competence and provides valuable information about your own mindset and skillset toward cultural difference and commonality. By completing this assessment and reflecting on your current and past cross-cultural situations and experiences, you will gain insights about how you engage cultural differences and commonalities.

- c) *IC guided discussion sessions (x4)*: Each week, we will have one guided discussion session lead by an OSU

intercultural competence expert. Each session will focus on a topic related to global citizenship and intercultural learning and experience. For example, a discussion will be around the “cultural norms” and how they can impact a person’s daily life and at the same time learn about cultural differences which exist between you and people living in Berlin.

d) *Post written reflection paper*: This involves a 3-page paper in which you reflect on your Education Abroad & Away (EAA) experience, providing concrete examples (at minimum *eight examples*) and considering the following questions:

- What are some cultural differences, similarities and interconnections between Berlin/Germany/your hometown and country in the U.S. (or elsewhere) that you have become aware of? How did you notice those differences, similarities and interconnections? Give at least three concrete examples.
- Reviewing your first reflection writing assignment, do you believe your assumptions and positions about practices, lifestyle, and attitudes in relation to course’s themes (for example, immigrants, race, and culture) have shifted? Try to be as concrete as possible and provide at least three examples.
- How have you learned to function effectively within Berlin/Germany? What were some of the challenges you faced and how did you cope with them? How did you manage intercultural interaction while in Berlin? Provide at least two concrete examples of challenges.
- How has your Education Abroad & Away experience enriched your academic education? For example, identify and explain knowledge, skills, and approaches that you acquired that you could apply in your future classes. And, in what ways can you continue with learning and developing. Provide at least three concrete examples.

Your final reflection paper will be assessed based on the following rubric:

Points	Content
10-9	Paper exhibits evidence of ideas that respond to the prompts/questions; it provides at least eight concrete examples that support the ideas and argument
8-7	Paper exhibits some evidence of ideas that respond to the prompts/questions; it provides less than the stated minimum of eight concrete examples that support the ideas and argument
6-5	Paper exhibits little evidence of ideas that respond to the prompts/questions; it provides only few concrete examples that support the ideas and argument
4-3	No evidence of ideas that respond to the prompts/questions; only one or two concrete examples that support the ideas, and argument/examples do not, or only barely, support the ideas and argument
Points	Organization and Coherence
10-9	The statement/paragraphs and examples exhibit an identifiable and logical structure/connection to the topic
8-7	The statement/paragraphs and examples exhibit some identifiable and logical structures/connections to the topic

6-5	The statement/paragraphs and examples exhibit insufficient identifiable and logical structures/connections to the topic
4-3	The statement/paragraphs and examples exhibit no identifiable and logical structure/connection to the topic
Total Pts	/20

e) *IDI post-test*: You take this test after you completed the course. The goal of the test is to measure your IC development and provide you feedback on your progress and guidance on how to continue with your intercultural learning. After completing the Global Up Abroad modules successfully, you will receive the *AFS Global Competence Certificate*.

ETHNOGRAPHIC JOURNAL (30%): You will conduct three small-scale ethnographic research project/reports and post them as your ethnographic journal, each one with a word count of 500-550 words (= at least 2000 words in total). Entries will be due **on a Sunday at 10 p.m.** Each entry should also contain at least one image (if bandwidth allows it, you can—instead or in addition to the image—post a short film that you made, or a sound file of a recording you created). Please refrain from taking and posting images of people, at least of people that are recognizable in the image (if some people are visible in the distance, or from the back, that is fine).

Entry 1: due on Sunday, May 19, 10 p.m.

Entry 2: due on Sunday, May 26, 10 p.m.

Entry 3: due on Sunday, June 2, 10 p.m.

You will write your ethnographic journal entries on **three neighborhoods located in three different boroughs of Berlin (the differently colored areas), chosen from the map below**. At least one of the three boroughs visited must touch the borders of Berlin. You may not write about the neighborhoods visited during our guided city tours. You should write about **your own, independent** forays into the city.



https://en.wikipedia.org/wiki/Boroughs_and_neighborhoods_of_Berlin#/media/File:Berlin_Subdivisions.svg

Your entry must consist to **100%** of **your own observations**. You are required to use **only original text, images, video clips, and audio** in your journal. You do not need to do any research about the boroughs for this assignment; and you may **not cite any secondary sources** (books, internet sources). You must include a photo or selfie of yourself in front of a recognizable site in the neighborhood (e.g., train station).

Please write in your journal the **name of the district (Bezirk)** that you are discussing and the name of the street in which took your picture, and the **name(s) of the street(s)** that you are describing. Please be very **specific** in your descriptions/observations. What you write should not be applicable to any other location, whether it is in Berlin or anywhere else in the world (e.g., "there were many people" would not be specific, but "people all seems to rush toward something; they were all carrying *ALDI* and *LIDL* supermarket shopping cloth bags" would be more specific, though could still be improved with further specifications). A good test is to read the blog out loud to yourself or another student and ask them whether this location could be in Columbus or elsewhere in Ohio, and if not, why not;)

Suggested foci of your observations:

- architecture, landscape, parks, buildings, infrastructure, state of buildings and infrastructure of the neighborhood/borough (also: bridges, highways, sidewalks, lakes, waterways)
- differences when compared with other neighborhoods/boroughs in Berlin
- interactions with people who seem to live and work in the neighborhood/borough (on the bus, in the hotel, on the street, in the coffee shop, at events, etc.)
- your conversations/interviews with people who you know live and work in the neighborhood/borough
- your experiences when you travel around in the neighborhood/borough (public transportation, traffic signs, walking, sense of time, etc.)
- surprising encounters or observations in the neighborhood/borough (people, objects, animals, nature, etc.)
- eating in the neighborhood/borough (What kinds of food did you see? What did you try? How did it taste and smell? What culture did the food belong to, to the best of your knowledge--or did you ask about the food?)

- cultural and social makeup of the neighborhood/borough (public texts, signs, brand logos, languages you hear and see, etc.)
- what have you experienced at sites, places or events that you have attended in the neighborhood/borough without the class (museum, memorial, institution, etc.)
- how people in the neighborhood/borough dress?
- introspection: feelings and thoughts triggered by being in the neighborhood/borough

The goal for the journal is to help you:

- **observe** carefully and directly **interact** and **engage** with Berlin’s citizens
- **explore** and **document** cultural objects and experiences
- **analyze** and **reflect** on the collected data in relation to diversity, equity, and inclusion and your experience in Berlin
- **acquire** insights into what it means to live in a city that is at the center of globalization and that is becoming ethnically, culturally, and linguistically more and more diverse.
- **make connections** between cultures, identities, values, and beliefs, and to identify differences and common values and responsibilities you share with Berlin citizens

This journal can also help you prepare for your final reflection paper, although **the final paper may not repeat any part of your blog entries verbatim.**

The **overall grade for the journal** will be the average of the grades received for the three entries.

We will use the following rubric for **each part of the journal**:

Points	Content
15-13	Contains 100% original, detailed observations about and descriptions of the neighborhood/borough; as well as thoughtful reflections on the observations, connections, and experiences; contains at least one image (or sound) file that fits the observations very well;
12-10	Contains 100% original, largely detailed observations about and descriptions of the neighborhood/borough; as well as largely thoughtful reflections on the observations, connections, and experiences; contains at least one image (or sound) file that fits the observations well
9-7	Contains 100% original, somewhat detailed observations about and descriptions of the neighborhood/borough; as well as somewhat thoughtful reflections on the observations, connections, and experiences; contains at least one image (or sound) file that fits the observations fairly well
6-1	Several of the following aspects are true: Contains 100% original, by not very detailed observations about and descriptions of the neighborhood/borough; and only minimally thoughtful reflections on the observations, connections, and experiences; contains at least one image (or sound) file that does not fit the observations very well; image may be missing
Points	Coherence, Organization, and Writing

5	Very well-organized and coherent; well formulated; few to no linguistic errors
4-3	Somewhat difficult to follow; mostly well formulated; some linguistic errors
2-1	Not coherent and organized; multiple linguistic errors
Total points	/20

ORAL PRESENTATION OF ETHNOGRAPHIC-JOURNAL (5%), Friday, June 7, 9:45 a.m.-12:00 p.m.

On the last Friday of the course, you will comment on and ask questions about one aspect that you found particularly intriguing from one of the other student's ethnographic-journal. Students will be divided into pairs or small groups in advance, so that each student's journal is being presented by another student. Each presentation and conversation should last between 8-10 minutes.

The following rubric will be used for each final oral presentation:

Points	Content & Communication
20-17	Provides insightful information about other student's journal; comments (e.g., relates it to own experiences); and asks relevant thoughtful questions; successfully engages other student and the class
16-13	Provides some insightful information and comments about other student's blog; and asks some relevant questions; engages other student and the class somewhat successfully
12-9	Provides only little insightful information and comments about other student's blog; and asks few relevant questions; is only a little successful in engaging other student and the class
8-1	Provides scant information and comments about other student's blog; and asks very few relevant questions or questions that are not relevant; is not successful in engaging other student and the class
Points	Presentation Style
5	Presents freely, referencing but not relying on written text; excellent presentation style; responsive to listener cues
4	Reads some of presentation from text; successful verbal communication with listener
3	Relies heavily on written material; minimal eye contact, modulation, etc.
2-1	Presentation read; minimal eye contact, modulation, difficult to understand/hear etc.
Total points	/20

FLIP VIDEO: 5%

This is a public face assignment, for which you will complete a video recording of 2-3 minutes where you share

one of your significant intercultural learning experience as a result of this Education Away. With your consent, we may select your video to be published on the Department of Germanic Languages and Literatures

Statement on Academic Misconduct

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>.

Statement on Accessibility

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

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](tel: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](tel:614-292-5766) and 24 hour emergency help is also available 24/7 by dialing 988 to reach the Suicide and Crisis Lifeline.

Statement on Sexual Misconduct/Relationship Violence

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

Diversity Statement

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.

SCHEDULE

Information about the hotel and our tours:

- The closest **laundry facility** is
- We will **not make stops to eat during tours**, unless lunch/snack time is explicitly mentioned on the syllabus. Please pack water and snacks if you foresee you will need them.
- Please **always** carry your **public transportation pass with you**. If you are traveling outside of Berlin, **always carry an ID with you (either international student ID or your passport)**. If you are caught riding public transportation without a public transportation ticket you will be fined. The officers will not accept any type of excuse.
- You may have to show your passport to shop with your credit card. A US driver's license will not be accepted.

PRE-PROGRAM ASSIGNMENTS

Pre-Program Global Up Modules: (1-4) Metaphors of Culture, Who am I as cultural being? (due date tba)

Intercultural Development Inventory (IDI) Pre-Test (due date tba)

Recommended films to watch:

[Lives of Others](#) (das Leben der Anderen), Drama. 2006. Director: Florian Henckel von Donnersmarck

[Good Bye Lenin!](#) Comedy. 2003. Director: Wolfgang Becker

[Next Door](#) (Neben an), 2021. Director: Daniel Brühl

TRAVEL to Berlin

Monday, May 8: Students' departure (if departing on that day from the U.S.) arriving in Berlin on Tuesday, May 9th.

Arrival in Berlin

Tuesday, May 9: Students' arrival in Berlin

7:30 a.m.-12 p.m.	Instructor and lecturer meet all students at the airport in Berlin and accompany them to the hotel with public transportation (tickets provided) (see student itineraries be posted on CarmenCanvas). Residence name and address
3 p.m.	Meeting in the lobby of residence

TENTATIVE SCHEDULE

WEEK 1: Berlin Wall and the GDR

Wednesday, May 10: Class; Our Neighborhood in Berlin & Welcome Dinner

8:00-9:00 a.m.	breakfast & conversation
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9:15-10:15 a.m.	meeting room: getting around in the neighborhood, and in Berlin, Group Contract reminder & signing (if you have not already done so electronically)
10:30 a.m.-12:00 p.m. lunch on your own	exploration of the hotel's neighborhood in small groups & quick lunch (students find & pay for their own lunch)
12:30 p.m.	Departure from hotel
1:00 p.m. - 4 p.m.	Guided Walking tour of Kreuzberg (known for its large immigrants and descendants of immigrants, primarily Turkish ancestry) - Berlin Wall at Checkpoint
6:30 p.m.	Departure from hotel
7:00-9:00 p.m.	Welcome dinner at Restaurant

Thursday, May 11: Class; Wall Memorial Visit

8:00-9:00 a.m.	breakfast & conversation
9:15-10:15 a.m.	Complete Global Up Modules 5, 6, and 7
10:30 a.m.-12:00 p.m.	Topic: Divided Berlin; the Stasi
12:00-1:00 p.m.	lunch on your own
1:15 p.m.	Departure from hotel
2:00 p.m. - 4:00 p.m.	Guided Tour of the Berlin Wall Memorial (https://www.berliner-mauer-gedenkstaette.de/en/berlin-wall-memorial-12.html)
afternoon	Explore Berlin's neighborhoods for blog entry #1

Friday, May 12: Stasi Museum Visit & Explore Berlin's Neighborhoods

8:00-9:00 a.m.	breakfast & conversation
9:45 a.m.	Departure from hotel
10:45 a.m.	Check-in at Stasi Museum
11:00 a.m.-12:30 p.m.	Guided Tour of Stasi Museum (https://www.stasimuseum.de/en/enindex.htm)
12:30 p.m. - 1:30 p.m.	Explore museum on your own (mandatory)
1:30-1:45 p.m.	Check-out meeting and brief discussion at the Stasi Museum (mandatory)
1:45 p.m.	lunch on your own
3:30-4:30	Global/IC Competence Discussion Session # 1

Saturday, May 13: Free Day; Explore Berlin's Neighborhoods

	Day is free / explore Berlin and its different neighborhoods
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Sunday, May 14: Free Day; Explore Berlin's Neighborhoods; Blog Entry #1

	Day is free / explore Berlin and its different neighborhoods
10:00 p.m.	Blog entry #1 is due

WEEK 2: Contemporary Berlin

Monday, May 15: Bundestag (German Parliament) Visit

8:00-9:00 a.m.	breakfast & conversation
9:15-10:45	Topic: Population, government, and political system of Germany
11:00- 12:00	lunch on your own
12:00 a.m.	Departure from hotel
1:00 a.m.- 3:30 p.m.	Guided Tour of the German Bundestag (https://www.bundestag.de/en)
	Complete Global Up Modules 8 and 9
	dinner on your own

Tuesday, May 16: Class; Immigration; Youth Club Visit

8:00-9:00 a.m.	breakfast & conversation
9:15 a.m.-10:15 p.m.	Complete Global Up Modules 10 and 11
10:30 a.m.-12:00 p.m.	Topic: Immigration to Berlin and Germany
	lunch on your own
3:30 p.m.	Departure from hotel
4:00 p.m.-7:30 p.m.	Youth Club Guided Visit (https://www.alte-feuerwache.de/index.php)
	dinner on your own

Wednesday, May 17: Class; (Post-) Colonial Berlin; Museum/Exhibition Visit

8:00-9:00 a.m.	breakfast & conversation
9:30-11:30 a.m.	Topic: Black Berlin and the <i>Dekoloniale</i> of Memory Culture in the City
11:30-1:00 p.m.	lunch on your own
1:00 p.m.	Departure from hotel
1:30-3:00 p.m.	Guided Tour of Museum Treptow; “Looking Back” German Colonial Exhibition in Berlin
3:00-4:00	Debrief Exhibition
	dinner on your own

Thursday, May 18: Newspaper Visit (*Der Tagesspiegel*); Berlin Mosque Visit

7:30-8:30 a.m.	breakfast & conversation
8:45 a.m.	Departure from hotel
9:00 a.m.-1:00 p.m. (lunch included)	Guided Tour of <i>Der Tagesspiegel</i> (https://www.tagesspiegel.de/ ; Website available only in German; guided tour is in English)
2:00-4:00 p.m.	Guided Tour of a Mosque in Berlin (Berlin Mosque in Wilmersdorf built in 1923)
	dinner on your own

Friday, May 19: Humboldt University Visit & Opera Performance

7:45-8:45 a.m.	breakfast & conversation
9:00 a.m.	Departure from hotel
10:00 a.m.-12:00 p.m.	Humboldt University visit of Dr. Stefana Ehlert’s class on US Topics for Education Masters Students (Meet at main entrance, Unter den Linden 6)
12:00-1:00 p.m.	Lunch included; at the university cafeteria, with students (mandatory)

4:00-5:00 p.m.	Global/IC Competence Discussion Session # 2
5:00 p.m.-5:45 p.m.	dinner on your own (snacks are for sale at the opera, during intermission)
6:00 p.m.	Departure from hotel

Saturday, May 20: Explore Berlin's Neighborhoods; Theater Performance

4:30-5:30 p.m.	dinner on your own
6:00 p.m.	Departure from hotel
7:00-9:00 p.m.	Guided visit to a theater play <i>Deutsches Theater Berlin</i> (Schumannstraße 13a, 10117 Berlin)

Sunday, May 21: Free Day; Explore Berlin's Neighborhoods, Blog Entry #2

	Day is free / explore Berlin's neighborhoods
10:00 p.m.	Blog entry #2 is due

WEEK 3: WW II; Holocaust; Jewish Berlin Today

Monday, May 22: Class; Berlin during World War II

8:00-9:00 a.m.	breakfast & conversation
9:15 a.m.-10:15 p.m.	Complete Global Up Module 12
10:30 a.m.-12:00 p.m.	Topic: Berlin and Germany during WW II; Sachsenhausen Concentration Camp
	lunch on your own
4:45 p.m.	Departure from hotel
5:15 p.m.	Check-in at Berlin Underground Meeting point: Southern Exit of U Gesundbrunnen (U 8), Brunnenstraße 105
5:30-7:00 p.m.	Guided Tour of Berlin Underground, "Dark Worlds"
	dinner on your own

Tuesday, May 23: Sachsenhausen Concentration Camp

8:00-9:00 a.m.	breakfast & conversation
10:10 a.m.	Departure from hotel
11:15 a.m.	arrival at S Oranienburg Bhf.
11:15 to 11:50 a.m.	lunch/snack break (food for sale at train station S Oranienburg Bhf)
11:55 a.m.	departure Bus 821 direction Malz, Anker; stop: Sachsenhausen Gedenkstätte (Sachsenhausen Concentration Camp)
1:00 PM - 3:00 PM	Guided tour of Sachsenhausen Concentration Camp Memorial

Wednesday, May 24: Class; Holocaust and Jewish Berlin Today

8:00-9:00 a.m.	breakfast & conversation
9:15 a.m.-10:15 p.m.	Complete Global Up Modules 13 and 14
10:30 a.m.-12:00 p.m.	Topic: Holocaust; Jewish Berlin Today

Thursday, May 25: Jewish Museum

8:00-9:00 a.m.	breakfast & conversation
9:15 a.m.	Departure from Hotel
9:30 a.m.	Check-in at Jewish Museum (Security check, lock valuable in group locker)
10:00 a.m. - 11:00 a.m.	Guided Tour at the Jewish Museum (German Jews during the National Socialist Era) (https://www.jmberlin.de/en ; address: Lindenstraße 9-14)
11-12:30 p.m.	Explore the Jewish Museum on your own (mandatory)
12:30-12:45 p.m.	Debrief meeting the Jewish Museum
3:00-4:00	Global/IC Competence Discussion Session # 3
7:30 p.m. - 10:00 p.m.	Ekman/Eyal – Berlin Staatsoper Unter der Linden https://www.staatsballett-berlin.de/en/spielplan/ekman-eyal/25-05-2023/1526

Friday, May 26: Free Day, Explore Berlin's Neighborhoods; Carnival of Cultures

8:00-9:00 a.m.	breakfast & conversation
	Remainder of day is free; explore Berlin's neighborhoods
	Recommended: Carnival of Cultures, began yesterday and goes through Sunday, May 29 th https://www.carnifest.com/berlin-carnival-of-cultures-karneval-der-kulturen-2023/ optional tour (e.g. Technikmuseum: https://sdtb.de/museum-of-technology/623/ ; National Gallery https://www.smb.museum/en/museums-institutions/nationalgalerie/home.html)

Saturday, May 27: Castle Sanssouci in Potsdam, Brandenburg

8:00-9:00 a.m.	breakfast & conversation
9:45 p.m.	departure from hotel
10:02 a.m.-11:10 a.m.	Berlin public transportation day pass ABC - Sanssouci <i>Take the S1 from "S Anhalter Bahnhof" in the direction of "S Wannsee Bhf". Afterwards, take the S7 in the direction of "S Potsdam Hbf". Get off at terminus. Hereafter, take the Bus 695, at Bus Terminal 4, in the direction of "Potsdam, Neues Palais" and exit at "Potsdam, Schloss Sanssouci".</i>
11:15 a.m.	Check-in at Meeting Point: Visitor Center at the Historic Mill of Schloss Sanssouci
11:30 a.m. - 1:00 p.m.	Guided tour of Schloss Sanssouci - 1.5 hours through castle & park (Address: Maulbeerallee, 14469 Potsdam)

Sunday, May 28: Free Day; Explore Berlin's Neighborhoods, Blog Entry #3

	Day is free / explore Berlin's neighborhoods
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10:00 p.m.	Blog entry #3 is due
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WEEK 4: Berlin, Then and Now: From Friedrich I to Friedrichstraße

Monday, May 29: Class; the Rise of Berlin (1701-1871)

8:00-9:00 a.m.	breakfast & conversation
9:15 a.m.-10:15 p.m.	Complete Global Up Module 15
10:30 a.m.-12:00 p.m.	Topic: Berlin as Capital of Prussia (1701-1871)
	optional tour (students pay for their own student tickets): E.g., German Historical Museum (https://www.dhm.de/en.html); Pergamon Museum (https://www.smb.museum/en/museums-institutions/pergamonmuseum/home.html)

Tuesday, May 30: Class; Berlin Capital of Germany (1871-1933)

8:00-9:00 a.m.	breakfast & conversation
9:15 a.m.-10:15 p.m.	Complete Global Up Module 16
10:30 a.m.-12:00 p.m.	Topic: Berlin as Capital of Germany (1871-1933)
1:15 p.m.	Departure from hotel (20-minute walk from hotel to gallery)
1:45 p.m.	Check-in at the Berlinische Galerie
2:00-4:00 p.m.	Guided Tour of the Berlinische Galerie (https://www.berlinischegalerie.de/en/home/) Alte Jakobstraße 124, 10969 Berlin
4:00-4:30 p.m.	Explore Berlinische Galerie on your own
4:30-4:45 p.m.	Debrief meeting at the Berlinische Galerie
	optional tour (students pay for their own student tickets): e.g., Wannsee Beach (if the weather allows; https://www.berlinerbaeder.de/baeder/strandbad-wannsee/)

Wednesday, May 31: Class; Berlin Now: Art & Nature; Energy Self-Sufficient Village and Nature Park

8:00-9:00 a.m.	breakfast & conversation
9:15 a.m.-10:15 p.m.	Complete Global Up modules: 17 and 18
10:30 a.m.-12:00 p.m.	Topic: German Environmental Policy and “Energiewende” (= transition to renewable energies)
12:00 p.m.-1:00 p.m.	lunch on your own
1:00 p.m.	Meet in hotel lobby Departure by Coach from hotel
2:00-4:00 p.m.	Guided Tour of New Energies Forum Feldheim https://nef-feldheim.info/?lang=en
4:00-5:00 p.m.	Nature Park Visit and Return to Berlin
	dinner on your own

Thursday, June 1: Boat Tour

8:00-9:00 a.m.	breakfast & conversation
9:15 a.m.-10:45 a.m.	Blog Presentations 1
11:00 a.m.-12:00 p.m.	lunch on your own
2:00-3:00	Global/IC Competence Discussion Session # 4
3:15 p.m.	Departure from hotel
4:00-5:30 p.m.	Spree river boat tour
10:00 p.m.	Reflection Paper due

Friday, June 2: Blog Presentations; Farewell Dinner

8:00-9:00 a.m.	breakfast & conversation
9:15 a.m.-10:45 a.m.	Blog Presentations 2
11:00 a.m.-12:30 p.m.	Blog Presentations 3; final discussion
7:00-9:00 p.m.	Farewell dinner at tba

Saturday, June 3: Free Day; Departure from hotel

Recommended Visits and Tours

Recommended Visits for Week 1:

East Side Gallery; GDR Museum, German Historical Museum; Museum Checkpoint Charlie; Former Airport Tempelhof (now large, open field for recreation)

Recommended Visits for Week 2:

Filmpark Babelsberg; Berlinische Galerie; Nationalgalerie; Altes Museum Berlin; Berlin Philharmonic Symphony; Berlin Opera; Berliner Schaubühne (theater); Bauhaus Archives/Museum of Design; Sehlik mosque (advance booking required for English tours); Kreuzberg market & neighborhood

Recommended Visits for Week 3:

Memorial to the Murdered Jews of Europe; Memorial to Homosexuals persecuted under Nazism; The Memorial to the Sinti and Roma Victims of National Socialism (all three memorials are close to each other); Topography of Terror; New Synagogue; Soviet War Memorial in Treptower Park; Carneval of Cultures

Recommended Visits for Week 4:

Olympic Stadion; German Historical Museum; Berliner Dom (Berlin Cathedral) (with a platform and great view of Berlin); Kaiser-Wilhelm Memorial Church; Science & Technology Museum; Charlottenburg Castle; Altes Museum; Pergamon Museum (Museum Island), Gendarmenmarkt; Brandenburg Gate; Pfaueninsel; open air pool (e.g., Olympic Stadion pool; Strandbad Wannsee (open air swimming pool at the lake); Carneval of Cultures (June 2-5, 2017); Berlin Museum of Medical History at the Charité (e.g., for students with interest in medicine; <http://www.bmm-charite.de/en/index.html>)

Other things to do while in Berlin:

- Going for walks in the parks and forests (e.g. Tiergarten; Grunewald; Wannsee; further away: Müggelsee); playing frisbee in the park; jogging

- Visiting art galleries and museums (<http://www.berlin.de/en/museums/>)
- Swimming indoors or outdoors (see here <http://www.berlinerbaeder.de/>)
- Going to music, musical, and dance performances, or to theater performances and readings for English-speaking audiences
- Going to sports events; e.g. soccer matches in the Olympic Stadion near the hotel
- Checking out the news print media available in English
- Eating cake and Brötchen (rolls); Currywurst; Döner Kebab; ice cream & gelato; drink Apfelschorle (water + apple juice)
- Going to open-air markets
- Exploring the city magazine (also for previously unheard-of events, like an international chili cooking contest) (in English: <https://www.timeout.com/berlin/en>; in German: <https://www.tip-berlin.de/>; <https://www.zitty.de/>)
- Going to public university lectures and conferences, conducted in English (the language is obvious from the title and/or explicitly marked). For events at the FU Berlin (= Free University/Freie Universität Berlin) see <http://www.fu-berlin.de/campusleben/kalender/>; for events at the HU Berlin (= Humboldt University Berlin) see https://www.hu-berlin.de/en/service/veranstaltungen_neu-en?stat=fut&cat=&iter=true&page=1&date=#/?stat=fut&cat=&iter=true&page=1&date=
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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)

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 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)

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)

Course subject & number

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)

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)

Education Abroad & Away Course Inventory

Overview

The GE allows students to take a single, 4+ credit course to satisfy a particular GE Theme requirement if that course includes key practices that are recognized as integrative and high impact. Courses seeking one of these designations need to provide a completed Integrative Practices Inventory at the time of course submission. This will be evaluated with the rest of the course materials (syllabus, Theme Course submission document, etc). Approved Integrative Practices courses will need to participate in assessment both for their Theme category and for their integrative practice.

Please enter text in the boxes below to describe how your class will meet the expectations of Education Abroad & Away Courses. Expectations for workload and credit-hours for Education Abroad & Away courses are outlined by the Office of International Affairs and described in the Arts and Sciences Curriculum and Operations Manual. It also may be helpful to consult the Description & Expectations document for this pedagogical practice or to consult your Director of Undergraduate Studies or appropriate support staff person as you complete this Inventory and submit your course.

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.

Accessibility

If you have a disability and have trouble accessing this document or need to receive it in another format, please reach out to Meg Daly at daly.66@osu.edu or call 614-247-8412.

Pedagogical Practices for Education Abroad & Away

Course subject & number

Performance expectations set at appropriately high levels, engaging in both academic and experiential exploration of the setting in which they study. Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. (50-500 words)

Education Abroad & Away Course Inventory

Significant investment of effort by students over an extended period of time (e.g., Program length meets high academic standards and allows students to build meaningful connections with local community members and to develop a deep understanding of local cultural context).

Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. (50-500 words)

Interactions with faculty and peers about substantive matters including cultural self-awareness, intercultural empathy, and academic content.

Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. (50-500 words)

Education Abroad & Away Course Inventory

Students will get frequent, timely, and constructive feedback on their work, from all appropriate sources, on their intercultural interactions and academic learning. Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. (50-500 words)

Periodic, structured opportunities to reflect and integrate learning, especially on their cultural self-awareness and their experience with difficult differences. Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. (50-500 words)

Education Abroad & Away Course Inventory

Opportunities to discover relevance of learning through real-world applications and the integration of course content to contemporary global issues and contexts. Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. (50-500 words)

Public Demonstration of competence both in academic settings and, if possible, in the study away site. Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. (50-500 words)

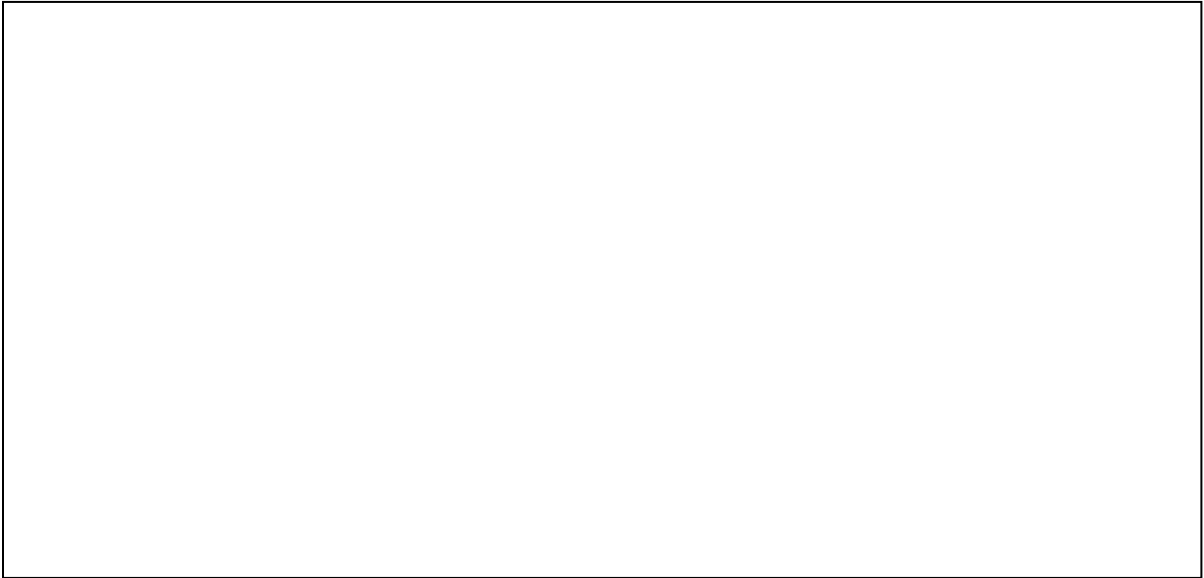
Education Abroad & Away Course Inventory

Experiences with diversity wherein students demonstrate intercultural competence and empathy with people and worldview frameworks that may differ from their own. Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. (50-500 words)

Explicit and intentional efforts to promote inclusivity and a sense of belonging and safety for students, e.g. universal design principles, culturally responsive pedagogy, structured development of cultural self-awareness. Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. (50-500 words)

Education Abroad & Away Course Inventory

Clear plans to promote this course to a diverse student body and increase enrollment of typically underserved populations of students. Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. (50-500 words)

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GERMAN 3789.02: The Global City Berlin: Cultures, Spaces, and Experiences
Credit allocation for 4-credit hours.

	Week 1	Week 2	Week 3	Week 4	Total
Formalized instruction+ Intercultural competence discussion sessions	3.5 hrs	9 hrs	7.25 hrs	13.25 hrs	33 hrs (2.5 crh)
Structured and guided educational experiences	6.5 hrs	19.5 hrs	7 hrs	6.5 hrs	39.5 hrs (1.5 crh)