

## Term Information

Effective Term Spring 2023  
*Previous Value* Summer 2012

## Course Change Information

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

Adding Citizenship theme to the course

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

Course is a good fit for the citizenship theme

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 | History   |
| Fiscal Unit/Academic Org             | History - D0557   |
| College/Academic Group               | Arts and Sciences   |
| Level/Career                         | Undergraduate   |
| Course Number/Catalog                | 3265  |
| Course Title                         | 20th-Century German History   |
| Transcript Abbreviation              | Germany 20th Cent   |
| Course Description                   | Exploration from 1914 to the present of German cultural, economic, political, and social history. |
| Semester Credit Hours/Units          | Fixed: 3  |

## Offering Information

|  |  |
|--|--|
| Length Of Course   | 14 Week, 12 Week, 8 Week, 7 Week, 6 Week, 4 Week   |
| Flexibly Scheduled Course  | Never  |
| Does any section of this course have a distance education component? | No   |
| <i>Previous Value</i>  | <i>Yes, Greater or equal to 50% at a distance</i>  |
| 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 |
| <i>Previous Value</i>  | <i>Columbus, Lima, Mansfield, Marion, Newark</i>   |

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## Prerequisites and Exclusions

### Prerequisites/Corequisites

Prereq or concur: English 1110.xx; or permission of instructor.

### *Previous Value*

*Prereq or concur: Any 2000-level History course, and English 1110.xx; or permission of instructor.*

### Exclusions

### *Previous Value*

Not open to students with credit for 518.02.

### Electronically Enforced

No

## Cross-Listings

### Cross-Listings

## Subject/CIP Code

### Subject/CIP Code

54.0101

### Subsidy Level

Baccalaureate Course

### Intended Rank

Sophomore, Junior, Senior

## Requirement/Elective Designation

Required for this unit's degrees, majors, and/or minors

General Education course:

Historical Study; 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*

*Required for this unit's degrees, majors, and/or minors*

*General Education course:*

*Historical Study*

*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

- Consider the ways that German Citizenship and roles of German citizens were defined and understood throughout the century.

### *Previous Value*

### Content Topic List

- World War I
- The Weimar period
- Hitler and the Third Reich
- World War II and the Holocaust
- Allied occupation
- Divided Germany in the Cold War
- Reunification and its consequences
- Immigration
- Environmental movement
- Ostpolitik

**COURSE CHANGE REQUEST**  
3265 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette  
Chantal  
09/30/2022

**Sought Concurrence**

No

**Attachments**

- 3265 Syllabus Limbach.pdf: Syllabus  
*(Syllabus. Owner: Getson, Jennifer L.)*
- 3265 GE Form Limbach.pdf: GE Form  
*(Other Supporting Documentation. Owner: Getson, Jennifer L.)*

**Comments**

- Updated the Prereqs to the History department's current policy. Thanks for the heads up! *(by Getson, Jennifer L. on 09/27/2022 06:54 PM)*
- Here is another one where the 2000-level prereq does not appear to have been removed by your predecessor(?) *(by Vankeerbergen, Bernadette Chantal on 09/22/2022 02:57 PM)*

**Workflow Information**

| Status             | User(s)   | Date/Time           | Step                   |
|--------------------|---|---------------------|------------------------|
| Submitted          | Getson, Jennifer L.   | 06/28/2022 01:52 PM | Submitted for Approval |
| Approved           | Soland, Birgitte  | 06/28/2022 04:22 PM | Unit Approval          |
| Revision Requested | Vankeerbergen, Bernadette Chantal   | 09/22/2022 02:58 PM | College Approval       |
| Submitted          | Getson, Jennifer L.   | 09/27/2022 06:54 PM | Submitted for Approval |
| Approved           | Soland, Birgitte  | 09/27/2022 08:20 PM | Unit Approval          |
| Approved           | Vankeerbergen, Bernadette Chantal   | 09/30/2022 12:32 PM | College Approval       |
| Pending Approval   | Cody, Emily Kathryn<br>Jenkins, Mary Ellen Bigler<br>Hanlin, Deborah Kay<br>Hilty, Michael<br>Vankeerbergen, Bernadette Chantal<br>Steele, Rachel Lea | 09/30/2022 12:32 PM | ASCCAO Approval        |

**History 3265 • Spring 2023 • Time TBA • Place TBA**

# **Twentieth Century Germany**

**Instructor: Eric H. Limbach**

Email: limbach.22@osu.edu

Office: 368 Dulles Hall

Open Office Hours: 10am-11am Wednesday or by appointment

Zoom Open Office Hours: 10am-11am Monday or by appointment

## **Contact Policy and Preferences:**

I check my email frequently; this is usually the fastest way to reach me. If you do not receive a response from me within 24 hours, Monday-Friday, contact me again as it is likely I missed your first message. Emails delivered over the weekend may take slightly longer for a response. Please use your OSU email account to email me.

You may also stop by my office, 368 Dulles Hall, during my open office hour on Wednesdays at 10am. Open office hours on Zoom are listed above; email me to make an appointment to meet in my office or via Zoom at another time.

I will provide all course announcements through the Announcements on the course page in Carmen. This includes any updates or changes to course assignments or deadlines, as well as general comments about assignment results or discussions.

## **Course Description:**

This course will examine the history of Germany from the years preceding the First World War through the present, considering three interconnected points of tension that are central to understanding Germany and the nature of German citizenship and identity in the 20<sup>th</sup> and 21<sup>st</sup> centuries: dictatorship/democracy, Germans/foreigners and guilt/innocence. This was an era of immense political shifts, of violence, war, and genocide, of economic depressions and affluence, and of emigration and immigration. At many points in the past century, Germans have been forced to come to terms with their collective past and their place within the broader European context. Above all, this is a period of constant debate over the definition of German citizenship: who qualifies as “German”, and who does not? Consider:

- In 1914, thousands of Polish-speaking citizens of the German Empire considered it their patriotic duty to volunteer to fight in the German Army in the First World War.
- In 1935, German Jews were stripped of their citizenship by decree of the National Socialist government, and in the 21<sup>st</sup> century, their descendants living around the world may apply for citizenship of the Federal Republic of Germany.
- In the 1950s, citizens of the German Democratic Republic (East Germany) entering the Federal Republic (West Germany) were automatically considered citizens of the latter country.
- In the 1990s, adults who had been born in Germany in the 1970s, who had attended German schools, and who spoke fluent German would not be considered German citizens if their parents had emigrated from elsewhere.

[Draft Syllabus for Citizenship Theme Submission]

This course fulfills the general requirements and expected learning outcomes for the General Education Theme: Citizenship for a Just and Diverse World.

| <b>Themes: General</b>   |  |   |
|--|--|---|
| <b>Goals</b>   | <b>Expected Learning Outcomes</b>  | <b>In this course, students will...</b>   |
| <b>GOAL 1: Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations.</b>   | <b>Successful students are able to...</b><br><b>1.1</b> Engage in critical and logical thinking about the topic or idea of the theme.  | ...in course discussions and in-class written assignments, consider the ways that German citizenship and the roles of German citizens were defined and understood throughout the century.                   |
|  | <b>1.2</b> Engage in an advanced, in-depth, scholarly exploration of the topic or idea of the theme.   | ...write three longer essays—an article analysis, document analysis, and argumentative essay—that will provide opportunities for students to examine ideas about German citizenship throughout the century. |
| <b>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.</b> | <b>2.1</b> Identify, describe, and synthesize approaches or experiences as they apply to the theme.  | ...consider how German preeminence in many fields—from music to nuclear physics—informed German ideas about identity and citizenship.   |
|  | <b>2.2</b> 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. | ...in course discussions and in-class written assignments, along with a final self-assessment in the writing portfolio, consider how this course fits into their broader education and knowledge base.      |

| <b>Theme: Citizenship for a Just and Diverse World</b>   |   |  |
|--|---|--|
| <b>Goals</b>   | <b>Expected Learning Outcomes</b>   | <b>In this course, students will...</b>  |
| <b>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.</b>  | <b>Successful students are able to ...</b><br><b>1.1</b> Describe and analyze a range of perspectives on what constitutes citizenship and how it differs across political, cultural, national, global, and/or historical communities. | ...in all of the in-class discussions and written assignments, consider the historical development of German ideas of citizenship and identity from the Imperial era to the present.   |
|  | <b>1.2</b> Identify, reflect on, and apply the knowledge, skills and dispositions required for intercultural competence as a global citizen.  | ...consider how German citizenship and identity have been defined in both European and global contexts.  |
| <b>GOAL 2: <u>Just and Diverse World</u>: 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.</b> | <b>2.1</b> Examine, critique, and evaluate various expressions and implications of diversity, equity, inclusion, and explore a variety of lived experiences.  | ...in discussing and writing about the primary source documents, drawn from the writings of German citizens of many backgrounds, consider the ways that those Germans have understood citizenship within their specific historical contexts. |
|  | <b>2.2</b> 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.                             | ...consider the connections between popular conceptions of German citizenship throughout the century and official definitions, including citizenship laws and migration and refugee acceptance policies.                                     |

## Enrollment:

All students must be officially enrolled in the course by the end of the second week of the semester. No requests to add the course will be approved by the Department Chair after that time. Enrolling officially and on time is solely the responsibility of the student.

## Course Materials:

There are four required books for this course, available at the B&N College on High Street as well as many online retailers (including in electronic formats):

Alina Bronsky, *Broken Glass Park* (Europa Editions, 2010)

Mary Fulbrook, *A Concise History of Germany* 3<sup>rd</sup> Ed. (Cambridge, 2019)

Jana Hensel, *After the Wall* (PublicAffairs, 2008)

Bernhard Schlink, *Guilt About the Past* (House of Anansi Press, 2008)

In addition, there is a required document reader as well as a selection of academic articles that will be available on Carmen Canvas.

## Course Structure:

I will conduct this course in a hybrid lecture/discussion format, combining short lectures with substantial class discussions on the assigned readings. It is crucial that you are present and prepared for every class session promptly at the beginning of the class period, and that you plan to stay for the entire session each day.

In addition to a course introduction (in the first week of the semester) and a course epilogue (in the final week of the semester), this course is organized into four modules of six class meetings each. The first module, Narratives of Germany in the 20<sup>th</sup> Century, will introduce students to the events, prominent political, intellectual, and cultural figures, major themes and key turning points of the century, in roughly chronological order. The final three modules are each built around a dissonance, or point of tension, that is evident throughout the entire 20<sup>th</sup> century and early 21<sup>st</sup> century in Germany: Dictatorship/Democracy, Germans/Foreigners, and Guilt/Innocence. Each module will include an associated set of documents in the document reader and a selection of scholarly articles.

Specific reading assignments within modules will be made on an ad-hoc basis; you will not have to read the entire set of documents and articles for the first day of the module. All scholarly articles are available on the course site in Carmen, and documents are in the document reader available on Carmen. Many of our in-class discussions will focus on the assigned documents from the reader, so plan to bring a copy of the reader (either electronic or hard copy) to class with you.

Independent out-of-class work (i.e. required reading and essay writing) is a significant part of your learning process at Ohio State University: it is your responsibility to be aware of the class schedule and allow yourself enough time to prepare each week. You should plan on spending roughly two hours reading and/or writing out of class for every hour you spend in class, so on average expect to spend four to six hours per week preparing for this course. Keep in mind that some weeks of this term may have heavier reading loads or workloads than others, especially if you tend to procrastinate—be prepared to adjust when necessary.

**Technology Policy:** You may use laptops, tablets, or phones in the classroom for taking notes or referring to readings, so long as your use of those devices does not distract your classmates. However, if you miss a

portion of the class because you were texting, checking social media, or otherwise not paying attention, you may find it difficult to get back on track.

## Assessment and your Final Grade

I only give one grade (A, B, etc.) for each student per term: the final grade that will go on your transcript. Individual assignments will not be graded or scored; in the self-assessment that you submit as a part of your course writing portfolio, you will propose and justify a final grade in the course. Based on the initiative points that I have recorded during the semester and the content of your writing portfolio, I will adjust that final grade (up or down) for submission to the university.

**Initiative Points:** Over the course of the semester, I will keep a record of points earned by students showing initiative in some course context. This includes participation in full-class and small-group discussions, participating in the peer review sessions, submitting draft essays for my comments, meeting with me during in-person office hours or during Zoom office hours, or for attending events at the university related to the course material. There is no set number of initiative points that you should aim to earn; rather, you should participate in the course to the best of your abilities.

**Writing Portfolios:** At the end of the semester, you will submit a writing portfolio that includes six separate items: an article analysis, a document analysis, an argumentative essay, one essay-self assessment (completed for the peer review session), one peer review assessment completed by a classmate (during the peer review session), and a self-assessment of your overall performance in the course with a proposed final grade. I will not assess individual written assignments, but I will read all components of the portfolio to determine how to adjust your final grade (also taking initiative points into account) for submission to the university. A checklist for your portfolio is on the course Carmen site.

**Article Analysis:** Considering any of the scholarly articles on the term reading list, write an essay of roughly 1000 words (4-5 pages of typescript) that identifies the article's primary argument and sources, evaluates the author's interpretation of that evidence in support of their argument, and links that article to at least one other primary or secondary source in the class materials. I have provided on Carmen a worksheet that will help you work through the questions that I expect a well-written article analysis to answer.

**Document Analysis:** Considering any one document from the document reader, write an essay of roughly 1000 words that analyzes that document and suggests some relationship between that document and at least two other documents (or one of the shorter course books (i.e. *After the Wall*, *Broken Glass Park*, or *Guilt About the Past*). While your essay should focus on the document, you will also want to support your conclusions with information from articles, the Fulbrook textbook, and in-class lectures and discussions. I have provided on Carmen a worksheet that will help you analyze documents and prepare for writing this essay.

**Argumentative Essay:** Considering any one of the three prompts below, write an essay of roughly 1000 words that takes a clear position on one side or the other and supports that position with references to course readings (either primary or secondary). Because each prompt is linked to a specific course module, the articles, documents and readings for that module, as well as our likely class discussions for that module, I do not recommend writing on a prompt before the class has reached that segment of the semester.

- **Prompt 1**—What, for Jana Hensel—the author of the memoir *After the Wall*—are the most salient differences between being a citizen of a dictatorship (in her case, growing up in the German Democratic Republic before 1990) and a democracy (like the post-1990 Federal Republic)? While

Hensel had no choice in the matter (she was born in Leipzig in 1976), to what extent does every person living under a dictatorship bear some level of responsibility for the actions of the authorities?

- **Prompt 2**—How does Sascha Naimann, the narrator/protagonist of Alina Bronsky’s *Broken Glass Park*, navigate the boundaries between being a German citizen and being an immigrant from Russia? In what ways is her experience typical (or atypical) for immigrants/minorities in 20<sup>th</sup> and 21<sup>st</sup> century Germany? How do the “native” Germans that she encounters (Volker, Felix, the other Volker) understand the differences between “German” and “foreigner”?
- **Prompt 3**—Bernhard Schlink, the author of *Guilt About the Past*, was born a year before the end of the Second World War and the fall of the National Socialist regime; as he writes, guilt about the collective transgressions of their parents’ generation has marked the lives of many members of the generation of Germans that grew up after 1945. To what extent should subsequent generations of German citizens—or, indeed, German citizens descended from post-1945 immigrants—feel a sense of guilt about crimes perpetrated before they were born, whether under the German Empire before and during the First World War, during the National Socialist era, or under the German Democratic Republic? Is it possible for Germans, even today, to be “proud” of being German citizens?

**Peer Review Session Components:** You must complete at least one of these three essays before the peer review session on [TBA]. At that session you will complete two additional portfolio components, an essay self-assessment (for your portfolio) and a peer review assessment (for a classmate’s portfolio). You will receive a classmate’s peer review assessment for your portfolio.

**Final Portfolio Self-Assessment and Proposed Final Grade:** The final component of your portfolio will be a two-to-three-page self-assessment of your participation in the course. In this essay, I would like you to reflect on what you have learned about Germany in the 20<sup>th</sup> and 21<sup>st</sup> centuries and connect what you have learned in this course with other courses—whether in the History Department or in other disciplines—that you have taken. You will also propose a final grade for submission to the registrar, supporting your proposal with references to your in-class participation and the work in your written portfolio.

## Course Schedule

### Intro to course: Defining Germany and the 20<sup>th</sup> Century dates TBA (first week)

Book: Mary Fulbrook, *A Concise History of Germany*, Introduction

### Module 1: Narratives of Germany in the 20<sup>th</sup> Century dates TBA

Book: Fulbrook, Chapters 6-8

Documents: 1-7

Articles: Jennifer L. Allen, “Against the 1989-1990 Ending Myth”, *Central European History* 52 (2019).

Benjamin Carter Hett, “‘This story is about something fundamental’: Nazi Criminals, History, Memory, and the Reichstag Fire”, *Central European History* 48 (2015).

### Module 2: Dictatorship/Democracy dates TBA

Book: Jana Hensel, *After the Wall*

Documents: 8-14



[Draft Syllabus for Citizenship Theme Submission]

Articles: Manuela Achilles, "With a Passion for Reason: Celebrating the Constitution in Weimar Germany", *Central European History* 43 (2010).

Sara Jones, "Community and Genre: Autobiographical Rememberings of Stasi Oppression", in Ann Saunders and Deborah Pinfold, Eds., *Remembering and Rethinking the GDR: Multiple Perspectives and Plural Authenticities* (Palgrave Macmillan, 2012).

#### **Interlude: Essay Peer Review Session date TBA**

#### **Module 3: Germans/Foreigners dates TBA**

Book: Alina Bronsky, *Broken Glass Park*

Documents: 15-21

Articles: Johannes Dafinger, "The Nazi 'New Europe': Transnational Concepts of a Fascist and Völkisch Order for the Continent", in Arndt Bauerkämper and Grzegorz Rossolinski-Liebe, *Fascism Without Borders: Transnational Connections and Cooperation between Movements and Regimes in Europe from 1918 to 1945*, (Berghahn, 2017).

Lauren Stokes, "'An Invasion of Guest Worker Children': Welfare Reform and the Stigmatization of Family Migration in West Germany", *Contemporary European History* 28 (2019).

#### **Module 4: Guilt/Innocence dates TBA**

Book: Bernhard Schlink, *Guilt About the Past*

Documents: 22-28

Articles: Glenn R. Cuomo, "The NSDAP's Enduring Shadow: Putting in Perspective the Recent Outing of Brown Octogenarians", *German Studies Review* 35.2 (2012)

Christiane Wienand, "Remembered Change and Changes of Remembrance: East German Narratives of Anti-fascist Conversion", in Andrew Port & Mary Fulbrook, Eds., *Becoming East German: Structures and Sensibilities After Hitler*, (Berghahn, 2013).

#### **Final Portfolios are due TBA**

#### **Epilogue: Germany in the 21<sup>st</sup> Century dates TBA (final week)**

Book: Fulbrook, Chapter 9

Documents: 29 & 30

#### **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.

## **Disability Services:**

If you have a mental or physical condition that impacts your ability to succeed in the classroom, please register with the Student Life Disabilities Services (SLDS) in Baker Hall 098. Once registered, you can receive services that will level the playing field with your peers. Examples include but are not limited to: a peer note-taker or a special recording pen, extended time or distraction-free space for exams, flexible attendance and deadlines. The SLDS will provide a letter listing only the services you need; you have every right to keep your health conditions private from me. Bring that letter with you to discuss the ways I can help you in my course. You are more than welcome to set up an appointment with me to discuss this matter privately. There is no need to come during my office hours when my door is open to other people. However, if you have a readily apparent need for accommodations, let us talk and determine the best course of action, to maximize your success and participation in the course.

Self-advocacy is a critical life skill and it is important that you reach out to SLDS and me to ensure your own success. For more information, go to <http://slds.osu.edu/>, call 614-292-3307, or e-mail [slds@osu.edu](mailto:slds@osu.edu).

## **Mental Health Statement:**

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting [ccs.osu.edu](http://ccs.osu.edu) or calling 614-292-5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on-call counselor when CCS is closed at 614-292-5766. If you are thinking of harming yourself or need a safe, non-judgmental place to talk, or if you are worried about someone else and need advice about what to do, 24-hour emergency help is also available through the Suicide Prevention Hotline at 614-221-5445 / 1-800-273-8255; or text 4hope to 741741, or visit [suicidepreventionlifeline.org](http://suicidepreventionlifeline.org).

## **Institutional Equity:**

All students and employees at Ohio State have the right to work and learn in an environment free from harassment and discrimination based on sex or gender, and the university can arrange interim measures, provide support resources, and explain investigation options, including referral to confidential resources.

If you or someone you know has been harassed or discriminated against based on your sex or gender, including sexual harassment, sexual assault, relationship violence, stalking, or sexual exploitation, you may find information about your rights and options at [titleix@osu.edu](mailto:titleix@osu.edu) or by contacting the Ohio State Title IX Coordinator, Kellie Brennan, at [titleix@osu.edu](mailto:titleix@osu.edu). Title IX is part of the Office of Institutional Equity (OIE) at Ohio State, which responds to all bias-motivated incidents of harassment and discrimination, such as race, religion, national origin and disability. For more information on OIE, visit [equity.osu.edu](http://equity.osu.edu) or email [equity@osu.edu](mailto:equity@osu.edu).

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

[Draft Syllabus for Citizenship Theme Submission]

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.

# 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)