

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?)

a re-numbering to 3352, increase of credit hours from 3 to 4, an updated course title, and a re-orientation of the course to the new GE theme of Lived Environments

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

This course was previously taught as German 2352. In this iteration of the course, students will be expected to complete a research project that requires independent navigation of the city, interaction and conversation with local residents, independent research, and an on-site presentation to classmates. As research is identified as one of the markers of an advanced-level course, this course justifies a re-numbering to 3352. Weekly field trips, in addition to regular class meetings, mean that student contact time in fact exceeds the time expected for a 4 credit-hour course.

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)?
none

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 3352
[Previous Value](#) 2352
Course Title The Development of Contemporary Dresden
[Previous Value](#) *Development of Contemporary Germany: Dresden Yesterday and Today*
Transcript Abbreviation Developing Dresden
[Previous Value](#) *Dresden Yest&Today*
Course Description Investigation of German life and culture, past and present, through an exploration of the city of Dresden and surroundings; summer study abroad course with first-hand experience of German culture.
[Previous Value](#) *Introduction to German life and culture, past and present, including the new federal states; taught within summer study abroad program with students experiencing German culture first hand.*
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](#) 12 Week, 8 Week, 7 Week, 6 Week, 4 Week
Flexibly Scheduled Course Sometimes
Does any section of this course have a distance education component? No

COURSE CHANGE REQUEST
3352 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette
Chantal
12/19/2022

Grading Basis	Letter Grade
Repeatable	No
Course Components	Lecture
Grade Roster Component	Lecture
Credit Available by Exam	No
Admission Condition Course	Yes
Admission Condition	Foreign Language - Level
Off Campus	Always
Campus of Offering	Columbus, Lima, Mansfield, Marion, Newark, Wooster
Previous Value	Columbus

Prerequisites and Exclusions

Prerequisites/Corequisites	Prereq: 1103.01, 1103.02, or four credit units of 1103.51.
Previous Value	Prereq: 1102 or 1102.51.
Exclusions	Not open to students with credit for German 2352.
Previous Value	Not open to students with credit for 275.
Electronically Enforced	Yes
Previous Value	No

Cross-Listings

Cross-Listings

Subject/CIP Code

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

Requirement/Elective Designation

General Education course:
Culture and Ideas; Global Studies (International Issues successors); Lived Environments
The course is an elective (for this or other units) or is a service course for other units

[Previous Value](#)

*General Education course:
Culture and Ideas; Global Studies (International Issues successors)
The course is an elective (for this or other units) or is a service course for other units*

Course Details

Course goals or learning objectives/outcomes

- GOAL 1: Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations.
- Successful students will explore a range of perspectives on the interactions and impacts between humans and one or more types of environment (e.g. agricultural, built, cultural, economic, intellectual, natural) in which humans live.
- 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.
- 1.1 Engage with the complexity and uncertainty of human-environment interactions.
1.2 Describe examples of human interaction with and impact on environmental change and transformation over time and across space.
- GOAL2: Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines &/or to work they've done in previous classes & that they anticipate doing in future
- Successful students will analyze a variety of perceptions, representations and/or discourses about environments and humans within them.
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.
- 2.3 Analyze how humans' interactions with their environments shape or have shaped attitudes, beliefs, values and behaviors.
2.4 Describe how humans perceive and represent the environments with which they interact.
- 2.5 Analyze and critique conventions, theories, and ideologies that influence discourses around environments.
- Additional (A) ELOs pertaining to the specific lived environment treated in this course, the city of Dresden and the state of Saxony: A1. Describe the geographic/topographic evolution of the city of Dresden since the Medieval period.
- A2. Describe the cultural, social, and political history of Dresden since the Medieval period.
- A3. Engage with the memorialization/marketing of history in the landscape of a city with an 800-year history.
- A4. Navigate the geography of modern Dresden on foot and by tram/bus/train
- Specific Expectations of Courses in Lived Environments follow ...
- GOAL 1: Successful students will explore a range of perspectives on the interactions and impacts between humans and one or more types of environment (e.g. agricultural, built, cultural, economic, intellectual, natural) in which humans live.
- 1.1 Engage with the complexity and uncertainty of human-environment interactions.
1.2 Describe examples of human interaction with and impact on environmental change and transformation over time and across space.
- GOAL 2: Successful students will analyze a variety of perceptions, representations and/or discourses about environments and humans within them.
- 2.1 Analyze how humans' interactions with their environments shape or have shaped attitudes, beliefs, values and behaviors.
2.2 Describe how humans perceive and represent the environments with which they interact.
- 2.3 Analyze and critique conventions, theories, and ideologies that influence discourses around environments.

Previous Value

Content Topic List

- Medieval Beginnings: Meissen – from Colonizing Outpost to Electoral Residence
A New Type of City: The Rise of Dresden. The Reformation Begins in Saxony
- Dresden as Absolutist Capital: The Transformation of the City in the Augustan Age
The Prussian Nineteenth Century and Dresden's Decline (bookended by two Dresden Poets)
National Socialist Dresden: Theatre Square becomes Adolf-Hitler-Square
- The Destruction of Dresden
Dresden as Provincial Capital in the German Democratic Republic
Contemporary Dresden's Relationship to its Past and the Outlook for the Future

Previous Value

- *German life and culture*
- *German past and present*
- *The new federal states*

Sought Concurrence

No

Attachments

- German 3352 Syllabus Dresden Yesterday and Today.pdf: Syllabus German 3352 (previous)
(Syllabus. Owner: Miller, Natascha)
- German 3352 Theme course submission.pdf: Theme Proposal
(Other Supporting Documentation. Owner: Miller, Natascha)
- German 3352 ed-away-inventory.pdf: UPDATED course inventory
(Other Supporting Documentation. Owner: Miller, Natascha)
- German 3352 Credit Allocation Rationale_Dec2022.pdf: Credit Hour Allocation Rationale
(Other Supporting Documentation. Owner: Miller, Natascha)
- German 3352 Dresden Yesterday and Today Course Proposal_Dec2022.pdf: German 33Course Proposal including
Sample syllabus
(Syllabus. Owner: Miller, Natascha)

Comments

- 12/15/22 - Attached are the updated (_Dec2022) Credit Hour Allocation Rationale & the updated Course Proposal w/Syllabus as requested.

10/26/22 Attached are the Credit Hour Rationale document, the updated Syllabus, and the updated Ed-Away-Inventory.

Thank you!

4/21/22 This course was previously taught as German 2352. In this iteration of the course, students will be expected to complete a research project that requires independent navigation of the city, interaction and conversation with local residents, independent research, and an on-site presentation to classmates. As research is identified as one of the markers of an advanced-level course, this course justifies a re-numbering to 3352. *(by Miller, Natascha on 12/15/2022 10:46 AM)*

- Please see Panel feedback email sent 11/29/2022. *(by Hilty, Michael on 11/29/2022 03:02 PM)*
- In addition to the note about the weekly field trips, please provide a more detailed credit hour rationale. See here <https://asccas.osu.edu/curriculum/credit-allocation-guidelines-education-abroad-programs> *(by Vankeerbergen, Bernadette Chantal on 09/08/2022 12:14 PM)*
- This course was previously taught as German 2352. In this iteration of the course, students will be expected to complete a research project that requires independent navigation of the city, interaction and conversation with local residents, independent research, and an on-site presentation to classmates. As research is identified as one of the markers of an advanced-level course, this course justifies a re-numbering to 3352. Weekly field trips, in addition to regular class meetings, mean that student contact time in fact exceeds the time expected for a 4 credit-hour course. *(by Byram, Katra A on 05/04/2022 02:03 PM)*

COURSE CHANGE REQUEST
3352 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette
Chantal
12/19/2022

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Byram, Katra A	05/31/2022 11:53 AM	Submitted for Approval
Approved	Holub, Robert Charles	05/31/2022 11:54 AM	Unit Approval
Revision Requested	Vankeerbergen, Bernadette Chantal	09/08/2022 12:14 PM	College Approval
Submitted	Miller, Natascha	10/26/2022 02:16 PM	Submitted for Approval
Approved	Holub, Robert Charles	10/26/2022 02:22 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	10/27/2022 08:47 AM	College Approval
Revision Requested	Hilty, Michael	11/29/2022 03:02 PM	ASCCAO Approval
Submitted	Holub, Robert Charles	11/29/2022 03:59 PM	Submitted for Approval
Approved	Holub, Robert Charles	11/29/2022 04:00 PM	Unit Approval
Revision Requested	Vankeerbergen, Bernadette Chantal	11/29/2022 04:27 PM	College Approval
Submitted	Miller, Natascha	12/15/2022 10:46 AM	Submitted for Approval
Approved	Holub, Robert Charles	12/15/2022 11:21 AM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	12/19/2022 01:47 PM	College Approval
Pending Approval	Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Vankeerbergen, Bernadette Chantal Steele, Rachel Lea Cody, Emily Kathryn	12/19/2022 01:47 PM	ASCCAO Approval

German 3352 - The Development of Contemporary Dresden

Department of Germanic languages and Literatures

GEN: Lived Environments theme course (for Goals and Expected Learning Outcomes see page 2)

GEL: Cultures and Ideas and Diversity – Global Studies (for Goals and Expected Learning Outcomes see page 9)

Course Proposal including Sample syllabus

Summer 202X

Course Information

- Course times: Class Meetings Tuesdays 9-12pm. Location tba
Fieldtrips: Thursdays
- Credit hours: 4
- Mode of delivery: In-Person - Taught in English as one of the three classes comprising GLL's Summer Study Abroad Program in Dresden, Germany. Students are required to register for all three classes, including one language class (either 2101 or 2102, 3cr.) and German 5797 (3 cr.) for a total of ten credit hours.

Instructor

- Andy Spencer

- Email: spencer.4@osu.edu

- Office location in Columbus: 355 Hagerty Hall

- Office hours in Dresden: Tuesdays 12-2, Wednesdays 12-2, and by appointment in Zoom:

<https://osu.zoom.us/j/7458039834?pwd=bHhQQllbkEwdGRuM0JndWRaMWJyUT09>

Password: 439773

o My preferred method of communication for questions is email.

o My class-wide communications will be sent through the Announcements tool in CarmenCanvas. Please check your notification preferences (go.osu.edu/canvasnotifications) to be sure you receive these messages.

Course Description

The eight-week course German 3352 is an introduction to German cultural history with particular emphasis on the city of Dresden and the state of Saxony. It is a unique class as it offers the opportunity to experience first-hand the culture under investigation. During our time in Dresden we shall be meeting as a group once a week to discuss historical and literary texts, photographs and films, memorializations

and site-visits assigned as homework, and once a week to undertake a fieldtrip which will form an integral, and thus required, component of the class. As far as possible, the fieldtrips are timed to coincide with the subject matter to be discussed in the classroom-setting that week, although given scheduling logistics, this is not always the case.

The class will proceed largely chronologically, beginning with the Medieval period and coming all the way up to the present day in an attempt to arrive at a more nuanced understanding of the city in which we will be spending the summer. How did the city develop from a Sorbian fishing village to the capital of the state which saw the birth of the Reformation, to a sumptuous baroque residential capital? Why did Dresden become a center of National Socialist activity, even before the assumption of power, and how has the destruction of the city in February 1945, come to color all later approaches to the city's history even though the historical rupture is not particularly evident in the cityscape itself? We shall be examining Dresden in the German Democratic Republic and finally asking whether the lasting impact of a combined fifty-six years of authoritarian rule has played a role in Dresden emerging as the birthplace of the Anti-Islamic PEGIDA movement in 2014.

New General Education (GEN) Goals and Expected Learning Outcomes

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 in the foundations component.

Against the background of a general history of the German-speaking territories (Fulbrook, "A Concise History of Germany"), students will analyze a number of challenging primary and secondary texts that engage with the city of Dresden and the state of Saxony and its people at different historical moments and through various ideological lenses, from Gryphius' poetry of the Thirty Years War, to excerpts from Victor Klemperer's diaries of life in Nazi Germany, to Anna Funder's non-fiction account "Stasiland" dealing with the lives of victims and perpetrators in the GDR. These works will be read/watched and discussed in conjunction with visits to sites with connections to the texts. In the case of the texts listed above, the nearby walled medieval city of Freiberg offers unequalled insight into effect of conflict on early urban planning; memorials to the victims of Nazism such as the Münchner Platz memorial housed in the former court complex and execution site which Klemperer talks of in his diaries, along with Buchenwald concentration camp in Weimar, and the Pirna Euthanasia Institute, both of which he also writes of; and with reference to Funder, memorials to the victims of the GDR Security Service in both Dresden, the Stasi remand prison on Bautzner Strasse, and in Berlin, the Berlin Wall memorial on Bernauer Strasse. Rather than simply giving students a survey of significant events and an overview of the developing significance of the city, this course will ask them to think about the often-fraught memorialization of the past and its ability to either maintain or to challenge the status quo and/or normative beliefs. They will be asked not just to study specific sites of historic interest and historical markers but to reflect on the nature of memorialization itself, its agents, its means, its goals, and its effects on real lives. In contrast to the much younger American cities which students are familiar with, what does it mean to live in a city with so much "historical baggage"?

Expected Learning Outcome 1.1: Engage in critical and logical thinking about the topic or idea of the theme.

Students will visit a number of sites and read a variety of literary, historical, and critical texts about the city of Dresden. Following each site visit students will complete a questionnaire consisting of 5 to 6 questions focusing on responses to the site. In addition to the site visit, classroom discussions will also include reference to the various texts, for which students will have been provided with questions to guide their reading. These questions will ask them to consider, among other things, who wrote the text, when, for what audience, for what purposes, through what rhetorical or stylistic means, and to what effects. Such texts include Janet Gleeson's "Arcanum" which, to its critics, romanticizes not only the production of luxury porcelain during the time of August the Strong, Dresden's fabled absolutist ruler, but history-writing itself. This thorny problem will be dealt with in conjunction with visits to such tourist-friendly Augustan-era sites such as Meissen, Pillnitz Palace, the Zwinger, and Moritzburg Castle. Further, there is Theodor Körner's early nineteenth-century militaristic poetry, which lambasts the youth of Saxony for its inaction and appeals to a patriotic/nationalistic spirit. A museum devoted entirely to Körner was destroyed in 1945 but we will still be able to see the mythic regard accorded him by visiting two memorials in the city in addition to the Museum of Dresden Romanticism, which houses mementos of Körner's life. One final example is Kurt Vonnegut's "Slaughterhouse Five", which will be dealt with in conjunction with visits to the Heidefriedhof (cemetery) where thousands of the bombing dead are buried, and with reference to George Packer's essay "Embers", the Military History Museum.

A couple of examples of my study questions on Gleeson's "The Arcanum":

1. To what extent does Gleeson's novel play into the cliché of the lone, tortured genius? 2. Is this really how history is made? 3. Given the lack of actual transcripts of conversations, is it legitimate for Gleeson to invent interactions? 4. Did you ever think that you would enjoy a novel about the development of European hard-fired porcelain? Can't one then argue that Gleeson has "brought history alive" in a way that the textbooks cannot?

Expected Learning Outcome 1.2: Engage in an advanced, in-depth, scholarly exploration of the topic or idea of the theme.

Students will visit sites in Dresden and the surroundings and read and analyze literary, historical, and scholarly texts on the city throughout the semester, and their understanding of these texts will be evaluated through discussions and quizzes.

In small groups, students will also conduct research on a specific site in Dresden and present on that site in class. All students will be required to visit all sites ensuring informed discussions. The seven sites to be visited, in chronological order, include:

The Grosser Garten - Dresden's major park which has served the city's inhabitants for centuries and bears evidence of the changing nature of inclusion/exclusion, and of leisure activities

Pillnitz Palace and Park - a striking example of festive baroque architecture and landscaping which opens windows into the nature of Absolutism

The Museum of Dresden Romanticism - includes exhibit on Körner, whom we will be reading, along with many others, including Schiller, whose summer house we will be visiting, and Goethe, who will feature prominently during our time in Weimar.

The Hygiene Museum - a world-renowned institution founded with perhaps utopian designs in the 1920's (we will also visit Hellerau – one of the first Garden Cities in Germany which was founded in the same spirit), but which has had to come to terms with a distinctly checkered history, including the promotion of euthanasia during the Nazi period (see Münchner Platz Memorial Complex below).

The Münchner Platz Memorial Complex - site of Regional Court and executions during Nazi period. Includes a very good exhibition on the victims of National Socialism which aligns with our visit to the memorial to the victims of euthanasia in Pirna, housed, like Münchner Platz, in the authentic space, and to Buchenwald concentration camp in Weimar.

The Heidefriedhof - cemetery containing mass grave of bombing victims and central memorial to the dead, along with numerous other GDR-era memorials. Provides opportunity to continue the discussion of the instrumentalization of history begun following the visit to the GDR-era Buchenwald memorial situated close to the camp.

The Military-History Museum - controversially redesigned by Daniel Libeskind and reopened with reconceptualized displays and exhibitions in 2011. Topic for discussion: Just how does the modern, democratic, reunified Germany tell its military history?

Students may choose to continue their work on the site they present on for their final project.

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.

Expected Learning Outcome 2.1 Identify, describe, and synthesize approaches or experiences as they apply to the theme.

In a class conducted in the city which is the object of study, participating in and analyzing site visits play a major role in grappling with the theme. At the same time, carrying out a site visit requires, as it were, a public demonstration of competence as students will first need to negotiate the city and its public transportation system in order to get to the site, which they will then need to navigate. This seemingly mundane experience is actually, for the majority of our students, coming as they do from Ohio, a very different experience to navigating a city at home. Any instructor who has taken US students to a major European city will tell you, for example, that students are always amazed by a functioning and extensive public transportation system which will take you pretty well wherever you want to go. This class provides students the opportunity to compare the geography and infrastructure of a city with which they are familiar, such as Columbus or Cleveland, with what they experience and learn about Dresden. Why is it that a European city such as Dresden has seen such a different development since the time of the Industrial Revolution? Why is there no American equivalent to the extensive rail networks that we find in Europe? While Dresden can look back on 130 years of electrified trams, what does Cincinnati's recent introduction of a downtown tram-network augur for the future of green transportation?

In travelling around in the city, students will also see that, just as in American cities, so too are there wealthier and poorer parts of town. In terms of demographics, Dresden is a largely homogenous city (itself a subject for debate), but any and all discussions of historical development will necessarily take into account the historical causes of inequalities among areas. Students' participation in these discussions will be evaluated.

Finally, students will need to find relevant information at the site, in all likelihood interact with workers at the site, and then synthesize the information into the subsequent small-group presentation.

However, it is not just a matter of cultural history, but of the present, and first one has to get to the site under investigation.

Expected Learning Outcome 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.

Throughout the semester students will share their reflections on course material with their classmates in weekly discussions, thereby gaining a sense of their own level of engagement, effort, and understanding as compared to those of other students. In this way students will be given the opportunity to learn from their colleagues and not just the instructor, and also to enrich other students' knowledge and understanding. Students will be expected to assess other students' research presentations and have their presentation assessed by their peers.

As part of the **Lived Environments Theme of the General Education curriculum**, this course is designed to prepare students to be able to do the following:

New General Education (GEN)

Goals and Expected Learning Outcomes Specific to Courses in Lived Environments Theme

This course fulfills the following goals by asking students to examine a number of sites along with representations of the city of Dresden and its people in various media over a period of 800 years. Through encountering the very landscape and geography of the city and its surroundings in the weekly fieldtrips and the site-visits within Dresden, students will not only learn the history and geography of one lived environment in particular, they will also become equipped to understand and describe how human communities perceive, are affected by, and also act upon their environments. Moreover, classroom discussion of, for example, the novelistic evocation of Augustinian absolutism in Gleeson's "Arcanum"; the very different poetry of two Dresden-born writers bookending the nineteenth/early twentieth century, the militaristic Theodor Körner and the pacifistic Erich Kästner; the Nazi-period diaries of German-Jewish academic Victor Klemperer, who taught at the university in Dresden; Kurt Vonnegut's science-fiction influenced novel "Slaughterhouse Five" and the much more recent and naturalistic made for tv film about the bombings "Dresden – The Film"; and Anna Funder's non-fiction reckoning with East Germany's State Security apparatus "Stasiland", will not just supplement the study of specific representations of a particular urban environment, Dresden, they will also offer insight into the nature of representation itself, its agents, its means, its goals, and its effects on real lives.

Additional (A) expected learning outcomes pertaining to the specific lived environment treated in this course, the city of Dresden and the state of Saxony:

A1. Describe the geographic/topographic evolution of the city of Dresden since the Medieval period.

(Means: visiting sites; listening to lectures and participating in discussions; reading and analyzing literary, historical and critical readings; viewing and analyzing films, photographs and artworks)

A2. Describe the cultural, social, and political history of Dresden since the Medieval period.

(Means: visiting sites; listening to lectures and participating in discussions; reading and analyzing literary, historical and critical readings; viewing and analyzing films, photographs and artworks)

A3. Engage with the memorialization/markings of history in the landscape of a city with an 800-year history.

(Means: presenting research conducted on a specific site visited in small groups, visiting sites; listening to lectures and participating in discussions; reading and analyzing literary, historical and critical readings; viewing and analyzing films, photographs and artworks)

A4. Navigate the geography of modern Dresden on foot and by tram/bus/train

(Means: site visits)

GOAL 1: Successful students will explore a range of perspectives on the interactions and impacts between humans and one or more types of environment (e.g. agricultural, built, cultural, economic, intellectual, natural) in which humans live.

Expected Learning Outcome 1.1 Engage with the complexity and uncertainty of human-environment interactions.

By studying the geographic, demographic, and architectural evolution of the city of Dresden over time, students will understand how the contingencies of human history affect human environments, recognizing the impermanence of such environments in general. Similarly to developments in US cities, for example, the gentrification of particular areas, such as the Neustadt in Dresden, has seen transformation at great social cost. The Neustadt in the nineteenth century abutted the large military garrison, but by the time of the GDR the aging housing stock was home to artists and oppositional figures. Nowadays the Neustadt represents prime real-estate and its alternative flair is slowly being forced out to be replaced by corporate interests.

A different type of development can be witnessed by visiting and studying the history of the iconic *Frauenkirche* in the center of the city. Here students will be confronted with a structure which consistently ranks in the top five sites visited in Germany by domestic and international tourists, but which is decried by its critics as a “Disneyfication” of history. What happens to the notion of authenticity when a church which stood for two hundred years, but was left as a ruin after its destruction in 1945, is rebuilt at great expense in 2006? Why has this structure become an iconic rallying-point for those who would argue for the destruction in 1945 being seen as a war-crime? These discussions can then be expanded when visiting Berlin, where a similar rebuilding project has seen the resurrection of the Berlin Palace which, like the *Frauenkirche*, was largely destroyed during the Second World War. Unlike the *Frauenkirche*, the remains of the Palace were torn down by the GDR to make way for the seat of government, the Palace of the Republic, which was in turn torn down in 2009 to make way for the Berlin

Place (reopened 2020). The decision to rebuild the Palace fueled the same sort of controversy seen in Dresden, but the decision to house the former Ethnological and Asian Art Museums in the building has increased the stakes as for many the Prussian Palace, featuring a cross atop its dome, is a symbol of German colonial power and, indeed, genocide.

Expected Learning Outcome 1.2 Describe examples of human interaction with an impact on environmental change and transformation over time and across space.

Students will learn about the political evolution of Germany and the city of Dresden and will gauge the effects of these political shifts on the material and demographic characteristics of the city (and vice-versa). For example, in week three, Dresden as Absolutist Capital, students will learn that it was August the Strong's rise to the Electorship and subsequent coronation as King of Poland which led to the rebuilding of Dresden as a city of the baroque. There is almost no gothic architecture in Dresden as a result of this. The Augustan Age may have only lasted until the Seven Years War (1756-63), but it is still the period referenced again and again in the tourist literature and it has consistently been the decisive factor in decisions as to which buildings should be rebuilt and which torn down. Students will be asked to consider the notion of a "Golden Age" and what it means for a twenty-first century city to continually harken back to it.

For many the above example speaks to Dresden's reputation as a conservative city, happier to burnish its reputation as a museum-city than it is to move forward. However, this would seem to be contradicted by the 2005 referendum which saw the citizens of Dresden vote for the building of a bridge across the Elbe River in the heart of the Elbe Valley, a "World Heritage Site", with the result that four years later the World Heritage Committee removed the Elbe Valley from UNESCO's World Heritage List. Four years later again the world saw the opening of the bridge. As a group we will take a walking tour of the Valley immediately before classes start, in order to familiarize ourselves with the topography under discussion and this will enable us to engage with this and other examples of incursions into the natural landscape throughout our time in Dresden.

GOAL 2: Successful students will analyze a variety of perceptions, representations and/or discourses about environments and humans within them.

Expected Learning Outcome 2.1 Analyze how humans' interactions with their environments shape or have shaped attitudes, beliefs, values and behaviors.

Throughout the course but especially in Weeks 6- 8, students will discuss how the signifier "Dresden", and particularly the city's destruction in 1945, has come to be "exhibit A" in a hotly contested, revisionist reading of twentieth century history which accords Dresden victim status. In the words of Dresden poet and writer Durs Grünbein, whose grandmother experienced the bombing, the right of ordinary people to mourn their city has been obscured: "That's what makes it all the more difficult to accept: that the mourning for this city's destruction is being instrumentalized. The revisionists are appropriating our mourning with their malicious reading of history." In 2009 6,000 neo-Nazis marched in the streets of Dresden on the anniversary of the bombing, the largest such demonstration since 1945. It has been argued that it was this revisionism that in part fueled the anger and resentment behind the founding of the populist PEGIDA movement in Dresden in 2014 (Patriotic Europeans Against the Islamization of the Occident). Following Chancellor Merkel's decision to open Germany's borders to refugees fleeing conflict at home in 2015, PEGIDA's notoriety only boosted the rise of the right-wing AfD

(Alternative for Germany) political party, which secured 10.3% of the national vote in 2021 and emerged as the largest party in the state of Saxony. Students will be encouraged to consider whether a strong desire to return things to the way they were, embodied for many in the rebuilding of the *Frauenkirche*, can go hand in hand with a rejection of the new and “foreign”. Saxony’s embrace of the AfD and its unstinting criticisms of immigration to Germany is a cause of grave concern to city authorities in Dresden desperate to maintain the city’s reputation as a tourist destination.

Expected Learning Outcome 2.2 Describe how humans perceive and represent the environments with which they interact.

Students will study representations of Dresden in literature, film and the visual arts and then be able to compare those representations with their own visits to sites in and around the city. By taking specific examples, such as the *Frauenkirche*, students will be encouraged to ask questions about the commissioning and consumption of representational artworks, from Canaletto’s paintings of the mid-18th century, shortly after the completion of the *Frauenkirche*, to the evocative employment of the Church in the works of Romantic-era painters such as Carl Gustav Carus and Johan Christian Dahl, to Richard Peter’s photographic record of the ruins from the ‘40’s through the ‘70’s. In the case of the paintings, student will also be able to view the originals in the Old Masters’ Museum. While the ruins may have disappeared, we will also view footage of then West-German Chancellor Helmut Kohl’s visit to Dresden in December 1989 and the carefully stage-managed speech he gave in front of those very ruins. The central role played by the Church as a place of refuge from the Nazis and the bombing in Suso Richter’s film “Dresden – The Film” and the coda to the film, which sees the insertion of footage from the reconsecration in 2005, is thus only one more example of the instrumentalization of the building.

Expected Learning Outcome 2.3 Analyze and critique conventions, theories, and ideologies that influence discourses around environments.

Ever since 1802, when Herder called Dresden a German Florence, the name has consistently and proudly been applied in its several variations (most commonly “Elb-Florenz”). However, recent developments—including the loss of World Heritage Site status in 2009, the instrumentalization of the history of the bombing of Dresden, and anti-immigrant sentiment have seriously derailed the promotion of Dresden as a welcoming city of culture. (The anti-immigrant sentiment has taken highly visible forms, such as the weekly Monday Marches by Pegida, which hit the headlines in 2014 and continue to this day, now boasting the support of prominent Dresden cultural figures such as best-selling author Uwe Tellkamp.) Independent cultural institutions, such as the antiquarian bookstore *Dresdener Antiquariat in der Wilsdruffer Straße*, have closed down, citing, among other reasons, the drop-off in the number of tourists visiting the city. As can be seen, the heated political discourse is having an effect on the built environment, and previously held assumptions as to the lack of correlation between the two are having to be rethought.

Legacy General Education (GEL) Goals and Expected Learning Outcomes - Cultures and Ideas

Goals

Students evaluate significant cultural phenomena and ideas in order to develop capacities for aesthetic and historical response and judgment; and interpretation and evaluation.

Expected Learning Outcomes

1. Students analyze and interpret major forms of human thought, culture, and expression.
2. Students evaluate how ideas influence the character of human beliefs, the perception of reality, and the norms which guide human behavior.

The course fulfills these goals by introducing students to the historical development and contemporary definitions and conceptions of the histories, experiences, arts, and cultures of the peoples of Dresden and Saxony, and encouraging them to apply critical thinking in their study of these areas. Students will directly engage with the history, culture, and arts of the area through guided fieldtrips, follow-up discussions, and written responses. They will also be required to analyze a range of readings related to the subject matter. Students will develop an understanding of the foundations of beliefs as to the construction of history and the function of memorialization. Students will learn to examine critically a diversity of histories, experiences, arts, and cultures as they relate to each other and to their own.

Students will be introduced to the schools of thought which influenced understandings of the world, definitions of culture, and which produced certain forms of expression, from medieval times, through the Renaissance, the Reformation, the Age of Absolutism, industrialization and urbanization, the struggles between democracy and authoritarianism in the twentieth century, through to our own day. Students will become equipped to understand and describe how human communities perceive, are affected by, and also act upon their environments. Moreover, classroom discussion of, for example, the novelistic evocation of Augustinian absolutism in Gleeson's "Arcanum"; the very different poetry of two Dresden-born writers bookending the nineteenth/early twentieth century, the militaristic Theodor Körner and the pacifistic Erich Kästner; the Nazi-period diaries of German-Jewish academic Victor Klemperer, who taught at the university in Dresden; Kurt Vonnegut's science-fiction influenced novel "Slaughterhouse Five" and the much more recent and naturalistic made for tv film about the bombings "Dresden – The Film"; and Anna Funder's non-fiction reckoning with East Germany's State Security apparatus "Stasiland", will not just supplement the study of specific representations of a particular urban environment, Dresden, they will also offer insight into the nature of representation itself, its agents, its means, its goals, and its effects on real lives.

Global Studies

Goals

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.

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.

The course fulfills these goals by familiarizing students with major social, political, literary, and cultural trends in Germany. A focus on Germany will allow for discussions on the effects of political radicalism, dictatorships, and wars on Central Europe, its culture and its people. But it will also allow for a comparing and contrasting of developments in Germany post-1945 with the situation in the US. Visits to sites such as the Saxon State parliament in Dresden and the Bundestag in Berlin will introduce students to the political system in Germany, bringing to life such concepts as proportional representation, a voting system introduced into West Germany at its founding in 1949 and adopted by unified Germany in 1990.

A tour of Volkswagen's "Gläserne Manufaktur" (Transparent Factory) will introduce students to 21st century production practices, including the transportation of materials to the factory by streetcar, a green initiative designed to reduce congestion in the city.

The city of Dresden offers countless opportunities for students to engage with cultural history and contemporary culture. Students will visit sites in Dresden and the surroundings and read and analyze literary, historical, and scholarly texts on the city throughout the semester, and their understanding of these texts will be evaluated through discussions and quizzes. Students will understand the ways in which literary and cultural achievements are created from a specific environment, and the subtle interplay of global and local concerns.

In small groups, students will also conduct research on a specific site in Dresden and present on that site in class. All students will be required to visit all sites ensuring informed discussions. The seven sites to be visited, in chronological order, include:

The Grosser Garten - Dresden's major park which has served the city's inhabitants for centuries and bears evidence of the changing nature of inclusion/exclusion, and of leisure activities

Pillnitz Palace and Park - a striking example of festive baroque architecture and landscaping which opens windows into the nature of Absolutism

The Museum of Dresden Romanticism - includes exhibit on Körner, whom we will be reading, along with many others, including Schiller, whose summer house we will be visiting, and Goethe, who will feature prominently during our time in Weimar.

The Hygiene Museum - a world-renowned institution founded with perhaps utopian designs in the 1920's (we will also visit Hellerau – one of the first Garden Cities in Germany which was founded in the same spirit), but which has had to come to terms with a distinctly checkered history, including the promotion of euthanasia during the Nazi period (see Münchner Platz Memorial Complex below).

The Münchner Platz Memorial Complex - site of Regional Court and executions during Nazi period. Includes a very good exhibition on the victims of National Socialism which aligns with our visit to the

memorial to the victims of euthanasia in Pirna, housed, like Münchner Platz, in the authentic space, and to Buchenwald concentration camp in Weimar.

The Heidefriedhof - cemetery containing mass grave of bombing victims and central memorial to the dead, along with numerous other GDR-era memorials. Provides opportunity to continue the discussion of the instrumentalization of history begun following the visit to the GDR-era Buchenwald memorial situated close to the camp.

The Military-History Museum - controversially redesigned by Daniel Libeskind and reopened with reconceptualized displays and exhibitions in 2011. Topic for discussion: Just how does the modern, democratic, reunified Germany tell its military history?

Students may choose to continue their work on the site they present on for their final project.

By way of the model of Dresden, and by extension, Germany, the class will challenge students to rethink some of their own attitudes and values. Clint Smith's recent essay "Monuments to the Unthinkable", for example, asks us to think about what we can learn, if anything, from Germany's memorialization of the Holocaust when creating memorials in the US to the victims of slavery. The class can be seen to represent, as it were, an investigation of diversity in action, a looking at how things can be done differently, but it also offers the opportunity to look at the question of societal diversity from within the German context. Examining the issues which Germany, and particularly Saxony, are facing when it comes building an inclusive society will aid students in becoming educated, productive, and principled citizens of their nation and increasingly globalized world.

How This Course Works

Mode of delivery: This course is taught in-person as a component of the Summer Study Abroad Program in Dresden, Germany.

There is a regular class meeting every Tuesday during the Program from 9-12pm.

Every Thursday (except for the final week) there is a full-day fieldtrip.

Requirements for the class include:

1. A short paper written prior to departure in which students are asked to research the city of Dresden and map out their expectations for the summer.
2. Regular attendance and participation in the class meetings and fieldtrips. Preparation of answers to questions on both the sites visited and the texts and films read and viewed.
3. A small-group oral report presenting research on a site of interest visited (one presentation per week – students will sign-up for a presentation prior to the beginning of the class).
4. An 800-word paper to be submitted on Carmen at the beginning of the fourth week and focusing on an aspect of Dresden's early cultural history
5. An 800-word final project to be submitted on Carmen by the Wednesday of Week 8. This project can be on any aspect of the course (to be cleared with me first) and may include unique components such as photos taken by the students.

Covid-19 Policies

Student illness or absence:

In the event that you are too ill with COVID-19 (or another documented illness) to attend a class session or fieldtrip or to complete an assignment by its deadline, your absence will be excused and the deadline extended so that you will still be able to make progress in this course. All powerpoints used in the class will be made available on Carmen.

Required Course Materials

Course Reader made available through Carmen

Books To purchase:

Mary Fulbrook: *A Concise History of Germany* (Cambridge University Press, 2nd ed.)

Anna Funder: *Stasiland: True Stories from Behind the Berlin Wall* (Harper Perennial)

Janet Gleeson: *The Arcanum* (Warner Books)

Kurt Vonnegut: *Slaughterhouse Five* (Dell)

Films Available through OSU Library:

Naked Among the Wolves (Frank Beyer, 1963)

Dresden – The Film (Roland Suso Richter, 2006)

The Lives of Others (Florian Henckel von Donnersmarck, 2006)

Required Equipment

- Computer: current Mac (MacOS) or PC (Windows 10)
- Other: a mobile device (smartphone or tablet) to use for BuckeyePass authentication

Required Software

Microsoft Office 365: All Ohio State students are now eligible for free Microsoft Office 365.

Visit the installing Office 365 (go.osu.edu/office365help) help article for full instructions.

CarmenCanvas Access

You will need to use BuckeyePass (buckeyepass.osu.edu) multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you do each of the following:

- Register multiple devices in case something happens to your primary device. Visit the BuckeyePass - Adding a Device (go.osu.edu/add-device) help article for step-by-step instructions.
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click Enter a Passcode and then click the Text me new codes button that appears. This will text you ten passcodes good for 365 days that can each be used once.
- Install the Duo Mobile application (go.osu.edu/install-duo) on all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service.

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at 614-688-4357 (HELP) and IT support staff will work out a solution with you.

Technology Skills Needed for This Course

- Basic computer and web-browsing skills
- Navigating CarmenCanvas (go.osu.edu/canvasstudent)

Technology Support

For help with your password, university email, CarmenCanvas, or any other technology issues, questions or requests, contact the IT Service Desk, which offers 24-hour support, seven days a week.

- Self Service and Chat: go.osu.edu/it
- Phone: 614-688-4357 (HELP)

- Email: servicedesk@osu.edu

Student Services

For an overview of and contact information for the student advising services offered on the OSU main campus go to <http://advising.osu.edu>

For an overview of and contact information for general student services offered on the OSU main campus go to <https://contactbuckeyelink.osu.edu/>

Assignments, Grading, and Expectations

How Your Grade is Calculated

Prior to departure Project	05%
Participation	20%
Paper (due Monday of week 4)	25%
Oral presentation (sign-up sheet will be available prior to beginning of course)	25%
Final Project (due Wednesday of week 8)	25%

Descriptions of Course Assignments

The pre-departure project will involve the writing of a two-page paper outlining your expectations for the summer program with specific reference to things/places you would like to see/visit in Dresden.

Attendance and participation are crucial to your learning and your success in this course, so please do your reading thoroughly beforehand. For most reading or viewing assignments I will give you several study questions to guide you; please prepare answers to these questions in writing and bring them to class and to your small-group discussions so that you can participate as fully as possible. In order to receive full credit for participation, you must not only attend but contribute meaningfully in both all-class and small-group discussions.

Oral presentations: Students will choose one of seven sites within the city and give a group presentation of that site to the class. The seven sites available will be communicated to you before departure and you will be asked to sign up for your choice. Depending on the size of the class, oral presentations will be made by groups of 2-4 students. You will prepare a one-page handout for the rest of the class summarizing the history of the site and your 15-minute presentation should focus on the group's response to the site and thoughts on its place in Dresden's landscape, both geographic and cultural-historical

Paper (800+ words, due Monday of week four): In this paper you will select from two topics which will be given to you after the second week's class along with a guide to expectations, which will include incorporating one or more of the first three fieldtrips and one or more of the readings to this point into the paper. This paper does not require further research, rather it should synthesize the site visit(s), the reading(s) and the classroom discussion(s). The paper will be submitted on Carmen.

The final project (800+ words, due Wednesday of week eight) will be on a topic of your choice, but discussed with me in advance. Building on the experience of the first paper and in light of the subsequent fieldtrips and readings, the project should again be a synthesis of our various activities, but this time you may include unique materials such as photographs you have taken while in Dresden, transcripts of conversation/interviews etc. The project will be submitted on Carmen.

Timeliness of Assignments

- If you have a question about the course that is not answered in the syllabus or elsewhere in Carmen, please contact me via e-mail.
- Grading and feedback: For assignments submitted by the due date, I will try to provide feedback and grades within seven days, although some assignments may take a few days longer.

Grading Scale

93–100: A	80–82.9: B-	67–69.9: D+
90–92.9: A-	77–79.9: C+	60–66.9: D
87–89.9: B+	73–76.9: C	Below 60: E
83–86.9: B	70–72.9: C-	

Other Course Policies

Discussion and Communication Guidelines

- **Tone and civility:** Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Above all, please remember to be respectful and thoughtful.
- **Writing style:** Always proofread what you have written to check for good grammar, accurate spelling, and punctuation.
- **Citing your sources:** In your written work please cite any and all sources which you have used. For the textbook or other course materials, list at least the title and page numbers. For online sources, include a link. If you are not sure, ask me.

Academic Integrity Policy

See Descriptions of Major Course Assignments for specific guidelines about collaboration and academic integrity in the context of this class.

Ohio State's Academic Integrity Policy

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the university's Code of Student Conduct (studentconduct.osu.edu), and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to

follow the rules and guidelines established in the university's Code of Student Conduct and this syllabus may constitute "Academic Misconduct."

The Ohio State University's Code of Student Conduct (Section 3335-23-04) defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the university or subvert the educational process." Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the university's Code of Student Conduct is never considered an excuse for academic misconduct, so I recommend that you review the Code of Student Conduct and, specifically, the sections dealing with academic misconduct.

If I suspect that a student has committed academic misconduct in this course, I am obligated by university rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the university's Code of Student Conduct (i.e. committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the university. If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Other sources of information on academic misconduct (integrity) to which you can refer include:

- Committee on Academic Misconduct (go.osu.edu/coam)
- Ten Suggestions for Preserving Academic Integrity (go.osu.edu/ten-suggestions)
- Eight Cardinal Rules of Academic Integrity (go.osu.edu/cardinal-rules)

Copyright for Instructional Materials

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

Creating an Environment Free from Harassment, Discrimination, and Sexual Misconduct

The Ohio State University is committed to building and maintaining a community to reflect diversity and to improve opportunities for all. All Buckeyes have the right to be free from harassment, discrimination, and sexual misconduct. Ohio State does not discriminate on the basis of age, ancestry, color, disability, ethnicity, gender, gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, pregnancy (childbirth, false pregnancy, termination of pregnancy, or recovery therefrom), race, religion, sex, sexual orientation, or protected veteran status, or any other bases under the law, in its activities, academic programs, admission, and employment. Members of the university community also have the right to be free from all forms of sexual misconduct: sexual harassment, sexual assault, relationship violence, stalking, and sexual exploitation.

To report harassment, discrimination, sexual misconduct, or retaliation and/or seek confidential and non-confidential resources and supportive measures, contact the Office of Institutional Equity:

1. Online reporting form at equity.osu.edu,

2. Call 614-247-5838 or TTY 614-688-8605,

3. Or email equity@osu.edu

The university is committed to stopping sexual misconduct, preventing its recurrence, eliminating any hostile environment, and remedying its discriminatory effects. All university employees have reporting responsibilities to the Office of Institutional Equity to ensure the university can take appropriate action:

- All university employees, except those exempted by legal privilege of confidentiality or expressly identified as a confidential reporter, have an obligation to report incidents of sexual assault immediately.
- The following employees have an obligation to report all other forms of sexual misconduct as soon as practicable but at most within five workdays of becoming aware of such information: 1. Any human resource professional (HRP); 2. Anyone who supervises faculty, staff, students, or volunteers; 3. Chair/director; and 4. Faculty member.

Your Mental Health

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. No matter where you are in the world, the Ohio State University's Student Life Counseling and Consultation Service (CCS) is here to support you. If you find yourself feeling isolated, anxious or overwhelmed, on-demand mental health resources (go.osu.edu/ccsondemand) are available. You can reach an on-call counselor when CCS is closed at 614-292-5766. 24-hour emergency help is available through the National Suicide Prevention Lifeline website (suicidepreventionlifeline.org) or by calling 1-800-273-8255(TALK).

The Ohio State Wellness app (go.osu.edu/wellnessapp) is also a great resource.

Accessibility Accommodations for Students with Disabilities

Requesting Accommodations

The university strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability including mental health, chronic or temporary medical conditions, please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services (SLDS).

After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. 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.

Disability Services Contact Information

- Phone: 614-292-3307

- Website: slds.osu.edu
- Email: slds@osu.edu
- In person: Baker Hall 098, 113 W. 12th Avenue

Accessibility of Course Technology

This course requires use of CarmenCanvas (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations as early as possible.

- CarmenCanvas accessibility (go.osu.edu/canvas-accessibility)
- Streaming audio and video

Weekly Schedule and Syllabus*

*All Fieldtrips are subject to re-arrangement because of weather conditions. Information on rearranged dates will be communicated to you as soon as possible.

Please consult this schedule/syllabus regularly so as to be prepared and to complete assignments on time. A copy of the syllabus will always be accessible through the syllabus page on Carmen.

(Readings are to be completed before the class meeting)

Pre-Class Activities in Dresden

Arrive in Dresden on Wednesday. You will be met at the airport, train or bus station by me or a TA, provided with your monthly travel pass and taken to the dorm.

Thursday: Walk along the Elbe River Valley to Loschwitz. Meet outside dorm 10:00a.m. Bring travel pass! Walk along the river, taking in the sights, including Pfund's Dairy, Schiller's Garden House, the Schiller-Körner memorial, and Loschwitz Church (1708), the first church building by the architect of the Dresden *Frauenkirche*, George Bähr. We will ride the suspension railway (1901) and finish the walk with refreshments in the *Elbegarten am Blauen Wunder*. (3 hrs)

Reading: Carmen: Walk #1: A Stroll Along the River Elbe

Friday: We will first visit a farmers' market and then take a walking tour of city (3 hrs), including visits to the *Frauenkirche* and the Court Cathedral (*Hofkirche*) followed by a reception and tour in the *Stadtmuseum* (2:00pm – 1 hr). Meet outside dorm 9:00a.m. Bring travel pass!

Reading: Carmen: Walk #2: A walk through Dresden, starting from the dorm.

Week One

Day tba: Visit to the Saxon State Parliament (Landtag), including a tour and introduction to Germany's parliamentary system (1 hr).

Tuesday: Medieval Beginnings: Meissen – from Colonizing Outpost to Electoral Residence

Readings: Fulbrook 1-33; Carmen: Introduction to Meißen and (for reference) Lines of Succession & Dresden Chronicle)

Thursday: Fieldtrip to Meißen, where we will visit the medieval town square and the late fifteenth century *Frauenkirche* located there (1 hr), then climb the hill for a tour of the late gothic cathedral in the morning (10:00 – 1.5 hours) and the fifteenth century Albrechtsburg castle in the afternoon (13:00 – 1.5 hrs). Our final stop is the twelfth century *Nikolaikirche* (0.5 hrs). Meet Main Train station, 8:15am, platform 19. Return late afternoon.

Week Two

Tuesday: A New Type of City: The Rise of Dresden. The Reformation Begins in Saxony

Readings: Fulbrook: 34-68; Carmen: Gryphius Poetry

Oral Report: The Grosser Garten, Dresden's major park

Thursday: Fieldtrip to Freiberg, a beautiful walled medieval city where silver was discovered in 1168. We will be touring the mine (2.5 hrs) so be sure to have warm clothing and socks! Prior to visiting the spectacular fifteenth century Cathedral (15:00 – 1 hr) we will take a walk around the city (1.5 hrs). Meet Main Train Station, 8:50am, platform 12. Return evening.

Readings: Carmen: 1. Freiberg & Cathedral; 2. Mining Academy Freiberg

Week Three

Tuesday: Dresden as Absolutist Capital: The Transformation of the City in the Augustan Age

Readings: Janet Gleeson: *The Arcanum*; Carmen: Review of Arcanum - Lawrence Principe, "Transmuting History"; Fulbrook: 69-103.

Oral Report: Pillnitz Palace and Park, a wonderful example of baroque architecture.

Wednesday: Guided tour of Old Masters Museum (*Gemäldergalerie Alte Meister*) (time tba - 1.5 hrs)

Thursday: Fieldtrip by bus to Moritzburg to visit the rococo Little Pheasant Castle (1770) (0.5 hrs), the baroque hunting castle (1.5 hrs), commissioned by August the Strong in 1723, and the Käthe Kollwitz memorial house (0.5 hrs), returning by steam train to Radebeul, where we will visit the wine-growing museum in *Schloß Hoflösnitz* in the vineyards (1 hr). Then it's up the *Jahrestreppe* (365 steps) to one of the very best views overlooking the city. Meet 326 bus stop outside Neustadt Train Station, 9:00am. Return early evening.

Readings: Carmen: 1. Moritzburg; 2. Käthe Kollwitz.

Week Four

Tuesday: The Prussian Nineteenth Century and Dresden's Decline (bookended by two Dresden Poets)

Readings: Carmen: 1. Körner Poetry 2. Kästner Poetry; Fulbrook: 104-178.

Oral Report: Museum of Dresden Romanticism (*Kügelgen-Haus*), includes exhibits on Körner, Schiller, Wagner among many others.

Thursday: Fieldtrip to Pirna and Königstein. By train to Pirna, where we will visit the medieval marketplace and St. Mary's Town Church (1546) (1 hr), and a Nazi euthanasia institute (1 hr). Then it's on by boat along the Elbe (2.5 hrs) to Königstein and a hike up a steep hill to the medieval Fortress (2 hrs). Meet Main Train Station, 8:30am, platform 18. Return evening.

Readings: Carmen: 1. Pirna & Königstein; 2. Sonnenstein & Euthanasia

Week Five

Tuesday: National Socialist Dresden: Theatre Square becomes Adolf-Hitler-Square

Readings: Carmen: 1. Victor Klemperer Diaries; 2. Klemperer Bio. & Secondary Literature; 3. National Socialist Chronology; 4. *Stolpersteine* & Hellerberg; 5. Clint Smith: "Monuments to the Unthinkable"; Fulbrook: 179-204.

Oral Report: Hygiene Museum, a world-renowned institution founded in the 1920's which has had to come to terms with a distinctly checkered history.

Wednesday – Thursday: Fieldtrip to Weimar/Buchenwald including an overnight stay at a Youth Hostel in Weimar, so please bring a towel! We will begin with a walking tour of the city with stops at the *Stadtkirche St. Peter and Paul* and the National Socialist *Gauforum* (2.5 hrs), and then in the afternoon we will visit the *Park an der Ilm* and Goethe's Garden House (2 hrs). On Thursday we visit Buchenwald concentration camp (4 hrs). a.m. classes cancelled Wednesday and Thursday. Meet Main Train Station, 8:05am, platform 17. Return Thursday evening (8:36pm) – meet Weimar Station, 5:35pm, Platform 2.

Readings: Carmen: 1. Weimar; 2. Buchenwald with Map

Week Six

Tuesday: The Destruction of Dresden

Film: *Dresden – The Film* (2006)

Readings: Kurt Vonnegut: *Slaughterhouse Five*; Carmen: Review of film: David Crew, "Sleeping with the Enemy"

Oral Report: Heidefriedhof, cemetery containing mass grave of bombing victims along with numerous other GDR-era memorials.

Thursday – Sunday: Fieldtrip to Berlin. Including three nights at a hostel. After checking in we will be taking a walking tour of the old Jewish quarter of Berlin Mitte (3 hrs). Friday morning we visit the Bundestag (2 hrs) and then take an S-Bahn tour of the city, including stops at the Berlin Wall Memorial on Bernauer Strasse (1.5 hrs) and the Soviet memorial in Treptow Park (1.5 hrs). On Sunday we visit Potsdam and the Palace of Sanssouci (4 hrs). You will also have plenty of time to yourselves. a.m. classes cancelled Thursday and Friday. Meet Main Train Station, 8:40am, platform 17. Return Sunday evening (9pm) – meet Berlin Hauptbahnhof, 6:45pm, platform 1.

Readings: Carmen: Places in Berlin & Historical Sites and Museums

Short Films on Carmen: 1. Moses Mendelssohn; 2. Felix Mendelssohn; 3. Walled In! Germany's Inner Border; 4. Official Film of Berlin Wall Memorial

Week Seven

Tuesday: Dresden as Provincial Capital in the German Democratic Republic

Readings: Anna Funder: *Stasiland* (see also <https://www.otherurope.com/> for subtitled interview with Karl-Eduard von Schnitzler, who appears in the book); Carmen: 1. Chronology of the GDR; 2. Interview with Anna Funder; 3. Münchner Platz. Fulbrook: 205-249.

Oral Report: Münchner Platz Memorial, site of Regional Court and Executions during Nazi period

Day tba: Visit to the former Stasi Remand Prison, Bautzner Strasse, including a tour led by former Mayor Dr. Wagner (interview on Carmen) (1.5 hrs).

Thursday: Fieldtrip to Görlitz on the border with Poland. We will visit the Cultural-Historical Museum in the fifteenth century *Kaisertrutz* bastion (1.5 hrs), the Baroque House (1729) (1.5 hrs), which contains one of the most beautiful libraries in the world, climb the thirteenth century Reichenbach Tower (0.5 hrs), visit a replica of the Holy Sepulcher in Jerusalem, built around 1500 (1 hr), and also the gothic Church of Saints Peter and Paul with its "Sun Organ" (0.5 hrs). Finally, we will cross the bridge into Poland to see the Upper Lusatian Memorial Hall, opened by Kaiser Wilhelm II in 1902 and later the site of the signing of the Treaty of Zgorzelec between East Germany and Poland (1 hr). Meet Main Train Station, 10:00am, platform 13. Return 9pm.

Reading: Carmen: Görlitz: Germany's Easternmost City

Week Eight:

Monday: Tour of Volkswagen's "Gläserne Manufaktur" (Transparent Factory) (time tba, 1 hr)

Tuesday: Contemporary Dresden's Relationship to its Past and the Outlook for the Future

Readings: Fulbrook 250-261; Carmen: 1. George Packer – "Embers"; 2. Recent articles from the international press

Oral Report: Military History Museum, controversially redesigned by Daniel Libeskind and reopened with reconceptualized displays and exhibitions in 2011.

Friday: Departure Day

German 3352: Dresden Yesterday and Today: The Development of Contemporary Germany

Credit allocation for 4-credit-hours.

	Week Prior to Formalized Instruction	Week One	Week Two	Week Three	Week Four	Week Five	Week Six	Week Seven	Week Eight	Total
Formalized Instruction + Discussion Sessions		3 hrs	3 hrs	3 hrs	3 hrs	3 hrs	3 hrs	3 hrs	3 hrs	24 hrs (1.9 crh)
Structured and Guided Educational Experiences	7 hrs	5.5 hrs	5 hrs	5 hrs	4 hrs	8.5 hrs	12 hrs	6 hrs	1 hr	54 hrs (2.16 crh)

GE THEME COURSES

Overview

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

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

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

Accessibility

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

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 1

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 Lived Environments

GOAL 1: Successful students will explore a range of perspectives on the interactions and impacts between humans and one or more types of environment (e.g. agricultural, built, cultural, economic, intellectual, natural) in which humans live.

ELO 1.1 Engage with the complexity and uncertainty of human-environment interactions. 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 Describe examples of human interaction with and impact on environmental change and transformation over time and across space. 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 analyze a variety of perceptions, representations and/or discourses about environments and humans within them.

ELO 2.1 Analyze how humans' interactions with their environments shape or have shaped attitudes, beliefs, values and behaviors. 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 Describe how humans perceive and represent the environments with which they interact. 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

ELO 2.3 Analyze and critique conventions, theories, and ideologies that influence discourses around environments. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

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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.

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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)

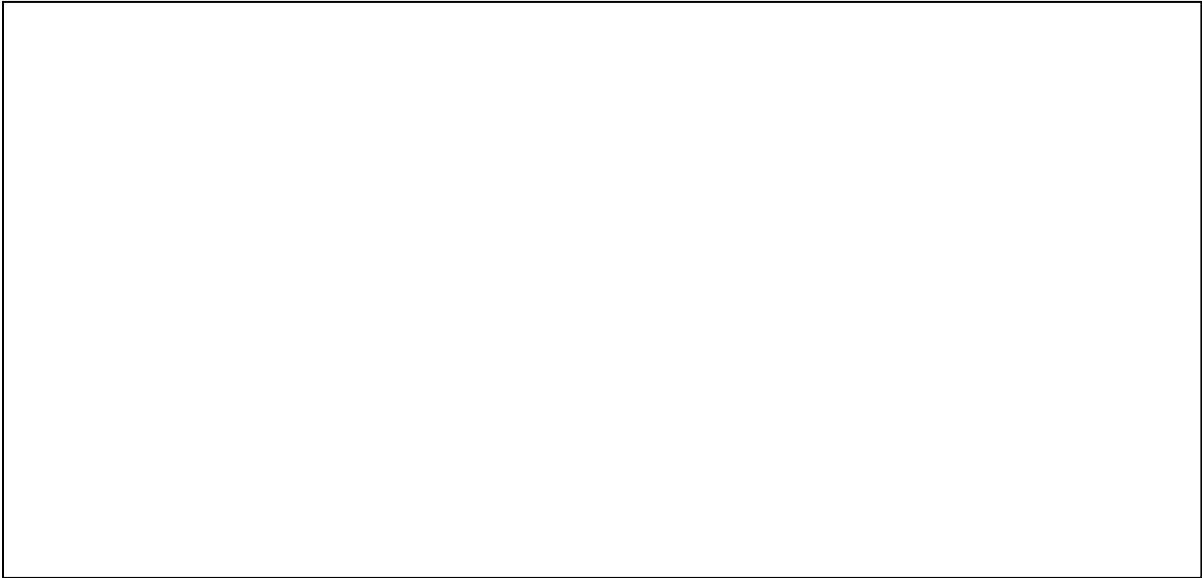
Education Abroad & Away Course Inventory

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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