
Term Information

Effective Term Spring 2025

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 3434
Course Title Bad Science-Toxic Intersections Between Cultural Politics & Intellectual History in German Tradition
Transcript Abbreviation Bad Science
Course Description Developments in science and technology raise key political questions and often reveal global fault lines — recent debates around AI, climate change, pandemics and public health show this. This course delves into the sometimes-toxic cultural politics of science historically, surveying key case studies (in biology, linguistics, medicine and more) from German history between 1780 and 1940.
Semester Credit Hours/Units Fixed: 3

Offering Information

Length Of Course 14 Week, 12 Week, 8 Week, 7 Week, 6 Week, 4 Week
Flexibly Scheduled Course Never
Does any section of this course have a distance education component? No
Grading Basis Letter Grade
Repeatable No
Course Components Lecture
Grade Roster Component Lecture
Credit Available by Exam No
Admission Condition Course No
Off Campus Never
Campus of Offering Columbus, Lima, Mansfield, Marion, Newark, Wooster

Prerequisites and Exclusions

Prerequisites/Corequisites
Exclusions
Electronically Enforced No

Cross-Listings

Cross-Listings

Subject/CIP Code

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

Requirement/Elective Designation

Traditions, Cultures, and Transformations

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 “Traditions, Cultures, and Transformations” at a more advanced and in-depth level than in the Foundations component.
- **ELO Successful students will be able to:**
 - 1.1 Engage in critical and logical thinking about the topic of traditions, cultures, and transformations.
In this course, students will: 1.1 Analyze different
- articulations of social identity in relation to concepts of race, nation, class, people (“Volk”), family, & gender as they are shaped by political, cultural, & intellectual contexts in “German” Europe during the 19th and early 20th centuries.
- Students will use advanced critical skills in historical and cultural analysis to retrace how “traditions” and “cultures” were configured as “German” or “Germanic” by practitioners of various forms of Wissenschaft in the age of the German Empire.
- **ELO Successful students will be able to:**
 - 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic traditions, cultures, and transformations.
In this course, students will: 1.2 Engage a variety of scholarly analyses from intellectual
- history, the history of science, & cultural history that unpack the complex, interwoven social and epistemic processes by which “Germanness” was enlarged, reclaimed, contested, restricted, & otherwise transformed in Wilhelmine imperial culture.
- Students tackle this work through in-class discussion, the scientist-profile assignments, and their final research project.
- **GOAL 2**

Successful students will integrate approaches to understanding traditions, cultures, and transformations 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 Successful students will be able to:
 - 2.1 Identify, describe, and synthesize approaches or experiences as they apply to traditions, cultures, & transformations.
In this course
- students will 2.1 Reflect on how medial and material constraints, forms of technology, but also techniques of presentation and story-telling shape scientific discourses alongside social identities, perceptions of cultural and social borders, and
- expectations of cultural politics. Students explore these interplays in class discussions and in the scientist-profile assignments, where they research and present the individual biographies, life experiences, social contexts, and political
- investments of different scientists while also learning about the details of their work and the stakes of their interventions.
ELO Successful students will be able to:
 - 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.
In this course, students will 2.2 Study in a rigorous, critical,

- and self-aware way the key forces and concepts shaping the relationship between scientific discourse and cultural politics not just in the historical German Empire, but in their own contemporary social contexts. They will do this by reflecting on how
- their own framing and narrating choices, both in the scientist-profile assignments and in the final research paper, reflect their own investments, expectations, and forms of openness in learning and talking about culturally and historically distant
- science/society nexus.
- GOAL 3
Successful students will engage in a systematic assessment of how cultures and sub-cultures develop and interact, historically or in contemporary society.
- ELO 3.1 Describe the influence of an aspect of culture (religious belief, gender roles, institutional organization, technology, epistemology, philosophy, scientific discovery, etc.) on at least one historical or contemporary issue.
- In this course, 3.1 Describe how scientific (in the broad sense of "Wissenschaft") claims and developments in a variety of discourses (linguistics, anthropology, medicine, biology, etc.) were instrumentalized to solidify or reshape the outlines of
- national and cultural identity in the Wilhelmine imperial era.
ELO 3.2 Analyze the impact of a "big" idea or technological advancement in creating a major and long-lasting change in a specific culture.
In this course 3.2 Analyze the impact of
- industrialization (and the beginnings of economic globalization) on the way German scientists analyzed phenomena with cultural dimensions.
ELO 3.3 Examine the interactions among dominant and sub-cultures.
- In this course 3.3 Trace how iconoclastic thinkers sought to shift the center of scientific attention in German scholarship or shift key terms of discourse in relation to cultural-political desiderata.
ELO 3.4
- 3.4 Explore changes and continuities over time within a culture or society.
In this course, 3.4 Analyze all scientific shifts under discussion through historical contextualization informed by cultural and intellectual history.
- GOAL 4
Successful students will engage in a systematic assessment of differences among societies, institutions, and individuals' experience within traditions and cultures.
- Successful students will be able to: ELO 4.1 Recognize and explain differences, similarities, and disparities among institutions, organizations, cultures.
In this course: 4.1 Comparatively analyze shifts in German scientific politics in relation to
- transnational contexts created by European competition and imperial globalization.
ELO 4.2 Explain ways in which categories such as race, ethnicity, and gender and perceptions of difference, impact individual outcomes and broader societal issues.
- In this course: 4.2 Trace how the biographies and individual situations of German scientists interacted with group dynamics and larger cultural-political developments to shape how scientists positioned themselves and their work.

Content Topic List

- Connecting Cultural Politics and Intellectual History in the case of the German Empire
Germanness Before the Germany: Cultural Politics in German-speaking Europe, 1776–1850
Shifting conceptions of peoplehood
- Nation, Race, People: Competing concepts from the Enlightenment.
The Case of Anton Wilhelm Amo
Race, Culture, and History in the Nineteenth Century
- Cultural Nationalisms: Defining the National Language
Standard Language, National Language
Orientalism and the rise of German Indology-Colonial Philology
- German Colonialism and Afrikanistik
Monolingualism: A Legacy?
Emigration and the Challenge to National Identity
Anthropology and Ethnology
- Völkerschau
Empire and Ecology: Humboldt
Empire and Ecology: Conservation
Prehistory and Evolution
Empire and Tropical Medicine
Empire and Eugenics
Empire and Productivity
- Post-Wilhelmine Legacies of Race Science
Nazism and the Legacy of Wilhelmine Race Science
“German Physics”
- Rockets, Space, Perspectives
Outlooks: The Dialectic of Enlightenment
No

Sought Concurrence

Attachments

- CurriculumMap_Update_2024Aug21.pdf: curriculum map
(Other Supporting Documentation. Owner: Miller, Natascha)
- German 3434 Traditions Cultures and Transformations Submission Worksheet.pdf: TCTS submission worksheet
(Other Supporting Documentation. Owner: Miller, Natascha)
- Cover Letter GERMAN 3434 Revisions.pdf: Cover Letter 10/27/24
(Cover Letter. Owner: Miller, Natascha)
- GERMAN 3434 Syllabus rev 10-27-24.pdf: Syllabus
(Syllabus. Owner: Miller, Natascha)

Comments

- The Cover Letter and revised Syllabus have been uploaded. Thank you! *(by Miller, Natascha on 10/28/2024 03:04 PM)*
- Please see Subcommittee email sent 10/14/24. *(by Neff, Jennifer on 10/14/2024 10:41 AM)*
- - Please upload the GE form *(by Vankeerbergen, Bernadette Chantal on 08/23/2024 01:36 PM)*

COURSE REQUEST
3434 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette
Chantal
11/13/2024

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Miller, Natascha	08/22/2024 11:00 AM	Submitted for Approval
Approved	Taleghani-Nikazm, Carmen	08/22/2024 11:02 AM	Unit Approval
Revision Requested	Vankeerbergen, Bernadette Chantal	08/23/2024 01:36 PM	College Approval
Submitted	Miller, Natascha	08/23/2024 03:36 PM	Submitted for Approval
Approved	Taleghani-Nikazm, Carmen	08/23/2024 03:39 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	09/12/2024 09:31 AM	College Approval
Revision Requested	Neff, Jennifer	10/14/2024 10:41 AM	ASCCAO Approval
Submitted	Miller, Natascha	10/28/2024 03:34 PM	Submitted for Approval
Approved	Taleghani-Nikazm, Carmen	10/28/2024 06:39 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	11/13/2024 08:37 PM	College Approval
Pending Approval	Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Neff, Jennifer Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	11/13/2024 08:37 PM	ASCCAO Approval



28 October 2024

To the Themes 1 Subcommittee of the ASC Curriculum Committee and the Theme Advisory Group for Traditions, Cultures and Transformations,

Following feedback issued by this committee regarding the GEN Theme Request for GERMAN 3434 on 14 October, revisions have been made to the syllabus forming the basis for this request. These revisions follow up on all points raised by the committee, and include:

- 1) Further concretization of the syllabus's language around assessments. Details and examples have been added to clarify what students are expected to do in the scientist-profile assignments and for the final paper, as well as what they are expected to gain or practice from each step/element of every assignment (with each now in turn linked to specific, listed ELOs).
- 2) Streamlining of the ELOs list. The general ELOS for all GEN Theme courses are no longer listed separately and in duplicate (– apologies for this; it was due to confusion about the format for a first-time GEN Theme syllabus preparer!). The full list including both general (1.1-2.2) and theme-specific (3.1–4.2) ELOs has been revised and content from the two, previously separate lists amalgamated where necessary.
- 3) Addition of material highlighting the contributions of key women intellectuals and scientists. While the 3434 syllabus did already strive to prominently feature secondary scholarship by female scholars and critical scholarship probing questions of gender, the reviewing committee was right to point out that more historical women could and should be given a voice in the 3434 syllabus in spite of the patriarchal politics of exclusion often visible in the intellectual history being studied. Material was therefore added to foreground the contributions of nuclear physicist Lise Meitner (Week 13), but also to study the impact of Germaine de Staël, a key figure in the reception of German Romanticism and commentator on German nationalism (Week 2), and Frieda von Bülow, an influential (though very problematic) German colonial feminist (Week 10).



- 4) Incorporation of the most up-to-date version of the university's diversity statement, taken from the Arts and Sciences Curriculum and Assessment Services website.

I trust that these changes will represent satisfactory improvements and will enable the reviewing committee to arrive at a favorable evaluation of the GEN Theme: TCT request for GERMAN 3434. Should further improvements be required, however, additional feedback from the reviewing committee will be welcomed.

Yours sincerely,

Juan-Jacques Aupiais, Ph.D.
Assistant Professor
Department of Germanic Languages and Literatures
The Ohio State University
425 Hagerty Hall
Columbus, OH 43210

SYLLABUS: GERMAN 3434

BAD SCIENCE:

Toxic Intersections Between Cultural Politics and Intellectual History in the German Tradition

Spring 2025 (full term)

3 credit hours, Lecture

COURSE OVERVIEW

Instructor

Instructor: Dr. Juan-Jacques Aupiais,
Assistant Professor of Germanic Languages and Literatures

Email address: aupiais.1@osu.edu

Office: 425 Hagerty Hall

Office hours (in person or Zoom): TBA

No Prerequisites

Course description

“Our science,” as the genius Möbius announces in Friedrich Dürrenmatt’s *The Physicists*, “has become terrible, our research dangerous, our findings deadly. We physicists have to give up in the face of reality. The world is out of its depth with us; it will perish at our hands”. These lines, from 1961, only put in sharper form an alarm at the most radical products of science in the Atomic age which J. Robert Oppenheimer famously expressed (and as Christopher Nolan’s *Oppenheimer* recently recalled) by quoting from the Bhagavad Gita: “Now I am become Death, the Destroyer of Worlds”. Today, though, it is not only the revival of the specter of atomic war which preoccupies observers of the relationship between science and society, but also new concerns around the future of work under the specter of A.I., or the future of medicine in the face of proliferating zoonoses and increasing antibiotic resistance, not to mention the myriad challenges unleashed by climate change. In ongoing and emerging situations of crisis, science and technology develop alongside unfolding ethical, cultural, and political struggles. To better understand what it might look like for that relationship to progress *well*, this course will confront and analyze examples where it went rather more *poorly*, turning to the trove of fraught, complex, and fascinating case studies of “bad science” from the era of the German Empire (1871-1918).

Working with the capacious German concept of *Wissenschaft* (equivalent to but broader than contemporary English “science”), this course will look at the ways that intellectuals working in a variety of human and natural sciences (e.g. anthropology, linguistics, philology, biology, medicine, ecology, physics) faced the social contexts and implications of their work in the long nineteenth century and its aftermath, leading into the Third Reich. Figures to be discussed include: Alexander von Humboldt, Immanuel Kant, the Brothers Grimm, Adolf Bastian, Carl Meinhof, Felix von Luschan, Rudolf Virchow, Robert Koch, Eugen Fischer, Wernher von Braun, etc. (and we will also discuss the exclusion of women from most of the discourses these figures are associated with). Revisiting some of the commonplaces around “German Science”, this course will highlight the shifting conceptions of intellectual work and the shifting stakes of scientific intervention given the evolving cultural-political landscape in Germany during the age of high nationalism, imperialism, and colonialism, but also of industrialization and modernization. Our focus all throughout will be on the ethical and political dimensions of scientific intervention *in its cultural context*, enabling us to ask what lessons we can and cannot extrapolate from our historical case studies in thinking about contemporary problems facing the science/society nexus.

G.E. Goals & E.L.O.s

Traditions, Cultures, and Transformations

This course fulfills the general requirements and expected learning outcomes for all GE Theme courses, as well as the specific requirements and expected learning outcomes for the GE Theme: Traditions, Cultures, and Transformations.

Theme-specific Goals	Expected Learning Outcomes: Successful students will be able to...	Related Course Content: In this course, students will:
<p>GOAL 1 Successful students will analyze “Traditions, Cultures, and Transformations” at a more advanced and in-depth level than in the Foundations component.</p>	<p>1.1 Engage in critical and logical thinking about the topic of traditions, cultures, and transformations.</p>	<p>1.1 Analyze different articulations of social identity in relation to concepts of race, nation, class, people (“Volk”), family, and gender as they are shaped by political, cultural, and intellectual contexts in “German” Europe during the 19th and early 20th centuries. Students will use advanced critical skills in historical and cultural analysis to retrace how “traditions” and “cultures” were configured as “German” or “Germanic” by practitioners of</p>

Theme-specific Goals	Expected Learning Outcomes: Successful students will be able to...	Related Course Content: In this course, students will:
		various forms of <i>Wissenschaft</i> in the age of the German Empire.
<p>GOAL 2 Successful students will integrate approaches to understanding traditions, cultures, and transformations 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.</p>	<p>1.2 Engage in an advanced, in-depth, scholarly exploration of the topic traditions, cultures, and transformations.</p>	<p>1.2 Engage a variety of scholarly analyses from intellectual history, the history of science, and cultural history that unpack the complex, interwoven social and epistemic processes by which “Germanness” was enlarged, reclaimed, contested, restricted, and otherwise transformed in Wilhelmine imperial culture. Students tackle this work through in-class discussion, the scientist-profile assignments, and their final research project.</p>
	<p>2.1 Identify, describe, and synthesize approaches or experiences as they apply to traditions, cultures, and transformations.</p>	<p>2.1 Reflect on how medial and material constraints, forms of technology, but also techniques of presentation and story-telling shape scientific discourses alongside social identities, perceptions of cultural and social borders, and expectations of cultural politics. Students explore these interplays in class discussions and in the scientist-profile assignments, where they research and present the individual biographies, life experiences, social contexts, and political investments of different scientists while also learning about the details of their work and the stakes of their interventions.</p>

Theme-specific Goals	Expected Learning Outcomes: Successful students will be able to...	Related Course Content: In this course, students will:
	<p>2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment and creative work, building on prior experiences to respond to new and challenging contexts.</p>	<p>2.2 Study in a rigorous, critical, and self-aware way the key forces and concepts shaping the relationship between scientific discourse and cultural politics not just in the historical German Empire, but in their own contemporary social contexts. They will do this by reflecting on how their own framing and narrating choices, both in the scientist-profile assignments and in the final research paper, reflect their own investments, expectations, and forms of openness in learning and talking about culturally and historically distant science/society nexus.</p>
<p>GOAL 3 Successful students will engage in a systematic assessment of how cultures and sub-cultures develop and interact, historically or in contemporary society.</p>	<p>3.1 Describe the influence of an aspect of culture (religious belief, gender roles, institutional organization, technology, epistemology, philosophy, scientific discovery, etc.) on at least one historical or contemporary issue.</p>	<p>3.1 Describe how scientific (in the broad sense of “Wissenschaft”) claims and developments in a variety of discourses (linguistics, anthropology, medicine, biology, etc.) were instrumentalized to solidify or reshape the outlines of national and cultural identity in the Wilhelmine imperial era.</p>
	<p>3.2 Analyze the impact of a “big” idea or technological advancement in creating a major and long-lasting change in a specific culture.</p>	<p>3.2 Analyze the impact of industrialization (and the beginnings of economic globalization) on the way German scientists analyzed phenomena with cultural dimensions.</p>
	<p>3.3 Examine the interactions among dominant and sub-cultures.</p>	<p>3.3 Trace how iconoclastic thinkers sought to shift the center of scientific attention in German scholarship or shift key terms of discourse in relation to cultural-political desiderata.</p>

Theme-specific Goals	Expected Learning Outcomes: Successful students will be able to...	Related Course Content: In this course, students will:
	3.4 Explore changes and continuities over time within a culture or society.	3.4 Analyze all scientific shifts under discussion through historical contextualization informed by cultural and intellectual history.
GOAL 4 Successful students will engage in a systematic assessment of differences among societies, institutions, and individuals' experience within traditions and cultures.	4.1 Recognize and explain differences, similarities, and disparities among institutions, organizations, cultures. 4.2 Explain ways in which categories such as race, ethnicity, and gender and perceptions of difference, impact individual outcomes and broader societal issues.	4.1 Comparatively analyze shifts in German scientific politics in relation to transnational contexts created by European competition and imperial globalization. 4.2 Trace how the biographies and individual situations of German scientists interacted with group dynamics and larger cultural-political developments to shape how scientists positioned themselves and their work.

COURSE MATERIALS

Order through any local bookstore or online:

1. Stefanos Geroulanos, *The Invention of Prehistory: Empire, Violence, and Our Obsession with Human Origins*. Liveright, 2024.
2. Kwame Anthony Appiah, *The Lies That Bind: Rethinking Identity*. Liveright, 2019.

All other materials will be available on Carmen Canvas.

HOW THIS COURSE WORKS

Mode of delivery:

This course is taught in person. We meet twice a week.

Credit hours and work expectations:

This is a **3-credit-hour course**. According to Ohio State policy (go.osu.edu/credithours), students should expect around 3 hours per week of time spent on direct instruction (e.g., instructor content and Carmen assignments) in addition to 6 hours of homework (e.g., reading and assignment preparation) to receive a grade of (C) average.

Course technology

Technology support

For help with your password, university email, Carmen, or any other technology issues, questions, or requests, contact the Ohio State IT Service Desk. Standard support hours are available at ocio.osu.edu/help/hours, and support for urgent issues is available 24/7.

- **Self-Service and Chat support:** ocio.osu.edu/help
- **Phone:** 614-688-4357(HELP)
- **Email:** servicedesk@osu.edu
- **TDD:** 614-688-8743

Technology skills needed for this course

- Basic computer and web-browsing skills
- Navigating Carmen (go.osu.edu/canvasstudent)
- CarmenZoom virtual meetings (go.osu.edu/zoom-meetings)

Required equipment

- Computer: current Mac (MacOS) or PC (Windows 10) with high-speed internet connection
- 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. Full instructions for downloading and installation can be found at go.osu.edu/office365help.

Carmen 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 take the following steps:

- Register multiple devices in case something happens to your primary device. Visit the BuckeyePass - Adding a Device help article for step-by-step instructions (go.osu.edu/add-device).
- 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.
- Download the Duo Mobile application (go.osu.edu/install-duo) to 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 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.

OTHER COURSE POLICIES

Discussion and communication guidelines

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- **Tone and civility:** Our goal should be to maintain a supportive learning community where everyone feels safe and where people can disagree amicably.
- **Citing your sources:** When we have academic discussions, please cite your sources to back up what you say. For the textbook or other course materials, list at least the title and page numbers. For online sources, include a link.

Academic integrity policy

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

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 web page (go.osu.edu/coam)
- *Ten Suggestions for Preserving Academic Integrity* (go.osu.edu/ten-suggestions)

Student Services and Advising

University Student Services can be accessed through BuckeyeLink. More information is available here:

<https://contactbuckeyelink.osu.edu/>

FOR UNDERGRAD COURSES: Advising resources for students are available here:

<http://advising.osu.edu>

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.

Statement on Title IX

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

My goal as an instructor is to be a sympathetic and supportive interlocutor. This includes cases when you choose to talk to me about experiences that might fall under Title IX. Since I am not trained in social work or mental health, I will suggest resources and places where you can find help. However, you need to be aware that I am also what is referred to as a **mandated reporter**. **This means that if you disclose experiences with violence and harassment based on sex and gender, I am legally required to report this to the Title IX Office.**

Commitment to a diverse and inclusive learning environment

The Ohio State University affirms the importance and value of diversity of people and ideas. We believe in creating equitable research opportunities for all students and in providing programs and curricula that allow our students to understand critical societal challenges from diverse perspectives and aspire to use research to promote sustainable solutions for all. We are committed to maintaining an inclusive community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among all members; and encourages each individual to strive to reach their own potential. The Ohio State University does not discriminate on the basis of age, ancestry, color, disability, gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, race, religion, sex, gender, sexual orientation, pregnancy, protected veteran status, or any other bases under the law, in its activities, academic programs, admission, and employment. (To learn more about diversity, equity, and inclusion and for opportunities to get involved, please visit: <https://odi.osu.edu/> or <https://cbsc.osu.edu>)

Civility policy

Students are expected to maintain basic standards of professional interaction during class time, treating their classmates, instructor, and guest speakers with respect and courtesy. Statements that are racist, anti-immigrant, misogynist, anti-gay, transphobic, or otherwise intolerant or disrespectful are not acceptable in the classroom, as they disrupt the learning

environment. Any student who engages in this kind of misbehavior will be asked to leave class immediately and will be counted absent during all missed class periods. The student will only be allowed to return to class after an in-person consultation with me and a university representative.

If you have experienced harassment or discrimination in this class or in any context related to this class, please let me know immediately. 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:

Online reporting form at equity.osu.edu,
Call 614-247-5838 or TTY 614-688-8605,
Or Email equity@osu.edu

Your mental health

As a student you may experience a range of issues that can cause barriers to learn, 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 engaged in distance learning, 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 resources are available at go.osu.edu/ccsondemand. You can reach an on-call counselor when CCS is closed at 614- 292-5766, and 24-hour emergency help is also available through the 24/7 National Prevention Hotline at 1-800-273-TALK or at suicidepreventionlifeline.org. The Ohio State Wellness app is also a great resource available at go.osu.edu/wellnessapp.

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.

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

If you are ill and need to miss class, including if you are staying home and away from others while experiencing symptoms of a viral infection or fever, please let me know immediately. In cases where illness interacts with an underlying medical condition, please consult with Student Life Disability Services to request reasonable accommodations. You can connect with them at slds@osu.edu; 614-292-3307; or slds.osu.edu.

Accessibility of course technology

This online 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 with your instructor.

- Canvas accessibility (go.osu.edu/canvas-accessibility)
- Streaming audio and video
- CarmenZoom accessibility (go.osu.edu/zoom-accessibility)

Religious Accommodations

Ohio State has had a longstanding practice of making reasonable academic accommodations for students' religious beliefs and practices in accordance with applicable law. In 2023, Ohio State updated its practice to align with new state legislation. Under this new provision, students must be in early communication with their instructors regarding any known accommodation requests for religious beliefs and practices, providing notice of specific dates for which they request alternative accommodations within 14 days after the first instructional day of the course. Instructors in turn shall not question the sincerity of a student's religious or spiritual belief system in reviewing such requests and shall keep requests for accommodations confidential.

With sufficient notice, instructors will provide students with reasonable alternative accommodations with regard to examinations and other academic requirements with respect to students' sincerely held religious beliefs and practices by allowing up to three absences

each semester for the student to attend or participate in religious activities. Examples of religious accommodations can include, but are not limited to, rescheduling an exam, altering the time of a student's presentation, allowing make-up assignments to substitute for missed class work, or flexibility in due dates or research responsibilities. If concerns arise about a requested accommodation, instructors are to consult their tenure initiating unit head for assistance.

A student's request for time off shall be provided if the student's sincerely held religious belief or practice severely affects the student's ability to take an exam or meet an academic requirement and the student has notified their instructor, in writing during the first 14 days after the course begins, of the date of each absence. Although students are required to provide notice within the first 14 days after a course begins, instructors are strongly encouraged to work with the student to provide a reasonable accommodation if a request is made outside the notice period. A student may not be penalized for an absence approved under this policy.

If students have questions or disputes related to academic accommodations, they should contact their course instructor, and then their department or college office. For questions or to report discrimination or harassment based on religion, individuals should contact the **Office of Institutional Equity** (at equity@osu.edu).

GRADING

Grading scale

93–100: A	87–89.9: B+	77–79.9: C+	68–69.9: D+
90–92.9: A-	83–86.9: B	73–76.9: C	65–67.9: D
	80–82.9: B-	70–72.9: C-	Below 0-64.9: E

Descriptions of major course components

Attendance and Participation	20%
Quizzes (2)	20% (2x10%)
Scientist Profiles (2)	30% (2x15%)
Final Paper (with preparatory work)	30% (5%+5%+20%)

Attendance and Participation (20%):

You are expected to attend class regularly, volunteer often and participate actively in discussions. Students will be given a prompt every day of class where they will be asked to answer short questions on the readings and homework assigned for the day. Should you be absent and miss the question of the day, please talk to your instructor to make up the assignment.

Quizzes (20%):

There will be 2 quizzes during the course of the semester. They will be done online (over Carmen) and will be open-book/note; the point is to review and consolidate material covered in the lectures and readings. (ELO 1.2, 2.1, 3.1)

Scientist Profiles (30%):

You will be asked to write two “profiles” of historical scientists discussed or referenced in the course. These pieces should be 4-6 pages each (double-spaced) and should be written in the style of contemporary profiles from science journalism; as pieces intended not just to introduce but also give a portrait of an important scientific figure to a broader audience. One profile should be written from the perspective of a contemporaneous historical observer (i.e. a writer living at/around the same historical moment as the scientist in question), and the other profile should be written from a contemporary perspective with a retrospective view of the scientist in question (i.e. remembering what a scientist did in a past historical moment) – you will choose which temporal frame to use for which profile. Both profiles should speak to the novelty and scientific specificity of the chosen figure’s work (ELO 1.1, 1.2, 3.2), the institutional and cultural circumstances in which the figure’s work intervened (ELO 3.3, 3.4), the role played by personal issues or background in the scientist’s story (ELO 3.1), and the reactions and repercussions sparked by the figure’s intervention (ELO 3.2, 3.4). This work, achievements, social profile and cultural context of the chosen figures (ELO 1.1, 1.2, 2.1, 3.2, 3.4, 4.1). Example profiles from real science journalism and from scholarship will be provided and discussed in class. You will also present, share, and discuss your profiles with other students in class (i.e. as groupwork), analyzing your own choice of scientist and historical frame and unpacking what you thought was important to emphasize in telling your scientist’s story. (ELO 2.1, 2.2, 3.2, 3.4)

Final Paper (30%):

In addition to the scientist profiles, which will be exercises in public writing, you will be asked to write an academic final research paper (of 8-12 double-spaced pages) for the end of the semester. This paper should focus not on an individual figure, but on a discourse/field/(pseudo)science (e.g. archaeology, eugenics etc.), delving into a specific social, ethical, or political problem somehow addressed or engaged by the chosen discourse. For example: “what cultural functions were taken on by the discipline of archaeology through its definition and investigation of ‘prehistory’”? or “who thought the discourse of eugenics made a useful contribution to society and how did their cultural-political investments shape the way so-called ‘racial hygiene’ was defined and analyzed”? In your paper, you should articulate the social/ethical/political problem or question you have in mind, identify why/how it is relevant to the chosen science, and why/how the chosen science is/was well-positioned to make an intervention around the identified problem. The paper should unfold its analysis with careful attention to the overlapping or diverging contributions of the main actors/figures involved in developing the chosen science in its cultural-political context. (ELO 1.1, 1.2, 2.1, 3.1, 3.2, 3.3, 3.4, 4.1, 4.2).

There will be two pieces of preparation for this final paper: 1) an initial sketch (to be submitted in Week 8, worth 5% of this grade component) of the topic/science you would like to work on, detailing why you find it interesting/important (ELO 1.1, 2.1), and 2) an annotated preliminary bibliography (to be submitted in Week 13, also worth 5% of this grade component) indicating 5-10 academic or historical sources you have located that speak to your topic, with some brief

comments (– the “annotation” part) on what you think these sources offer to your analysis (**ELO 1.2**).

Together with your final paper, you will be asked to turn in a three-page (double-spaced) reflection on what you have learned or how your perspective on the social implications of science and technology has shifted through this course (**ELO 2.2**). What surprised you? Which case studies interested you most, and why?

WEEKLY SYLLABUS

All readings will be available on Carmen (except excerpts from *The Lies That Bind* and *The Invention of Prehistory*: see required texts section above)

Week 1

1. Introduction to Course: Connecting Cultural Politics and Intellectual History in the case of the German Empire

2. Germanness Before the Germany: Cultural Politics in German-speaking Europe, 1776–1850

Readings:

- Excerpt from *Germany: A Nation in Its Time*, Helmut Smith
- Excerpts from *Addresses to the German Nation*, J.G. Fichte

Week 2

1. Shifting conceptions of peoplehood in the context of the rise of nationalism

Readings:

- Excerpts from *On Germany*, Germaine de Staël
- Excerpt from *The Origins of Totalitarianism* (Chapter 6, “Race-Thinking Before Racism”), Hannah Arendt

2. Nation, Race, People: Competing concepts from the Enlightenment.

Readings:

- “Who Invented the Concept of Race? Kant’s Role in the Enlightenment Construction of Race”, Robert Bernasconi

Week 3

1. The Case of Anton Wilhelm Amo

Readings:

- Excerpt from *The Lies That Bind* (Chapter 3, “Race”), Kwame Anthony Appiah

2. Race, Culture, and History in the Nineteenth Century

Readings:

- Excerpt from *Critical Philosophy of Race: Essays* (Chapter 3, “The Philosophy of Race in the Nineteenth Century”), Robert Bernasconi

Quiz 1 Due (Online)

Week 4

1. Cultural Nationalisms: Defining the National Language

Readings:

- Preface to *The Original Folk and Fairy Tales of the Brothers Grimm*
- Excerpt from *The Brothers Grimm and the Making of German Nationalism* (Chapter 1, “The Philologist King”), Jakob Norberg.

2. Standard Language, National Language

Readings:

- Excerpt from *The Brothers Grimm and the Making of German Nationalism* (Chapter 5, “The Mother Tongue at School”), Jakob Norberg.

Week 5

1. Orientalism and the rise of German Indology (Colonial Philology)

Readings:

- Excerpt from *Indology, Indomania, and Orientalism: Ancient India’s Rebirth in Modern Germany* (Chapter 4, “The Study of Sanskrit in German Universities, 1818-1914”), Douglas McGetchin
- “Colonial Philology and Its Erotic Imaginaries”, Tanvi Solanki

2. German Colonialism and *Afrikanistik*:

- Excerpts from Africa in *Translation: A History of Colonial Linguistics in Germany and Beyond, 1814-1945* (Chapters 3, “The Makings of a ‘Great Africanist’” & 4, “Anthropology and Linguistics United?”), Sara Pugach

Scientist Profile 1 Due (Linguist, Philologist, or Ethnologist)

Week 6

1. A) Peer Discussion of Scientist Profile 1

1. B) Monolingualism: A Legacy?

Readings:

- Excerpt from *The Invention of Monolingualism* (Chapter 1, “Monolingualism: A User’s Guide”), David Gramling

2. Emigration and the Challenge to National Identity

Readings:

- “Inventing the *Auslandsdeutsche*”, Bradley Naranch

Week 7

1. Anthropology and Ethnology

Readings:

- “The German Invention of *Völkerkunde*”, Han F. Vermeulen
- “Bastian’s Museum: On the Limits of Empiricism and the Transformation of Empiricism and the Transformation of German Ethnology”, H. Glenn Penny

2. *Völkerschau*

Readings:

- “Spectacles of (Human) Nature: Commercial Ethnography between Leisure, Learning and *Schaulust*”, Sierra Bruckner

Week 8

1. Empire and Ecology: Humboldt

Readings:

- Excerpt from *The Secular Ark: Studies in the History of Biogeography* (Chapter 3, “A Science of Patterns”), Janet Browne
- Excerpt from *Nature, Empire, and Nation: Explorations of the History of Science in the Iberian World* (Chapter 6: “How Derivative was Humboldt?”), Jorge Cañizares-Esguerra

2. Empire and Ecology: Conservation

Readings:

- Excerpts from *The Nature of German Imperialism: Conservation and the Politics of Wildlife in Colonial East Africa* (Chapters 2, “Seeing Like a State, Acting Like a Chief” & 4, “Colony or Zoological Garden?”),

Final Project Proposal Due

Week 9

1. Prehistory and Evolution

Readings:

- Excerpts from *The Invention of Prehistory: Empire, Violence, and Our Obsession with Human Origins* (Chapters 1-3), Stefanos Geroulanos

2. Prehistory and Evolution

Readings:

- Excerpts from *The Invention of Prehistory: Empire, Violence, and Our Obsession with Human Origins* (Chapters 4-5), Stefanos Geroulanos

Week 10

1. Empire and Tropical Medicine

Readings:

- Excerpt from *Networks in Tropical Medicine: Internationalism, Colonialism, and the Rise of a Medical Specialty, 1890–1930* (Chapters 5, “Sleeping Sickness Campaigns in German Cameroon and French Equatorial Africa” & 6, “Paul Ehrlich’s Colonial Connections”), Deborah Neill

2. Imperial Women, Tropical Medicine, and Eugenics

Readings:

- Excerpt from *German Women for Empire, 1884–1945* (Chapters 2, “The Feminine Radical Nationalism of Frieda von Bülow” & 4, “A New Colonial Femininity: Feminism, Race Purity, and Domesticity, 1898–1914”), Lora Wildenthal

Quiz 2 Due (Online)

Week 11

1. Empire and Eugenics

Readings:

- “Studying Sexual and Racial ‘Mixture’: Eugen Fischer and the Rehoboth Bastards of German Southwest Africa”, Lisa Todd
- “Internal Colonialism in Germany: Culture Wars, Germanification of the Soil, and the Global Market Imaginary”, Sebastian Conrad

2. Empire and Productivity

Readings:

- Excerpts from *The Human Motor* (Chapters 1, “From Idleness to Fatigue” & 2, “The Primacy of *Arbeitskraft*”), Anson Rabinbach

Week 12

1. Post-Wilhelmine Legacies of Race Science

Readings:

- “Anthropology at War: Racial Studies of POWs during World War I”, Andrew D. Evans

2. Nazism and the Legacy of Wilhelmine Race Science

Readings:

- “The Holocaust and Historiographical Debates on Racial Science” (Introduction to *Racial Science in Hitler’s New Europe*), Anton Weiss-Wendt & Rory Yeomans
- “The Eternal Voice of the Blood: Racial Science and Nazi Ethics”, Wolfgang Bialas

Scientist Profile 2 Due (Naturalist, Biologist, or Medical Scientist)

Week 13

1. “German Physics”

Readings:

- Excerpt from *Scientists under Hitler: Politics and the Physics Community in the Third Reich* (Chapters 3, “The Toll of the Dismissal Policy”, 6, “The Aryan Physicists: Johannes Stark”, & 7, “Aryan Physics”), Alan Beyerchen
- Excerpts from *Lise Meitner and the Dawn of the Nuclear Age*, Patricia Rife

2. Rockets, Space, Perspectives

Readings:

- “Herr Gröttrup sat down”, Sharon Dodua Otoo
- Excerpts from *The Human Condition* (Prologue) and *Between Past and Future* (Chapter 8: “The Conquest of Space and the Stature of Man”), Hannah Arendt

Annotated Preliminary Bibliography for Final Research Project Due

Week 14

1. Peer Discussion of Scientist Profile 2 and Final Project

2. Outlooks: The Dialectic of Enlightenment

Readings:

- Excerpt from *The Dialectic of Enlightenment*, Theodor Adorno & Max Horkheimer

Final Paper and Reflection Due (in Exam Period)

GE Theme course submission worksheet: Traditions, Cultures and Transformations

GERMAN 3434: Bad Science: Toxic Intersections Between Cultural Politics and Intellectual History in the German Tradition (likely implementation 2025)

Dr. Juan-Jacques Aupiais, Germanic Languages and Literatures

Overview

Courses in the GE Themes aim to provide students with opportunities to explore big picture ideas and problems within the specific practice and expertise of a discipline or department. Although many Theme courses serve within disciplinary majors or minors, by requesting inclusion in the General Education, programs are committing to the incorporation of the goals of the focal theme and the success and participation of students from outside of their program.

Each category of the GE has specific learning goals and Expected Learning Outcomes (ELOs) that connect to the big picture goals of the program. ELOs describe the knowledge or skills students should have by the end of the course. Courses in the GE Themes must meet the ELOs common for **all** GE Themes and those specific to the Theme, in addition to any ELOs the instructor has developed specific to that course. All courses in the GE must indicate that they are part of the GE and include the Goals and ELOs of their GE category on their syllabus.

The prompts in this form elicit information about how this course meets the expectations of the GE Themes. The form will be reviewed by a group of content experts (the Theme Advisory) and by a group of curriculum experts (the Theme Panel), with the latter having responsibility for the ELOs and Goals common to all themes (those things that make a course appropriate for the GE Themes) and the former having responsibility for the ELOs and Goals specific to the topic of **this** Theme.

Briefly describe how this course connects to or exemplifies the concept of this Theme (Traditions, Cultures, & Transformations)

In a sentence or two, explain how this class “fits” within the focal Theme. This will help reviewers understand the intended frame of reference for the course-specific activities described below.

Focusing on case studies drawn from the context of the German Empire in the nineteenth and early twentieth centuries (including the prehistory of that empire’s formation starting just after the Napoleonic wars), this course will examine how national traditions inform and also become informed by scientific interventions addressed to the national good (i.e. how scientific interventions are made to the end of solving group problems and thus configure understanding of who or what the group
--

is in relation to its problem-solving abilities and strategies, often seen as being transmitted through “tradition” or culture). The course will thus look at how “the German tradition” and “German identity” have been contested through scientific (“wissenschaftliche”) discourses in a decisive period of European history.

Connect this course to the Goals and ELOs shared by *all* Themes

Below are the Goals and ELOs common to all Themes. In the accompanying table, for each ELO, describe the activities (discussions, readings, lectures, assignments) that provide opportunities for students to achieve those outcomes. The answer should be concise and use language accessible to colleagues outside of the submitting department or discipline. The specifics of the activities matter—listing “readings” without a reference to the topic of those readings will not allow the reviewers to understand how the ELO will be met. However, the panel evaluating the fit of the course to the Theme will review this form in conjunction with the syllabus, so if readings, lecture/discussion topics, or other specifics are provided on the syllabus, it is not necessary to reiterate them within this form. The ELOs are expected to vary in their “coverage” in terms of number of activities or emphasis within the course. Examples from successful courses are shared on the next page.

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

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.

	Course activities and assignments to meet these ELOs
ELO 1.1 Engage in critical and logical thinking.	In this course, students analyze the relationship between scientific work and cultural politics in a geographical and historical context that is not their own. To this end, a number of elements will train students’ advanced critical and logical thinking in several ways: 1) social analysis of the case studies taken from historical biology, anthropology, linguistics, medicine and other disciplines will require students to critically question <i>when and how</i> scientific “discoveries”, “inventions”, and “progress” affirm or contest given socioeconomic circumstances in ways that are not politically “neutral” (without, at the same time, simply falling into a general skepticism about science);

	<p>2) the “scientist profile” assignments will require students to think about how the representation of scientific work mediates or intervenes in the cultural patterns that assign social value to certain forms of scientific work and specific figures of the scientist. In this way, students will practice skills from the domain of literary and rhetorical analysis.</p> <p>3) the review quizzes and final paper assignment will prompt students to hone their skills in cultural and historical analysis by requiring reflection upon and articulation of the similarities and differences between the assumptions that underpin their own contemporary views on science and politics and the assumptions that underpin the historical contexts addressed in the course.</p>
<p>ELO 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or idea of the theme.</p>	<p>Students will engage the case studies and central questions of the course by working through recent or influential scholarly analyses of those case studies or of the broader trajectories of cultural and intellectual development to which those case studies belong (e.g. the diachronic conceptual-historical analyses of Appiah, Arendt, Bernasconi, Geroulanos). Students thus engage in-depth presentations of the case studies that not only present the basic facts (what happened where because of whom etc.) but also embed narrations of occurrences into social, philosophical, and cultural analyses. In several instances, we will also look at different analytical perspectives around the same case studies or around developments within sciences/discourses (e.g. Appiah, Arendt, <i>and</i> Bernasconi on race; both Browne <i>and</i> Cañizares-Esguerra on Humboldt), exposing students to the complexity of scholarly debate and encouraging them to develop a sense for what goes (or does not go) into a well-crafted analysis.</p>
<p>ELO 2.1 Identify, describe, and synthesize approaches or experiences.</p>	<p>By using a framework that is</p> <ul style="list-style-type: none"> a) based on the broad German notion of <i>Wissenschaft</i>— which includes both the natural sciences typically invoked in the English term “science” and what are called “the human sciences” or <i>Geisteswissenschaften</i>— and... b) based on a science-centered version of “the long nineteenth century”— that includes precursory developments in the eighteenth and consequential developments in the early twentieth centuries, and... c) inclusive of a variety of case studies from philology, linguistics, biology, etc. where forms of empirical

	evidence and the derivation of knowledge claims from evidence and experience can function quite differently... this course encourages capacious comparative and synthetic thinking that aims to sensitize students to connections (if not continuities) in political experience and intellectual and cultural expression that unfold over broad historical expanses.
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.	<p>This course encourages students to think about how their own assumptions about the politics of science and the place of scientists is reflected in their use of language around science and representations of scientists. They encounter that reflection in the “scientist profile” assignments, in which they have to make their own choices about how to frame scientific interventions and have to reconstruct the sociopolitical contexts for such interventions. Reflection will occur not only with the writing of these profiles, but as students present their profiles and discuss their choices with peers during in-class discussion sessions.</p> <p>Students also have opportunity for broader reflection in relation to the final research assignment, which must be submitted together with a written reflection.</p>

Goals and ELOs unique to Traditions, Cultures, and Transformations

Below are the Goals and ELOs specific to this Theme. As above, in the accompanying Table, for each ELO, describe the activities (discussions, readings, lectures, assignments) that provide opportunities for students to achieve those outcomes. The answer should be concise and use language accessible to colleagues outside of the submitting department or discipline. The ELOs are expected to vary in their “coverage” in terms of number of activities or emphasis within the course. Examples from successful courses are shared on the next page.

GOAL 3: Successful students will engage in a systematic assessment of how cultures and sub-cultures develop and interact, historically or in contemporary society.

GOAL 4: Successful students will engage in a systematic assessment of differences among societies, institutions, and individuals’ experience within traditions and cultures.

	Course activities and assignments to meet these ELOs
ELO 3.1 Describe the influence of an aspect of culture (religious belief, gender roles, institutional	This course will trace the relationship between broader shifts in the collective imaginary of German and European identity around the

<p>organization, technology, epistemology, philosophy, scientific discovery, etc.) on at least one historical or contemporary issue.</p>	<p>nineteenth century and a number of historical and contemporary issues. The identity shifts will be analyzed by reconstructing historical contestations of terms like nation, people/Volk, and race (which are traced out in the readings dealing with philology, biology, anthropology, and ethnology), and by reconstructing shifts in articulations of the social good and public interest (which will be at stake, for example, through case studies relating to medicine and epidemiology). The issues that are influenced by these cultural shifts, as students will see through the diachronic analyses put forward in the readings, include problems of collective action (i.e. policy), standards of evidence-based discussion, the politics of academic and institutional community, the social costs of change and progress, and the ethics of research and development practices. These issues are not merely historical, but also of contemporary relevance, even if the way communities think about them (as the comparative international historical framework of the course will invite students to see) vary across time and geocultural space.</p>
<p>ELO 3.2 Analyze the impact of a “big” idea or technological advancement in creating a major and long-lasting change in a specific culture.</p>	<p>As emphasized above, the course will trace the uptake and contestation of, for starters, new notions (“big ideas”) of race, nation, and people across several scientific discourses (e.g. philology for nation, natural history and ethnology for race, etc.) in the nineteenth century. In this way, not only the ability of big ideas in scientific discourse to change the politics of culture, but also the ability of the politics of culture to give direction and social stakes to scientific investigation will be analyzed.</p>
<p>ELO 3.3 Examine the interactions among dominant and sub-cultures.</p>	<p>Part of the analysis of the scientist case studies, exactly because the course emphasizes social and cultural questions about the politics of knowledge production, has to be consideration how scientists vie for dominance in institutional settings and discursive spaces, as well as of the mechanisms of exclusion (for example of many women scientists) that</p>

	<p>operate to structure scientific discourses and institutions.</p> <p>Readings on, say, the relationship between Orientalism and Philology (Solanki on German Indology) or Colonialism and Ecology (Cañizares-Esguerra on Humboldt in South America) or Colonialism and Medicine (Deborah Neill on Robert Koch’s work on sleeping sickness) explicitly unpack the exploitation of such factors as race, gender, and class in producing relations of dominance and exploitation within spheres of knowledge production that claimed emblematic status in terms of German “culture” and “tradition”.</p> <p>Class discussions, too, will attend to the mechanisms on display in the various case studies through which dissident thought and experimentation is disciplined in different discursive settings, or conversely the gestures through iconoclasm can get a foot in the door. Such discussions will serve to inform how students construct representations of scientific work in their “scientist profile” assignments.</p>
<p>ELO 3.4 Explore changes and continuities over time within a culture or society.</p>	<p>As mentioned with regards to previous ELOs, the overall choice of a framework based on a science-centered version of “the long nineteenth century” (including precursory developments in the eighteenth and consequential developments in the early twentieth centuries) and the incorporation specifically of readings that emphasize diachronic conceptual-historical analyses (e.g. Appiah, Arendt, Bernasconi, Geroulanos) all allow this course to speak to change and continuities in the social and cultural stakes of scientific work in Germany over a span of time.</p>
<p>ELO 4.1 Recognize and explain differences, similarities, and disparities among institutions, organizations, cultures, societies, and/or individuals.</p>	<p>The comparison and contrast between case studies across disciplines both in the human and natural sciences (including ethnology, linguistics, philology, medicine, ecology etc.) will speak to the question of differences and similarities at least among institutions, organizations, and individuals within the</p>

	<p>broader history of science in Germany. The “scientist profile” assignments and final research paper, alongside with class discussion, will facilitate recognition of how such differences and similarities extend across national cultures and societies situated at different historical junctures.</p>
<p>ELO 4.2 Explain ways in which categories such as race, ethnicity, and gender and perceptions of difference, impact individual outcomes and broader societal issues.</p>	<p>As discussed with regard to ELO 3.3, readings such as those addressing the relationship between Orientalism and Philology (Solanki on German Indology) or Colonialism and Ecology (Cañizares-Esguerra on Humboldt in South America) or Colonialism and Medicine (Deborah Neill on Robert Koch’s work on sleeping sickness) explicitly unpack the exploitation of such factors as race, gender, and class in producing relations of dominance and exploitation within spheres of knowledge production that claimed emblematic status in terms of German “culture” and “tradition”. The role of race, gender, and class will be further emphasized in class discussions of other case studies, as well.</p>

German Major--Curriculum Map

B = Beginning
I = Intermediate
A = Advanced

21. Aug 2024 update

	Cultural Knowledge & Awareness	Compre-hension	Speaking	Critical Analysis	Writing & Critical Expression
Core Required Courses					
1101.01 German 1 -GE	B	B	B		B
1101.02 German 1 (DL) -GE	B	B	B		B
1101.51 German 1: Self-paced -GE	B	B	B		B
1102.01 German 2 -GE	B	B	B		B
1102.02 German 2 (DL) -GE	B	B	B		B
1102.51 German 2: Self-paced -GE	B	B	B		B
1103.01 German 3 -GE	B/I	B/I	B/I		B/I
1103.02 German 3 (DL) -GE	B/I	B/I	B/I		B/I
1103.51 German 3: Self-paced -GE	B/I	B/I	B/I		B/I
2101 Texts & Contexts 1: Contemporary Germany	I	I	I	B/I	I
2102 Texts & Contexts 2: 20 th -century Germany	I	I	I	I	I
3101 Texts & Contexts 3: Historical Perspectives	I/A	I/A	I/A	I	I
3102 News & Views: Current Issues	I/A	I/A	I/A	I	I
2350 Introduction to German Studies	B			B/I	I
3689 or equiv. (data) Words Across the World				I	I
Advanced Required Courses					
3200 Topics in German Literature, Art and Film	I	I	I	I	I
3300 Topics in German Culture Studies, Social and Intellectual History	I	I	I	I	I
3600 Topics in German Linguistics/Language	I	I	I	I	I
3602 German for the Professions 1	I	I	I	I	I
3603 Translation 1	I	I	I	I	I
4200 Senior Seminar in German: Literature, Art and Film (German)	A	A	A	A	A
4300 Senior Seminar in German: Culture Studies, Social and Intellectual History (German)	A	A	A	A	A
4600 Senior Seminar in German: Linguistics/Language (German)	A	A	A	A	A
4602 German for the Professions 2	A	A	A	A	A
4603 Translation 2	A	A	A	A	A
Advanced Required Courses in English					
4250 Senior Seminar in German Studies: Literature, Art and Film (English)	A			A	A
Elective Courses in German					
5602 ALI: German for the Professional World	A	A	A	A	A

	Cultural Knowledge & Awareness	Comprehension	Speaking	Critical Analysis	Writing & Critical Expression
Elective Courses in English					
2250 Berlin: Stories, Languages, and Ideas	GE	B		B	B
2251 German Literature and Popular Culture	GE	B		B	B
2252H The Faust Theme	GE	B		B	B
2253 Magic, Murder and Mayhem	GE	B		B	B
2254.01 Grimms' Fairy Tales and their Afterlives	GE	B		B	B
2254.02 (DL) Grimms' Fairy Tales and their Afterlives	GE	B		B	B
2255 Postwar Germany and Japan	GE	B		B	B
2256 Fan Fiction: From Homer to Harry Potter	GE	B		B	B
2310 Introduction to Literature, Culture, and the Environment		B		B	B
2352 Dresden Yesterday and Today	GE	B		B	B
2367 German Literature and American Culture	GE	B		B	B
2451 Hollywood: Exiles and Émigrés	GE	B		B	B
2798.02 Berlin, Then and Now: People, Places, and Experiences	GE	B		B	B
3250.01 Citizenship in the Age of Technology: Exploring Social Justice through Science Fiction in Germany	GE	I		I	I
3250.02 Citizenship in the Age of Technology: Exploring Social Justice through Science Fiction in Germany	GE	I		I	I
3252.01 The Holocaust in Literature and Film	GE	I		I	I
3252.02 (DL) The Holocaust in Literature and Film	GE	I		I	I
3253.01 German immigration in the US	GE	I		I	I
3253.02 German immigration in the US	GE	I		I	I
3254H Representations and Memory of the Holocaust in Film	GE	I		I	I
3354.01 From Viking Saga to Climate Fiction: Nature in Nordic and Germanic Literatures	GE	I		I	I
3354.02 From Viking Saga to Climate Fiction: Nature in Nordic and Germanic Literatures	GE	I		I	I
3256 Coming to Terms with the Holocaust and War in Germany: <i>Vergangenheitsbewältigung</i>	GE	I		I	I
3317 Black Identity & Culture in German-Speaking Europe	GE	I		I	I
3317H Black Identity & Culture in German-Speaking Europe	GE	I		I	I
3351 Democracy, Fascism and German Culture	GE	I		I	I
3352 Dresden Yesterday and Today	GE	I		I	I
3353H German Intellectual History: Marx, Nietzsche, and Freud	GE	I		I	I

3434 Bad Science: Toxic Intersections Between Cultural Politics and Intellectual History in the German Tradition <i>GE</i>	I			I	I
3451H Religion in Modern German Literature and Philosophy <i>GE</i>	I			I	I
4191 Internship in German	A			A	A
4252 Masterpieces of German Literature <i>GE</i>	A			A	A
4670H Cinema and the Historical Avant Garde <i>GE</i>	A			A	A

Appendix

Program Goals of the German Major at The Ohio State University

Linguistic Proficiency Students demonstrate linguistic proficiency in German at the B2 or C1 level of CEFR, they reflect on their own language and gain translation skills.

Knowledge Students demonstrate knowledge of German Linguistics, German History, German Cultural Achievements, and the current German-speaking world.

Critical Analysis Students demonstrate the ability to undertake critical reading and analysis of texts, to interpret cultural products and events within relevant contexts, and to express ideas and perspectives clearly, cogently and persuasively.

Understanding/Perspective Students demonstrate an understanding of differences in verbal and nonverbal communication, recognize cultural differences and similarities, and gain perspective on their own world view and cultural values.

Research/Inquiry Students demonstrate the ability to use sophisticated tools for research and knowledge acquisition, and to evaluate the validity of resources available in the media landscape.