

Term Information

Effective Term Spring 2025
[Previous Value](#) Autumn 2023

Course Change Information

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

The main change requested is the ability to teach the course online. Also added are two writing assignments that can take a variety of formats to foster creativity and originality as well as interdisciplinarity; see full info in the "Explanation on the changes made" document attached.

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

See the "Explanation on the changes made" document attached.

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)?

See the "Explanation on the changes made" document attached.

Is approval of the request contingent upon the approval of other course or curricular program request? Yes

Please identify the pending request and explain its relationship to the proposed changes(s) for this course (e.g. cross listed courses, new or revised program)

we are proposing German_Scandvn 3354.01 (3 ch, DL) and German_Scandvn 3354.02 (HIP 4 ch, DL), to be taught concurrently (giving students the choice to take the course as a 3 ch or 4 ch course).

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 3354.01
[Previous Value](#) 3354
Course Title From Viking Saga to Climate Fiction: Nature in Nordic and Germanic Literatures
Transcript Abbreviation From Saga to CliFi
Course Description This course explores how sustainable human-nature relationships are conceived, represented, and reflected in the literatures and cultures of Scandinavian, Nordic, and German-speaking countries, from the medieval period to the present—e.g., in Icelandic saga; Robinsonade; modern fairy tale; philosophical essay; nuclear disaster fiction; climate fiction; film; and environmental activism.
[Previous Value](#) *This course explores how sustainable human-nature relationships are conceived, represented, and reflected in the literatures of Nordic and German-speaking countries, from the medieval period to the present—e.g., in Icelandic saga; Gothic Romantic narrative; modern fairy tale; graphic novel; poetry; song; philosophical essay; and climate science-fiction.*
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? Yes

COURSE CHANGE REQUEST
3354.01 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette
Chantal
10/23/2024

Is any section of the course offered	100% at a distance
Previous Value	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 Not open to students with credit for German 3354.02, Scandvn 3354.01, Scandvn 3354.02, Scandvn 3354, German 2310, Scandvn 2310.

Previous Value Not open to students with credit for Scandvn 3354, German 2310, Scandvn 2310.

Electronically Enforced Yes

Cross-Listings

Cross-Listings Cross-listed in Scandvn.

Subject/CIP Code

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

Requirement/Elective Designation

Sustainability

Course Details

Course goals or learning objectives/outcomes

- * see document attached "For German 3354.01" for course goals and ELOs (the previous ones are restored here as requested)
- German cultural representations and interpretations, views, and concepts of nature: successful students will learn to explore how literary works from the Scandinavian tradition represent and reflection on environmental knowledges and practices.
- Major developments in German culture and history: successful students will learn to explore how literary works from the German tradition represent and reflection on major developments in environmental history and culture.
- Theme Goal 1. Successful students will analyze an important topic or idea at a more advanced and in-depth level the foundations.
- ELO:
 - 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.
- Theme Goal 2. 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.
 - 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.
- Theme Goal 3. analyze and explain how social and natural systems function, interact, and evolve over time; how human well-being depends on these interactions; how actions have impacts on subsequent generations and societies globally; and
- and how human values, behaviors, and institutions impact multifaceted potential solutions across time.
- ELO:
 - 3.1. Describe elements of the fundamental dependence of humans on Earth and environmental systems, and on the resilience of these systems as they
 - are represented & conceptualized in literary texts & cultural artifacts discussed.
 - 3.2. Describe, analyze, and critique the roles and impacts of human activity and technology on both human society and the natural world, in the past, present, and future as they
 - are represented & conceptualized in literary texts & cultural artifacts discussed.
 - 3.3. Devise informed and meaningful responses to problems and arguments in the area of sustainability based on the interpretation of appropriate evidence and an explicit statement of values, as found in the literary texts &
 - cultural artifacts discussed, and as found in the secondary literature that students will evaluate & employ in their individual research projects.

Previous Value

- *German cultural representations and interpretations, views, and concepts of nature: Successful students will learn to explore how literary works from the Germanic tradition represent and reflection on environmental knowledges and practices.*
- *Major developments in German culture and history: Successful students will learn to explore how literary works from the Germanic tradition represent and reflection on major developments in environmental history and culture.*
- *Theme Goal 1 Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations.*
- *Successful students can: 1.1 engage in critical and logical thinking about the topic or idea of the theme. Successful students can: 1.2 engage in an advanced, in-depth, scholarly exploration of the topic or idea of the theme.*
- *Theme Goal 2 Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes & anticipate doing in future*
- *Successful students can:*
 - 2.1 identify, describe, & 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, building on prior experiences in order to respond to new and challenging contexts.*
- *Sustainability Goal 1 Students analyze & explain how social and natural systems function, interact & evolve over time; how human wellbeing depends on these interactions; how actions have impacts on subsequent generations & societies globally; and*
- *how human values, behaviors, and institutions impact multi-faceted, potential solutions across time.*
- *Successful students can 1.1 describe elements of the fundamental dependence of humans on Earth & environmental systems & on the resilience of these systems as they are represented & conceptualized in literary texts & cultural artifacts discussed.*
- *1.2 describe, analyze & critique roles & impacts of human activity & technology on both human society & the natural world, in the past, currently & in future, as they are represented & conceptualized in literary texts & cultural artifacts discussed.*
- *1.3 devise informed & meaningful responses to problems & arguments in the area of sustainability based on the interpretation of appropriate evidence & an explicit statement of values, as found in the literary texts & cultural artifacts discussed,*
- *(cont.) and as found in the secondary literature that students will evaluate & employ in their individual research projects.*

Content Topic List

- Sustainability, Concept and History
Icelandic Saga, Viking Ecologies & Indigenous Interventions (action: 875-1000; written: 1270-1320)
- Peasants, Soldiers, and Hermits: The Unsustainability of War and an Escape to Sustainable Life as Hermit (17th century)
- Robinsonade as Enlightenment Education & Imaginations of Unsustainable Settler Colonialism
- Imaginations of Ice, the North, and Sustainability in Andersen's Snow Queen (1844) (Part I)
- Ice and the North in Representations of Nature and Sustainability (Part II)
- Children's Literature as Applied Geography and Lesson in Sustainability (Part I)
- Children's Literature as Applied Geography and Lesson in Sustainability (Part II)
- Arne Naess Ecological Utopia (1980s and 1990s)
- The 1986 Chernobyl Disaster and the Anti-Nuclear Movement in West-Germany (Part I)
- The 1986 Chernobyl Disaster and the Anti-Nuclear Movement in West-Germany (Part II)
- Environmental Dystopia and Utopia in Schätzing's The Swarm (2004/2023)
- Sustainability in German and Scandinavian Cultures Today

Previous Value

- *Green States: Myth, Reality and Fantasy*
Viking Ecologies (Medieval Lit)
- *The Nature of Peasants, Soldiers, and Hermits (17th c.)*
Enlightened Landscapes (18th c.)
Romantic Nature - Between Idyll and Goth (around 1800)
- *Nature, Magic, and Modernity (19th c.)*
Children's Literature as Applied Geography (early 20th c.)
Back-to-Nature
- *The Holocaust and Nature as a Source of Suffering*
Nuclear Fear and Democracy in West Germany
- *Ecological Utopia*
Ecological Dystopia
Global Bestsellers as Earth Savers?

Sought Concurrence

No

COURSE CHANGE REQUEST
3354.01 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette
Chantal
10/23/2024

Attachments

- German_Scandvn 3354.01 3 ch DL Syllabus August 1 2024.pdf: Ger_Scandvn 3354.01 DL syllabus
(Syllabus. Owner: Miller, Natascha)
- German_Scandvn 3354_01 and German_Scandvn 3354_02 Explanation.pdf: Explanation on the changes made
(Other Supporting Documentation. Owner: Miller, Natascha)
- CurriculumMap_Update_2024Aug.pdf: curriculum map
(Other Supporting Documentation. Owner: Miller, Natascha)
- G_3354_mergenthaler_SP24.pdf: Previous 3354 for comparison syllabus
(Syllabus. Owner: Miller, Natascha)
- German_Scandvn 3354.01 ASC-distance-approval-cover-sheet_Aug26.pdf: ASC-distance-approval-cover-sheet
(Other Supporting Documentation. Owner: Miller, Natascha)
- German_Scandvn 3354.01 Cover Letter 10_21_2024.pdf: Oct21-Cover Letter
(Cover Letter. Owner: Miller, Natascha)
- German_Scandvn 3354.01 3 ch DL Syllabus Resubmission 10_21_2024.pdf: Oct21-Syllabus
(Syllabus. Owner: Miller, Natascha)
- For German 3354.01.pdf: Oct21-for German 3354.01
(Other Supporting Documentation. Owner: Miller, Natascha)

Comments

- See feedback email sent to department 10-07-2024 RLS *(by Steele, Rachel Lea on 10/07/2024 03:29 PM)*
- Sent back at dept's request. *(by Vankeerbergen, Bernadette Chantal on 08/27/2024 04:09 PM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Miller, Natascha	08/09/2024 02:57 PM	Submitted for Approval
Approved	Taleghani-Nikazm, Carmen	08/09/2024 03:46 PM	Unit Approval
Revision Requested	Vankeerbergen, Bernadette Chantal	08/09/2024 04:15 PM	College Approval
Submitted	Miller, Natascha	08/12/2024 03:20 PM	Submitted for Approval
Approved	Taleghani-Nikazm, Carmen	08/12/2024 03:24 PM	Unit Approval
Revision Requested	Vankeerbergen, Bernadette Chantal	08/27/2024 04:09 PM	College Approval
Submitted	Miller, Natascha	08/27/2024 04:18 PM	Submitted for Approval
Approved	Taleghani-Nikazm, Carmen	08/27/2024 04:19 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	09/19/2024 12:59 PM	College Approval
Revision Requested	Steele, Rachel Lea	10/07/2024 03:29 PM	ASCCAO Approval
Submitted	Miller, Natascha	10/21/2024 02:09 PM	Submitted for Approval
Approved	Taleghani-Nikazm, Carmen	10/21/2024 02:19 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	10/23/2024 09:04 PM	College Approval
Pending Approval	Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Neff, Jennifer Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	10/23/2024 09:04 PM	ASCCAO Approval



Laura Podalsky
Arts & Sciences Distinguished Professor
Dept. of Spanish and Portuguese
The Ohio State University
Columbus, OH 43214
United States

May Mergenthaler, Ph.D.
Associate Professor & Director of Graduate Studies
Department of Germanic Languages and Literatures
Ohio State University
498 Hagerty Hall
Columbus, OH 43210

Columbus, October 21, 2024

Re: Review of German_Scandvn 3354.01

Dear Professor Podalsky, dear Arts and Humanities 2 Subcommittee of the ASC Curriculum Committee,

Please find in this letter an explanation of the changes made to the syllabus of German_Scandvn 3354.01 to comply with your request to address five contingencies; I have also followed the six recommendations and addressed the comments.

1. Contingency: *The Subcommittee asks that the revised submission of this request be accompanied by a brief cover letter that outlines the changes made to this course in response to the Subcommittee's feedback.*

Response: This letter addresses the first contingency.

2. Contingency: *The Subcommittee asks that the department change the "Course goals or learning objectives/outcomes" (curriculum.osu.edu under "Course Details"), reverting to the previous listing (with slight changes based on content, if necessary). The goals and ELOs in this part of the submission should not be a "copy/paste" of the GEN goals and ELOs; rather, they should be specific to the course.*

Response a): I misunderstood this question. I thought it applied to the syllabus. I thought I needed to specify the ELOs in the syllabus. And so, in the syllabus have entered a table with the GE Theme Sustainability Goals and ELOs, and entered



the term “sustainability” where it just says “theme.” I hope that is o.k. I also added a column that explains, in similar words, how the course fulfills the ELOs. I have left in the syllabus the more detailed paragraph on how the current course fulfills the ELOs of the GE. (Yet, I made it a bit shorter, following your recommendation.)

3. Contingency: *The Subcommittee requests that the department correct the statement on pp. 11-12 of syllabus (under “Credit hours and work expectation[s]) that says “...students should expect around 4 hours per week of time spent on direct instruction...in addition to 8 hours of homework...”, as in the 3 CH version of the course, this should be 3 hours per week of time spent on direct instruction and 6 hours of homework.*

Response: The requested change has been made.

4. Contingency: *The Subcommittee asks that the department provide greater clarity about how students will be evaluated, especially with regard to Core Assignment #1. The chart on p. 17 of the syllabus notes that 30% of a student’s grade is coming from “reading, viewing” and 10% is coming from “completing assignments”. However, on pg. 19 of the syllabus, the explanation of this assignment seems to associate those percentages to the expected time that students should spend rather than with their grade, and the reviewing faculty would like clarification on this. If the department is planning to grade students on their “reading, viewing”, a brief explanation of how they will assess this should be included in the syllabus. Although the Subcommittee does not know if the instructor plans to do this, they would like to mention that using the “log-in” and “time spent” data on Carmen is not an accurate reflection of student work, and it is not best practice to assess students based on this data.*

Response: I added the following paragraph on p. 10 of the syllabus, under heading Pace of online activities. (I also „remove[d] the descriptions of expected time commitment from the chart on pp. 17-18, from the descriptions of the assignments (pp. 19-24), and from the Course Schedule on pp. 30-43 of the syllabus” as suggested in the first recommendation.)

Weekly structure

In a typical week, students should expect to spend 3.5-4 hrs/week reading or viewing the core materials, and 1-1.5 hrs/week completing assignments on the readings/viewings and 1.5 hrs/week in to prepare for and participate in the 55-min. synchronous Zoom Discussion Meetings, or on the alternative Online Discussion assignment. Students will spend about 8 hours on each of the two large writing assignments and 12 hours on the final reflection assignment.

Response: I eliminated the note „that 30% of a student’s grade is coming from “reading, viewing” and 10% is coming from “completing assignments.” Instead, students will receive 40% of their grade for completing the weekly reading and



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viewing assignments. These assignments will be evaluated based on grading rubrics. This is the revised paragraph from p. 18 of the syllabus:

Assignments on Primary & Secondary Sources & Lectures (40%, graded A-E)

Core assignments will take varying formats, including annotations (using Hypothesis), brief responses and reflections (in writing or audio, as noted in the assignment), or the formation of discussion questions. These assignments will be based on the core readings, audio/video or lectures. The instructor will assess the core assignment based on grading rubrics, provided with each assignment.

***5. Contingency:** The Subcommittee asks that the department provide a brief explanation (syllabus pg. 19-20) of how students will be assessed on the Discussion/Engagement Assignments. As these will be graded P/F, students will need to know what will earn a "P" for this 20% of the grade.*

Response: I added the following paragraphs to the a) discussion and b) engagement assignments, on p. 19 of the syllabus:

a) The discussion post will be graded P/F on the basis of a grading rubric to be posted in CarmenCanvas with the assignment.

b) Active engagement in zoom discussions will be graded P/F on the basis of a grading rubric to be posted in CarmenCanvas with the assignment.

***Comment:** The Subcommittee offers the friendly observation that there are 14 instructional weeks in a semester (rather than 15), so the course designer may want to take this into account when working with the course*

Response: The syllabus includes one week spring break; thus, it seems to me that there are indeed 14 instructional weeks in the Course Schedule.

Please let me know if you have additional questions or suggestions.

Sincerely,
May Mergenthaler

May Mergenthaler, Ph.D.
Associate Professor
Department of Germanic Languages and Literatures
Ohio State University

Explanation on the changes made to German_Scandvn 3354 (3 ch) in the course of proposing German_Scandvn 3354.01 (3 ch, DL) and German_Scandvn 3354.02 (4 ch, DL), to be taught concurrently (giving students the choice to take the course as a 3 ch or 4 ch course).

By May Mergenthaler, July 23, 2024

The main changes I made to German_Scandvn 3354, in addition to creating assignments and lectures amenable to DL, are the following:

1. I eliminated two readings: Pichler, *The First of May* and Spiegelman, *Maus I and II*.

Reasons: a) Students need more time to discuss the copious readings by Andersen, Lagerlöf and Pausewang that contain important themes related to sustainability that cannot be discussed in one week only. b) Pichler is an early 19th-century fairy tale from Germany. There is overlap with the later 19th-century fairy tale by Andersen (Denmark). c) The English translation of Pichler's tale is of low quality and at times even erroneous. This has created problems in interpreting the story in SP 2024, the first offering of the course. d) both readings do not lend themselves as well as I had thought to the topic of sustainability. (It is possible, but with caveats.) e) *Maus I and II* is also taught in our popular Holocaust GE course. I had students in German_Scandvn 3354 who took that course during the same semester as the Holocaust course and discussed *Maus* almost in the same week. I would like to avoid such duplication.

2. I replaced Robert Brinkmann: *Introduction to Sustainability*, Wiley & Blackwell 2016 with Caradonna, Jeremy L.: *Sustainability: A History*. Revised and updated edition, Oxford University Press, 2022. Instead of reading just chapter 1 from Brinkmann, we are reading 3 chapters from Caradonna. The reason is that Brinkmann's book is strongly oriented toward the environmental sciences and it is difficult to connect it directly to the cultural materials of the course. Only the first chapter is presenting the history and culture of sustainability from the 19th century to the present and it does so in a highly condensed manner. The chapter contains too much material to cover in one or two weeks and has too little depth to assign the chapter in sections over the course of a semester. Instead, I opted for a history of sustainability that covers the materials from Brinkmann's first chapter in a whole book. We are reading only the introduction and three additional chapters since the book focuses heavily on the US, and I present information relevant for the course in the lectures instead of assigning all chapters. In week 12, I have added a selection from the book *The Green Enigma: German Environmentalism, 1980 to 2013*. Uekötter, Frank. *The Greenest Nation?: A New History of German Environmentalism*. The MIT Press, 2014, pp. 113-126, 153-156, instead of a chapter on US environmentalism from Caradonna. The last substantial chapter from Caradonna, "Ch. 6 Sustainability Today: 2000–Present," is more globally oriented, similar to the topics of the last weeks of the semester, when I am assign this chapter (Schätzing's *The Swarm* and contemporary Climate, Climate Justice, and Environmental Movements, sel. from Luisa Neubauer's and Alexander Repenning's book *Beginning to End the Climate Crisis : A History of Our Future* (Translated by Sabine Von Mering, Brandeis University Press edition, Brandeis University Press, 2023) and a documentary about Greta Thunberg (Thunberg, Greta, and Paul McGann. *A Year to Change the World*. BBC, 2021). This global orientation is natural, since sustainability is a global concern and countries cannot achieve it in isolation, esp. with respect to climate change. The

materials in the final week might also be adjusted to current developments in environmental movements.

3. I added a topic in week 15, contemporary climate, climate justice and environmental movements with a focus on the German branch of Fridays for Future, with the influential figures Greta Thunberg (founder of FFF) and Luisa Neubauer, as well as Last Generation (Letzte Generation).

4. I made a few adjustments in the secondary sources/research articles. I have also added a few readings so that students read a secondary research article in Environmental Humanities or in the History of Sustainability and the Environment in almost every week of the course.

5. I changed the texts by Naess assigned in week 9. One now focuses clearly on the concept of sustainability, the other on Naess concept and practice of living in nature that is applicable to students' own experience of nature.

6. I changed the writing assignment in the 3ch German 3354.01 compared with German_Scandvn 3354 (SP 2024). The latter course already contained a research assignment with high impact aspects, as students in the course in SP 2024 noted and criticized. I also made the assignments more flexible and included assignments that have a real-world-applicability.

German_Scandvn 3354.01 (3 ch, DL) now contains two writing assignments that can take a variety of formats to foster creativity and originality as well as interdisciplinarity (see the syllabus for more details). Many of the suggested topics are also applicable to contexts outside the university. (Students select their own topic, from the list, or following their own ideas, but always with the approval of the instructor.) The final assignment is a reflection on the course and the students' learning to help foster self-reflection and self-assessment as learners.

German_Scandvn 3354.02 (4 ch, DL) now contains 3 scaffolded research assignments that culminate in a final, high-impact research project. They are accompanied by an introduction to research practices (Textbook: Booth et al., *The Craft of Research* 2016).

7. I amended the two courses so that they work as concurrently taught courses with approximately the same hours for the same assignments. German_Scandvn 3354.02 (4 ch, DL) has additional Research Textbook and Research Project assignments.

8. I amended the courses into DL courses. That included detailing the workload, including online lectures, optional Zoom discussions and alternative online class discussions. I also added social annotation. Instructor feedback or participation is part of all assignments, but that was also the case for the original version.

9. The Sustainability Theme is more clearly emphasized throughout all reading, writing, and discussion assignments. In teaching the course, I learned how to do so—it worked great!



Syllabus

German_Scandvn 3354.01

From Viking Saga to Climate Fiction: Sustainability in German and Scandinavian Literatures and Cultures

Spring 2025

GE Theme Course Sustainability

3 Credit Hours

100% Online (with 1 *optional* 55-minute Zoom class meeting per week)

(Taught in English)

Course overview

Instructor

- May Mergenthaler, Ph.D., Associate Professor, Germanic Languages and Literatures
- mergenthaler.4@osu.edu
- Course Zoom Link TBA
- Office Hours TBA & by appointment (send email for an appointment)
- Zoom Link TBA

Course description

German-speaking as well as Scandinavian and Nordic countries are often held up as models for sustainability, and, in fact, on the recent Environmental Performance Index (EPI, Yale University 2022), Denmark, Finland, Sweden, Austria, Switzerland, Iceland, the Netherlands, and Germany rank among the top 13 best performing countries with respect to protecting the environment. Germany was the first country to close all its nuclear power plants in April 2023. *Fridays for Future*, the global climate strike movement, began when Greta Thunberg skipped school to demonstrate in front of the Swedish parliament in Stockholm for more governmental action against global warming.

In this course, we will explore the complex cultural, historical, political, and geographical reasons for the high environmental performance and awareness of German-speaking, Scandinavian, and Nordic countries like Iceland. At the same



time, we will learn about the countries' ongoing struggles to further increase their still highly insufficient sustainability records, in view of increasing threats to the environment beyond climate change like biodiversity loss, ocean acidification, desertification, and soil erosion. We will engage critically and creatively with cultural objects like Viking Sagas, German Robinson Crusoe adaptations, fantastic travel narratives, Sami folk and pop music, philosophical essay, Disney and Cli-Fi movies, as well as with current environmental movements to learn how conceptions of sustainability changed over time, from the Middle Ages to the present, in German-speaking, Scandinavian, and Nordic countries.

Questions we will explore include:

- How do Icelandic sagas imagine the Vikings' settlement of this formerly inhabited island? Were they aware of the deforestation they brought about and that led to Iceland's current treeless landscape marked by soil erosion?
- How are the indigenous Sami cultures, living in the far North, and their close, and often sustainable relationships to nature portrayed across the centuries, from Viking Saga to Andersen's fairy tale *Snow Queen* and its contemporary adaptation in Disney's *Frozen*?
- Is nature more intelligent than humanity? Is the vengeful ocean intelligence in Schätzing's Cli-Fi novel *The Swarm* more sustainable than human intelligence?

Students will explore these and other questions, as well as develop their own questions, in short reading/viewing reflections papers, audios or videos, videos, or audios, two writing assignments with a variety of choices of formats and topics, and discussions posts or, alternatively, in (optional) weekly class meetings via Zoom, and a final reflection (essay, audio, or video).

For more information on course assignment, structure, and requirements see the respective sections below. More details about individual assignments, including deadlines, guidelines, helpful suggestions, and grading rubrics, will be provided on CarmenCanvas.

All readings available in English; taught in English.



GE (General Education)

Theme: Sustainability		
Goal	Expected Learning Outcomes	Related Course Content
<p>Goal 1: Analyzing Concepts</p> <p>Successful students will analyze an important topic or idea at a more advanced and in-depth level than in the Foundations component. [Note: In this context, "advanced" refers to courses that that are e.g., synthetic, rely on research or cutting-edge findings, or deeply engage with the subject matter, among other possibilities.]</p>	<p>1.1 Engage in critical and logical thinking about the topic or idea of sustainability.</p>	<p>In this course, students will... engage in critical and logical thinking about the history and concepts of sustainability through the study of Germanic and Scandinavian literature, culture, and ideas.</p>
	<p>1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or idea of sustainability.</p>	<p>Engage in advanced, in-depth, scholarly exploration of the history and culture of sustainability through annotated readings and viewings of Germanic and Scandinavian cultural and intellectual expressions of sustainability as well as through active engagement with related scholarship.</p>
<p>Goal 2: Integrating Approaches</p> <p>Successful students will integrate approaches to the theme by making connections to out-of</p>	<p>2.1 Identify, describe, and synthesize approaches or experiences as they apply to sustainability.</p>	<p>Identify, describe, and synthesize approaches to and experiences of sustainability in Germanic and Scandinavian cultures and ideas.</p>



<p>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>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>Develop and engage with their own understanding of concepts of Sustainability in relation those represented in literature, culture, and scholarship, and continue to expand their knowledge as they are asked express themselves in a variety of academic and creative assignments.</p>
<p>Goal 3: Exploring Perspectives</p> <p>Successful students will analyze and explain how social and natural systems function, interact, and evolve over time; how human well-being depends on these interactions; how actions have impacts on subsequent generations and societies globally; and how human values, behaviors, and institutions impact multifaceted potential solutions across time.</p>	<p>3.1 Describe elements of the fundamental dependence of humans on Earth and environmental systems, and on the resilience of these systems as they are represented & conceptualized in literary texts & cultural artifacts discussed.</p>	<p>Describe how Germanic and Scandinavian cultures represent and conceive of the fundamental dependence of humans on Earth and environmental systems, and on the resilience of these systems.</p>
	<p>3.2 Describe, analyze, and critique the roles and impacts of human activity and technology on both human society and the natural world, in the past, present, and future as they are represented & conceptualized in literary texts & cultural artifacts discussed.</p>	<p>Describe, analyze, and critique how Germanic and Scandinavian cultures represent and conceive of the roles and impacts of human activity and technology on both human society and the natural world, in the past, present, and future.</p>



	<p>3.3. Devise informed and meaningful responses to problems and arguments in the area of sustainability based on the interpretation of appropriate evidence and an explicit statement of values as found in the literary texts & cultural artifacts discussed, and as found in the secondary literature that students will evaluate & employ in their individual research projects.</p>	<p>Devise informed and meaningful responses to problems and arguments in the area of sustainability based on the interpretation of appropriate evidence and an explicit statement of values as found in Germanic and Scandinavian cultures.</p>
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How the course addresses the expected learning outcomes of the Theme:

German/Scandin 3354.01, “From Viking Saga to Climate Fiction: Sustainability in German and Scandinavian Literatures and Cultures,” represents an advanced study of the focal theme, Sustainability, as it deeply engages the ways in which literatures and cultures from German-speaking and Scandinavian as well as Nordic countries like Iceland represent and conceptualize human-nature relationships as well as how these relationships relate to the **3 Es of Sustainability: Economics, Equity, and the Environment**. Students will analyze how literary texts, films, TV shows, music, and other cultural artifacts show how humans depend on nature for both their survival and their enjoyment, as well as for the political ways in which they organize their societies. On the background of current science, cultures, and societies in the US and internationally, as well as of their personal experiences, students will critically analyze the values manifest in the human-nature relationships depicted in German, Scandinavian, and Nordic, cultures. They will explore on the same background, the sustainability of the technological and organizational solutions that Nordic and Germanic cultures presents for problems related to human-nature relationships including the provision of sufficient and satisfying nutrition, housing, clothing, means of transportation, or leisure activities. Furthermore, students will investigate the development of attitudes and solutions concerning sustainable human-nature relationships over time as well as their geographical, cultural, and social differences.

The course will begin with an introduction to the history and concept of sustainability with its three major components of economics, equity, and the environment, and an overview of the sustainability records of Scandinavian and German-speaking countries, in a global context. Students will then set out to explore the relationships between sustainability and culture by reading and analyzing a famous saga about the Norwegian Viking societies that settled in previously uninhabited Iceland in the 10th century, using seemingly infinite supplies of wood for building and heating, and not anticipating its future depletion, deforestation and soil erosion. We will continue by discussing the connection between settler societies, religion, colonization, and indigenous societies, when we analyze the humorous



novelistic representation of the Thirty Years' War (1618-48) in Germany, culminating in a shipwreck on a paradisaical island, as well as the first German-language Robinsonade written in the 18th century as an educational children's book. Exploring Hans Christian Andersen's famous 19th-century fairy tale *The Snow Queen* that inspired Disney's *Frozen* movies will show, among other things how concepts of good and evil are associated with a sustainable or unsustainable practices, respectively--the interruption of organic cycles, for instance, is associated with war and witchcraft, while idyllic landscapes and farming are associated with virtue. Comparing the fairy tale with its two movie adaptations will also show us how contemporary culture seeks to remedy its former racist conceptions of indigenous cultures and to learn from their often more sustainable relationship to the environment.

The second, larger part of the course will explore how the growing awareness of the rapidly increasing human impact and destruction of the natural environment since the late 19th-century through growing industrialization finds its expression in back-to-nature movements and narratives as well as representations of natural catastrophes and fantasies of nature's revenge. We will explore how movements to protect the environment are deeply intertwined with the other two Es of sustainability, the quest for equitable and economically viable societies. For instance, students will learn how a boy, transformed into a gnome as punishment for his cruelty toward animals, discovers, flying on the back of a goose, how his fellow humans have both developed and harmed the flora and fauna of Sweden. The Holocaust and WWII led to a growing awareness of environmental and social injustice particularly in Germany, but also in Norway, occupied by Nazi-Germany during the war, as evident in Arne Naess' ecological activism and philosophy (ecosophy and Deep Ecology), or in the German anti-nuclear movement expressed in the catastrophic youth novel *Fall-out* (1987) written in response to the 1986 nuclear disaster of Chernobyl, and the emergence of "Green" political parties. To conclude, we will explore 20th and 21st-century imaginations of nature's revenge and of a sustainable future, in Climate Fiction and Film, and in contemporary movements like the German "Last Generation," a climate activist group engaging in various, sometimes illegal forms of protest.



Expected Learning Outcomes of the German Program:

1. Learn about German cultural representations and interpretations, views, and concepts of nature

Successful students will learn to explore how literary works and other cultural artifacts from the German tradition represent and reflection on environmental knowledges and practices.

2. Understand major developments in German culture and history

Successful students will learn to explore how literary works and other cultural artifacts from the German tradition represent and reflection on major developments in environmental history and culture.

Expected Learning Outcomes for the Scandinavian program:

1. Learn about Scandinavian cultural representations and interpretations, views, and concepts of nature

Successful students will learn to explore how literary works and other cultural artifacts from the Scandinavian tradition represent and reflection on environmental knowledges and practices.

2. Understand major developments in Scandinavian culture and history

Successful students will learn to explore how literary works and other cultural artifacts from the Scandinavian tradition represent and reflection on major developments in environmental history and culture.

How this course fulfills the ELOs of the German and Scandinavian programs

Course Description



This course explores how literature and culture—including, among others, traditional art forms, popular culture, folklore, lifestyle, social customs, and political culture—are deeply intertwined with our relationships toward nature and our natural and cultural environments, including forests, oceans, mountains, parks, and rural and urban spaces. It explores how environmental sustainability is conceived, represented, and reflected in the literatures and cultures of Scandinavian and German-speaking countries (Norway, Sweden, Finland, Denmark, Switzerland, Austria, and Germany), as well as Iceland, from the medieval period to the present. The rich and diverse literatures and cultures of these countries may help explain their intense engagement with current global environmental issues and strategies for sustainability, from climate change and biodiversity loss to ocean acidification and soil erosion.

Representations and concepts of nature and environmental sustainability will be studied in a variety of cultural genres, with different thematic emphases, and from different methodological angles. Literary genres include medieval sagas; Gothic Romantic tales; 19th-century fairy tales (e.g., “Snow Queen” that inspired Disney’s *Frozen*); the modernist novel; poetry; essay; and science-fiction, both dystopian and utopian; music and TV series. Thematic emphases encompass the cultivation of Iceland; the landscapes of war; witchcraft and the magic of nature; urbanization and the destruction of nature; back-to-nature movements; the fascist instrumentalization of nature; nature and memory; the reality and imagination of nuclear disaster and pollution; the philosophy of *Deep Ecology*; dystopia and utopia in the age of climate change and fears of irreversible environmental damage.

How this online course works

Mode of delivery

This course is 100% online. It is asynchronous with an optional live weekly synchronous session focusing on the week’s theme. Alternatively, students



can answer the weekly discussion questions in a discussion post on CarmenCanvas and respond to two other students' posts.

Pace of online activities

Course Structure

The course is structured chronologically and divided into weekly modules. Each week, you are expected to complete one module. At the end of the course, you will submit your final reflection by the deadline listed in the syllabus.

Weekly structure

In a typical week, students should expect to spend 3.5-4 hrs/week reading or viewing the core materials, and 1-1.5 hrs/week completing assignments on the readings/viewings and 1.5 hrs/week in to prepare for and participate in the 55-min. synchronous Zoom Discussion Meetings, or on the alternative Online Discussion assignment. Students will spend about 8 hours on each of the two large writing assignments and 12 hours on the final reflection assignment.

Modules

Each module represents the opportunities for engagement for that week. It opens at 1 a.m. early Monday morning and closes the following Sunday at midnight, except for select assignments that are to be completed over several weeks by their own deadlines. All work for that module must be completed before it closes unless prior arrangements have been approved. I recommend that you start at the top of the module and progress your way downward, selecting how you wish to engage with the course that week. Each module consists of four parts including 1) the module overview, 2) core readings and lectures, 3) participation and engagement opportunities, and 4) items for evaluation by the instructor.

Lecture: Course Introduction and Overview

The lecture will help orient you on the week's theme with an introduction into key topics of the week and guiding questions.



Preparation: Core Readings, Viewings, and Lectures

As a foundation for your week's work, you will be expected to complete the following via annotations and short integrated quizzes for the lectures:

1. Selection from a fictional text (ca. 20-40 pages) or film
2. Accompanying Lecture
3. In some weeks, background reading or secondary literatures (20-30 pages), to be read with social annotation (Hypothesis)

Participation and Engagement Opportunities

Participation for each week consists of either:

1. Synchronous Option: engagement with the online live session discussion in breakout rooms or in the common forum.
2. Asynchronous Option: online discussion forum with an initial one-page response to the prompt and at least two responses to peers of at least 3 sentences each with substantial content.

Assignments and Evaluation of Assignments

Every week, you will complete your assignments by the end of the week and receive feedback and an evaluation from your instructor in the following week, except for select assignments that are to be completed over several weeks by their own deadlines.

You will complete two writing assignments, and one final reflection on the course and on your learning.

Credit hours and work expectation

This is a **3-credit-hour course**. According to Ohio State policy ([go.osu.edu/credit hours](http://go.osu.edu/credit_hours)), students should expect around 3 hours per week of time spent on direct instruction (instructor content and Carmen activities, for example) in addition to 6 hours of homework (reading and assignment preparation, work on project, etc.) to receive a grade of (C) average (= 9

hours/week; 15 weeks = 135 hours, including 80 hours of reading/viewing and 55 hours of homework).

Participation requirements

Because this is an online course, your attendance is based on your online activity and participation. The following is a summary of students' expected participation:

Participating in online activities

You are expected to log in at least twice per week. If you are not attending the optional live session discussion, you are expected to contribute to the weekly discussion with an initial one-page response and two responses to peer posts of at least one paragraph in length (min. 3 sentences) that are substantial in their content and take up points made in the peer response.

Office hours and live sessions (optional)

All live, scheduled events for the course, including my office hours, are optional. Participation in the weekly live session discussion can substitute for the weekly asynchronous discussion assignment.

Course communication guidelines

Writing style

You should seek to write with precision and efficiency so that your reader will understand your message. Therefore, please avoid informal writing, logical fallacies, and reliance on clichés and stereotypes. See here for information about differences between formal and informal writing styles:

https://owl.purdue.edu/owl/general_writing/academic_writing/using_appropriate_language/levels_of_formality.html.

Tone and civility

Communication between yourself and your peers and instructor be respectful and courteous. Be generous, and give others the benefit of



doubt when miscommunications occur, and though you may not agree, state your argument, or point, without invective and in a manner that encourages further dialog. I encourage you to be assertive with your position and to seek to understand differing perspectives. However, your communication should not contain any profanity or racist/sexist/chauvinist content.

Citing your sources

In your written assignments you will need to cite your sources according to MLA 9th edition.

Basic template:

Author Last name, First name. *Title*. Publisher, year.

Book example:

Leroux, Marcel. *Global Warming: Myth or Reality?: The Erring Ways of Climatology*. Springer, 2005.

Online source template:

Author last name, first name. "section/article name." *Journal/Book Name*. Date. Link. Access Date. Publisher, Year.

Online source example:

Dean, Cornelia. "Executive on a Mission: Saving the Planet." *The New York Times*, 22 May 2007,
www.nytimes.com/2007/05/22/science/earth/22ander.html?_r=0.
Accessed 29 May 2019.

More information about how to cite in MLA format:

https://owl.purdue.edu/owl/research_and_citation/mla_style/mla_for_mating_and_style_guide/mla_formatting_and_style_guide.html

Protecting and saving your work



You are encouraged to save your work often and to make use of the services afforded you by the university, such as backing up your work with auto-save to one cloud (or other service) that will ensure that your work is protected, yet easy for you to access.

Course materials and technologies

Textbooks

Recommended (all also available on Carmen)

- Caradonna, Jeremy L.: *Sustainability: A History*. Revised and updated edition, Oxford University Press, 2022.
- Hamsun, Knut, and W. J. Alexander Worster. *Growth of the Soil*. Penguin, Random House 2007.
- Lagerlöf, Selma, and Velma Swanston Howard. *The Wonderful Adventures of Nils*. The Floating Press, 2014.
- Pausewang, Gudrun. *Fall-Out*. Translated by Patricia Crampton, New York: Viking, 1994.
- Schätzing, Frank, and Sally-Ann Spencer. *The Swarm : A Novel*. 1st U.S. ed, Regan Books, 2006. (We will watch the movie adaptation, but some students might be interested in reading the – very long! – original.)
- Smiley, Jane, and Robert L. Kellogg. *The Sagas of Icelanders: A Selection*. New York: Viking, 2000.

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 it.osu.edu/help](https://it.osu.edu/help), and support for urgent issues is available 24/7.

- Self-Service and Chat support: it.osu.edu/help



- Phone: 614-688-4357(HELP)
- Email: 8help@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
- Webcam: built-in or external webcam, fully installed and tested
- Microphone: built-in laptop or tablet mic or external microphone
- 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
- 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 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 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.

Grading and instructor response

How your grade is calculated*

Assignment Category	Percentage
#1 Core Assignments on Primary & Secondary Sources (reading/viewing and engaging with core content)	40%
#2 Core Discussion (online)/Engagement (Zoom)	20%
#3 Writing Assignment no. 1	15%
#4 Writing Assignment no. 2	15%
#5 Final Reflection Essay, Video or Audio	10%
Total	100%

Description of major course assignments



- **Note on Assignment Descriptions**

Detailed guidelines, deadlines, and grading rubrics for each assignment will be posted on CarmenCanvas.

- **Academic integrity and collaboration guidelines**

Every assignment must be completed on your own, without the assistance of another person, resource, or technology (except for accessibility tools), unless otherwise noted. If you use sources to complete your work, cite your sources in MLA 9th edition format (see writing style for more information).

When allowed or prompted by the instructor to use AI, please note this usage in your assignment and reflect on how it has helped, or not helped, you complete your assignment.

Core Assignments (Total 60%)

Assignments on Primary & Secondary Sources & Lectures (40%, graded A-E)

Core assignments will take varying formats, including annotations (using Hypothesis), brief responses and reflections (in writing or audio, as noted in the assignment), or the formation of discussion questions. These assignments will be based on the core readings, audio/video or lectures. The instructor will assess the core assignment based on grading rubrics, provided with each assignment.

Academic integrity and collaboration guidelines

You are expected to complete this assignment on your own without collaborating with others and without the assistance of artificial intelligence, except for that specified in the assignment step 2. Cite the sources you use to complete your work in MLA 9th edition format.

Discussion/Engagement Assignments (20%, graded P/F)

Every week, you will participate either in a) online discussion or in b) the optional weekly synchronous Zoom meeting.



a) Post one response to the week's discussion prompt to CarmenCanvas and respond to two responses by your peers. Your discussions posts will be based on your core assignments. You will need to have completed the weekly core assignments *before* answering the week's discussion prompt and respond in view of the core assignments.

The discussion post will be graded P/F on the basis of a grading rubric to be posted in CarmenCanvas with the assignment.

b) Be prepared to discuss this week's discussion prompt, in the context of this week's topic in group or class discussions on Zoom. You will need to have completed the weekly core assignments *before* the 55 min-Zoom session. Participating in the Zoom discussions requires *active engagement*.

Active engagement in zoom discussions will be graded P/F on the basis of a grading rubric to be posted in CarmenCanvas with the assignment.

NOTE: If no or few students utilize the synchronous weekly discussion sessions on Zoom, they will be canceled. Students do *not* need to commit to either online discussions or zoom participation but are encouraged to select one of the two options for the semester. If a student needs to miss a Zoom session, they must submit an online discussion post instead.

Academic integrity and collaboration guidelines

You are expected to complete this assignment on your own without collaborating with others and without the assistance of artificial intelligence, expect for that specified in the assignment step 2. Cite the sources you use to complete your work in MLA 9th edition format.

Writing Assignment no. 1 (Based on weeks 1-6) (15%, graded A-E)

In this assignment, students will choose between a selection of genres and topics for which detailed guidelines and grading rubrics will be posted on CarmenCanvas. The genres are exercises in real-world application of knowledge acquired in this course. No additional sources are needed, but students are welcome to add one or two new peer-reviewed or reputable



sources, such as research papers, encyclopedias, governmental websites or resources, or professional news outlets. Students are allowed to develop their own topic, but it must be discussed with and approved by the instructor.

Note: I will allow revisions to improve your grade. Students will be given one week to revise their work, after having received their initial grade.

Topics & Genres:

- Plan for Cultural Memorials: How to preserve cultural memories of Viking settlers: Suggest tools for remembering the settlement of Iceland, e.g. through landmarks or suggested travel paths. (Based on week 1)
- Historic Travel Guide: write a travel guide for a family planning a trip to Iceland. (Based on week 2)
- Guide for Hermit Life: Write a guide for living sustainably in the woods, as described in Grimmelshausen's *Simplicissimus*. Provide examples from the novel, adjust them to reflect current knowledge about sustainability. (Based on week 3)
- Book Review: Write a review of Campe's novel *Robinson Crusoe* from a contemporary critical perspective, e.g. for a website like Goodreads, or as guidance for a high school teacher who wants to assign the book to 10th-graders. (Based on week 4)
- Film Script/Idea: Write an outline for a new, contemporary adaptation of Andersen's Snow Queen, reflecting current knowledge about indigenous Sami societies and emancipatory Sami movements. You may also reflect on the transformation of the views of girls and women. The script should include the storyline and description of main characters, as well as how they are based on knowledge of Scandinavian and Sami cultures. (Based on week 5)
- Film Script/Idea: Draft a script/idea for Frozen III, based on critical reflections of the representation of Sami in Frozen I and II, and informed by current knowledge of Scandinavian and Sami cultures. The script should include the storyline and description of main characters, as well as how they are based on knowledge of Scandinavian and Sami cultures. (Based on week 6)



Academic integrity and collaboration guidelines

You are expected to complete this assignment on your own without collaborating with others and without the assistance of artificial intelligence, except for that specified in the assignment step 2. Cite the sources you use to complete your work in MLA 9th edition format.

Writing Assignment no. 2 (Based on weeks 7-12) (15%, graded A-E)

In this assignment, students will choose between a selection of genres and topics for which detailed guidelines and grading rubrics will be posted on CarmenCanvas. The genres are exercises in real-world application of knowledge acquired in this course. No additional sources are needed, but students are welcome to add one or two new peer-reviewed or reputable sources, such as research papers, encyclopedias, governmental websites or resources, or professional news outlets. Please do not select the same genre that you selected in your writing assignment no. 1. Students are allowed to develop their own topic, but it must be discussed with and approved by the instructor.

Note: I will allow revisions to improve your grade. Students will be given one week to revise their work, after having received their initial grade.

Topics & Genres:

- Children's travel book, or picture book: Write an outline of a children's travel book about the landscape of Ohio or another area you know from your childhood. You are welcome to provide illustrations and design a picture book or a comic. Include sustainable ways of traveling and interacting with the landscape and opportunities to learn about sustainability. Take Lagerlöf's *The Wonderful Adventures of Nils* as a model. (Based on weeks 7 and 8)
- Position Paper on Animal Ethics: Write a position paper on an ethical and sustainable treatment of domestic and/or wild animals. Refer to Lagerlöf's *The Wonderful Adventures of Nils* as a source of your reflections. (Based on weeks 7 and 8)



- Nature Writing: Write a diary or a personal essay about your interaction with or relationship to nature, taking Arne Naess description of his life at Tvergastein as a model or counter-model. Reflect on how your relationship to nature overlaps with or differs from Arne Naess'. (Based on week 9)
- Nuclear Energy and Sustainability: Write an Editorial for or against current plans to build new nuclear energy plants in Ohio, referring to Chernobyl and Pausewang' s description of nuclear disaster in your argument (using them either as support or as counterexamples). (See here: <https://www.cleveland.com/news/2023/05/ohio-may-soon-get-two-new-nuclear-power-plants-for-the-first-time-in-decades.html#:~:text=Oklo%20Inc.%2C%20announced%20this%20week,built%20in%20Ohio%20in%20decades>, accessed July 17, 2024) (Based on week 10)
- News Report: Write a news report on recent environmental disasters in German-speaking and/or Scandinavian and/or Nordic countries and reflect on the question of how human action has been responsible or partially responsible for these disasters.
- News Report: Write a report on German policy and attitudes toward nuclear energy, using Pausewang' s novel as part of your evidence. You are welcome to mention German voices that critique Germany's exit from nuclear energy and believe that it is a sustainable energy source. You could also compare German policy and attitudes toward nuclear energy with those of other countries, including France or the US. (Based on week 12)
- Movie/Series review: Write a review of the film series *The Swarm*. Reflect on how unsustainable and sustainable environmental practices are represented in the movie, and how convincing these descriptions are. Reflect on the usefulness of the movie to inspire sustainable practices or policies. (Based on week 12)

Academic integrity and collaboration guidelines

You are expected to complete this assignment on your own without collaborating with others and without the assistance of artificial intelligence,



expect for that specified in the assignment step 2. Cite the sources you use to complete your work in MLA 9th edition format.

Final Reflection Essay, Video or Audio (10%, graded A-E)

In this 2-page essay or 5-7-minutes video or audio recording, students reflect on what they have learned about attitudes toward nature and sustainability in German-speaking, Scandinavian, and Nordic cultures. They will also reflect on how this knowledge has shaped their own attitudes toward nature and sustainability.

Note: I will allow revisions to improve your grade. Students will be given three days to revise their work, after having received their initial grade. The final assignment will therefore be due early in finals week.

Academic integrity and collaboration guidelines

You are expected to complete this assignment on your own without collaborating with others and without the assistance of artificial intelligence, expect for that specified in the assignment step 2. Cite the sources you use to complete your work in MLA 9th edition format.

Late assignments

Late assignments lose 2 pts. of their score for each day past their due date. If you anticipate a delay, please contact me as soon as possible. Any exclusions would need documentation.

Grading Scale

- 93-100: A
- 90-92: A–
- 87-89: B+
- 83-86: B
- 80-82: B–
- 77-79: C+
- 73-76: C
- 70-72: C–



- 67-69: D+
- 60-66: D
- Under 60: E

Instructor feedback and response time

Grading and feedback

Weekly assignments and scaffolded assignments will be graded within five business days, unless otherwise noted.

Preferred contact method

I will respond to inquiries (via e-mail) during the week within 24 hours. For more detailed feedback please visit virtual office hours or contact me via email to organize another time with questions or concerns.

Please address me in emails by my name, May, or May Mergenthaler. Mentioning my title (Professor or Dr.) is fine, but not necessary. However, addressing me with “Hi” or “Hello” without name is not sufficient as it may be perceived as lack of respect.

Academic policies

Academic integrity policy

See **Descriptions of major course assignments**, above, for my specific guidelines about collaboration and academic integrity in the context of this online class.

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)

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



Commitment to a diverse and inclusive learning environment

The 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 to 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>)

Land acknowledgement

We would like to acknowledge the land that The Ohio State University occupies is the ancestral and contemporary territory of the Shawnee, Potawatomi, Delaware, Miami, Peoria, Seneca, Wyandotte, Ojibwe and Cherokee peoples. Specifically, the university resides on land ceded in the 1795 Treaty of Greeneville and the forced removal of tribes through the Indian Removal Act of 1830. I/We want to honor the resiliency of these tribal nations and recognize the historical contexts that has and continues to affect the Indigenous peoples of this land.

More information on OSU's land acknowledgement can be found here: <https://mcc.osu.edu/about-us/land-acknowledgement>

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. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling 614-292-5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on-call counselor when CCS is closed at 614-292-5766 and 24 hour emergency help is also available 24/7 by dialing 988 to reach the Suicide and Crisis Lifeline.

Accessibility accommodations for students with disabilities

The university strives to maintain a healthy and accessible environment to support student learning in and out of the classroom. 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.

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](#).

Policy: [Religious Holidays, Holy Days and Observances](#)

Course Schedule

Refer to Carmen Assignments page for up-to-date assignment due dates.

Week	Topics/Readings/Assignments
1	<p>I. Topic: Sustainability, Concept and History</p> <p>a) Listen to Lecture #1: Course Overview & Introduction</p> <p>b) Read, with social annotation: Caradonna, Jeremy L." Introduction." In: J. Caradonna: <i>Sustainability: A History</i>. Revised and updated edition, Oxford University Press, 2022, pp. 1-21.</p> <p>c) Introduction to Environmental Humanities: Rose, Deborah Bird, et al. "Thinking through the Environment, Unsettling the Humanities." <i>Environmental</i></p>



	<p><i>Humanities</i>, vol. 1, no. 1, pp. 1–5, https://doi.org/10.1215/22011919-3609940.</p> <p>d) Reading Reflection: Complete the readings with social annotation and provide one example of sustainability initiatives from your own communities (on- or off-campus, home), or from recent news. Briefly explain why the example fits the concepts of sustainability, outlined by Caradonna (2022).</p> <p>c) Reading Reflection: Provide one example of sustainability initiatives from your own communities (on- or off-campus, home), or from recent news. Briefly explain why the example fits the concept of sustainability. Briefly explain why the example fits the concept of sustainability</p>
1	<p>II. Discussion: a) Zoom Discussion or b) Post on CarmenCanvas</p> <p>a) Prepare 3 questions for class discussion on Zoom based on readings and assignment. Participate in Zoom session.</p> <p>or</p> <p>b) Post 1 question (1 paragraph) for class discussion CarmenCanvas, based on readings and assignment, respond to 2 questions (1 paragraph each).</p>
2	<p>I. Topic: Icelandic Saga, Viking Ecologies & Indigenous Interventions (action: 875-1000; written: 1270-1320)</p> <p>a) Listen to Lecture #2: Icelandic Saga & Viking Ecologies</p> <p>b) Read selection from “Saga of the People of Vatnsdal” (<i>Vatnsdœla saga</i>) (pp. 185-214)</p> <p>c) Reading Reflection: Explain how and why the major character, Ingimund, settles in Iceland. (150 words)</p> <p>d) Read, with social annotation: Reinhard Henning, “Memory of Environmental and Climatic Change in the Sagas of Icelanders,” <i>Scandinavian Studies</i> 91.3 (2019), pp. 323-344.</p>
2	<p>II. Discussion: a) Zoom Discussion or b) Post on CarmenCanvas</p> <p>a) Take notes on how Ingimund takes into account sustainability as he settles in Iceland and share your ideas in class discussion. Reflect on the function of naming landscapes in his process of settling on Iceland (e.g. Thordis’s Wood, p. 211)</p>



	<p>or</p> <p>b) Post a reflection of about 2 paragraphs on how Ingimund takes into account sustainability as he settles in Iceland and share your ideas in class discussion. Reflect on the function of naming landscapes in his process of settling on Iceland (e.g. Thordis’s Wood, p. 211). Respond to two other students’ posts (1 paragraph each).</p>
3	<p>I. Topic: Peasants, Soldiers, and Hermits: The Unsustainability of War and an Escape to Sustainable Life as Hermit (17th century)</p> <p>a) Lecture: The Unsustainability of the Thirty Years’s War and is Life as a Hermit Sustainable?</p> <p>b) Read: Grimmelshausen, <i>Simplicius Simplicissimus</i>: Book I., ch. 1-12</p> <p>c) Read, with social annotation: Caradonna, Jeremy L. Ch. 2: “Sources of Sustainability in the Early Modern World.” In: J. Caradonna: <i>Sustainability: A History</i>. Revised and updated edition, Oxford University Press, 2022, pp. 22-54.</p> <p>d) Reading Reflection: Would you like to live as a hermit in the woods, as described in Grimmelshausen’s novel? Would that be sustainable? Is the hermit presented as a model of life? (150 words)</p>
3	<p>II. Discussion: a) Zoom Discussion or b) Post on CarmenCanvas</p> <p>a) Reflect and take notes on the following questions to be shared in the discussion: Is your current way of life sustainable? How could it become more sustainable? What more sustainable ways of life do you know?</p> <p>b) Post a response to the following questions: Is your current way of life sustainable? How could it become more sustainable? What more sustainable ways of life do you know? Respond to two other students’ posts.</p>
4	<p>I. Topic: Robinsonade as Enlightenment Education & Imaginations of Unsustainable Settler Colonialism</p> <p>a) Lecture: The Robinsonade, Settler Colonialism,</p> <p>b) Read: Campe, <i>Robinson, the Younger</i> (trans. 1816 [1779/80]), Preface, pp. i-xii, 1-48, 199-223.</p> <p>c) Reading Reflection: Reflect on the relationships between colonialism, racism, and sustainability. What are the immediate and long-term consequences of</p>



	Robinson's actions on the island for the environment and the indigenous inhabitants? (150 words)
4	<p>II. Discussion: a) Zoom Discussion or b) Post on CarmenCanvas</p> <p>a) Reflect and take notes on the following questions to be shared in the discussion: Are you aware on how colonialism has impacted the sustainability of current societies? You are welcome to think of the US or any other countries that have been colonies. How do we learn from Robinson how colonialism impacts sustainability?</p> <p>b) Post a response to the following questions: Are you aware on how colonialism has impacted the sustainability of current societies? You are welcome to think of the US or any other countries that have been colonies. How do we learn from Robinson how colonialism impacts sustainability? Respond to two other students' posts.</p>
5	<p>I. Topic: Imaginations of Ice, the North, and Sustainability in Andersen's Snow Queen (1844) (Part I)</p> <p>a) Lecture: Ice and the North in the cultural imaginary & Hans Christian Andersen</p> <p>b) Hans Christian Andersen, "The Snow Queen" (1844), ch. 1-4</p> <p>Text: http://hca.gilead.org.il/snow_que.html. Accessed 12 July, 2024</p> <p>c) Reading Reflection: Reflect on the contrasts between roses and ice flowers, and between the girl Gerda and the Snow Queen, in Andersen's story. (150 words)</p>
5	<p>II. Discussion: a) Zoom Discussion or b) Post on CarmenCanvas</p> <p>a) Reflect and take notes on the following questions to be shared in the discussion: How do you like ice and snow? How do you experience them? What thoughts to you have about the relationship between the North/ice and sustainability?</p> <p>b) Post a response on the following questions: How do you like ice and snow? How do you experience them? What thoughts to you have about the relationship between the North/ice and sustainability? Respond to two other students' posts.</p>



5	<p>Anonymous midterm teaching and learning evaluation on CarmenCanvas</p> <p>Student will be asked to reflect on content, pace and workload, and on their own learning until now.</p>
6	<p>I. Topic: Ice and the North in Representations of Nature and Sustainability (Part II)</p> <p>a) Lecture: The North, and Sami cultures, in the Cultural Imagination and Sustainability</p> <p>b) Read: Hans Christian Andersen, “The Snow Queen” (1844), ch. 57</p> <p>Text: http://hca.gilead.org.il/snow_que.html. Accessed 12 July, 2024</p> <p>c) Disney’s movies <i>Frozen I</i> and <i>II</i>: selected scenes (about 50 mins.)</p> <p>d) Reading Reflection: What is the narrative function of the two Sami women described in the story? What evidence do you find that makes their portrayal racist? (Definition of racism: https://www.britannica.com/topic/racism, accessed July 12, 2024) (150 words)</p> <p>Optional Reading:</p> <p>e) Read: Recio, Eugenia, Dina Hestad. “Indigenous Peoples: Defending an Environment for All. Still Only One Earth: Lessons from 50 years of UN sustainable development policy.” <i>International Institute for Sustainable Development</i>, https://www.iisd.org/articles/deep-dive/indigenous-peoples-defending-environment-all (accessed July 12, 2024)</p>
6	<p>II. Discussion: a) Zoom Discussion or b) Post on CarmenCanvas</p> <p>a) Reflect and take notes on the following questions to be shared in the discussion: Indigenous cultures are often thought to be more sustainable than colonizing cultures. Please reflect on whether or how such a perception can be interconnected with racist stereotypes. Consider how such stereotyping could be avoided and indigenous knowledge of sustainability be furthered.</p> <p>b) Post a response on the following questions: Indigenous cultures are often thought to be more sustainable than colonizing cultures. Please reflect on whether or how such a perception can be interconnected with racist stereotypes. Consider how such stereotyping could be avoided and indigenous knowledge of sustainability be furthered. Respond to two other students’ posts.</p>



	Note: Please be mindful of the language that you use to discuss racism so as not to cause inadvertent harm to others.
6	Writing Assignment no. 1
7	<p>I. Topic: Children’s Literature as Applied Geography and Lesson in Sustainability (Part I)</p> <p>a) Lecture: Selma Lagerlöf, Nationalism, and Environmental Movements</p> <p>b) Read: Chapters: Selma Lagerlöf. “The Boy,” “Akka from Kebnekaise,” “The Wonderful Journey of Nils,” “Glimminge Castle.” Selma Lagerlöf, <i>The Wonderful Adventures of Nils</i> (1907 [1906/1907]), Trans. Velma Swanston Howard, https://www.gutenberg.org/cache/epub/10935/pg10935-images.html, accessed July 12, 2024.</p> <p>c) Read: Norton, Bryan G. Caring for nature: a broader look at animal stewardship. Bryan G. Norton. <i>Searching for Sustainability: Interdisciplinary Essays in the Philosophy of Conservation Biology</i>. Cambridge University Press, 2003, pp. 375-395.</p> <p>d) Reading Reflection: Reflect on the human-animal and animal-animal relationships described in the novel, on the background of Norton’s understanding of animal stewardship. How do we care for wild animals vs. domestic animals? How is the difference between wild and domestic animals described in Lagerlöf’s novel? (150 words)</p>
7	<p>II. Discussion: a) Zoom Discussion or b) Post on CarmenCanvas</p> <p>a) Reflect and take notes on the following questions to be shared in the discussion: Do you think of them differently? Do you think Lagerlöf’s novel can help us appreciate animals and imagine sustainable treatments of animals?</p> <p>b) Post a response on the following questions: Do you think of them differently? Do you think Lagerlöf’s novel can help us appreciate animals and imagine sustainable treatments of animals? Respond to two other students’ posts.</p>
8	<p>I. Topic: Children’s Literature as Applied Geography and Lesson in Sustainability (Part II)</p> <p>a) Lecture: Selma Lagerlöf, Sustainability in Norwegian and Sami Societies</p> <p>b) Read: Chapters: Selma Lagerlöf. “Osa, the Goose Girl, and Little Mats,”</p>



	<p>“With the Laplanders,” “Home at Last,” “Parting with the Geese.” Selma Lagerlöf. <i>The Wonderful Adventures of Nils</i> (1907 [1906/1907]), Trans. Velma Swanston Howard, https://www.gutenberg.org/cache/epub/10935/pg10935-images.html, accessed July 12, 2024.</p> <p>c) Read, with Social Annotation: Weld, Sara Pankenier. “Sámi Selves in the Northern Landscape: Nomadism and Indigeneity in Swedish Classics for Children.” <i>Barnelitterært Forskningstidsskrift</i>, vol. 11, no. 1, 2020, pp. 1–12, https://www.idunn.no/doi/epdf/10.18261/issn.2000-7493-2020-01-01 (open access), accessed July 15, 2024.</p> <p>d) Reading Reflection: How are the Sami portrayed in Lagerlöf’s chapter “With the Laplanders”? How does Lagerlöf portray nomadism in particular? (See Weld for a definition of the practice and concept of “nomadism.”) (150 words)</p>
8	<p>II. Discussion: a) Zoom Discussion or b) Post on CarmenCanvas</p> <p>a) Reflect and take notes on the following questions to be shared in the discussion: How has the representation of Sami communities and sustainability in those communities evolved since Andersen’s fairy tale? What similarities and differences do you see between Lagerlöf’s portrayal of the Sami and that in Andersen’s “Snow Queen”? What notion of sustainability emerges at the end of the novel and how does it relate to that of Sami societies, as described in the novel?</p> <p>b) Post a response on the following questions: How has the representation of Sami communities and sustainability in those communities evolved since Andersen’s fairy tale? What similarities and differences do you see between Lagerlöf’s portrayal of the Sami and that in Andersen’s “Snow Queen”? What notion of sustainability emerges at the end of the novel and how does it relate to that of Sami societies, as described in the novel? Respond to two other students’ posts.</p> <p>Note: Please be mindful of the language that you use to discuss racism so as not to cause inadvertent harm to others.</p>
9	<p>I. Topic: Arne Naess Ecological Utopia (1980s and 1990s)</p> <p>a) Lecture: Arne Næss and the Deep Ecology Movement, Then and Now</p> <p>b) Read, with Social Annotation: Næss, Arne: Sustainable Development and Deep Ecology. Arne Næss. pp. 563-576. Naess, Arne, et al. <i>The Selected Works of Arne Naess / Volume X, Deep Ecology of Wisdom : Explorations in Unities of Nature and Culture : Selected Papers / Edited by Harold Glasser and Alan Drengson in Cooperation with the Author an with Assistance from Bill</i></p>



	<p><i>Devall and George Sessions</i>. Springer, 2005.</p> <p>c) Read, with Social Annotation: Arne Naes, “An Example of a Place: Tvergastein” (1992), Naess, Arne, et al. <i>The Selected Works of Arne Naess / Volume X, Deep Ecology of Wisdom</i>, pp. 339-359.</p>
9	<p>II. Discussion: a) Zoom Discussion or b) Post on CarmenCanvas</p> <p>a) Reflect and take notes on the following questions to be shared in the discussion: How does Naess’ ideas about deep ecology differ, in his view, from concepts of sustainability? Do you agree with Naess’ characterization of sustainability? Do you like his idea of a deep ecology? What do you like or not like about it?</p> <p>b) Post a response on the following questions: How does Naess’ ideas about deep ecology differ, in his view, from concepts of sustainability? Do you agree with Naess’ characterization of sustainability? Do you like his idea of a deep ecology? What do you like or not like about it? Respond to two other students’ posts.</p>
9	<p>Anonymous midterm teaching and learning evaluation on CarmenCanvas</p> <p>Student will be asked to reflect on content, pace and workload, and on their own learning until now.</p>
10	<p>SPRING BREAK</p>
11	<p>I. Topic: The 1986 Chernobyl Disaster and the Anti-Nuclear Movement in West-Germany (Part I)</p> <p>a) Lecture: The 1986 Chernobyl Disaster, the Reaction in West-Germany & Gudrun Pausewang’ s 1987 novel <i>Fall-out</i></p> <p>b) Read: Gudrun Pausewang, <i>Fall-out</i> (1997 [1987]); ch. 1-8 (pp. 1-79)</p> <p>c) Reading Reflection: Describe and reflect on how different people react to the disaster. Describe and reflect at least three distinct reactions. (150 words)</p>
11	<p>II. Discussion: a) Zoom Discussion or b) Post on CarmenCanvas</p> <p>a) Reflect and take notes on the following questions to be shared in the discussion: What do you think about nuclear energy? Are you aware of nuclear accidents in the US and globally? What you know about nuclear energy in</p>



	<p>Ohio? Do you think that Pausewang' s novel describes the risks of nuclear power plants accurately?</p> <p>b) Post a response on the following questions What do you think about nuclear energy? Are you aware of nuclear accidents in the US and globally? What you know about nuclear energy in Ohio? Do you think that Pausewang' s novel describes the risks of nuclear power plants accurately? Respond to two other students' posts.</p>
12	<p>I. Topic: The 1986 Chernobyl Disaster and the Anti-Nuclear Movement in West-Germany (Part II)</p> <p>a) Lecture: The Anti-Nuclear movement in Germany and the Green Party</p> <p>b) Read: Gudrun Pausewang, <i>Fall-out</i> (1997 [1987]); ch. 9-16 (pp. 81-172)</p> <p>c) Read, with social annotation: Uekötter, Frank. Chapter 4: The Green Enigma: German Environmentalism, 1980 to 2013. Uekötter, Frank. <i>The Greenest Nation?: A New History of German Environmentalism</i>. The MIT Press, 2014, pp. 113-126, 153-156 (sel. from this chapter). (ebook available through OSUL)</p> <p>d) Reading Reflection: Describe the ideal, multi-generational, activist community that Jana joins before going home to Schlitz, imagined in the final chapters of <i>Fall-out</i>. (150 words)</p>
12	<p>II. Discussion: a) Zoom Discussion or b) Post on CarmenCanvas</p> <p>a) Reflect and take notes on the following questions to be shared in the discussion: What makes Germany a Green Nation in the 1980s according to Uekötter's article "The Green Enigma: German Environmentalism, 1980 to 2013"? What role did Chernobyl play in this development? How does Pausewang describe the impact of Chernobyl on German environmental policy? Does she agree with Uekötter?</p> <p>b) Post a response on the following questions: What makes Germany a "Green Nation" in the 1980s, according to Uekötter's article "The Green Enigma: German Environmentalism, 1980 to 2013"? What role did Chernobyl play in this development? How does Pausewang describe the impact of Chernobyl on German environmental policy? Does she agree with Uekötter? Respond to two other students' posts.</p>
12	<p>Writing Assignment no. 2</p>



13	<p>I. Topic: Environmental Dystopia and Utopia in Schätzing’s <i>The Swarm</i> (2004/2023)</p> <p>a) Lecture: Dystopia and Fear as Means to Increase Sustainability?</p> <p>b) Watch: <i>The Swarm</i>, Episodes 1-3 (ca. 125 min.)</p> <p>Free to watch here: https://www.cwtv.com/shows/the-swarm/?utm_source=google&utm_medium=search&utm_campaign=google_kp_watch</p> <p>c) Read: J. Caradonna: Ch. 6 Sustainability Today: 2000–Present. J. Caradonna: <i>Sustainability: A History</i>. Revised and updated edition, Oxford University Press, 2022, pp. 177-235, read sel: pp. 177-207.</p> <p>d) Viewing/Reading Reflection: How does the Movie depict unsustainable actions by humans and their impact on the environment? How does the movie reflect environmental concerns discussed in Caradonna, ch. 6? (pp. 177-207)</p>
13	<p>II. Discussion: a) Zoom Discussion or b) Post on CarmenCanvas</p> <p>a) Reflect and take notes on the following questions to be shared in the discussion: Are you afraid of the impacts of human actions on the environment, including, but not limited to climate change or biodiversity loss? If yes, do you believe that this fear motivates or discourages you, or both? How does it motivate you, if it does? If not, how do you deal with and react to information about climate change and other environmental threats?</p> <p>b) Post a response on the following questions: Are you afraid of the impacts of human actions on the environment, including, but not limited to climate change or biodiversity loss? If yes, do you believe that this fear motivates or discourages you, or both? How does it motivate you, if it does? If not, how do you deal with and react to information about climate change and other environmental threats? Respond to two other students’ posts.</p>
14	<p>I. Topic: Environmental Dystopia and Utopia in Schätzing’s <i>The Swarm</i> (2004/2023)</p> <p>a) Lecture: Utopia and Hope as Means to Increase Sustainability?</p> <p>b) Watch: <i>The Swarm</i>, Episodes 4-6 (ca. 125 min.)</p> <p>Free to watch here: https://www.cwtv.com/shows/the-swarm/?utm_source=google&utm_medium=search&utm_campaign=google_kp_watch</p>



	<p><u>watch</u></p> <p>c) Read: J. Caradonna: Ch. 6 Sustainability Today: 2000–Present. J. Caradonna: <i>Sustainability: A History</i>. Revised and updated edition, Oxford University Press, 2022, pp. 177-235, read sel: pp. 208-235.</p> <p>d) Viewing/Reading Reflection: Who finally saves the world? What view of human-nature relationship does the movie propose, at the end? What do you think of that view? How does this view overlap or differ from the sustainability initiatives described in Caradonna (pp. 177-235)?</p>
14	<p>II. Discussion: a) Zoom Discussion or b) Post on CarmenCanvas</p> <p>a) Reflect and take notes on the following questions to be shared in the discussion: Do you know of or have a vision for a sustainable future? What would it entail? Provide some detail in your response and avoid generalizations.</p> <p>b) Post a response on the following questions: Do you know of or have a vision for a sustainable future? What would it entail? Provide some detail in your response and avoid generalizations. Respond to two other students' posts.</p>
15	<p>I. Topic: Sustainability in German and Scandinavian Cultures Today</p> <p>a) Lecture: Contemporary Environmental Activism and Culture in German-speaking and Scandinavian Countries (Fridays for Future & Luisa Neubauer, Last Generation, Public Art Projects)</p> <p>b) Read, with social annotation: Neubauer, Luisa-Marie, and Alexander Repenning. "The Climate Crisis is a Crisis of Communication." <i>Beginning to End the Climate Crisis : A History of Our Future</i>. Translated by Sabine Von Mering, Brandeis University Press edition, Brandeis University Press, 2023, https://muse.jhu.edu/book/110014/, pp. 66-80.</p> <p>c) Read, with social annotation: Neubauer, Luisa-Marie, and Alexander Repenning. "Start Dreaming." <i>Beginning to End the Climate Crisis : A History of Our Future</i>. Translated by Sabine Von Mering, Brandeis University Press edition, Brandeis University Press, 2023, https://muse.jhu.edu/book/110014/, pp. 130-143.</p> <p>d) Watch: Thunberg, Greta, and Paul McGann. <i>A Year to Change the World</i>. BBC, 2021, Episode 1, 54 min, https://www.pbs.org/show/greta-thunberg-year-change-world/, accessed July 15, 2024.</p>



15	II. Discussion: a) Zoom Discussion or b) Post on CarmenCanvas a) Reflect and take notes on the following questions to be shared in the discussion: What can culture, and a culture of activism contribute to a sustainable future? b) Post a response on the following questions: What can culture, and a culture of activism contribute to a sustainable future? Respond to two other students' posts.
FINALS WEEK	Final Reflection due (essay, video, or audio)

German/Scandvn 3354
From Viking Saga to Climate Fiction: Nature in Nordic and Germanic Literatures
GE Theme course Sustainability
3 credit hours
(Taught in English)

Instructor: May Mergenthaler, Ph.D.

Meeting times:

Classroom: tba

Office hours: Mon. 1-2:30 p.m.

Email: mergenthaler.4@osu.edu

Contact hours: 3 credit hours

Class number: tba

Office: Hagerty Hall 334

GE Information: Sustainability Theme

GOAL 1: Successful students will analyze an important topic or idea at a more advanced and in-depth level than in the Foundations component. [Note: In this context, "advanced" refers to courses that that are e.g., synthetic, rely on research or cutting-edge findings, or deeply engage with the subject matter, among other possibilities.]

ELOs: Successful students are able to:

- 1.1. Engage in critical and logical thinking about the topic or idea of the theme.
- 1.2. Engage in an advanced, in-depth, scholarly exploration of the topic or idea of the theme.

GOAL 2: Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.

ELOs: Successful students are able to:

- 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.

Goal 3: Successful students will analyze and explain how social and natural systems function, interact, and evolve over time; how human well-being depends on these interactions; how actions have impacts on subsequent generations and societies globally; and how human values, behaviors, and institutions impact multifaceted potential solutions across time.

ELOs: Successful students are able to:

- 3.1. Describe elements of the fundamental dependence of humans on Earth and environmental systems, and on the resilience of these systems.
- 3.2. Describe, analyze, and critique the roles and impacts of human activity and technology on both human society and the natural world, in the past, present, and future.
- 3.3. Devise informed and meaningful responses to problems and arguments in the area of sustainability based on the interpretation of appropriate evidence and an explicit statement of values.

How the course addresses the expected learning outcomes of the Theme:

The course German/Scandvn 3354, "From Viking Saga to Ecological Dystopia: Nature in Nordic and Germanic Literatures," represents an advanced study of the focal theme, Sustainability, as it deeply engages the ways in which Nordic and Germanic literatures and cultures represent and conceptualize human-nature relationships. Students will analyze how literary texts, films, TV shows, comics, and other cultural artifacts show how humans depend on nature for both their survival and their enjoyment, as well as for the political ways in which they organize their societies. On the background of current science, culture, and societies, and their own experiences, students will critically analyze the values manifest in the human-nature relationships depicted in Nordic and Germanic cultures, as well as the sustainability of the technological and organizational solutions that Nordic and Germanic cultures presents for problems related to human-nature relationships including the provision of sufficient and satisfying nutrition, housing, clothing, means of transportation, or leisure activities. Students will also investigate the development of attitudes and solutions concerning sustainable human-nature relationships over time as well as their geographical differences. The course contains a research component, as every student will work, throughout the semester, on a final research paper. In order to prepare students to engage with research on their chosen topic, related to the materials of the course, students will read a research article for every topic and week of the semester.

Weekly homework assignments and in-class lectures and discussions will help prepare students for their midterm exams, for identifying a topic for their final research paper. The oral presentation will allow students to learn about and critically reflect on current research on sustainability from a cultural perspective, and prepare them to use sustainability research in their final research papers. In the course of preparing their final research paper, students will engage deeply, from a specific perspective on sustainability, with both the selected literary and cultural artifacts and the current methods and research in their chosen research field. Students will engage in different tasks throughout the semester that will lead to the completion of their research papers, including textual analysis, bibliographical work, reading, critically reflecting on, and annotating research on the chosen paper topic, drafting a paper outline, and writing a research paper. They will develop a sense of a learner through regular assessment and self-assessment, as well as through close collaboration in class discussions and group work.

Expected Learning Outcomes of the German Program:

1. Learn about German cultural representations and interpretations, views, and concepts of nature

Successful students will learn to explore how literary works from the Germanic tradition represent and reflection on environmental knowledges and practices.

2. Understand major developments in German culture and history

Successful students will learn to explore how literary works and other cultural artifacts from the Germanic tradition represent and reflection on major developments in environmental history and culture.

Expected Learning Outcomes for the Scandinavian program:

1. Learn about Scandinavian cultural representations and interpretations, views, and concepts of nature

Successful students will learn to explore how literary works and other cultural artifacts from the

Scandinavian tradition represent and reflection on environmental knowledges and practices.

2. Understand major developments in Scandinavian culture and history

Successful students will learn to explore how literary works and other cultural artifacts from the Scandinavian tradition represent and reflection on major developments in environmental history and culture.

Course Description

This course explores how literature and culture—including, among others, traditional art forms, popular culture, folklore, lifestyle, social customs, and political culture—are deeply intertwined with our relationship toward nature and our natural and cultural environments, including forests, oceans, mountains, parks, and rural and urban spaces. It explores how environmental sustainability is conceived, represented, and reflected in the literatures of Nordic and German-speaking countries (Iceland, Norway, Sweden, Finland, Denmark, Switzerland, Austria, and Germany), from the medieval period to the present. The rich and diverse literatures and cultures of these countries may help explain their intense engagement with current global environmental issues and strategies for sustainability, from climate change and biodiversity loss to ocean acidification and soil erosion.

Representations and concepts of nature and environmental sustainability will be studied in a variety of literary genres, with different thematic emphases, and from different methodological angles. Literary genres include medieval sagas; Gothic Romantic tales; 19th-century fairy tales (e.g., “Snow Queen” that inspired Disney’s *Frozen*); the modernist novel; graphic novel; poetry; essay; and science-fiction, both dystopian and utopian; and TV series. Thematic emphases encompass the cultivation of Iceland; the landscape of war; witchcraft and the magic of nature; urbanization and the destruction of nature; back-to-nature movements; the fascist instrumentalization of nature; nature and memory; the reality and imagination of nuclear disaster and pollution; the philosophy of *Deep Ecology*; dystopia and utopia in the age of climate change and fears of irreversible environmental damage. Finally, research methods that the instructor introduces in class and that students apply, in particular, in their final research essays include narratology, rhetorical analysis, and gender and postcolonial studies as well as Environmental Humanities and Ecocriticism.

All readings available in English; taught in English.

Texts & Audio-visual media

Most readings, audio-visual media, and other sources will be made available in the course management system Carmen/Canvas, or links. Students will be required to buy one episode of a TV series and the film *Frozen II* (or use their subscription to a streaming service such as Netflix). Students may organize group screenings of audiovisual media to save costs.

Grade distribution:

Class participation	10%
Weekly assignments	10%
10 short in-class quizzes	10%
Scaffolded Research and Writing Assignments (4x10%)	40%
Abstract	5%
Final Research Essay	25%
Total	100%

Grading Scale

93 - 100 = A	83 - 87 = B	73 - 77 = C	63 - 67 = D
90 - 92 = A-	80 - 82 = B-	70 - 72 = C-	below 63 = E
88 - 89 = B+	78 - 79 = C+	68 - 69 = D+	

Important dates: See course schedule

Further instructions, information, and grading scales for the individual assignments and graded items will be provided by the instructor and uploaded on Carmen before the first class.

Description of Major Class Assignments:**3. Participation:**

Participation in class meeting is an important component of the learning process. It helps you activate your knowledge and process course materials. You will learn from expressing your own ideas as well as from engaging with those of your peers. – Participation consists of a variety of activities that are all highly valuable. It includes contributing to group and class discussion, listening to and responding to your peers, and reflecting on ideas through in-class writing and reflection assignments. In some classes, you will be asked to turn in written reflections on texts or discussions.

Excellent attendance is necessary to be able to fully participate in class. Therefore, regular attendance is essential for success in this course. After two absences, your final grade will be lowered by half a grade. Acceptable excuses for absences include documented illness, religious holidays, emergency situations, travel with your sports team, and job interviews. **If possible, please contact your instructor well in advance via email, if you need to miss class.** In the case of missed class, it is **your responsibility** to get the notes and assignment information from the instructor or classmates, or Canvas. Please talk to the instructor if you have an extended situation that is preventing you from being in class.

Late arrival and early departure are considered poor participation. **Three late arrivals (more than 5 minutes) will count as one unexcused absence.** - No more than **two unexcused absences** are allowed in this course. Any additional unexcused absence will result in a lowering of your final grade by a third of a grade (e.g. from A to A-).

4. Weekly Assignments:

- a. All Assignments will be posted on CarmenCanvas, completed assignments are to be

uploaded on CarmenCanvas. The weekly homework assignments will enable students to engage closely with literary works in different ways. For instance, students will be asked not only to read and understand a given text, but also to analyze, in writing, a particular literary device, such as narrative perspective, or metaphor, and how it shapes the nature-human relationships depicted in the text. They will also be asked to evaluate those representations in their respective cultural context and relate them to current cultural and ethical views and debates.

5. Quizzes:

The quizzes will test students' completion of the readings and their knowledge of concepts of environmental sustainability and of how they relate to literary representations of human-nature relationships.

6. Scaffolded Research Assignments (40%):

A. Textual evidence (10 %)

In this assignment, students will use textual evidence (cite, paraphrase) from *Robinson, the Younger* to support an argument or a point concerning human-nature relationships and environmental sustainability. For instance, students can explore how the main character conceives of and uses nature as a tool for survival, and critically reflect on his concept and use of nature on the background of notions of environmental sustainability, as well as the other two concepts of sustainability, equity and economics, and their interrelationships in the novel.

B. Scholarship as Conversation (10%)

In this assignment, students will put their own ideas in dialogue with a secondary source on topics related to human-nature relationships and questions of environmental sustainability in Pichler's "The First of May, or Wallburga's Night," namely Sullivan's essay "Dark Pastoral," which is also the assigned secondary reading.

C. Representation of Environmental Sustainability (10 %)

In this assignment, students will consider how environmental sustainability is represented and imagined in Selma Lagerlöf's *The Wonderful Adventures of Nils*. How does the narrative describe human and animal contributions to environmental sustainability?

D. Abstract (5%)

In this assignment, students will write a 250-word (= about 1 page) abstract of their final paper dealing with the representation of human-nature relationships and environmental sustainability in Germanic or Scandinavian Literature. In their abstract, students they concisely present their subject of investigation (literary text/comic/film, other cultural artifact), their projected thesis, method(s) of investigation, and the contemporary relevance of their research for current debates about environmental sustainability. They will accompany their abstract with a draft outline of their paper and a draft bibliography. We will discuss the requirements of an abstract in class.

For more information about the MLA citation format and the format of an abstract for a research paper consult

https://owl.purdue.edu/owl/research_and_citation/mla_style/mla_formatting_and_style_guide/mla_formatting_and_style_guide.html and https://owl.purdue.edu/owl/graduate_writing/graduate_writing_genres/graduate_writing_genr

[es_abstracts_new.html](#)

General resources about academic writing can be found here:

https://owl.purdue.edu/owl/general_writing/academic_writing/

Academic integrity and collaboration:

Students may consult *only* with the instructor, university writing assistant, or German and Scandinavian Studies Librarian. All used sources need to be *cited* following MLA citation style. The use of online writing tools, including those using artificial intelligence is prohibited. Any assistance received needs to be noted in the paper, except for assistance provided by the instructor.

7. Final Research Paper (25%):

In their final research papers, students will explore the representation of human-nature relationships and environmental sustainability in Germanic or Scandinavian Literature in by developing a thesis and an argument, and providing a conclusion. Student will be required to respond or work with 3 to 5 secondary sources, among them at least 3 scholarly articles. Students are welcome to work with the articles discussed in class.

We will discuss the building blocks of a research paper in class and student will complete exercises related to essay writing including paraphrasing and citing primary and secondary sources.

The final research paper should have at least 1,750 words (about 7 pages) and no more than 2000 words (about 8 pages), not including the bibliography, and be written in 12-point, Times New Roman, with double spacing. Citations are included in the word count, but overly long citations are discouraged. Please consult the following sites on writing research papers and the uses of citations:

https://owl.purdue.edu/owl/general_writing/academic_writing/essay_writing/argumentative_essays.html

https://owl.purdue.edu/owl/research_and_citation/using_research/quoting_paraphrasing_and_summarizing/index.html

https://owl.purdue.edu/owl/research_and_citation/mla_style/mla_formatting_and_style_guide/mla_formatting_and_style_guide.html

Use of Technology in Class

For the sake of the environment and convenience, you will be allowed to read and write on your laptops or other electronic devices in class. Note-taking by hand is also encouraged. **The sound of your cell phones must be turned off.** You need to be able to **read and, if applicable, write well** on the device that you chose as your reading device. Therefore, the **use of cell phones** for the purpose of reading and writing **is discouraged**. - **Not allowed** is the use of technology to engage with content unrelated to class, such as news websites, social media, texting on your cell phone, checking messages on your cell phone, checking the time on your cell phone, shopping, etc. **If I find a student engaging with such content, the student will receive a C for participation for that day.** Please do not get us into this situation.

Email Etiquette

Emailing your professor is a professional form of communication and not casual conversation. Hence, you are asked to follow a few simple rules. 1. Please write your email from your **OSU email account**. 2. You may address me with my first name, but do not omit my name. (A mere "Hello" is not acceptable.)

3. Sign your email with your name (“Best ...”, “Sincerely”). 4. Check your spelling and send. 5. Allow **24 hours** to respond; do not expect responses over the weekend. - If you need to speak with me, **please come to my office hours or schedule a meeting**, if the office hours conflict with your schedule.

Statement on Academic Misconduct:

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

Statement about Disability Services:

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

Mental Health Statement:

The university recommends including the following mental health statement:
As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student’s ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life’s Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling 614--292--5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at 614--292--5766 and 24 hour emergency help is also available 24/7 by dialing 988 to reach the Suicide and Crisis Lifeline.

Statement on sexual misconduct/relationship violence:

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

Statement on diversity:

The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

Course Schedule & Weekly Readings, or Viewings

Week 1: Jan. 7 & 9

Sustainability in Science and Culture: Scandinavia and German-speaking countries

- a) Robert Brinkmann: Introduction to Sustainability, Wiley & Blackwell 2016, ch. 1, pp. 1-20.

Assignment: Complete the reading and provide an example for each of the three categories of sustainability: Environment, equity, and economy, from your own world or from recent news. Briefly explain why the example fits the selected category of sustainability.

- b) Results of the latest Environmental Performance Index, <https://epi.yale.edu/epi-results/2022/component/epi> ; 2022 Report: <https://epi.yale.edu/downloads/epi2022report06062022.pdf>, ch. 1 & 2, pp. 1-39; accessed 27 Feb. 2023.

Assignment: Write a personal reflection on the results of the environmental performance index.

Week 2: Jan. 14 & 16

Viking Ecologies (Medieval Literature)

- a) "Saga of the People of Vatnsdal" (*Vatnsdæla saga*) (sel.)
- b) Reinhard Henning, "Memory of Environmental and Climatic Change in the Sagas of Icelanders," *Scandinavian Studies* 91.3 (Fall 2019), pp. 323-344.
- c) Jeremy DeAngelo, "The North and the Depiction of the 'Finnar' in the Icelandic Sagas," *Scandinavian Studies* 82.3 (2010), pp. 257-286

Assignment: Write a brief summary of the main thesis and argument of Henning's essay.

In-class quiz #1

Week 3: Jan. 21 & 23

The Nature of Peasants, Soldiers, and Hermits (17th century)

- a) Grimmelshausen, *Simplicius Simplicissimus*: Book I., ch. 1-12 (From farm boy to hermit)
- b) Grimmelshausen, *Simplicius Simplicissimus*, Book V, ch. 10-12; Appendix A, ch. 19-23 (Travel to the Center of the Earth; Simplicissimus' life on an island - the first "Robinsonade")
- c) Alexander Weber, "On the experience of Nature and Landscape" in Grimmelshausen's *Simplicissimus* (Essay in German to be provided in English translation) *Daphnis*, 23.1 (1994), pp. 61-84.

Text: Translation by William Heinemann (1912),
<https://www.gutenberg.org/files/33858/33858-h/33858-h.htm>, accessed 27 Feb. 2023.

Assignment: Write a paragraph on select literary representations of environmental sustainability that you find in Grimmelshausen's novel; use one or two citations from the text to support your observations. (Preparation for next week's Scaffolded Research Assignment A)

In-class quiz #2

Week 4: Jan. 28 & 30

Enlightened Landscapes (18th century)

- a) Campe, *Robinson, the Younger* (1816 [1779/80]) (tbd)
- b) Campe, *Robinson, the Younger* (1816 [1779/80]) (tbd)
- c) Chunjie Zhang, "Krusoe Robinson's Adventure: Technology of the Self and Double Consciousness in Joachim Heinrich Campe's *Robinson der Jüngere*" (2021). In: Clark, S., Yoshihara, Y. (eds) *Robinson Crusoe in Asia*. Palgrave Macmillan, 2021, pp. 159-180.

Text: Translation by John Timaeus (1816)

<https://books.google.com/books?id=EnrRAAAAMAAJ&printsec=frontcover#v=onepage&q&f=false>
<https://babel.hathitrust.org/cgi/pt?id=mdp.39015078572628&view=1up&seq=6>, accessed 27 Feb. 2023.

Scaffolded Research and Writing Assignment A: Textual Evidence

Students will use textual evidence (cite, paraphrase) from *Robinson, the Younger* to support an argument or a point concerning human-nature relationships and environmental sustainability.

In-class quiz #3

Week 5: Feb. 4 & 6

Romantic Nature - Between Idyll and Goth (around 1800)

- a) Caroline Pichler, "The First of May, or Wallburga's Night" (1813), ch. 1-2; pp. 3-79.
- b) Caroline Pichler, "The First of May, or Wallburga's Night" (1813), ch. 2-4, pp. 57-80.
- c) Heather Sullivan, "Dark Pastoral," in: Caroline Schaumann and Heather Sullivan, eds., *German Ecocriticism in the Anthropocene, Literatures, Cultures, and the Environment*, Palgrave Macmillan, 2017, pp. 25-44.

Text: Available on google books in: R. P. Gillies, *German Stories* vol. 3 (1827)

https://books.google.com/books?id=0_4PAQAAMAAJ&printsec=frontcover&dq=R.+P.+Gillies,+German+Stories&hl=en&newbks=1&newbks_redir=0&sa=X&ved=2ahUKEwj1pObjgOvmAhVHUs0KHczBDwsQuwUwAnoECAEQBQ#v=onepage&q=R.%20P.%20Gillies%2C%20German%20Stories&f=false; accessed 27 Feb. 2023.

Assignment: Write a brief summary of the main thesis and arguments of Sullivan's "Dark Pastoral". (Preparation for next week's Scaffolded Research Assignment B)

In-class quiz #4

Week 6: Feb. 11 & 13

Nature, Magic, and Modernity (19th century)

- a) Hans Christian Andersen, "The Snow Queen" (1844)
Text: http://hca.gilead.org.il/snow_que.html. Accessed 27 Feb. 2023
- a) Disney's *Frozen I* and *II* (2019) (movie excerpts)
- b) JoAnn Conrad, "Into the 'Land of Snow and Ice': Racial Fantasies in the Fairy-Tale Landscapes of the North, *Narrative Culture* 5.2 (2018), pp. 255-290.

Scaffolded Research and Writing Assignment B: Scholarship as Conversation

In this assignment, students will put their own ideas in dialogue with a secondary source on topics related to human-nature relationships and questions of environmental sustainability in

Pichler's "The First of May, or Wallburga's Night," namely Sullivan's essay "Dark Pastoral," which is also the assigned secondary reading.

In-class quiz #5

Assignment: Analyze the representation of human-nature relationships in a select scene or scenes from *Frozen I* or *Frozen II*.

Week 7: Feb. 18 & 20

Children's Literature as Applied Geography (early 20th century)

- a) Selma Lagerlöf, *The Wonderful Adventures of Nils* (Literal translation of the original title: Nils Holgersson's wonderful journey across Sweden) (1907 [1906/1907]) (sel., tba)
- b) Selma Lagerlöf, *The Wonderful Adventures of Nils* (1907 [1906/1907]) (sel., tba)
- c) Weld, Sara Pankenier. "Sámi Selves in the Northern Landscape: Nomadism and Indigeneity in Swedish Classics for Children." *Barnelitterært Forskningstidsskrift*, vol. 11, no. 1, 2020, pp. 1–12, <https://www.idunn.no/doi/epdf/10.18261/issn.2000-7493-2020-01-01> (open access), accessed 27 Feb. 2023.
- d) Robin Wall Kimmerer, "Weaving Traditional Ecological Knowledge into Biological Education: A Call to Action," *BioScience* 52.5 (2002), 432-438.

In-class quiz #6

Assignment: Analyze how the Sami's relationship toward nature is represented in Lagerlöf's novel *The Wonderful Adventures of Nils*. (Preparation for next week's Scaffolded Research and Writing Assignment C)

Week 8: Feb. 25 & 27

Children's Literature as Applied Geography (early 20th century)

- a) Selma Lagerlöf, *The Wonderful Adventures of Nils* (1907 [1906/1907]) (sel., tba)
- b) Camille Deschamps Vierø. "Seasons Writing and Environmental Ethics in Nils Holgerssons Underbara Resa Genom Sverige." *Barnelitterært Forskningstidsskrift*, vol. 11, pp. 1–10, <https://www.idunn.no/doi/epdf/10.18261/issn.2000-7493-2020-01-05> (open access), accessed 27 Feb. 2023.

Scaffolded Research and Writing Assignment C: Representations of Environmental Sustainability

Consider how environmental sustainability is represented and imagined in Selma Lagerlöf's *The Wonderful Adventures of Nils*. Explore, using select examples, how the narrative describes human and animal contributions to environmental sustainability.

In-class quiz #7

Week 9: March 3 & 5

Back-to-Nature

- a) Knut Hamsun, *Growth of the Soil* (1917) (tbd.)
- b) Mortensen, Peter. "'Green by This Time Tomorrow!': Knut Hamsun's Alternative Modernity," *Journal of Modern Literature* 33.1 (2009), pp. 2-26.

Text: Translation by W.W. Worster (1920)

http://www.kkworld.com/kitablar/knut_hamsun_torpagin_bereketi-eng.pdf, accessed 27 Feb. 2023.

No writing class assignment, no in-class quiz

Abstract of final research paper is due on March 5.

Week 10: Spring Break (March 9-13)

Week 11: March 17 & 19

The Holocaust and Nature as a Source of Suffering (1933-1945)

- a) Art Spiegelman, *Maus I* (1980-1991)
- b) Art Spiegelman, *Maus II* (1980-1991); Nelly Sachs (poem)
- c) Sands, Danielle. "Fragile Bodies, Cross-Species Empathy and Suspended Allegories: 'It Hurt, It Was Painful – That's All There Is to Say.'" *Animal Writing: Storytelling, Selfhood and the Limits of Empathy*, Edinburgh University Press, 2019, pp. 35–65. JSTOR, <http://www.jstor.org/stable/10.3366/j.ctvrs916m.7>, accessed 27 Feb. 2023 (focus on pp. 45-54).

In-class quiz #8

Assignment: Closely analyze the representation of human-nature relationships in relation to questions of sustainability (environment, equity and economics) in a select passage from Spiegelman's graphic novel *Maus I*. (The instructor will suggest different passages to explore.)

Week 12: March 24 & 26

Nuclear Fear and Democracy in West-Germany (1980s)

- a) Gudrun Pausewang, *Fall-out* (1997 [1987]); ch. 1-8 (page numbers to follow)
- b) Gudrun Pausewang, *Fall-out* (1997 [1987]); ch. 9-16 (page numbers to follow)
- c) Anika Hage, *Die Wolke*, Toykpop 2010. Comic adaptation of Pauswang's novel (sel.; focus on images).
- d) Sean A. McPhail, "Fall-Out and the German People. The Political Climate in Pausewang's Novel *Die Wolke* (1987) and Anike Hage's Manga Adaptation (2013), *European Comic Art* 12.1 (2019), pp. 41–64.

In-class quiz #9

Revised abstract of final research paper is due on March 26 (if a revision needed).

Week 13: March 31 & April 2

Ecological Utopia (1980s and 1990s)

- a) Arne Naes, "The Basics of Deep Ecology" (1987/1988), pp. 1-7

Text:

<https://theanarchistlibrary.org/library/arne-naess-and-george-sessions-basic-principles-of-deep-ecology>

- b) Arne Naes, "An Example of a Place: Tvergastein" (1992), in: *The Selected Works of Arne Naess*, pp. 338-359
- c) Anker, Peder, "The Deep Ecologists," Anke Peder, *The Power of the Periphery : How Norway Became an Environmental Pioneer for the World*. Cambridge University Press, 2020, ch. 4, 75-91, <https://www.cambridge.org/core/books/power-of-the-periphery/deep-ecologists/75228182BC490F8AC31C8E4C8335F435> (open access) accessed 27 Feb. 2023.

In-class quiz #10

Assignment: Write a reflection paper on the environmental sustainability of Naess' ideas of deep ecology. How could his ideas be turned into reality and help bring about an environmentally sustainable future? What are the limitations of his ideas with respect to environmental sustainability?

Week 14: April 7 & 9

Ecological Dystopia (2000s)

- a) Frank Schätzing, *The Swarm* (2006 [2004]); "14th January;" Part 1: "Anomalities" (sel.)
- b) Frank Schätzing, *The Swarm* (2006 [2004]); Part 4: "Sinking;" Part 5: "Contact;" "Epilogue," From the Diaries of Samantha Crowe," "15 August" (page numbers to follow)
- c) Karin Hoepker and Antje Kley, "Unruly Creatures, Obstinate Things: Bio-Objects and Scientific Knowledge Production in Contemporary Science Fiction, Sina Farzin, Susan M. Gaines, Roslynn D. Haynes, eds., *Under the Literary Microscope: Science and Society in the Contemporary Novel*, Pennsylvania State University Press 2021, pp. 198-217.
- d) Borkfelt, Sune, and Matthias Stephan. *Literary Animal Studies and the Climate Crisis*. Springer International Publishing AG, 2023, accessed 27 Feb. 2023.

Text: Frank Schätzing, *The Swarm* (2006 [2004]), translated by Sally-Ann Spencer
TV-adaptation: Germany 2023 (forthcoming in the U.S.)

Assignment: Compare and contrast Anawak and Johansson's (two of the main characters) view of environmentally sustainable human-animal relationships in Schätzing's *The Swarm*.

Week 15: April 14 & 16

- In-class workshop final research paper
- End-of-semester reflection on sustainability in German and Scandinavian literature and culture

Assignment: Write the first two paragraphs of your final research paper and bring them to class, together with your abstract, paper outline, and bibliography.

Final essay is due on the first day of finals week, exact date & time tba

Explanation of how the course assignments and materials (readings, viewings) help fulfill the ELOs:

GOAL 1: Successful students will analyze an important topic or idea at a more advanced and in-depth level than in the Foundations component. [Note: In this context, "advanced" refers to courses that that are e.g., synthetic, rely on research or cutting-edge findings, or deeply engage with the subject matter, among other possibilities.]

ELOs: Successful are able to:

- 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.

Concerning 1.1: Successful students will *engage in critical and logical thinking about the topic or idea of the theme* by preparing the readings or audiovisual materials in their weekly assignments and by discussing them during class session, the readings with their peers and with the instructor, as well as in their short quiz. Students will also receive feedback on their weekly assignments and quiz and will be asked to review this feedback and integrate it into their further work for the course and, as applicable, in their engagement with the materials in their research papers.

Concerning 1.2: Successful students will *engage in an advanced, in-depth, scholarly exploration of the topic or idea of the theme* by reading, every week, one or, occasionally, two research articles on the primary class materials, and by reflecting on this article in their assignments, in class discussions and quizzes. They will also engage deeply with this research in their scaffolded research and writing assignment B: Scholarship & Conversation, and in their abstracts and final research paper.

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.

ELOs: Successful students are able to:

- 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 and self-assessment, building on prior experiences in order to respond to new and challenging contexts.

Concerning 2.1: Successful students will learn to *identify, describe, and synthesize approaches or experiences as they apply to the theme* by reflecting on the class materials during their weekly assignments, in class discussions, preparing for and writing the quiz and preparing and writing their final research papers. Students will have an especially impactful opportunity to bring in their current expertise and experiences or future work in preparing and writing their research paper. For instance, a student studying insects could bring in their academic knowledge in assessing the cultural representation of sea animals in Frank Schätzing's novel *The Swarm* (2006 [2004]).

Concerning 2.2: Successful students will learn to *demonstrate a developing sense of self as a learner through reflection and self-assessment, building on prior experiences in order to respond to new and challenging contexts* in all class assignments and activities, but in particular when developing and completing their research paper. They will explore how their previous knowledge shapes their understanding of their research topic, and/or they will develop a new perspective for future academic or non-academic work and experiences. In the process of developing and writing a research paper, students will also develop a sense of self as a learner, especially when they reflect on the feedback

provided by the instructor at the different stages of preparing for their research paper, by completing the scaffolded research and writing assignments and composing their abstracts, and final papers.

GOAL 3: Students analyze and explain how social and natural systems function, interact, and evolve over time; how human wellbeing depends on these interactions; how actions have impacts on subsequent generations and societies globally; and how human values, behaviors, and institutions impact multi-faceted, potential solutions across time.

ELOs: Successful students are able to:

- 3.1. Describe elements of the fundamental dependence of humans on Earth and environmental systems, and on the resilience of these systems.
- 3.2. Describe, analyze, and critique the roles and impacts of human activity and technology on both human society and the natural world, in the past, present, and future.
- 3.3. Devise informed and meaningful responses to problems and arguments in the area of sustainability based on the interpretation of appropriate evidence and an explicit statement of values.

Concerning 3.1: Successful students will learn to *describe elements of the fundamental dependence of humans on Earth and environmental systems and on the resilience of these systems as they are represented and conceptualized in the literary texts and cultural artifacts discussed in this course* by exploring how all of the individual literary texts and films describe human-nature interactions and interdependencies. For instance, in exploring Icelandic Saga, students will learn how humans depended on the natural resources of Iceland in order to develop their settlements without any foresight concerning the impact that their depletion of those resources would have on the environment, in particular the destruction of native forests. Furthermore, students will learn how the sagas, written after the disappearance of much of the forests in Iceland, mythologize the nature lost in the process of settling on Iceland. Students will also reflect on the representation and conceptualization of the resilience of nature, and of the limitations of this resilience, for instance, on the effect of radiation on plants, animals, and the human body, as described in Pausewang's *Fall-out*.

Concerning 3.2: Successful students will learn to *describe, analyze, and critique the roles and impacts of human activity and technology on both human society and the natural world, in the past, currently, and in the future, as they are represented and conceptualized in the literary texts and cultural artifacts discussed in this course*, in their weekly assignments, during class discussions, in the quiz, in their scaffolded research and writing assignments, and in their final research papers. The readings and audio-visual materials in this course *all* discuss the impact of human activity and/or technology on both human society and the natural world, most talk about the past, one about the future, in the form of Cli-Fi (Schätzing's *The Swarm* (2006 [2004])), but based on present concerns, like the pollution of the ocean as well as global warming and the threat of the release of deep-ocean methane into the atmosphere (Schätzing 2006 [2004]). In the discussion of a) Campe's *Robinson, the Younger* (1816 [1779/80]), for instance, students will reflect on the 'young Robinson' use of technology and its impact on the 'untouched' environment of the island where he is stranded, and how his use of technology on the environment impacts his relationship toward himself and toward other human beings (see reading: Chunjie Zhang, "Krusoe Robinson's Adventure: Technology of the Self and Double Consciousness in Joachim Heinrich Campe's Robinson der Jüngere" (2021). In: Clark, S., Yoshihara, Y. (eds) *Robinson Crusoe in Asia*. Palgrave Macmillan, 2021, pp. 159-180). Students will also reflect on the ideology of seeing earth as an "unsettled" space to be used and populated by humans, without regard to indigenous peoples and cultures, and human, plant, and animal life. To cite another example, students will learn

about and reflect on the debates surrounding nuclear energy's potentially devastating impact on the environment by exploring the apocalyptic depiction of a nuclear plant accident in Pausewang's *Fall-out* (1997 [1987]), written after the accident at the nuclear plant in Chernobyl (1986) in Ukraine (when it was still part of the Soviet Union), and how these debates have led to different policy outcomes over time, in Germany, France, the US, and other countries. They will also discuss how climate change debates and the war in Ukraine and the dependence on Russian natural gas have impacted the stance of nuclear energy in present-day Germany.

Concerning 3.3: Successful students will learn to *devise informed and meaningful responses to problems and arguments in the area of sustainability based on the interpretation of appropriate evidence and an explicit statement of values, as they are found in the literary texts and cultural artifacts discussed in this course, and in the secondary literature that students will evaluate and employ in their individual research projects*, in their written assignments, class discussions, oral presentations of research, and the development and writing of a research paper. For instance, students will explore and critically reflect on the notions of wild nature and indigenous interactions with and knowledge of nature in Lagerlöf's *The Wonderful Adventures of Nils* on the background of current concepts of "traditional ecological knowledge" (Kimmerer 2002) and a discussion of a), Weld, Sara Pankenier. "Sámi Selves in the Northern Landscape: Nomadism and Indigeneity in Swedish Classics for Children." *Barnelitterært Forskningstidsskrift*, vol. 11, no. 1, 2020, pp. 1–12). Students will learn about how traditional ecological knowledge might be used to respond to contemporary environmental destruction and to develop sustainable lifestyles and agricultural techniques.

For German 3354.01

German cultural representations and interpretations, views, and concepts of nature: successful students will learn to explore how literary works from the Scandinavian tradition represent and reflection on environmental knowledges and practices.

Major developments in German culture and history: successful students will learn to explore how literary works from the German tradition represent and reflection on major developments in environmental history and culture.

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

Successful students can

1.1 engage in critical and logical thinking about the topic or idea of the theme.

Successful students can: 1.2 engage in an advanced, in-depth, scholarly exploration of the topic or idea of the theme.

Theme Goal 2 Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes & anticipate doing in future

Successful students can

2.1 identify, describe, & 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, building on prior experiences in order to respond to new and challenging contexts.

Goal 3 Students analyze & explain how social and natural systems function, interact & evolve over time; how human wellbeing depends on these interactions; how actions have impacts on subsequent generations & societies globally; and how human values, behaviors, and institutions impact multi-faceted, potential solutions across time.

Successful students can

3.1 describe elements of the fundamental dependence of humans on Earth & environmental systems & on the resilience of these systems as they are represented & conceptualized in literary texts & cultural artifacts discussed.

3.2 describe, analyze & critique roles & impacts of human activity & technology on both human society & the natural world, in the past, currently & in future, as they are represented & conceptualized in literary texts & cultural artifacts discussed.

3.3 devise informed & meaningful responses to problems & arguments in the area of sustainability based on the interpretation of appropriate evidence & an explicit statement of values, as found in the literary texts & cultural artifacts discussed, and as found in the secondary literature that students will evaluate & employ in their individual research projects

Distance Approval Cover Sheet

For Permanent DL/DH Approval | College of Arts and Sciences
(Updated 2-1-24)

Course Number and Title:

Carmen Use

When building your course, we recommend using the [ASC Distance Learning Course Template](#) for CarmenCanvas. For more on use of [Carmen: Common Sense Best Practices](#).

A Carmen site will be created for the course, including a syllabus and gradebook at minimum.

If no, why not?

Syllabus

Proposed syllabus uses the ASC distance learning syllabus template, includes boilerplate language where required, as well as a clear description of the technical and academic support services offered, and how learners can obtain them.

Syllabus is consistent and is easy to understand from the student perspective.

Syllabus includes a schedule with dates and/or a description of what constitutes the beginning and end of a week or module.

If there are required synchronous sessions, the syllabus clearly states when they will happen and how to access them.

Additional comments (optional).

Instructor Presence

For more on instructor presence: [About Online Instructor Presence](#).

For more on Regular and Substantive Interaction: [Regular Substantive Interaction \(RSI\) Guidance](#)

Students should have opportunities for regular and substantive academic interactions with the course instructor. Some ways to achieve this objective:

- Instructor monitors and engages with student learning experiences on a regular and substantive cadence.

Explain your plan for understanding student experiences of the course and how the instructor will be responsive to those experiences (required).

- Regular instructor communications with the class via announcements or weekly check-ins.
- Instructional content, such as video, audio, or interactive lessons, that is visibly created or mediated by the instructor.
- Regular participation in class discussion, such as in Carmen discussions or synchronous sessions.
- Regular opportunities for students to receive personal instructor feedback on assignments.

Please comment on this dimension of the proposed course (or select/explain methods above).

Delivery Well-Suited to DL/DH Environment

Technology questions adapted from the [Quality Matters](#) rubric. For information about Ohio State learning technologies: [Toolsets](#).

- The tools used in the course support the learning outcomes and competencies.
- Course tools promote learner engagement and active learning.
- Technologies required in the course have been vetted for accessibility, security, privacy and legality by the appropriate offices and are readily and reasonably obtainable.
- Links are provided to privacy policies for all external tools required in the course.

Additional technology comments:

Which components of this course are planned for synchronous delivery and which for asynchronous delivery?
(For DH, address what is planned for in-person meetings as well)

If you believe further explanation would be helpful, please comment on how course activities have been adjusted for distance learning:

Workload Estimation

For more information about calculating online instruction time: [ODEE Credit Hour Estimation](#).

- Course credit hours align with estimated average weekly time to complete the course successfully.
- Course includes regular substantive interaction well-suited to the learning environment at a frequency and engagement level appropriate to the course.

Provide a brief outline of a typical course week, categorizing course activities and estimating the approximate time to complete them or participate (required):

- In the case of course delivery change requests, the course demonstrates comparable rigor in meeting course learning outcomes.

Accessibility

For more information or a further conversation, contact the [accessibility coordinator](#) for the College of Arts and Sciences. For tools and training on accessibility: [Digital Accessibility Services](#).

- Instructor(s) teaching the course will have taken Digital Accessibility training (starting in 2022) and will ensure all course materials and activities meet requirements for diverse learners, including alternate means of accessing course materials when appropriate.
- Information is provided about the accessibility of all technologies required in the course. All third-party tools (tools without campus-wide license agreements) have their accessibility statements included.

Description of any anticipated accommodation requests and how they have been/will be addressed.

Additional comments (optional):

Academic Integrity

For more information: [Academic Integrity](#).

- The course syllabus includes online-specific policies about academic integrity, including specific parameters for each major assignment:
- Assignments are designed to deter cheating and plagiarism and/or course technologies such as online proctoring or plagiarism check or other strategies are in place to deter cheating.

Additional comments (optional):

Frequent, Varied Assignments/Assessments

For more information: [Designing Assessments for Students](#).

Student success in online courses is maximized when there are frequent, varied learning activities. Possible approaches:

- Opportunities for students to receive course information through a variety of different sources, including indirect sources, such as textbooks and lectures, and direct sources, such as scholarly resources and field observation.
- Variety of assignment formats to provide students with multiple means of demonstrating learning.
- Opportunities for students to apply course knowledge and skills to authentic, real-world tasks in assignments.

Comment briefly on the frequency and variety of assignment types and assessment approaches used in this course or select methods above:

Community Building

For more information: [Student Interaction Online](#).

Students engage more fully in courses when they have an opportunity to interact with their peers and feel they are part of a community of learners. Possible approaches:

- Opportunities for students to interact academically with classmates through regular class discussion or group assignments.
- Opportunities for students to interact socially with classmates, such as through video conference sessions or a course Q&A forum.
- Attention is paid to other ways to minimize transactional distance (psychological and communicative gaps between students and their peers, instructor, course content, and institution).

Please comment on this dimension of the proposed course (required)

Transparency and Metacognitive Explanations

For more information: [Supporting Student Learning](#).

Students have successful, meaningful experiences when they understand how the components of a course connect together, when they have guidance on how to study, and when they are encouraged to take ownership of their learning. Possible approaches:

- Instructor explanations about the learning goals and overall design or organization of the course.
- Context or rationale to explain the purpose and relevance of major tasks and assignments.

- Guidance or resources for ancillary skills necessary to complete assignments, such as conducting library research or using technology tools.
- Opportunities for students to take ownership or leadership in their learning, such as by choosing topics of interest for an assignment or leading a group discussion or meeting.
- Opportunities for students to reflect on their learning process, including their goals, study strategies, and progress.
- Opportunities for students to provide feedback on the course.

Please comment on this dimension of the proposed course (or select methods above):

The Syllabus explains the learning goals and overall design or organization of the course.

The syllabus explains how the assignments enable students to reflect on and apply what they have learned to other contexts. More detailed assignment guidelines and grading rubrics will provide additional information.

Writing assignments No. 1 and 2 enable students to take ownership of their learning by selecting topics closest to their interests and academic fields of study or academic preparation.

The final assignment allows students to reflect on their learning process
2 Midterm teaching evaluations allows students to provide feedback on the course and to reflect on their own learning (after week 5 and week 9).

Additional Considerations

Comment on any other aspects of the online delivery not addressed above (optional):

Syllabus and cover sheet reviewed by *Jeremie Smith* on

Reviewer Comments:

Additional resources and examples can be found on [ASC's Office of Distance Education](#) website.

German Major--Curriculum Map

B = Beginning
I = Intermediate
A = Advanced

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>Vergangenheitsbewaeltigung</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
3451H Religion in Modern German Literature and Philosophy	GE	I		I	I

4191 Internship in German	A			A	A
4252 Masterpieces of German Literature GE	A			A	A
4670H Cinema and the Historical Avant Garde GE	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.