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## **Term Information**

Effective Term Spring 2026

## **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 3851  
Course Title Copyright: Foundations and Transformations  
Transcript Abbreviation Copyright  
Course Description Who owns ideas—and what happens when they're shared, borrowed, or transformed? This course explores the cultural, legal, and philosophical roots of copyright, from Enlightenment origins to today's AI debates. Through cases and creative projects, we examine how copyright shapes and responds to art, tech, and global traditions.  
Semester Credit Hours/Units Fixed: 3

## **Offering Information**

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

## **Prerequisites and Exclusions**

Prerequisites/Corequisites No prerequisites.  
Exclusions  
Electronically Enforced Yes

## **Cross-Listings**

Cross-Listings

## **Subject/CIP Code**

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

## **Requirement/Elective Designation**

Traditions, Cultures, and Transformations

The course is an elective (for this or other units) or is a service course for other units

## **Course Details**

### **Course goals or learning objectives/outcomes**

- 1. Analyze how copyright doctrines have evolved from Enlightenment philosophy through to present-day challenges posed by digital media and AI-generated content, tracing continuities and changes in jurisprudential ideas over time
- 2. Analyze how foundational concepts of authorship, originality, and ownership have transformed across time and cultures, particularly in response to technological innovation and changing social values.
- 3. Integrate legal, philosophical, and cultural approaches to intellectual property, drawing connections between course materials and students' experiences in other disciplines and/ or personal creative and professional interests.
- 4. Critically assess the development and interaction of dominant and subcultural views on copyright, identifying institutions reflect and challenge societal values about creativity, labor, and commerce.
- 5. Develop advanced skills in interpreting and critically analyzing primary and secondary sources using research methods from the humanities and interpretative social sciences.
- 6. Demonstrate proficiency in academic writing and communication through the development and presentation of an original research project.
- Please see Syllabus, pages 1-3, for full listing of Course goals or learning objectives/outcomes.

### **Content Topic List**

- 1. Intro: What is copyright?
  - 2. Philosophical foundations
  - 3. Originality
  - 4. Ideas vs. Expressions
  - 5. Authorship
- 6. Rights: to reproduce, modify, distribute, perform
  - 7. Fair Use I
  - 8. Fair Use II
  - 9. Moral Rights (America vs. European frameworks)
  - 10. Traditional Knowledge
- 11. AI and the future of IP
  - 12. AI and the future of IP
  - 13. Current Events

### **Sought Concurrence**

No

## Attachments

- 2025 German 3851 GE Theme Traditions worksheet Birkhold.pdf: GE Theme Traditions Wksht  
*(Other Supporting Documentation. Owner: Miller,Natascha)*
- German 3851 syllabus Copyright - final.pdf: Syllabus German 3851 Copyright  
*(Syllabus. Owner: Miller,Natascha)*
- CurriculumMap\_Update\_2025July01.pdf: curriculum map  
*(Other Supporting Documentation. Owner: Miller,Natascha)*

## Comments

- Thank you, Bernadette ... please see the explanation that follows:  
Copyright Law is rooted in German intellectual history, one of the core subject matters taught in the Department of Germanic Languages and Literatures at Ohio State. This course assigns key texts of this tradition, including works by Hegel, Fichte, Kant, and Benjamin . Moreover, it trains students to closely read and analyze works of art and literature—one of the primary missions of the Department—using a range of examples, from texts by eighteenth-century poet Novalis to contemporary art. Further, this course teaches students about German copyright concepts that do not apply in the United States, like moral rights, using examples from famed film actress Marlene Dietrich. This course builds on the award-winning book, Characters before Copyright, written by Associate Professor of Germanic Languages and Literatures Matthew Birkhold. *(by Miller,Natascha on 07/01/2025 11:26 AM)*
- - If this new course will be able to count toward the German major, please upload an updated curriculum map.  
- I am anticipating that the Arts and Humanities subcommittee will want to see an explanation of how the course fits into the subject matters taught by the Dept of Germanic Languages and Literatures. So perhaps providing a paragraph or so emphasizing the connection of the proposed course to Germanic topics would be good. *(by Vankeerbergen,Bernadette Chantal on 06/27/2025 07:27 PM)*

## Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Miller,Natascha	06/26/2025 11:57 AM	Submitted for Approval
Approved	Taleghani-Nikazm,Carmen	06/26/2025 02:38 PM	Unit Approval
Revision Requested	Vankeerbergen,Bernadette Chantal	06/27/2025 07:27 PM	College Approval
Submitted	Miller,Natascha	07/01/2025 11:27 AM	Submitted for Approval
Approved	Taleghani-Nikazm,Carmen	07/02/2025 10:46 AM	Unit Approval
Approved	Vankeerbergen,Bernadette Chantal	08/11/2025 11:44 AM	College Approval
Pending Approval	Jenkins,Mary Ellen Bigler Hilty,Michael Neff,Jennifer Vankeerbergen,Bernadette Chantal Steele,Rachel Lea	08/11/2025 11:44 AM	ASCCAO Approval



# Copyright: Foundations and Transformations

## German 3851

### 3 Credit Hours

This course is part of the Traditions, Culture, and Transformations Theme

## Course overview

### Instructors

- Matthew Birkhold
- Instructor emails: birkhold.22@osu.edu
- Office Hours: TBA (3 hours per week)

**Note:** Preferred method of contact is email.

### Course description

Who owns ideas—and what happens when they are shared, borrowed, or transformed? This course introduces students to the legal, philosophical, and cultural dimensions of copyright, from its Enlightenment-era roots to cutting-edge debates over AI and authorship. We will trace the evolution of copyright through foundational texts, landmark cases, and real-world controversies, asking how copyright law shapes—and is shaped by—creativity, commerce, and technology. Alongside critical texts and legal decisions, students will engage in interactive case studies and creative projects that explore originality, fair use, moral rights, and beyond. Whether you are a future lawyer, artist, coder, or policy maker, this course invites you to rethink what it means to “own” an idea.

This GE course on Traditions, Cultures, and Transformations centers on the foundational ideas of copyright law and how they have transformed as technology has evolved, as well as how different cultures have different ideas about who and how works can be owned.

### Course expected learning outcomes

By the end of this course, students should successfully be able to:

1. Analyze how copyright doctrines have evolved from Enlightenment philosophy through to present-day challenges posed by digital media and AI-generated content, tracing continuities and changes in jurisprudential ideas over time



2. Analyze how foundational concepts of authorship, originality, and ownership have transformed across time and cultures, particularly in response to technological innovation and changing social values.
3. Integrate legal, philosophical, and cultural approaches to intellectual property, drawing connections between course materials and students' experiences in other disciplines and/ or personal creative and professional interests.
4. Critically assess the development and interaction of dominant and subcultural views on copyright, identifying institutions reflect and challenge societal values about creativity, labor, and commerce.
5. Develop advanced skills in interpreting and critically analyzing primary and secondary sources using research methods from the humanities and interpretative social sciences.

## **General education goals and expected learning outcomes**

### Goals:

- Analyze Traditions, Cultures, and Transformations at a more advanced and in-depth level than in the Foundations component.
- Integrate approaches to understanding traditions, cultures, and transformations by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.
- Engage in a systematic assessment of how cultures and sub-cultures develop and interact, historically or in contemporary society.
- Engage in a systematic assessment of differences among societies, institutions, and individuals' experience within traditions and cultures.

### Expected Learning Outcomes:



Successful students will be able to:

- Engage in critical and logical thinking about the topic of traditions, cultures, and transformations.
- Conduct an advanced, in-depth, scholarly exploration of the topic traditions, cultures, and transformations.
- Identify, describe, and synthesize approaches or experiences as they apply to traditions, cultures, and transformations.
- 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.
- Describe the influence of an aspect of culture (religious belief, gender roles, institutional organization, technology, epistemology, philosophy, scientific discovery, etc.) on at least one historical or contemporary issue.
- Analyze the impact of a big idea or technological advancement in creating a major and long-lasting change in a specific culture.
- Examine the interactions among dominant and sub-cultures.
- Explore changes and continuities over time within a culture or society.
- Recognize and explain differences, similarities, and disparities among institutions, organizations, cultures, societies, and/or individuals.
- Articulate ways in which categories such as race, ethnicity, and gender and perceptions of difference, impact individual outcomes and broader societal issues.

## How this course works

### Mode of delivery

In person

### Credit hours and work expectations

This is a **3-credit-hour course**. According to Ohio State policy ([go.osu.edu/credithours](https://go.osu.edu/credithours)), students should expect around 8 hours of engagement with the class each week to receive a grade of (C) average. Actual hours spent will vary by student learning habits and the assignments each week.



## Participation requirements

While students are expected to complete all assignments and activities, students' participation grade will be determined by their active participation in class discussions. Active participation consists of regular attendance; coming to recitation prepared, with any assigned work completed and/or submitted; and actively asking and answering questions, responding to prompts, and engaging with peers.

## Office hours

The instructor will hold regular office hours in person and via Zoom, which will be announced at the beginning of the semester. Students can also contact the instructor to request alternative meeting times.

### Tone and Civility

Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Instructors will provide specific guidance for discussions on controversial or personal topics.

### Equity

If you have experienced harassment or discrimination in this class or in any context related to this class, please let the instructors know immediately. To report harassment, discrimination, sexual misconduct, or retaliation and/or seek confidential and non-confidential resources and supportive measures, contact the Office of Institutional Equity:

Online reporting form at [www.equity.osu.edu](http://www.equity.osu.edu) ,

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

Or Email [equity@osu.edu](mailto:equity@osu.edu)

### Citing your sources

Make sure to cite all sources you are using for discussion board, paper summaries and the research project (including online, primary and secondary sources). Citations should follow [Chicago Manuel of Style](#).

### Protecting and saving your work

Make sure to save your work on your personal computer in a separate file before submitting it to CarmenCanvas.

Course materials and technologies

## Textbooks

All required texts, videos and links will be posted on CarmenCanvas.

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



- Self-Service and Chat support: [it.osu.edu/help](https://it.osu.edu/help)
- Phone: 614-688-4357(HELP)
- Email: [8help@osu.edu](mailto: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](https://go.osu.edu/canvasstudent))
- CarmenZoom virtual meetings ([go.osu.edu/zoom-meetings](https://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](https://go.osu.edu/office365help).

## Carmen Access

You will need to use BuckeyePass ([buckeyepass.osu.edu](https://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	Points and/or Percentage
Carmen assignments	25%
Quizzes	25%
Participation	20%
Final	30%





Assignment Category	Points and/or Percentage
Total	100%

## Description of major course assignments

### Carmen Activities and Assignments

Students will regularly be assigned readings via Carmen. To foster engagement with these materials, students will complete a variety of short activities and assignments that will vary in nature. Each will be worth 10 points.

### Quizzes

Every two weeks (see schedule for details) we will have a quiz. Quizzes will be based on readings and other assigned materials and are designed to ensure that students have engaged with and understood key concepts and findings. Quizzes may include multiple choice, open-ended, or essay questions. On quiz weeks, the quiz will open on Thursday at 8am and close on Sunday at 11:59pm. You can begin the quiz whenever you wish but once you begin, you will have 20 minutes to complete and submit the quiz. Quizzes are 'open book,' and it is permissible to use and cite sources/notes, though you will not have enough time to look everything up and to complete the quiz on time; it is, therefore, crucial to keep up with weekly assignments in order to do well on the quizzes. Each quiz will be worth 20 points.

### Active Participation in Class

Students will be graded on their active participation in class. Active participation consists of regular attendance (two unexcused absences are allowed without penalty; afterwards, students will lose 15 points per unexcused absence); coming to class prepared, with any assigned work completed and/or submitted; and actively asking and answering questions, responding to prompts, and engaging with peers. Students will receive three 'check-ins' about their participation throughout the semester, where they will receive a grade out of 50 points (150 possible points throughout the semester). If a student is at risk of losing participation points due to insufficient preparation or engagement during recitation, the instructor will notify the student so that they are aware of the issue and can make improvements.

### Final

To give students a taste of law school, the final exam will be a traditional "issue spotter" exam. Details will be discussed in class.

### Academic integrity and collaboration guidelines



All activities and assignments in this course, including quizzes, are 'open book,' though it is crucial that you cite your sources. You are encouraged to discuss your research and writing assignments with the instructor and with other students and, at times, you will be required to provide feedback on your peers' work-in-progress. However, you should still produce your own work, and it is not permissible to pass off others' work as your own.

The use of AI is strictly prohibited.

## Late assignments

Late assignments will be accepted (with the exception of quizzes, which cannot be submitted late without prior permission from the instructor), but will result in an automatic 5-point deduction for every day that they are late. Assignments submitted more than 5 days after the deadline will not be accepted. If you need an extension for medical or other reasons, please talk with the instructor *before* the assignment is due; if an extension is granted, the late work will not be penalized.

## 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

- Emails will be answered within 48 hours, Monday – Friday between 9am – 5pm.
- Office hours: weekly schedule will be announced at the beginning of the semester; also available by appointment. For the latter, please email the instructor at least 48 hours in advance with your questions and availability (at least three different dates or times). All meetings will be held via Zoom, though in-person meetings can also be arranged.



## Grading and feedback

Grading for assignments and feedback will be provided within 15 business days after submission.

## 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](http://go.osu.edu/coam))
- Ten Suggestions for Preserving Academic Integrity ([go.osu.edu/ten-suggestions](http://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](mailto:titleix@osu.edu)



## **Commitment to a diverse and inclusive learning environment**

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.

## **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 Greenville 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](https://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**

### **Requesting accommodations**

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](mailto:slds@osu.edu); 614-292-3307; or [slds.osu.edu](http://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 our Carmen course page for up-to-date assignment due dates.

### Syllabus

Week	Topic	Session 1 Readings	Session 2 Readings	Assignments and Quizzes (due before Session 2)
1	Introduction: What is copyright?	Overview of IP categories (copyright, patent, trademark, trade secret)	James Boyle, <i>The Public Domain</i> (introduction)	
2	Philosophical foundations	Hegel, <i>Philosophy of Right</i> (selections on property and personality)  Locke, <i>Second Treatise on Government</i> (selections)	Posner, "The Economic Structure of Intellectual Property Law"  U.S. Constitution, Art. I, § 8, Cl. 8  TRIPS Agreement (excerpts)	Assignment 1: IP inventory
3	Originality	Bleistein v. Donaldson Lithographing Co., 188 U.S. 239 (1903)  In class: 17 U.S.C. 102(a)	Mannion v. Coors Brewing Co., 377 F.Supp. 2d 444 (S.D.N.Y. 2005): paragraphs 1-79	Quiz 1
4	Ideas vs. Expressions	Fichte, <i>Proof of the Illegality of Reprinting</i>	Nichols v. Universal Pictures Corp., 45 F.2d 119 (2d Cir. 1930)  Alexander v. Haley, 460 F.Supp. 40 (S.D.N.Y. 1978)  Feist Publications, Inc. v. Rural Telephone Service Co., 499 U.S. 340 (1991)	Assignment 2: pick a genius and write a paragraph explaining why this figure is a genius
5	Authorship	Kant, <i>Critique of Judgment</i> , excerpt  Young, <i>Conjectures</i>  Novalis, fragments on originality  In class: analyze 17 U.S.C. 201	Lindsay v. The Wrecked and Abandoned Vessel R.M.S. Titanic, 52 U.S.P.Q.2d 1609 (S.D.N.Y. 1999)  Aalmuhammed v. Lee, 202 F.3d 1227 (9th Cir. 1999)	Quiz 2



			In class: Who owns the monkey selfie? Multiple authors and works-for-hire	
6	Rights: to reproduce, modify, distribute, perform	Hotelling v. Church of Jesus Christ of Latter-Day Saints, 118 F.3d 199 (4th Cir. 1997)  Kirtsaeng v. John Wiley & Sons (U.S. Supreme Court, March 19, 2013)	George Thurnoyi, "Copyright Law and New Technologies: A Long and Complex Relationship"	
7	Fair Use I	Campbell v. Acuff-Rose Music, Inc., 510 U.S. 569 (1994)  Castle Rock Entertainment, Inc. v. Carol Publishing Group, Inc., 150 F.3d 132 (2d Cir. 1998): paragraphs 60-95	Perfect 10 v. Amazon, 508 F.3d 1146 (9th Cir. 2007): paragraphs 67-91	Quiz 3
8	Fair Use II	Cariou v. Prince, 713 F.3d 694 (2d Cir. 2013)  Authors Guild v. Google, 804 F.3d 202 (2d Cir. 2015)	Google v. Oracle (SCOTUS 2021), paragraphs 50-106, 126-163  Warhol Foundation v. Goldsmith (SCOTUS 2023)	Assignment 3: Create an adaptation of an artwork you like. Write a paragraph arguing why it should qualify as fair use.
9	Moral Rights (America vs. European frameworks)	Walter Benjamin, "The Work of Art in the Age of Its Technological Reproducibility" (excerpts)  Miroslav Baros – "Philosophical Justifications for Authors' Moral Rights"  Berne Convention Article 6bis	Marlene Dietrich Nachlass v. Bavaria Film  <i>Massachusetts Museum of Contemporary Art v. Büchel</i> (1st Cir. 2010)  In class: Should artists have the right to prevent distortion of their work after it's sold? What about posthumous rights?	Quiz 4
10	Traditional Knowledge	Riley, Angela R. "Recovering Collectivity: Group Rights to Intellectual Property in Indigenous Communities." <i>Cardozo Arts &amp; Entertainment Law Journal</i> 18.1 (2000): 175–84.  WIPO, Intellectual Property and Traditional Knowledge	Jessica C. Lai, Indigenous Cultural Heritage and Intellectual Property Rights: Learning from the New Zealand Experience?  Scafidi, Susan. <i>Who Owns Culture? Appropriation and Authenticity in American Law</i> (Rutgers University Press, 2005) – Introduction & Chapter 2.	
11	AI and the future of IP	Gary Myers, "The Future is Now: Copyright Protection for Works Created by Artificial Intelligence"  Judy Wang and Nicol Turner Lee, "AI and the visual arts: The case for copyright protection"	"The Future of Creativity: U.S. Copyright Office Clarifies"	Quiz 5
12	AI and the future of IP	Gil Appel, Juliana Neelbauer and David A. Schweidel, "Generative AI Has an Intellectual Property Problem"	Paven Malhotra, Michelle Ybarra and Matan Shacham, "Report on deepfakes: what the Copyright Office found and what comes next in AI regulation"	Assignment 4: create IP using AI. Write a short paragraph analyzing its eligibility for copyright protection



		Jenny Quang, "Does Training AI Violate Copyright Law?"	Li Guan, "Copyright Issues Raised by the Technology of Deepfakes"	
13	Current events	Discuss copyright issues in the news	Discuss copyright issues in the news	Assignment 5: Write a short reflection essay analyzing how your ideas about intellectual property have changed since the start of the course. 2 pages max.
14	Exam	Review; discuss how to take an "issue spotter"	In-class exam	



# GE Theme course submission worksheet: Traditions, Cultures, & Transformations

## Overview

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

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

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

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

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

*(enter text here)*

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

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

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

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

	Course activities and assignments to meet these ELOs
<b>ELO 1.1</b> Engage in critical and logical thinking.	
<b>ELO 1.2</b> Engage in an advanced, in-depth, scholarly exploration of the topic or ideas within this theme.	
<b>ELO 2.1</b> Identify, describe, and synthesize approaches or experiences.	
<b>ELO 2.2</b> Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.	

*Example responses for proposals within “Citizenship” (from Sociology 3200, Comm 2850, French 2803):*

<b>ELO 1.1</b> Engage in critical and logical thinking.	<i>This course will build skills needed to engage in critical and logical thinking about immigration and immigration related policy through: Weekly reading response papers which require the students to synthesize and critically evaluate cutting-edge scholarship on immigration; Engagement in class-based discussion and debates on immigration-related topics using evidence-based logical reasoning to evaluate policy positions; Completion of an assignment which build skills in analyzing empirical data on immigration (Assignment #1)</i>
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	<p>Completion 3 assignments which build skills in connecting individual experiences with broader population-based patterns (Assignments #1, #2, #3)</p> <p>Completion of 3 quizzes in which students demonstrate comprehension of the course readings and materials.</p>
<p><b>ELO 2.1</b> Identify, describe, and synthesize approaches or experiences.</p>	<p>Students engage in advanced exploration of each module topic through a combination of lectures, readings, and discussions.</p> <p><u>Lecture</u> Course materials come from a variety of sources to help students engage in the relationship between media and citizenship at an advanced level. Each of the 12 modules has 3-4 lectures that contain information from both peer-reviewed and popular sources. Additionally, each module has at least one guest lecture from an expert in that topic to increase students' access to people with expertise in a variety of areas.</p> <p><u>Reading</u> The textbook for this course provides background information on each topic and corresponds to the lectures. Students also take some control over their own learning by choosing at least one peer-reviewed article and at least one newspaper article from outside the class materials to read and include in their weekly discussion posts.</p> <p><u>Discussions</u> Students do weekly discussions and are given flexibility in their topic choices in order to allow them to take some control over their education. They are also asked to provide information from sources they've found outside the lecture materials. In this way, they are able to explore areas of particular interest to them and practice the skills they will need to gather information about current events, analyze this information, and communicate it with others.</p> <p>Activity Example: Civility impacts citizenship behaviors in many ways. Students are asked to choose a TED talk from a provided list (or choose another speech of their interest) and summarize and evaluate what it says about the relationship between civility and citizenship. Examples of Ted Talks on the list include Steven Petrow on the difference between being polite and being civil, Chimamanda Ngozi Adichie's talk on how a single story can perpetuate stereotypes, and Claire Wardle's talk on how diversity can enhance citizenship.</p>
<p><b>ELO 2.2</b> Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.</p>	<p>Students will conduct research on a specific event or site in Paris not already discussed in depth in class. Students will submit a 300-word abstract of their topic and a bibliography of at least five reputable academic and mainstream sources. At the end of the semester they will submit a 5-page research paper and present their findings in a 10-minute oral and visual presentation in a small-group setting in Zoom.</p> <p>Some examples of events and sites: The Paris Commune, an 1871 socialist uprising violently squelched by conservative forces</p>

	<i>Jazz-Age Montmartre, where a small community of African-Americans—including actress and singer Josephine Baker, who was just inducted into the French Pantheon—settled and worked after World War I.</i> <i>The Vélodrome d’hiver Roundup, 16-17 July 1942, when 13,000 Jews were rounded up by Paris police before being sent to concentration camps</i> <i>The Marais, a vibrant Paris neighborhood inhabited over the centuries by aristocrats, then Jews, then the LGBTQ+ community, among other groups.</i>
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## Goals and ELOs unique to Traditions, Cultures, & Transformations

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

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

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

	Course activities and assignments to meet these ELOs
<b>ELO 3.1</b> Describe the influence of an aspect of culture (religious belief, gender roles, institutional organization, technology, epistemology, philosophy, scientific discovery, etc.) on at least one historical or contemporary issue.	
<b>ELO 3.2</b> Analyze the impact of a “big” idea or technological advancement in creating a major and long-lasting change in a specific culture.	
<b>ELO 3.3</b> Examine the interactions among dominant and sub-cultures.	
<b>ELO 3.4</b> Explore changes and continuities over time within a culture or society.	
<b>ELO 4.1</b> Recognize and explain differences, similarities, and disparities among institutions, organizations, cultures, societies, and/or individuals.	
<b>ELO 4.2</b> Explain ways in which categories such as race, ethnicity, and gender and perceptions of difference, impact individual outcomes and broader societal issues	

## German Major--Curriculum Map

B = Beginning  
I = Intermediate  
A = Advanced

01. July 2025 update

	Cultural Knowledge & Awareness	Compre-hension	Speaking	Critical Analysis	Writing & Critical Expression
<b>Core Required Courses</b>					
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 <sup>th</sup> -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
<b>Advanced Required Courses</b>					
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
3510 ALI German for the Professions	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
<b>Advanced Required Courses in English</b>					
4250 Senior Seminar in German Studies: Literature, Art and Film (English)	A			A	A
<b>Elective Courses in German</b>					
5602 ALI: German for the Professional World	A	A	A	A	A

	Cultural Knowledge & Awareness	Comprehension	Speaking	Critical Analysis	Writing & Critical Expression
<b>Elective Courses in English</b>					
2250 Berlin: Stories, Languages, and Ideas GE	B			B	B
2251 German Literature and Popular Culture GE	B			B	B
2252H The Faust Theme GE	B			B	B
2253 Magic, Murder and Mayhem GE	B			B	B
2254.01 Grimms' Fairy Tales and their Afterlives GE	B			B	B
2254.02 (DL) Grimms' Fairy Tales and their Afterlives GE	B			B	B
2255 Postwar Germany and Japan GE	B			B	B
2256 Fan Fiction: From Homer to Harry Potter GE	B			B	B
2310 Introduction to Literature, Culture, and the Environment	B			B	B
2352 Dresden Yesterday and Today GE	B			B	B
2367 German Literature and American Culture GE	B			B	B
2451 Hollywood: Exiles and Émigrés GE	B			B	B
2798.02 Berlin, Then and Now: People, Places, and Experiences GE	B			B	B
3250.01 Citizenship in the Age of Technology: Exploring Social Justice through Science Fiction in Germany GE	I			I	I
3250.02 Citizenship in the Age of Technology: Exploring Social Justice through Science Fiction in Germany GE	I			I	I
3252.01 The Holocaust in Literature and Film GE	I			I	I
3252.02 (DL) The Holocaust in Literature and Film GE	I			I	I
3253.01 German immigration in the US GE	I			I	I
3253.02 German immigration in the US GE	I			I	I
3254H Representations and Memory of the Holocaust in Film GE	I			I	I
3354.01 From Viking Saga to Climate Fiction: Nature in Nordic and Germanic Literatures GE	I			I	I
3354.02 From Viking Saga to Climate Fiction: Nature in Nordic and Germanic Literatures GE	I			I	I
3256 Coming to Terms with the Holocaust and War in Germany: <i>Vergangenheitsbewältigung</i> GE	I			I	I
3270 Revenge GE	I			I	I
3317 Black Identity & Culture in German-Speaking Europe GE	I			I	I
3317H Black Identity & Culture in German-Speaking Europe GE	I			I	I
3351 Democracy, Fascism and German Culture GE	I			I	I
3352 Dresden Yesterday and Today GE	I			I	I

3353H German Intellectual History: Marx, Nietzsche, and Freud	GE	I			I	I
3434 Bad Science: Toxic Intersections Between Cultural Politics and Intellectual History in the German Tradition	GE	I			I	I
3451H Religion in Modern German Literature and Philosophy	GE	I			I	I
3456 Global Changemakers	GE	I			I	I
3851 Copyright: Foundations and Transformations	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

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## 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.