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   3420
Course Title   Work Essentials
Transcript Abbreviation   Work Essentials
Course Description   This course investigates how ideas about work have evolved across time with a special focus on
                                      Classical and German thinkers, who have heavily influenced Western conceptions of work from the
                                      Protestant work ethic to burnout. Students will examine how present-day ideas about work like "side
                                      hustles" are entangled with historical and ideological legacies.
Semester Credit Hours/Units   Fixed: 4

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 No
education component?
Grading Basis   Letter Grade
Repeatable   No
Course Components   Lecture
Grade Roster Component   Lecture
Credit Available by Exam   No
Admission Condition Course   No
Off Campus   Never
Campus of Offering   Columbus, Lima, Mansfield, Marion, Newark, Wooster

Prerequisites and Exclusions

Prerequisites/Corequisites
Exclusions
Electronically Enforced   Yes

Cross-Listings

Cross-Listings   Cross listed with Classics.

Subject/CIP Code

Subject/CIP Code   16.1299
Subsidy Level   Baccalaureate Course
Intended Rank   Freshman, Sophomore, Junior, Senior

Requirement/Elective Designation

Traditions, Cultures, and Transformations; Interdisciplinary Seminar
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	• Successful students will analyze an important topic or idea at a more advanced and in-depth level than in the Foundations component.
Content Topic List	• • Vocation
	• Work Ethic
	• Bureaucracy
	• Productivity
	• Burnout
	• Work today
	• The Future of Work
	• Work assessment
Sought Concurrence	No

Attachments

• 3420 Work Essentials FINAL SYLLABUS.pdf: Syllabus 3420

(Syllabus. Owner: Miller,Natascha)

• GE Theme worksheet 3420.pdf: GE Theme Worksheet

(Other Supporting Documentation. Owner: Miller,Natascha)

• CurriculumMap_Update_2025AUGUST15.pdf: German Curriculum map

(Other Supporting Documentation. Owner: Miller,Natascha)

• Integrative Collaborative Teaching, Birkhold Folit-Weinberg.pdf: Integrative Collab Teaching

(Other Supporting Documentation. Owner: Miller,Natascha)

Comments

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Miller,Natascha	08/15/2025 02:50 PM	Submitted for Approval
Approved	Taleghani-Nikazm,Carmen	08/15/2025 04:25 PM	Unit Approval
Approved	Vankeerbergen,Bernadette Chantal	08/30/2025 11:38 AM	College Approval
Pending Approval	Jenkins,Mary Ellen Bigler Hilty,Michael Neff,Jennifer Vankeerbergen,Bernadette Chantal Steele,Rachel Lea	08/30/2025 11:38 AM	ASCCAO Approval

Work Essentials

Classics/German 3420

4 Credit Hours (High Impact Practice)

This course is part of the Traditions Theme

Hybrid

80-minute asynchronous sessions to be completed by 11:59 PM on Monday of each week before the in-person session.

In person sessions:

Wednesday	9:35-10:55am
Friday	9:10-10:05am

All instructors will be present in all in-person sessions.

Course overview

Instructors

- Matthew Birkhold, Ben Folit-Weinberg
- Instructor emails: birkhold.22@osu.edu, folit-weinberg.1@osu.edu,
- Office Hours: TBA (3 hours per week)

Note: Our preferred method of contact is email.

Course description

This course investigates how ideas about work have evolved across time with a special focus on Classical and German thinkers, who have heavily influenced Western conceptions of work from the Protestant work ethic to

burnout. Students will examine how present-day ideas about work like "side hustles" are entangled with historical and ideological legacies. Drawing from philosophy, business psychology, history, literature, film and TV, this course will explore how technological innovation, religious beliefs, and social values and expectations have shaped the cultural meanings of labor. Readings from thinkers including Hesiod, Plato, Aristotle, Martin Luther, Max Weber, and Hannah Arendt will be combined with work-related exercises, like career aptitude tests and resume critiques to equip students with the knowledge to critically think about work.

Course expected learning outcomes

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

1. Analyze key historical and philosophical texts to explain how cultural ideas about work have evolved across time.
2. Critically evaluate how religious, political, and economic ideologies shape contemporary understandings of labor, vocation, and productivity.
3. Compare classical and modern perspectives on work to assess their influence on present-day career norms, from side hustles to burnout.
4. Apply concepts from philosophy, sociology, and psychology to reflect on personal career values, aspirations, and workplace dynamics.
5. Communicate insights about work through written, oral, and multimedia assignments that integrate theory with real-world job experiences and practices.

General education goals and 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 online course works

Mode of delivery

This is a hybrid course. Our weekly instruction is divided into three parts. The first 80 minutes of the week are completed through asynchronous online modules, consisting of lectures, quizzes, and discussion board posts, to be completed by Monday by 11:59pm of each week. The nature of asynchronous lectures will vary, and each instructor will be part of each lecture. However, it is possible that some weeks will have more lecture time by one instructor due to their expertise on the material.

Pace of Online Activities

This course is hybrid. Students are required to engage with weekly lectures that will need to be completed by Monday by 11:59pm. These lectures are asynchronous. Students are required to participate in two in-person sessions per week where they will interact with their classmates and faculty instructors and participate in in-class discussions and activities.

Credit hours and work expectations

This is a **4-credit-hour course**. According to Ohio State policy (go.osu.edu/credithours), students should expect around 9 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

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

Participating in online activities

- **Participating in online activities for attendance**: **AT LEAST ONCE PER WEEK**
  You are expected to log in to the course in Carmen every week. (During most weeks you will probably log in many times.)
- **Participating in in-person sessions:** Twice every week on Wednesdays and Fridays at assigned class times.

Office hours: **OPTIONAL**

Course communication guidelines

- Important communications, reminders and announcements will be posted in *Announcements* on CarmenCanvas. Make sure to enable your notifications to receive email reminders of these notifications.
- Reach out to the instructors via email with any questions or concerns.
- Emails will be answered within two workdays, Monday – Friday between 9am – 5pm.
- Office hours: scheduled weekly and by appointment. Please email at least 48 hours in advance to set up a time by appointment.

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 ,
Call 614-247-5838 or TTY 614-688-8605,
Or Email 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, 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	Points and/or Percentage
Attendance	10%
Lecture quizzes	15%

Assignment Category	Points and/or Percentage
Assignments (6)	25%
Project 1: video ad	15%
Project 2: career fair review	15%
Project 3: reflection essay	20%
Total	**100%**

Description of major course assignments

Attendance   **10%**

Active participation in class, and work, is essential to success. It fosters engagement with the material through discussion, clarification, and collaboration that can't be replicated by reading alone. Regular attendance also helps build a learning community, ensuring students stay on track and contribute meaningfully to shared academic goals.

Lecture quizzes   **15%**

Students answer three to five questions about the content presented during the asynchronous lectures which students have to complete by Mondays, 11:59 PM. The questions should be answered by 11:59pm on Mondays.

Assignments (6)   **15%**

Through the semester, students will have the chance to synthesize their learning through several assignments, ranging from resume reviews and personality assessments to essays that challenge students to apply theoretical readings to their experiences in workplaces. More details for each assignment can be found on Carmen.

Project 1: video ad   **15%**

By the end of week 13, students will design a meaningful job of the future, drawing on class readings and personal assessments. In addition to writing a job description, they will produce a short 3-minute video articulating the job functions and skills needed.

Project 2: career fair review   **15%**

In week 14, students will attend a virtual career fair, in which they will watch the job ads made by their classmates. They will write a review of the fair, identifying at least three different job postings and analyzing how they related to ideas explored in class. More details on Carmen.

Project 3: reflection essay   **20%**

Students will write a final reflection essay, identifying what they have learned about work and their goals for work using readings, discussion, and activities from class. More details on Carmen.

Academic integrity and collaboration guidelines

All activities and assignments in this course, except for the final, 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. However, you should still produce your own work, and it is not permissible to pass off others' work as your own.

Use of AI for any assignments is strictly prohibited.

Late assignments

No late work will be accepted without consent from instructors (this consent will only be given in the rarest emergencies). Do your assignments well in advance, save your work frequently and in multiple locations, know where the nearest computer lab is in case of technical problems, do whatever you need to do to ensure that assignments will be handed in on time. We recommend you write your Carmen posts in a separate document or copy them before you attempt to post so you have them if the post fails to go through. "Carmen ate my homework" is the new "the dog ate my homework"—and is not an excuse.

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 instructors at least 48 hours in advance with your questions and availability (at least three different dates or times).

  ### Grading and feedback

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

  ### Preferred contact method

  Reach out to the instructor via email with any questions or concerns.

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 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 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

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; 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 our Carmen course page for up-to-date assignment due dates.

Week	Topic	Online asynchronous session	In-person session 1 (80 minutes)	In-person session 2 (55 minutes)	Assignment due before in-person session 2 (more details given on Carmen)
1	Introduction	Introduction	Jan Lucassen, *The Story of Work* (Introduction and Chapter 1)	Jan Lucassen, *The Story of Work* (Chapter 3)	Assignment 1: Career assessment

| 2 | Vocation | Plato, *Apology* | Luther, "To the Christian Nobility of the German Nation" | Mike Dalley, "10 Pros and Cons of Aptitude Tests"

Taylor Markarian, "This Is Your Biggest Career Strength, According to Your Zodiac Sign Taylor Markarian"

Zihan Liu, et al, "Toward Whole-Person Fit Assessment: Integrating Interests, Values, Skills, Knowledge, and Personality Using the Occupational Information Network (O*NET)" *Journal of Applied Psychology* Vol. 110, No. 5 (2025), 623–647 | Assignment 2: 2-page essay

Do you want your career to be a "calling"? |

3	Work Ethic I	Hesiod, *Works and Days*	Luther, *The Freedom of a Christian;* "Sermon on the Estate of Marriage"	Max Cutler, "What Americans can learn from the German Perspective on Work" Naomi Honova, "German vs American Work Life" Thomas Hogg, "Why German Workers Outperform Americans While Spending Less Time at the Office"	
4	Work Ethic II	Weber, *The Protestant Ethic and the Spirit of Capitalism*	Maurice Balme, "Attitudes to Work and Leisure in Ancient Greece"	Serhat Pala, "Hustle Porn" Hiroshi Ono, "Why do the Japanese work long hours?	

		(Chapter 2) Lecture quiz		Sociological Perspectives on Long Working Hours in Japan"	
5	Work Roles	Plato, *Republic*, 2-4 Additional lecture: employment laws	David Graeber, *Bullshit Jobs: A Theory* (Chapters 1 & 2)	The Office (select episodes)	
6	Bureaucracy	Weber, "Bureaucracy"	Kafka, "Before the Law"	Arendt, "Eichmann in Jerusalem" (Chapter 3, 15)	Assignment 3: short essay: Analyze a workplace using Weber's concepts

7	What is Work? Invisible Labor	Eve Rodsky, *Fair Play* (Chapter 2)	Xenophon, *Oeconomicus*	Kate Morgan, "The Extra Shift" Dorris Lessing, "To Room Nineteen"	
8	Meaningful work	Hegel, *Phenomenology of Spirit*, §§178–198	Aristotle, *Nicomachean Ethics* 1-5**	Arendt, *The Human Condition* (Part IV) Yukari Mitsuhashi, "Ikigai: A Japanese concept to improve work and life"	
9	Productivity	Frederick Winslow Taylor, *The Principles of Scientific Management (Chapter 1)*	Jules Evans, "What can business leaders learn from ancient Greek philosophers?"	Mihaly Csikszentmihalyi, Flow In class: discuss productivity "hacks"	

| 10 | Burnout | Georg Simmel, *The Metropolis and Mental Life* | Walter Ruttmann, *Berlin: Symphony of a Metropolis* | Byung-Chul Han, *The Burnout Society* (p. 1-51)

Bob Nelson, "Why Work Should be Fun" | Assignment 4: Design a quiz to test whether you are burned out. |
| 11 | Work today | Hoff, K.A., Granillo-Velasquez, K.E., Hanna, A. et al. "Interest Gaps in the Labor Market: Comparing People's Vocational Interests | Davenport, Kirby, "Beyond Automation" | Jonathan Harris, "The Rise of the Gig Economy"

Daniel Muir, "Universal Basic Income: Pros, Cons, and Evidence" | Assignment 5: Short essay: How do UBI and gig work relate to Aristotle and Hegel? |

		with National Job Demands'" J Bus Psychol 40, 57–77 (2025)		Denuta Detyena, "Is it Time to Put an End to the 40-Hour Work Week?"	
12	The Future of Work	Zygmunt Bauman, *Liquid Modernity* (Chapter 4)	E.M. Forester, "The Machine Stops"	Kweilin Ellingrud, et al "Generative AI and the future of work in America"	Assignment 6: Run resume through AI tool and critique it (1-2 pages)
13	Work assessment	Holland Code (RIASEC) Test	Personality tests	Skills Inventories	Project 1: Design a meaningful job of the future (present the job in a 3-minute video advertisement)

14	Career Fair	Career Fair	Career Fair	Career Fair	Project 2: Write a short essay analyzing three different jobs from our career fair, how they relate to ideas explored in the class and your own career aspirations

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

Overview

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

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

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

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

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

(enter text here)

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

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

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

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

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

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

ELO 1.1 Engage in critical and logical thinking.	*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)*

	Completion 3 assignments which build skills in connecting individual experiences with broader population-based patterns (Assignments #1, #2, #3) Completion of 3 quizzes in which students demonstrate comprehension of the course readings and materials.
ELO 2.1 *Identify, describe, and synthesize approaches or experiences.*	*Students engage in advanced exploration of each module topic through a combination of lectures, readings, and discussions.* *Lecture* *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.* *Reading* *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.* *Discussions* *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.* *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.*
ELO 2.2 *Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.*	*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.* *Some examples of events and sites:* *The Paris Commune, an 1871 socialist uprising violently squelched by conservative forces*

	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. *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* *The Marais, a vibrant Paris neighborhood inhabited over the centuries by aristocrats, then Jews, then the LGBTQ+ community, among other groups.*

Goals and ELOs unique to Traditions, Cultures, & Transformations

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

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

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

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

"Collaborative" Meaning and context: Teaching partners are expected to collaborate on (1) defining the objectives for the course, (2) putting together the course materials, (3) conducting the formal instruction of students, and (4) evaluating student performance. Note that courses in which one faculty member of record convenes the course and invites one or more guest speakers to take part in the class are not considered courses taught collaboratively. (Those courses may, however, utilize outside speakers when appropriate in addition to the primary faculty members of record.)

In the box below, list which two or more faculty members from what departments/units within which college(s) will engage in the interdisciplinary and integrated collaborative teaching. (This information should also be readily visible on the syllabus.)

Dr. Matthew Birkhold, associate professor of Germanic Languages and Literatures, College of Arts and Sciences; affiliated and adjunct associate professor, Moritz College of Law.

Dr. Ben Folit-Weinberg, assistant professor of Classics

"Interdisciplinary" Meaning and context: Participating faculty must be from demonstrably different disciplines, programs, or departments. (Think along the lines of Art & Molecular Genetics, Pharmacy & History, Public Health & Music, etc.) In the box below, explain what the distinct disciplines and contributions of each faculty member are. Furthermore, explain where and how these will show in/contribute to the course GEN Theme. (This information should also be readily visible on the syllabus.)

"Work Essentials" organically weaves together a range of disciplines and approaches to empower students to develop a deeper understanding and new visions of work. Relying on the expertise of the faculty and the carefully curated readings and assignments, students examine different ideas of work, productivity, and career from Classical Antiquity to the present, and how they intersect with cultural, social, and economic concepts. Students will develop a sense of how to apply the fundamentals of thought they learn in the class to problems that the future might hold. This course draws on the expertise of Ben Folit-

Weinberg on Classics, Intellectual History and Reception Theory, and Matthew Birkhold on the cultural history of German-speaking Europe and law to enable students to enable students to engage in a deep analysis of the tradition and transformations of work.

Matthew Birkhold is a scholar of jurisprudence, German literature and culture from 1750-1945. His expertise will be used in readings and discussions about Hannah Arendt (week 8), Byung-Chul Han (week 10) and Kafka (week 6), among others. Birkhold's expertise in law will be particularly deployed in conversations and lectures about employment law (week 5).

Ben Folit-Weinberg is a scholar of ancient Greek thought and intellectual history. His expertise will be used in readings and discussions about Hesiod (week 3), Plato (week 5), and Aristotle (week 8), among others. Folit-Weinberg's expertise in reception history will be particularly deployed as students trace continuities of classical thought to today (week 5), (week 11, assignment 5).

"Integrated" Meaning and context: Interdisciplinary integrative teaching is different from multidisciplinary teaching where "faculty present their individual perspectives one after another, leaving differences in underlying assumptions unexamined and integration up to the students. In interdisciplinary courses [...] faculty interact in designing a course, bringing to light and examining underlying assumptions and modifying their perspectives in the process. They also make a concerted effort to work with students in crafting an integrated synthesis of the separate parts that provides a larger, more holistic understanding of the question, problem, or issue at hand." (Klein & Newell, 12) In the box below, explain how the faculty members will be teaching the course together by being both present during all or most course meetings (at least 50% of the meetings) and bringing their different disciplines and perspectives into dialogue to address the GEN Theme. Exactly where and in what manner will this happen? What kinds of assignments will the students produce that demonstrate their ability to integrate the different disciplinary questions, methods, or knowledge to address the GEN Theme at hand? Be specific. (This information should also be readily visible on the syllabus.)

Our course is designed in a way that has students consistently engaged with both faculty members. The first 80 minutes of the week are completed through asynchronous online modules, consisting of lectures, quizzes, and discussion board posts. Both faculty members will be present together in all in-person classes. In most weeks, there are several lectures on different angles of the topics, featuring both faculty members. For example, in

week 8, Birkhold and Folit-Weinberg will lecture on what constitutes "meaningful work," highlighting the cultural and historical contexts in which Hegel and Aristotle wrote and how those influenced their conceptions. We also collaboratively design quizzes and moderate discussions together. Our first in-person class meeting of the week is 80 minutes long and will rely on the faculty members' distinct disciplinary expertise. Faculty expertise is weaved in a way that positions students to reflect on multiple perspectives. For example, in week 3, students read Hesiod's *Works and Days* and Luther's *Freedom of a Christian*, which offer distinctive notions of work ethic, then connect it with the contemporary phenomenon of "hustle porn," allowing them to see the evolution of a concept and how its present-day manifestation is rooted in the past. Through course readings, assignments, and in-class discussions, students will thus be able to reflect on and synthesize diverse methods and perspectives while addressing the concept of work as not a static idea, but one that evolves as technologies, institutions, and beliefs change.

German Major--Curriculum Map

B = Beginning
I = Intermediate
A = Advanced

15. August 2025 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: 20th-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
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
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	Compre-hension	Speaking	Critical Analysis	Writing & Critical Expression
Elective Courses in English					
2241 Yiddish Culture *GE*	B			B	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: *Vergangenheitsbewaeltigung* *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
3420 Work Essentials	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.