
Term Information

Effective Term Autumn 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 4604
Course Title From the German: Translation in the 21st Century
Transcript Abbreviation 21cTranslateGerman
Course Description Seminar on translation for students of German using project-based learning to cultivate advanced strategic communication and intercultural skills for the contemporary world. Develops student A.I. competencies, rhetorical skills, and media literacies (including legacy and social media) across modules on literary, marketing, and legal translation, as well as trans-medial content adaptation.
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 Prereq: 2102 or equiv, or permission of instructor.
Exclusions
Electronically Enforced Yes

Cross-Listings

Cross-Listings

Subject/CIP Code

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

Requirement/Elective Designation

Required for this unit's degrees, majors, and/or minors

Course Details

Course goals or learning objectives/outcomes

- See syllabus pp 5-7.

Content Topic List

- See syllabus pp 5-7.

Sought Concurrence

No

Attachments

- ALI Translation Aupiais Course Submission Syllabus for SP27.pdf: German 4604 Syllabus

(Syllabus. Owner: Miller,Natascha)

- CurriculumMap_Update_2026Feb.pdf: CurriculumMapUpdate 2026Feb

(Other Supporting Documentation. Owner: Miller,Natascha)

Comments

- 2/20/26 Updated Curriculum Map has been uploaded. *(by Miller,Natascha on 02/20/2026 08:51 AM)*

- If this course can count in your major (even as an elective), please upload updated curriculum map for the major. *(by*

Vankeerbergen,Bernadette Chantal on 02/19/2026 04:31 PM)

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Miller,Natascha	02/19/2026 12:38 PM	Submitted for Approval
Approved	Taleghani-Nikazm,Carmen	02/19/2026 12:49 PM	Unit Approval
Revision Requested	Vankeerbergen,Bernadette Chantal	02/19/2026 04:31 PM	College Approval
Submitted	Miller,Natascha	02/20/2026 08:54 AM	Submitted for Approval
Approved	Taleghani-Nikazm,Carmen	02/20/2026 09:28 AM	Unit Approval
Approved	Vankeerbergen,Bernadette Chantal	02/22/2026 05:22 PM	College Approval
Pending Approval	Jenkins,Mary Ellen Bigler Neff,Jennifer Vankeerbergen,Bernadette Chantal Wade,Macy Joy Steele,Rachel Lea	02/22/2026 05:22 PM	ASCCAO Approval

GERMAN 4604

Aus dem Deutschen: Translation in the 21st Century

From the German: Übersetzen im 21. Jahrhundert

Instructor:

Prof. Juan-Jacques Aupiais

aupiais.1@osu.edu

Hagerty Hall 425

Course Details:

Seminar-style instruction; meets in person twice weekly for 80 minutes.

Taught in German, with source materials and assignments in English and German.

Rationale and Description:

In the highly globalized contemporary world, movements between languages may potentially become as ubiquitous as border crossings are frequent or internet connections are numerous. The proliferation of online spaces of (inter-)cultural circulation and recent breakthroughs in mechanisms of automated translation promise to ramp up the bonanza of language “content” ever more: but how do specifically human capacities for language, whether expressed in the roles of writers and readers, speakers and listeners, or “creators” and “users”, still fit into the picture? How are the lived experiences of linguistic subjects—shaped as they by cultural contexts, regional media economies, and relationships to linguistically-mediated aesthetic traditions—being challenged and reshaped by entangled global forces in technology and cultural politics—some of which work to push people apart, others to homogenize them? This course proposes to give advanced undergraduate students of German a space in which to hone their language skills while also contending with what it means to move between German texts and contexts and those of other languages in the 21st century cultural moment—the daunting, unpredictable, but also exciting moment in which they will come of age as global citizens *and* linguistic subjects.

Working with materials in German and English while using German as the medium of discussion and instruction, this course will focus on translation as a practical cultural process tied to various contexts of work and play in students’ lives today. It will uncover the choices translation requires and the opportunities it offers for honing critical self-reflection, expressive agency, creativity, strategic communication, social awareness, intercultural competence and rhetorical skill— not to mention bread-and-

better language competencies in reading, writing, speaking, and listening. Combining workshop elements with case-study discussions to prepare students for several collaborative small projects and a capstone final project, the course emphasizes task- and context-driven, hands-on learning oriented towards building transferable skills. The course will feature sustained engagement with generative A.I. as a key emerging influence on culture, focusing on the ways that A.I. can supplement rather than replace key student competencies and literacies. The course will unfold in 4 modules, covering literary, marketing, legal, and multi-medial translation, each with their own culminating project.

Expected Learning Outcomes:

- Students will develop their language competencies in German (including all four classic skills: reading, writing, listening, speaking).
- Students will develop their intercultural and inter-linguistic competencies as they explicitly analyze the relationship between linguistic and cultural differences when comparing American and European (German, Austrian, Swiss) contexts for practical communication purposes.
- Students will cultivate the expressive sensitivity, situational awareness, and reflective capacity for strategic choice-making needed to transact translation and adaptation across languages but also across media and verbal/non-verbal communication systems.
- Students will acquire and/or improve marketable, practical, and transferable skills through exposure to real-world communication contexts, sometimes with high stakes, in which highly cultivated linguistic competencies and capacities for strategic communication are crucial for producing deliverables that get the job done effectively. These contexts include marketing and legal communication, as well as media content production, and the skills to be cultivated through training in them include: intercultural analysis, rhetorical analysis, market analysis, legal analysis and risk assessment, and critical and strategic thinking.
- Students will cultivate technological literacies and competencies related to the new media landscape and to emerging A.I. tools, acquiring skills in prompt design, strategic content planning, project management, and concept execution.
- Students will critically reflect on the limits and potentials of new technological tools and platforms, learning to leverage them in ways that complement their specifically human skills and amplify rather than replace their inimitable literacies and

competencies. In this way, students will be given strategies enabling them to leverage their study of language, literature, and culture in their preparation for an A.I.-ready future in which their specifically human skills will be their most marketable.

Course Materials and Workload:

All course materials will be accessible through Carmen Canvas.

Students will be expected to prepare up to two pages of translated text for any individual session (where applicable); otherwise, they will either be asked to do 5-15 pages of reading per class session (— we will work with selected excerpts from longer source texts and secondary literature), or be given short, scaffolded assignments (with some to be done for individual sessions, some to be done bit-by-bit across several weeks) that come together in the module projects. Such short assignments might include: prepare a one-page mind-map, interact with an A.I.-system around a specific task and record the results, write a short reflection or analysis of a text, etc.

Assessment and Grading:

Participation and Attendance: 25%

Grade	Criteria for Evaluating Participation
A A-	Student uses German at all times in class; readily volunteers and is attentive; negotiates meaning with other students; is responsive and often elaborates spontaneously, gives more than asked for; uses circumlocution to compensate for unknown vocabulary, is always well-prepared, asks questions, speaks distinctly and loud enough for all to hear.
B+ B B-	Student uses German as the language of communication; is attentive and responsive; volunteers and gives more than required though not always successful; has usually prepared the day’s lesson.

C+	Adequate participation but waits to be called upon; responses often incorrect; often resorts to English.
C	
C-	
D+	Student is usually unprepared; little effort to participate; responses usually incorrect.
D	
D-	
E	Insignificant

Projects: 75%

This course will feature three smaller projects at the end of each module, each worth 15% of your total final grade, and a final capstone project at the end of the last module, worth 30% of your grade. The projects will give you an opportunity for hands-on translation work, collaborative and strategic communication, training in the strategic use of technological resources, and situational critical reflection in specific practical contexts (literary, marketing, and legal translation, as well as multimedial adaptation). Modules will lead up to the projects with readings, analytical discussions, proposal workshops, and other “scaffolded” preparatory tasks. Project 1 will be an individual task, while Projects 2, 3, and 4 will be done in pairs or triplets. Feedback is to be provided in class by peers and by the instructor, both in response to scaffolded preliminary steps, and in response to finished products after submission. Specific instructions for project content, format, and expectations to be communicated in class in the lead-up to each submission due date.

The Department of Germanic Languages and Literatures uses the following scale:

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

Schedule

MODULE 1: TRANSLATION CLASSIC— LANGUAGE IN LITERATURE

Week 1

1. Introduction: translation and close reading. The challenging of translating Franz Kafka's short stories.
2. Translating Franz Kafka; Walter Benjamin's Task of the Translator

Week 2

1. Translating Franz Kafka; Deleuze/Guattari's Minor Language
2. Paul Celan, Hannah Arendt, the Holocaust and the German language

Week 3

1. Friedrich Nietzsche and the Mobile Army of Metaphors
2. Translating Sharon Dodua Otoo; Roman Jakobson's Taxonomy of Translation

Week 4

1. Yoko Tawada; Yasemin Yildiz's Postmonolingual Condition
2. Yoko Tawada; Naoki Sakai's Heterolingual Address

Module 1 Project: Submission of a revised and hand-annotated own translation of a short text (by Kafka, Celan, Otoo, or Tawada) workshopped in class. Annotations to comment on and clarify translation choices.

MODULE 2: TRANSLATION & INFLUENCE — MARKETING & SOCIAL MEDIA

Week 5

1. Advertising, language, and locality: analysis of American examples
2. Advertising, language, and locality: analysis of German examples

Week 6

1. Transnational Influencing: Influencers and wish-fulfillment across cultures (analysis of select Instagram, Tik-Tok, podcast content)
2. Transnational Influencing: Influencers and wish-fulfillment across cultures (analysis of select Instagram, Tik-Tok, podcast content)

Week 7

1. Creating Brands: trans- and multilingual student workshop of brand concepts (for Module 2 Project)
2. A.I. and advertising: case studies of image generation in ethical perspective

Week 8

1. A.I. and advertising: hands-on skills and tailoring prompts to concepts
2. Presentation of Module 2 Projects in class.

Module 2 Project: Original A.I.-supplemented branding concept for a fictional N.G.O., incorporating copy in German (workshopped by students together in class). Group concepts to be presented and explained in class.

MODULE 3: TRANSLATION IN LEGAL & DIPLOMATIC COMMUNICATION

Week 9

1. German legal language vs. English legal language: comparing systems, actors, stakes (guest presentation: Prof. Matthew Birkhold, Germanic Languages and Literatures & Moritz College of Law)
2. Case study: the challenges of a multilingual and multinational law case

Week 10

1. Case study: the challenges of a multilingual and multinational law case
2. Case study: the challenges of a multilingual and multinational law case

Week 11

1. A.I. as a reference resource for working with legal and diplomatic language
2. Translation gaffes and diplomatic spats (an E.U. case-study); summary of project findings in short student presentations.

Module 3 Project: Working with assigned legal cases already discussed in class, students investigate the suitability of A.I. as tool for familiarization with foreign legal vocabularies, testing and analyzing the usability of different A.I. systems as research resources for technical jargon. Students write up reports on their findings, discussing the comparative grasp of different A.I. tools on specific legal ideas and

their reliability for translation purposes. Students then briefly present their findings in class.

MODULE 4: FINAL PROJECT IN MULTIMEDIA ADAPTATION

Final Project: Students work in groups to choose favorite stories in English (movies, books, TV shows) to translate/abridge/adapt into German. Following the model of popular **German YouTube channel “Weltliteratur to go”**, students make short, humorous, entertaining, and informative “crash-course” videos in German about their chosen stories. In class, students brainstorm and workshop story boards for their abridged adaptations and plan/design ways to combine lego live-action and/or A.I.-produced short animations and/or images/tableaux to visualize the content of their stories, which they then combine with self-written and self-read voice-overs. Students produce video projects (in and out of class) with resources from OTDI Digital Unions.

Week 12

1. Introduction to *Weltliteratur to go* format and selection of English source texts.
2. Workshopping summaries, storyboards, adaptation strategies for final project.

Week 13

1. A.I. and visual adaptation: hands-on skills and tailoring prompts to concepts
2. A.I. and visual adaptation: hands-on skills and tailoring prompts to concepts

Week 14

1. Troubleshooting issues in creative execution, editing, adaptation strategy
2. In-class presentation of final video projects

Course Policies

Academic Misconduct

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

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

If an instructor suspects that a student has committed academic misconduct in this course, the instructor is obligated by University Rules to report those suspicions to the Committee on Academic Misconduct. If COAM determines that a student violated the University's Code of Student Conduct (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in the course and suspension or dismissal from the University.

If students have questions about the above policy or what constitutes academic misconduct in this course, they should contact the instructor.

Artificial Intelligence and Academic Integrity

There has been a significant increase in the popularity and availability of a variety of generative artificial intelligence (AI) tools, including ChatGPT, Sudowrite, and others. These tools will help shape the future of work, research and technology, but when used in the wrong way, they can stand in conflict with academic integrity at Ohio State.

All students have important obligations under the Code of Student Conduct to complete all academic and scholarly activities with fairness and honesty. Our

professional students also have the responsibility to uphold the professional and ethical standards found in their respective academic honor codes. Specifically, students are not to use unauthorized assistance in the laboratory, on field work, in scholarship, or on a course assignment unless such assistance has been authorized specifically by the course instructor. In addition, students are not to submit their work without acknowledging any word-for-word use and/or paraphrasing of writing, ideas or other work that is not your own. These requirements apply to all students undergraduate, graduate, and professional.

To maintain a culture of integrity and respect, these generative AI tools should not be used in the completion of course assignments unless an instructor for a given course specifically authorizes their use. Some instructors may approve of using generative AI tools in the academic setting for specific goals. However, these tools should be used only with the explicit and clear permission of each individual instructor, and then only in the ways allowed by the instructor.

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 Civil Rights Compliance Office.

Policy: Religious Holidays, Holy Days and Observances

Disability Statement (with Accommodations for Illness)

The university strives to maintain a healthy and accessible environment to support student learning in and out of the classroom. If students anticipate or experience academic barriers based on a disability (including mental health and medical conditions, whether chronic or temporary), they should let their instructor know immediately so that they can privately discuss options. Students do not need to disclose specific information about a disability to faculty. To establish reasonable accommodations, students may be asked to register with Student Life Disability Services (see below for campus-specific contact information). After registration, students should make arrangements with their instructors as soon as possible to discuss your accommodations so that accommodations may be implemented in a timely fashion.

If students are ill and need to miss class, including if they are staying home and away from others while experiencing symptoms of viral infection or fever, they should let their instructor know immediately. In cases where illness interacts with an underlying medical condition, please consult with Student Life Disability Services to request reasonable accommodations.

slds@osu.edu

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

098 Baker Hall, 113 W. 12th Ave

614-292-3307 phone

Intellectual Diversity

Ohio State is committed to fostering a culture of open inquiry and intellectual diversity within the classroom. This course will cover a range of information and may include discussions or debates about controversial issues, beliefs, or policies. Any such discussions and debates are intended to support understanding of the approved curriculum and relevant course objectives rather than promote any specific point of view. Students will be assessed on principles applicable to the field of study and the content covered in the course. Preparing students for citizenship includes helping them develop critical thinking skills that will allow them to reach their own conclusions regarding complex or controversial matters.

Grievances and Solving Problems

According to University Policies, if you have a problem with this class, you should seek to resolve the grievance concerning a grade or academic practice by speaking first with the instructor or professor. Then, if necessary, take your case to the department chairperson, college dean or associate dean, and to the provost, in that order. Specific procedures are outlined in Faculty Rule 3335-8-23. Grievances against graduate, research, and teaching assistants should be submitted first to the supervising instructor, then to the chairperson of the assistant's department.

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

The Ohio State University is committed to building and maintaining a welcoming community. All Buckeyes have the right to be free from harassment, discrimination, and sexual misconduct. Ohio State does not discriminate on the basis of age, ancestry, color, disability, ethnicity, gender, gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, pregnancy (childbirth, false pregnancy, termination of pregnancy, or recovery therefrom), race, religion, sex, sexual orientation, or protected veteran status, or any other bases under the law, in its

activities, academic programs, admission, and employment. Members of the university community also have the right to be free from all forms of sexual misconduct: sexual harassment, sexual assault, relationship violence, stalking, and sexual exploitation.

To report harassment, discrimination, sexual misconduct, or retaliation and/or seek confidential and non-confidential resources and supportive measures, contact the Civil Rights Compliance Office (CRCO):

Online reporting form: <http://civilrights.osu.edu/>

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

civilrights@osu.edu

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

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

Mental Health Support

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 through the 24/7 by dialing 988 to reach the Suicide and Crisis Lifeline.**

German Major--Curriculum Map

B = Beginning
I = Intermediate
A = Advanced

19. February 2026 update

	Cultural Knowledge & Awareness	Compre-hension	Speaking	Critical Analysis	Writing & Critical Expression
Core Required Courses					
1101.01 German 1 -GE	B	B	B		B
1101.02 German 1 (DL) -GE	B	B	B		B
1101.51 German 1: Self-paced -GE	B	B	B		B
1102.01 German 2 -GE	B	B	B		B
1102.02 German 2 (DL) -GE	B	B	B		B
1102.51 German 2: Self-paced -GE	B	B	B		B
1103.01 German 3 -GE	B/I	B/I	B/I		B/I
1103.02 German 3 (DL) -GE	B/I	B/I	B/I		B/I
1103.51 German 3: Self-paced -GE	B/I	B/I	B/I		B/I
2101 Texts & Contexts 1: Contemporary Germany	I	I	I	B/I	I
2102 Texts & Contexts 2: 20 th -century Germany	I	I	I	I	I
3101 Texts & Contexts 3: Historical Perspectives	I/A	I/A	I/A	I	I
3102 News & Views: Current Issues	I/A	I/A	I/A	I	I
2350 Introduction to German Studies	B			B/I	I
3689 or equiv. (data) Words Across the World				I	I
Advanced Required Courses					
3200 Topics in German Literature, Art and Film	I	I	I	I	I
3300 Topics in German Culture Studies, Social and Intellectual History	I	I	I	I	I
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
4604 From the German: Translation in the 21st Century	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: <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
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

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.