**General Education Course Inclusion Proposal**

**PERSPECTIVES ON SOCIETY**

*This proposal form is intended for departments proposing a course for inclusion in the Northern Michigan University General Education Program. Courses in a component satisfy both the Critical Thinking and the component learning outcomes. Departments should complete this form and submit it electronically through the General Education SHARE site.*

**Course Name and Number:** German 310: Introduction to German Civilization and Culture

**Home Department:** Department of Modern Languages and Literatures

**Department Chair Name and Contact Information** (phone, email):

Tim Compton [tcompton@nmu.edu](mailto:tcompton@nmu.edu) x1107

**Expected frequency of Offering of the course** (e.g. every semester, every fall): At least once a year

**Official Course Status**: Has this course been approved by CUP and Senate? YES

*Courses that have not yet been approved by CUP must be submitted to CUP prior to review by GEC. Note that GEC is able to review courses that are in the process of approval; however, inclusion in the General Education Program is dependent upon Senate and Academic Affairs approval of the course into the overall curriculum.*

**Overview of course** (please attach a current syllabus as well): *Please limit the overview to two pages (not including the syllabus)*

**A. Overview of the course content AND B. Explain why this course satisfies the Component specified and significantly addresses both learning outcomes**

*Perspectives on Society:*

This course covers a large period of German and Austrian history with a focus on the various political, cultural, and economic aspects that helped to shape modern German society. Students learn the major dates and events in Germanic history, then engage more closely and personally with these events by viewing and responding to supplementary materials (e.g. books, plays, poems, and other literature; films, video clips, paintings, and other media. These various materials offer unique and insightful perspectives into the life and sociopolitical concerns that were dominant during the particular period being covered.

*Critical Thinking:*

During and after engaging with the various materials (listed above), students are asked to reflect critically on the events portrayed in them -- for example: by learning about a specific individual’s contributions to or experiences during such an event; by writing journal entries from a historical figure’s perspective; by submitting regular response papers that reflect personally on a topic, event, or piece of literature/media covered in class that week; by performing occasional online research into an event or issue; and/or by engaging in regular class discussion about these events and topics. These regular analyses help students to use information they are learning as evidence for conclusions that they then articulate in a personal, informed manner.

**C. Describe the target audience (level, student groups, etc.)**

This course is intended for any student at the university, whether to fulfill a GenEd requirement or as an elective for program requirements.

**D. Give information on other roles this course may serve (e.g. University Requirement, required for a major(s), etc.)**

This course (or GR 311) is required for German Studies majors, and is listed as an elective for German minors.

**PLAN FOR LEARNING OUTCOMES  
CRITICAL THINKING**

*Attainment of the CRITICAL THINKING Learning Outcome is required for courses in this component. There are several dimensions to this learning outcome. Please complete the following Plan for Assessment with information regarding course assignments (type, frequency, importance) that will be used by the department to assess the attainment of students in each of the dimensions of the learning outcome. Type refers to the types of assignments used for assessment such as written work, presentations, etc. Frequency refers to the number of assignments included such as a single paper or multiple papers. Importance refers to the relative emphasis or weight of the assignment to the entire course. For each dimension, please specify the expected success rate for students completing the course that meet the proficiency level and explain your reasoning. Please refer to the Critical Thinking Rubric for more information on student performance/proficiency in this area. Note that courses are expected to meaningfully address all dimensions of the learning outcome.*

|  |  |  |
| --- | --- | --- |
| **DIMENSION** | **WHAT IS BEING ASSESSED** | **PLAN FOR ASSESSMENT** |
| **Evidence** | Assesses quality of information that may be integrated into an argument | *Task Type:* Homework/free-writing posts  *Frequency:* Daily  *Overall grading weight:* 10-20%  *Expected Success Rate:* 75-80%  *Task Type:* Response essays  *Frequency:* approximately four to five times per semester  *Overall grading weight:* 10-20%  *Expected Success Rate:* 75-80%  *Task Type:* Class discussion (when graded as participation)  *Frequency:* Daily  *Overall grading weight:* 10-20%  *Expected Success Rate:* 75-80%  All of these assignments will require students to integrate the evidence they acquire in class (e.g. information on historical events, main concerns of a particular demographic at a given point in history, etc.) into their assignments in order to formulate a conclusion that they have reached. Their ability to articulate this conclusion in light of the information learned in the course will determine whether or not they are successfully evaluating material within their proper historical, social, and/or political contexts. As students from a variety of disciplines take (and are encouraged to take) this course, we anticipate that some will have a more significant set of background knowledge than others. Consequently, we anticipate a success rate at least 75%. |
| **Integrate** | Integrates insight and or reasoning with existing understanding to reach informed conclusions and/or understanding |
| **Evaluate** | Evaluates information, ideas, and activities according to established principles and guidelines |

**PLAN FOR LEARNING OUTCOMES  
PERSPECTIVES ON SOCIETY**

*Attainment of the PERSPECTIVES ON SOCIETY Learning Outcome is required for courses in this component. There are several dimensions to this learning outcome. Please complete the following Plan for Assessment with information regarding course assignments (type, frequency, importance) that will be used by the department to assess the attainment of students in each of the dimensions of the learning outcome. Type refers to the types of assignments used for assessment such as written work, presentations, etc. Frequency refers to the number of assignments included such as a single paper or multiple papers. Importance refers to the relative emphasis or weight of the assignment to the entire course. For each dimension, please specify the expected success rate for students completing the course that meet the proficiency level and explain your reasoning. Please refer to the Rubric for more information on student performance/proficiency in this learning outcome. Note that courses are expected to meaningfully address all dimensions of the learning outcome.*

|  |  |  |
| --- | --- | --- |
| **DIMENSION** | **WHAT IS BEING ASSESSED** | **PLAN FOR ASSESSMENT** |
| **Analysis of society** | Analysis of social issues, structures and processes or events | *Task Type:* Students will write regular (daily or weekly) homework posts in which they engage with a variety of issues and events pertinent to the current topic in our course. These homework posts will serve as a starting point for in-class discussion on the various factors that influence/have influenced the German and Austrian societies.  Additionally, at some point during the semester all students will present once on a person or event that is vital to an understanding of the social development and/or historical trajectory of the German/Austrian nations.  *Frequency:* Daily; approximately once per semester  *Overall grading weight:* 10-25%  *Expected Proficiency Rate:* 80% |
| **Ethical Issues** | Addressing ethical issues in society | *Task Type:* As part of response essays and in-class discussion, students will consider and be asked to react to the various social and ethical issues of the events we discuss (for example, media portrayals of events during the Holocaust).  *Frequency:* approximately four to five times per semester; daily  *Overall grading weight:* 15-35%  *Expected Proficiency Rate:* 80% |
| **Development and context of society** | Explore themes in the development of human society | *Task Type:* As part of their quizzes, midterm/tests, and final exams students will be tested on their knowledge of how and for what reasons the German/Austrian societies developed as they did over the course of several decades or centuries.  *Frequency:* approximately 4-6 times per semester  *Overall grading weight:* 20-60%  *Expected Proficiency Rate:* 80% |

**German 310 – Fall 2014**

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**Location: West Sciences 3803**

**Time: TR 3-4.40pm**

**Instructor: Amber Suggitt Office: Whitman 161**

**Telephone: (906) 227-1914**

**Office Hours: MTWR 1-2pm, and by appointment**

**Email:** [**asuggitt@nmu.ed**](mailto:asuggitt@nmu.edu)**u**

**Course Description**

GR 310 is a liberal studies course. As stated in the NMU Undergraduate Bulletin, our intent is to

“study the individual human condition, needs, values, potentials and achievements, within the

multiplicity of cultural values that shape it.” We “will examine, using critical thinking strategies,

how peoples in different cultures, times and places deal with common human needs and

concerns.” We “will review and evaluate . . . the intellectual, spiritual and ethical concerns of the

human experience as recorded in literature, philosophy, religion, history or other similar areas.”

**Course Objectives**

Students will acquire a general knowledge of the various time periods and movements in Germanic history from the Middle Ages to present by engaging with specific texts and other materials. By the end of the semester, the students will be able to elaborate on German culture, politics, and history in relationship to the following:

**1)** The Middle Ages

**2)** The Reformation and the Thirty Years War

**3)** The European Enlightenment

**4)** Fin-de-siècle Germany and Austria

**5)** The Weimar Republic and World War I

**6)** World War II and Post-War Germany

**Required Texts**

*Maus I: My Father Bleeds History*, available online or in NMU Bookstore. ISBN: [978-0394747231](http://www.amazon.com/Maus-Survivors-Father-Bleeds-History/dp/0394747232/ref=sr_1_1?ie=UTF8&qid=1408659291&sr=8-1&keywords=maus+i)

*Maus II: A Survivor’s Tale: And Here My Troubles Began*, available online or in NMU Bookstore. ISBN: [978-0679729778](http://www.amazon.com/Maus-II-Survivors-Troubles-Began/dp/0679729771/ref=sr_1_1?ie=UTF8&qid=1408659414&sr=8-1&keywords=9780679729778)

*Short Pictorial History of the German People*, available in NMU Bookstore

Additional readings will be provided online as PDFs

**Course Website**: <http://gr310.wordpress.com/>

Bookmark this site for future reference. Materials used in class, occasional supplementary materials, and all assignments will be posted on this site. If students miss class, they are responsible for visiting our course site to see what was missed and what will be due.

**Course Requirements and Grading**

The final grade for the course can be broken down as follows:

|  |  |
| --- | --- |
| **Attendance/Participation** | **10%** |
| **Homework/In-class work** | **10%** |
| **Midterm** | **15%** |
| **Presentation** | **10%** |
| **Quizzes** | **10%** |
| **Response essays** | **25%** |
| **Final Exam** | **20%** |

**GRADES**

Your grades in this course will be based on the following scale:

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

Attendance and Participation

Your attendance in class is mandatory. Excused absences (e.g. sickness or family problems) will *not* be counted against you. Your attendance and participation grade will reflect how often you attend class and how much you interact with the material and other students while in class.

Participation will be graded according to a rubric that is available on our course site. All students are expected to come to class having prepared for the day and to participate in class work and discussion.

Essays

Students will alternate writing response papers every other week for a total of five essays. Each essay will explore an idea or issue from our readings and films. Responses must be at least 500 words long and should be structured in essay form – this means they should have an introduction, body, and conclusion. (See the links on our course site for more information on writing essays.)

Unless otherwise noted, all essays should be posted to the student’s WordPress site as a new “entry” with the title as the subject line and a word count provided at the end of the post. Essays will be graded primarily for content, but I will also mark your grammar, punctuation, and structure.

Any response essay that engages in academic dishonesty will receive a zero. For more information on what does or does not constitute academic dishonesty, see the “Composition Policy” posted on our course site and the information on page 5 of this syllabus.

WordPress

I will ask every student to create a WordPress page for submitting response essays (see above) as well as in-class work. You are welcome to choose any theme, font, and color provided it is legible (black backgrounds, super squiggly fonts, etc. are too difficult for my eyes to handle). You are welcome to incorporate pictures of your own choosing and/or video clips (provided they are appropriate) into your essays. Additionally, I encourage you to post anything that you encounter in other courses or on your own that you feel is interesting and relevant to the nature of this course (German or Austrian culture and history).

Homework and Quizzes

In order to ensure that everyone completes the required readings on time, there will be frequent, unannounced quizzes. In addition, every class period will begin with a brief “freewriting” period of approximately 10 minutes – each student will spend the time producing informal writing/reactions to discussion questions that pertain to that day’s topic. This will eliminate the need for too much homework (i.e. writing up answers to questions at home) and will also give students the opportunity to refresh their memory regarding the assigned reading or film for that day. This informal writing will be graded as homework and may occasionally be supplemented by take-home questions and other work besides the daily readings.

Presentation

Each student will give one short (10 minute) presentation on a person, idea, or issue that relates to our class materials. All presentations should be accompanied by some kind of visual aid, whether a handout, a PowerPoint, a Prezi, etc. Topics, a sign-up sheet, and more detailed information will be distributed later in the semester.

Final Exam

The final exam will be cumulative and take place on **Thursday, December 11 from 2-3.50pm**.

**Important Infos**

**Cell phone/Laptop Policy**

No cell phones may be used during class time. If I notice you texting or using your phone for social media, etc. during class you will receive zero participation points for the day. If I see you using your phone again, you will be asked to leave class and will be counted absent for the day.

Laptops may be used to look up words in an online dictionary, or if specifically required for an in- class assignment. At all other times they should be closed. No social media or email use is permitted during classtime. If I see you using your laptop for a non-educational purpose, you will be asked to leave class immediately and will be counted absent for the day. If it happens a

second time, you will no longer be permitted to use your laptop in class at all.

**E-mail Policy:**

Please feel free to e-mail me with any questions that you have about the course, clarification of homework or assignments, and any concerns you may have. I will respond to your e-mail as quickly as possible, but expect a 24 hour turn-around time. If you miss a class, please do not email me to ask what we are doing or have done in class. My answer will always be to check online.

When you email me please include our course title in the subject line, use a polite form of address (e.g. “Dear Amber”), and be sure to sign your name. **If you do not do so, I will not respond to your email.**

**Disability Services:**

If you have a need for disability-related accommodations or services, please inform the Coordinator of Disability Services in the Dean of Students Office at 2001 C. B. Hedgcock Building (227-1700). Reasonable and effective accommodations and services will be provided to students if requests are made in a timely manner, with appropriate documentation, in accordance with federal, state, and University guidelines.

**Statement on Academic Dishonesty (taken from the NMU Student Handbook, pages 16-17):**

“No students shall intentionally or unintentionally participate in academic dishonesty. If a

student is uncertain about an issue of academic honesty, s/he should consult the faculty member to resolve questions in any situation prior to the submission of any academic work.”

Academic Dishonesty includes:

- **Cheating** (accepting or offering help to another student during a quiz or exam)

- **Complicity** (helping another student engage in academic dishonesty)

- **Falsification** (presenting information or documents that are false)

- **Plagiarism** (submitting the words or ideas of another person without proper acknowledgement)

- **Multiple Submission** (turning in a paper or assignment that was already submitted for another class)

It is your responsibility to ensure that you understand what constitutes academic dishonesty, and to ask your instructor if you are even slightly unsure. Ignorance will not be accepted as an

excuse.

To see more details about Academic Dishonesty, including your rights as a student, please refer to sections 1.2.1, 1.2.3, and 2.2.3 in the Student Handbook.

Tentative Weekly Schedule

Abbreviation Guide: SHGP = A Short (pictorial) History of the German People -- Numbers given are for the categories, *not* page numbers

NOTE: The most up-to-date schedule will always be posted online. Instructor will always notify students in class and via email of any changes or updates to the schedule.

Week 1

**Tuesday, August 26**

First day of class, introduction, syllabus review

*Homework for Thursday: Read 1-13 in SHGP and Tacitus: Germania* (PDF)

**Thursday, August 28**

Germania

*Homework for Tuesday: Read 24-23 in SHGP and Hildebrandslied*

Week 2

**Tuesday, September 2**

Middle Ages

*Homework for Thursday: Read Poor Henry*

**Thursday, September 4**

Middle Ages

*Homework for Tuesday: Read 24-29 in SHGP and The Husbandman and Death* (PDF)

Week 3

**Tuesday, September 9**

Renaissance and Reformation

*Homework for Thursday: Read Martin Luther’s Open Letter on Translating* (PDF)

**Thursday, September 11**

Reformation and Thirty Years’ War

*Homework for Tuesday: Read 30-35 in SHGP and selected Grimm’s Fairy Tales*

Week 4

**Tuesday, September 16**

18th century

*Homework for Thursday: Read Kant, “What is Enlightenment” and Lessing, “The Ring Parable”* (PDFs)

**Thursday, September 18**

The Enl ightenment

*Homework for Tuesday: Read 36-49 in SHGP and excerpt from Communist Manifesto*

Week 5

**Tuesday, September 23**

19th century

*Homework for Thursday: Read 50-59 in SHGP*

**Thursday, September 25**

Germany is born

*Homework for Tuesday: Read “Vienna: The Past in the Present”* (PDF) *and Freud, “The Interpretation of Dreams”* (PDF)

Week 6

**Tuesday, September 30**

Fin-de-siècle

*Homework for Thursday: Read Kafka, “The Stoker”*

**Thursday, October 2**

Expressionism

*Homework for Tuesday: “How German is American?”*

Week 7

**Tuesday, October 7**

German Immigration to America

*Homework for Thursday: Watch The Cabinet of Dr. Caligari*

**Thursday, October 9**

Expressionism, WWI

*Homework for Tuesday: Read 52-58 in SHGP and watch one choice of three films.*

Week 8

**Tuesday, October 14**

Weimar Republic

*Homework for Thursday: Study for Midterm*

**Thursday, October 16**

Midterm

*Homework for Tuesday: 59-67 in SHGP and Maus I, pp. 5-93*

Week 9

**Tuesday, October 21**

WWII

*Homework for Thursday: Read Maus I, pp. 95-159*

**Thursday, October 23**

WWII

*Homework for Tuesday: Read Maus II, pp. 11-74*

Week 10

**Tuesday, October 28**

Watch *The Reader*

*Homework for Thursday: Maus II, pp. 75-136*

**Thursday, October 30**

WWII

*Homework for Tuesday: Read “I saw how democracy works” and Wolfgang Borchert Stories* (PDFs)

Week 11

**Tuesday, November 4**

Post-War Germany/Cold War

*Homework for Thursday: TBD*

**Thursday, November 6**

Watch *The Wonder from Bern*

*Homework for Tuesday: Read 69-87 in SHGP*

Week 12

**Tuesday, November 11**

Reunified Germany

*Homework for Thursday: Read 88-91 in SHGP*

**Thursday, November 13**

Watch *Head-On*

*Homework for Tuesday: TBD*

Week 13

**Tuesday, November 18**

Germany and the European Union

*Homework for Thursday: TBD*

**Thursday, November 20**

Germany in the 21st century

*Homework for Tuesday: TBD*

Week 14

**Tuesday, November 25**

NO CLASS: THANKSGIVING BREAK

*Homework for Thursday: None*

**Thursday, November 27**

NO CLASS: THANKSGIVING BREAK

*Homework for Tuesday: None*

Week 15

**Tuesday, December 2**

*Presentations*

*Homework for Thursday: None*

**Thursday, December 4**

*Presentations, Evaluations*

**Final Exam: Thursday, December 11, 2-3.50pm in West Sciences 3803**