

CBM003 ADD/CHANGE FORM

UC 11853 12F

APPROVED APR 24 2013

Undergraduate Council
 New Course Course Change
 Core Category: Lang/Phil/Culture Effective Fall2014

or

Graduate/Professional Studies Council
 New Course Course Change
 Effective Fall2013

1. Department: MCL College: CLASS
 2. Faculty Contact Person: Dr. Hildegard Glass Telephone: 743-3049 Email: hfglass@uh.edu

3. Course Information on New/Revised course:
 • Instructional Area / Course Number / Long Course Title:
GERM / 3350 / Understanding the 20th Century through German Culture
 • Instructional Area / Course Number / Short Course Title (30 characters max.)
GERM / 3350 / 20TH C THRU GERMAN CULTURE
 • SCH: 3 Level: JR CIP Code: 1605010001 Lect Hrs: 3 Lab Hrs: 0

RECEIVED OCT 12 2012

4. Justification for adding/changing course: To meet core curriculum requirements
 5. Was the proposed/revised course previously offered as a special topics course? Yes No
 If Yes, please complete:

- Instructional Area / Course Number / Long Course Title:
 ____ / ____ / ____
 • Course ID: ____ Effective Date (currently active row): ____

6. Authorized Degree Program(s): ____
 • Does this course affect major/minor requirements in the College/Department? Yes No
 • Does this course affect major/minor requirements in other Colleges/Departments? Yes No
 • Can the course be repeated for credit? Yes No (if yes, include in course description)

7. Grade Option: ____ Instruction Type: ____ (Note: Lect/Lab info. must match item 3, above.)

8. If this form involves a change to an existing course, please obtain the following information from the course inventory: Instructional Area / Course Number / Long Course Title
GERM / 3350 / Understanding the 20th Century through German Culture
 • Course ID: 24374 Effective Date (currently active row): 20003

9. Proposed Catalog Description: (If there are no prerequisites, type in "none".)
 Cr: 3. (3-0). Prerequisites: ENGL1304 Description (30 words max.): Development of modern Western civilization and key cultural and historical moments of the 20th century explored through the framework of German culture (literary texts, film, art). Taught in English.

10. Dean's Signature: _____ Date: 10/9/12
 Print/Type Name: Sarah Fishman

REQUEST FOR COURSES IN THE CORE CURRICULUM

Originating Department or College: Modern and Classical Languages in CLASS

Person Making Request: Hildegard F. Glass

Telephone: 3-3049

Email: hfglass@uh.edu

Dean's Signature: _____

Date: 8/21/2012

Course Number and Title: GERM 3350: Understanding the 20th Century through German Culture

Please attach in separate documents:

xCompleted CBM003 Add/Change Form with Catalog Description

xSyllabus

List the student learning outcomes for the course (Statements of what students will know and be able to do as a result of taking this course. See appended hints for constructing these statements):

Students explore the development of modern Western Civilization and key cultural and historical moments of the 20th century through the framework of German culture.

Students critically discuss, analyze, and interpret literature, documents, visual art, and film from late 19th and 20th century German / Central European sources. Students acquire knowledge about key historical events and periods (Second German Empire, World War I, the Weimar Republic, the rise of Nazism and the Third Reich, the Holocaust, the Cold War, and the fall of the Berlin Wall) and their impact on 20th century culture and society.

Students make connections between the works discussed in class and broader cultural and intellectual trends that shape the 20th century

Students learn to differentiate between the concepts modern, modernity, and Modernism

Students evaluate the influence of 19th and 20th century European cultural trends on personal and social identities

Students connect the influences of cultural trends to their own understanding of decision making and identity building by engaging with and writing about literary texts, films, art, and historical developments

Students develop critical, analytical writing skills and demonstrate the ability to clearly develop an argument, to identify the implications of that argument, to support claims through textual evidence, and to synthesize ideas

Component Area for which the course is being proposed (check one):

Communication

American History

Mathematics

Government/Political Science

Language, Philosophy, & Culture

Social & Behavioral Science

Creative Arts

Component Area Option

Life & Physical Sciences

Competency areas addressed by the course (refer to appended chart for competencies that are required and optional in each component area):

Critical Thinking

Teamwork

Communication Skills

Social Responsibility

Empirical & Quantitative Skills

Personal Responsibility

Because we will be assessing student learning outcomes across multiple core courses, assessments assigned in your course must include assessments of the core competencies. For each competency checked above, indicated the specific course assignment(s) which, when completed by students, will provide evidence of the competency. Provide detailed information, such as copies of the paper or project assignment, copies of individual test items, etc. A single assignment may be used to provide data for multiple competencies.

Critical Thinking:

Students submit two essays (3-4 pages each) on literary texts or films assigned in the course of the semester. One of the two essays will be used to assess critical thinking. The essays require students to critically interpret and analyze primary sources (texts or films) and to relate them to broader literary, cultural, ethical, or political concepts.

Sample essay topics:

1. Choose a character from Brecht's play *Mother Courage*. How does the character contribute to the political and literary goals of Brecht's overall project of the *epic theater*?
2. How might Walter Benjamin criticize Hitler's attitude toward art? Focus on only one or two of Benjamin's arguments.
3. Analyze one section of Delbo's *Auschwitz and After*. How does her writing style convey memory or imagery in a unique way?
4. Analyze a scene or figure from the film "Murderers are Among Us". Be sure to discuss how the scene/figure represents post-war experiences or fears.

Assessment:

Rough drafts of student essays will be assessed (and discussed with) the instructor. Final essays will be evaluated according to the essay rubric (appendix). Students are required to submit their essays through Turn-it-in.

Communication Skills:

The same essay will be used to assess communication skills. Students demonstrate their ability to clearly articulate informed opinions about class materials and to present a well-structured argument.

Assessment: Essay grading rubric (appendix)

Empirical & Quantitative Skills:

N/A

Teamwork:

N/A

Social Responsibility:

Students will develop intercultural competence by studying cultural trends, literature, art, and film of 19th and 20th century Europe. This competence will be assessed based on the same essay assignment described earlier.

The following rubric will be used:

introduced	in progress	demonstrated
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Personal Responsibility:

By examining and engaging with topics such as the rise of socialism, the rise of fascism, the effects of war, the Holocaust, and the literary and cultural products of these events/eras, students will “connect choices, actions and consequences to ethical decision-making”. Personal responsibility will be assessed based on the same essay assignment described earlier. The following rubric will be used:

introduced	in progress	demonstrated
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Appendix:

Essay Rubric

	Weak	Fair	Good	Excellent
Clear, nuanced, and precise writing without mechanical problems (grammar, spelling mistakes) using appropriate vocabulary				
The argument is clearly structured and appropriate transitional language is used				
Major claim of the essay is complex, insightful, and well developed				
Implications of major claim are addressed				

Claims are based on a careful analysis of primary source(s) and are supported with suitable evidence from the primary source(s); clear explanation of how textual evidence supports the argument				
Quotes and paraphrases are well integrated and source attribution follows acceptable academic standards				

Will the syllabus vary across multiple section of the course? Yes No

If yes, list the assignments that will be constant across sections:

Click here to enter text.

Inclusion in the core is contingent upon the course being offered and taught at least once every other academic year. Courses will be reviewed for renewal every 5 years.

The department understands that instructors will be expected to provide student work and to participate in university-wide assessments of student work. This could include, but may not be limited to, designing instruments such as rubrics, and scoring work by students in this or other courses. In addition, instructors of core courses may be asked to include brief assessment activities in their course.

Dept. Signature: ^{FOR} I

GERM 3350

Understanding the 20th Century through German Culture

Instructor: Dr. Julia Kleinheider

Office: AH 617

Office Hours:

Contact: jdkleinheider@uh.edu (Please contact via this address – NOT via Blackboard)

Course summary:

In this course, students will explore the development of modern Western Civilization and key cultural and historical moments of the 20th century through the framework of German culture. Students will improve their critical thinking and communication skills by reading, interpreting, analyzing, and discussing literature, documents, visual art, and film from late 19th and 20th century European, and especially German, sources. By means of essay assignments, a midterm exam, and a presentation, students will learn to relate significant historical eras and events in European and German history from the mid-19th century until the beginning of the 21st century, including Bismarkian Germany, World War I, the Weimar Republic, the rise of fascism, World War II, the Holocaust, the Cold War, and the fall of the Berlin Wall. They will learn to identify and interpret important works of European art and literature and will learn to differentiate between the terms modern, modernity, and Modernism. Assignments are designed so that students learn to practice close reading, analytical skills, and making connections between texts and broader cultural and intellectual trends. Students will also evaluate the influence of 19th and 20th century European cultural trends on personal and social identities. By intellectually engaging with and writing about literary texts, films, art, and historical information, students will connect the influences of cultural trends to their own understanding of decision making and identity building.

Course Objectives / Learning Outcomes:

1. To demonstrate awareness of the scope and variety of works in the arts and humanities.
2. To understand those works as expressions of individual and human values within an historical and social context.
3. To respond critically (both through writing and discussion) to works in the arts and humanities.
4. To articulate an informed personal reaction to works in the arts and humanities.
5. To develop an appreciation for the aesthetic principles that guide or govern the humanities and arts.
6. To demonstrate knowledge of the influence of literature, philosophy, and/or the arts on intercultural experiences.

Course Requirements:

Attendance/participation/readings—25%

Exam – 10%
Presentation—15%
2 essays—30%
Final paper—20%

Required textbooks

Books for the course are listed below and are available at the bookstore. Be aware that a large number of readings (as well as supplementary visual material) are available via Blackboard. All readings should be printed and brought as a hard copy to class.

We will occasionally watch film clips during class. Should you choose to do a presentation or write a paper on a film, you can access all films at the Language Acquisition Center (311 Agnes Arnold Hall).

Books:

- Mann, Thomas. *Death in Venice*. Translated and edited by Clayton Koelb. New York: Norton, 1994. ISBN-13: 978-0393960136 (alternate edition accepted)
- Juenger, Ernst. *Storm of Steel*. Penguin Classics, 2004. ISBN-13: 978-0142437902
- Stefan, Verena. *Shedding and Literally Dreaming*. The Feminist Press at CUNY, 1994. ISBN-13: 978-1558610842
- Freud, Sigmund. *Dora: Fragment of an Analysis of a Case of Hysteria*. Simon & Schuster, 1997. ISBN 0684829460
- Sebald, W.G. *The Emigrants* Translated by Michael Hulse. New Directions, 1997. ISBN: 0811213668
- Brecht, Bertolt. *Mother Courage* Penguin Classics, 1997. ISBN: 0143105280

Attendance/participation/readings:

Your attendance and participation in class discussion is essential. Each student is allowed one unexcused absence. Two unexcused absences will bring the participation grade down significantly. Student with more than two unexcused absences will receive a "0" for their participation grade (which means the highest grade they can possibly receive in the course is a "C"). At the instructor's discretion, students may fail the course in cases of excessive absences. For absences due to illness, a doctor's note is required, in order for the absence to be excused. Please note that 2 unexcused tardies will be equivalent to an unexcused absence, and that an unexcused tardy of more than 20 minutes automatically constitutes an unexcused absence.

Participation in the class should consist of active involvement in discussion and activities—this naturally requires that reading assignments be completed before the class period. Please bring a copy of the day's reading and your syllabus to class. During discussion, students will be evaluated on their ability to:

- Recognize and discuss issues or themes raised by literary texts
- Ask relevant and productive questions
- Express emotional and intellectual reactions to elements of a text and to the issues the text raises
- Recognize a text's place within larger social, historical, and cultural contexts

- Engage with and respectfully respond to the comments/opinions of other students

******Laptops, cell phones, and pagers should be turned off and put away before the start of class. Students should NOT bring their laptop, in order to view on-line readings during class. BRING A HARD COPY. Students can print copies of reading in the LAC in Agnes Arnold Hall, at the library, or at other locations on campus.**

Exam:

Students will take an exam at the beginning of class on November 12th. Regular discussion and class activities will follow. The exam will ask students about important dates, require students to relate significant historical eras and events in European (and especially, German) history and define the terms modern, modernity, and Modernism. This information should be gained from presentation/lecture portions of the class as well as from handouts.

Presentation:

Students are responsible for one 15 minute presentation in the course of the semester. They may choose from a variety of topics, including (but not limited to) analyzing a historical or cultural event that impacted the work in question, presenting detailed information about an artist or visual artwork relevant to the historical period in question, or "leading" discussion about a particular section of a literary work (presenting background information about the work, constructing discussion questions, etc.). Presentation topics must be approved by and discussed with the instructor before the day of presentation. Other details will be addressed in class.

Essays:

Students will write 2 short essays due at stated times during the semester. Each paper should be 3-4 pages in length, and should express reflection on the topic/work *beyond* what has been addressed in class discussion. More details and suggested topics will be addressed in class before the first due date. Papers should be typed using Times New Roman 12-point font (double-spaced) and include page numbers. The papers should be turned in *at the beginning of class* on the due date noted on the syllabus AND submitted electronically via *Turn-it-In*. Grade will be lowered if either hard copy or electronic copy is not submitted.

Final paper:

The final paper should be 7-9 pages in length, typed in 12-point font, and double-spaced. Please number all pages. Students should expand upon a topic addressed in one of the thought papers. If students choose to explore a new topic, they are required to consult the instructor for approval. Students should cite all sources for quotations using MLA guidelines. Details about how to cite sources and the form of the paper will be discussed in class prior to December 1st. Every student is also required to submit a rough outline of their paper by December 12th at noon. Students must turn in a hard copy and a copy via Turn-It-In.

Academic Integrity

Plagiarism of any kind WILL NOT BE TOLERATED. Be sure to cite sources of summaries, paraphrases, or adaptations in addition to direct quotations. Internet sources should be cited in addition to more traditionally published material. The UH Academic Honesty Policy is available here: http://www.uh.edu/provost/policies/uhhonesty_policy.html If you have any doubts or questions about an assignment or about citing sources, ask your instructor! Better safe than sorry.

*The University of Houston is committed to providing equal education opportunities for all students, and will make reasonable academic accommodations for students identified as disabled under the law. For more information, contact the Center for Students with Disabilities at 713-743-5400, or see their online explanation of policies and procedures at <http://www.uh.edu/csd/>.

Semester schedule

Monday, 27. August – Course introduction

Reading assignment for Sept. 10: Nietzsche, "The Birth of Tragedy" (excerpts, pp. 3-50 and 99-117 on Blackboard)
Marx, "The Communist Manifesto" (Blackboard)

Monday, 3. September – Labor Day, No class

Part I: Traditions, Transitions, Tension: Germany and the Fin de Siècle

Monday, 10. September – Discussion: Nietzsche and Marx

Reading assignment for Sept. 17: Freud, Dora: An Analysis of a Case of Hysteria

Monday, 17. September – Discussion: Freud

Reading assignment for Sept. 24: Mann, Death in Venice

Monday, 24. September – Discussion: Mann

Reading assignment for October 1: Jünger - Storm of Steel (excerpts, pp. _____)
Kafka, "In the Penal Colony" (Blackboard)

Part II: Weimar: Promises and Disillusions of War and Republic

Monday, 1. October – Discussion: Jünger and Kafka (and writing workshop)

Reading assignment for October 8: Brecht, Mother Courage pp. _____

First Essay Due on Monday, 8 October

Monday, 8. October – **PAPER #1 DUE (Hard copy and Turn-It-In)**

Discussion: Brecht, Part 1 and completion of Jünger/Kafka discussion

Reading assignment for October 15: complete Brecht reading and Benjamin, The Storyteller (Blackboard)

Monday, 15. October – Discussion: Brecht and Benjamin

Reading for October 22 – Hitler, Adolf Hitler, "Speech on the Opening of the House of German Art" (Blackboard)

Part III: Germany and National Socialism

Monday, 22. October– Discussion: Hitler

Reading for October 29: Delbo, Auschwitz and After (excerpts, Blackboard)

Celan, "Death Fugue" (Blackboard)

Second essay due Monday, October 29th

Monday, 29. October – **PAPER #2 DUE (hard copy and Turn-It-In)**

Discussion: Delbo and Celan

Reading for November 5: Stefan, Shedding (book) and Gilman, The Yellow Wallpaper (Gilman)

Part IV: 1968 and beyond: Protests, Change, and Power

Monday, 5. November – Discussion: Stefan and Gilman

Reading for November 12 – Wallraff, The Lowest of the Low (excerpts, Blackboard)

Ozdamar stories (Blackboard)

Monday, 12. November– Exam (at the beginning of class)

Discussion: Wallraff and Ozdamar

Assignment - Sebald, The Emigrants (to be discussed Monday December 3rd)

complete presentations for Monday, November 19th

Montag, 19. November – **Presentations**

Assignment – complete presentation for Monday, November 26th

complete Sebald reading for Monday, December 3rd

Montag, 26. November – **Presentations**

Montag, 3. Dezember – Discussion: Sebald and Course conclusion

Final paper due – Wednesday, December 12th at noon (turn in a hard copy in the box labeled “Papers for Kleinheider” in the MCL main office (Agnes Arnold Hall 613). You are also required to turn in a copy via Turn-It-In. If you forget either step, your grade will be lowered.