The course deals with the complex cultural traditions and political histories of German-speaking countries in Central Europe, such as the metropolis Berlin, the Holocaust, minority voices. Topics vary and the course may be repeated if a different topic is the focus.

Rationale or Justification for change:
Subject area has to be covered to complement the current curriculum.

***For General Education or Cultural Diversity Courses Only***

<table>
<thead>
<tr>
<th>GE Category #</th>
<th>GE Category Name (Maximum of 3 Categories)</th>
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? For Writing Intensive Courses, attach a description of the kind and quantity of writing.
? For Upper Division Courses, include a description of the respects in which it is broad and general rather than narrow and specific, and so suitable as GE.

Attach paper copies of the following:
a. Syllabus or course outline.
b. Course's student learning outcomes associated with each GE competency or CD designation.
c. List of strategies to be used to assess students' achievement of each GE competency or CD designation.

***For New Courses***

<table>
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<tr>
<th>Instructional Type: Seminar</th>
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<tr>
<td>Course is an elective.</td>
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<tr>
<td>Course is required for program</td>
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<tr>
<td>Pre- or Co-requisites:</td>
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</table>

Course will be offered:

- Fall Semester
- Spring Semester
- Summer Session

☐ Course content or title is similar to courses in other departments. (Attach copy of letter of agreement with other program(s) contacted. Indicate the nature of the discussions and/or resolution of differences or potential conflicts.)

Attach paper copies of the following:
a. Syllabus or course outline.
b. Course's student learning outcomes.
c. A list of resources required to offer and support this course.
d. A description of how teaching this course will affect department staffing.
e. If 400/500 level course, an explanation of added expectations of graduate students.
Proposed Course on "Topics in German Studies" starting the academic year 2008/09 at Minnesota State University, Mankato.

**GER 443: Topics in German Studies (1-4 credits)**

Program: German  
Department: Modern Languages, College: Arts and Humanities  
Instructors: Nadja Krämer, Ph.D. and Cecilia Pick, Ph.D.  
Office: Armstrong Hall 218C and 218P  
Email: nadja.kramer@mnsu.edu and cecilia.pick@mnsu.edu  
Phone: 507 389 5531 (office) and 507 389 5529 (office)  
Class Meetings: M/W or T/TH schedule, 1 hour 50 minutes per class unit

This proposed course is part of the core credits of the German major and may be repeated if a different topic is the focus. The number of required core credits for the German major remains the same (28 credits) and is therefore unaffected by this course proposal.

**A. COURSE OBJECTIVES AND COURSE OUTLINE:**

German studies is a term that is in flux and defined variously in the academic discourse in the United States, but at its essence explores the significance of the complex cultural traditions and political histories of German-speaking countries in Central Europe.

Its subject is not only aesthetically highly-valued literary works of art, but encompasses film, the visual arts, architecture, the graphic novel, social, political and philosophical manifestos, advertisements, and other documents reflecting the expression of human interactions and modes of behavior. Therefore, German studies approaches its field of inquiry on an interdisciplinary basis through literary theory, history, politics, culture and others and addresses historic as well as current issues and topics.

**JUSTIFICATION OF NEW COURSE**

The German curriculum at Minnesota State University, Mankato possesses with its core topics courses in language (GER 340), literature (GER 442) and linguistics (GER 445) a range of courses that are repeatable and cover an array of areas, but needs to extend this language and literature component to the area of German studies.

Overall, the addition of German studies courses in an academic curriculum seeks to address the meaning of culture and its construction and representation of “Germany” from a U.S. perspective. In light of this discourse, German programs nationwide have undergone a major shift in the past two decades towards a German studies curriculum. This should also be reflected in MSU’s German program through the addition of the course GER 443: Topics in German Studies.

The addition of this course responds to the outside Program Reviewer's comments that the German Program would be enhanced with courses that emphasize language and literature in cultural and historical contexts.
COURSE OUTLINE
German studies courses are concerned with questions of the formation and transformation of German nationalism and German national identity, but also its meanings for domestic (class and gender) relations and exploration of difference. The specific German experience also suggests further study of causes of cultural cohesion, racial prejudice and the Holocaust.

Attached to this proposal is a sample syllabus in English entitled “The Holocaust: Memory and Representations” that reflects the interdisciplinary and comparative nature of German studies.

B. STUDENT LEARNING OUTCOMES:
1. Students will acquire cultural and historical background knowledge that will deepen their understanding of German texts in the appropriate cultural and political contexts. They will derive larger cultural constructs, e.g. by analyzing the various cultural responses to the modernization of Germany in the 19th century and the reflection and analysis of the modern condition in general. Therefore, students will learn to work on an interdisciplinary and comparative basis.

2. Students will acquire knowledge about the contributions of German-speaking thinkers and artists to the modern world. They will also make connections as to how these contributions shaped particular contours of the present and evaluate those phenomena critically.

3. Students will acquire the linguistic and analytic facilities to do close readings and interpret a variety of texts and genres through theoretical background readings and classroom discussions, thus improving their critical thinking skills.

4. Through regular writing assignments, students will learn to write about texts using correct and precise terminology, and support their views and insights through references to central culture studies theories.

5. Students will develop a deeper appreciation of the broader and contradictory legacies of modernity through German studies.

C. REQUIRED TEXTS:
The required texts will vary according to course topic.

D. RESOURCES REQUIRED TO OFFER AND SUPPORT THIS COURSE:
Depending on the course topic, it is possible that a limited number of book and film acquisitions by the MSU Memorial Library are necessary. Otherwise, no new resources are required for this course.

E. EFFECT ON DEPARTMENT STAFFING:
Department staffing will not be affected by the teaching of this course.
F. COURSE REQUIREMENTS:
Course requirements will vary according to topic and instructor. However, at its core students are required to attend all classes. Participation in class will constitute a significant part of the final grade (20-30%). Students are required to comment on the weekly readings and/or film viewings in assignments and are to be prepared to take examinations, including midterm/final exams. An in-class presentation will serve as preparation for a research paper on any aspect of the topics covered in the course. The paper is a substantial part of the final grade. Hence, students are to develop an individual research topic that they pursue in depth in the final paper. This paper will constitute also a significant part of the final grade (20-35%). All papers must be typed and conform to either MLA or Chicago Manual guidelines for research.

G. COURSE DESCRIPTION AND BULLETIN COPY

GER 443  Topics in German Studies

The course deals with the complex cultural traditions and political histories of German-speaking countries in Central Europe, such as the metropolis Berlin, the Holocaust, minority voices. Topics vary and the course may be repeated if a different topic is the focus.
Instructor: Dr. Nadja Krämer
Department of Modern Languages, Minnesota State University, Mankato

SAMPLE COURSE DESCRIPTION AND SYLLABUS IN ENGLISH
This sample reflects the interdisciplinary and comparative approach of German studies.

The Holocaust: Memory and Representations
Course Description

Course Overview:
This course explores how the Holocaust is remembered and represented in contemporary cultural media: film, literature, documentaries, comics, museums and memorials. We will look at differences between first- and second generation survivor testimonies, fictional treatments, and public memorializations. How is memory and awareness of the Holocaust being transmitted and produced through representational practices and cultural forms? What diverse forms of representational practices are being used to represent the Holocaust in the visual arts? What distinctive problems confront artists seeking to represent the Holocaust? What representational strategies are evident in Holocaust museums and memorials? Who are the intended audiences and what are the projected outcomes for these museums and memorials? Who can legitimately remember? What differing modes of representation are permissible, appropriate, or desirable, and under what circumstances.

Required Texts:
ISBN 155861436 2


ISBN 0 14 02.4549 9

ISBN 0 394 74723 2 and ISBN 0 679 72977 1

There is also a course reader of collected essays and articles.

Optional Reading:
ISBN 0452 00953 7

Assignments and Expectations:

• Reaction Notes (5%)
For each text we read or film we see, you will write 2 to 3 paragraphs of your reactions to and questions about the material that we are analyzing. Reflect on the text/film and write an interactive commentary on the material (i.e. ask questions, raise doubts, make connections, see opposing views, link course material with outside knowledge or previous course readings and discussions, express confusion). Use these reflections and ideas in our class discussions about the texts/films. Collect your reflections (in a notebook or folder), be sure to label the title of the work, date it and give exact page references, since your “research journal” chronicles your thought processes and helps you to draw connections between different topics.
addressed in the course. It should serve you also as a foundation to follow-up on your own particular interests and help you to formulate the thesis of your final project. Be prepared to hand in your reaction paper on occasion. It will be evaluated based on the question “To what extent does this piece reveal engaged thinking or exploration about this topic?”

- **Participation (30%)**
  Regular attendance and preparedness is essential to engage in class discussions that are stimulating and a meaningful exchange of ideas. Using your reaction notes, come to class ready to engage with the text, asking questions, engage with other’s ideas and contributions, make connections to larger issues and themes, pose alternative positions, and/or locate your own confusion with specific passages of the text.

- **Short Presentation(s)**
  As part of your participation grade, you along with a partner will be asked on occasion to lead discussions on assigned text(s) or give a brief presentation concerning a previously specified topic. Each student will give at least one brief presentation and introduce additional information concerning a previously specified topic. You are not expected to assemble elaborate PowerPoint presentations, but you are encouraged to present your topic clearly and with visuals (naturally, only if the topic lends itself to it) and to make use of the technology available in the LDC.

- **Journal Assignments (10%)**
  Students will write a total of 2 short (2-3 pp) journal assignments. The journal topics will be mandatory for everyone in class and should be treated as a structured paper (as opposed to stream of consciousness).

- **Position Papers (30%)**
  Students will write a total of 3 (4-5pp) position papers (typed and double-spaced). All of these papers are subject to revisions. For the position papers, students can choose which topics they would like to write on from the pool of available options. Students are also invited to suggest topics of interest in consultation with instructor and subject to instructor approval. If students chose their own topic, they should write an interpretative paper, synthesizing several films or texts, tracing for instance a theme, a representational technique, or comparing opposing ideas on an issue. The criteria for evaluation will be the development of a question/thesis that is clearly structured and effectively argued. Part of the evaluation is also that you follow citation and reference conventions (MLA Style Manual).

- **Research Paper/Final Project (25%)**
  Students will work in small groups (circa 4 students each) to research and present a topic to the class, or, if applicable, to the larger Carleton community. Use your reaction notes as an aid to formulate the topic or question that you would like to pursue. Small group work on the question of Holocaust memory and representation will allow students to experience for themselves some of the challenges and compromises inherent in presenting some aspect of the Holocaust to others.

The final written project is a progress report about the theoretical problems and issues encountered in the course assignments and discussions and as they presented themselves in your group project. The paper should be 8-10 pages in length, typed and double-spaced. The same evaluation criteria apply (development of thesis, effectiveness and structure of argument, correct use of formal citation conventions).

A list of possible topics, open to expansion depending on students’ interests, follows. Students will present their projects in the final week of class, and a follow-up group paper is due at the final day of the exam period.
Final Project/group presentation:

Possible project topics:
- Memorializing homosexual victims of the Holocaust (research how this has been treated at various museums)
- The issue of “public morality” in Holocaust memorials (i.e. nudity, horror, sex and violence)
- How would you design a Holocaust memorial? (Memorializing whom, for what audience, with what materials, where?) draw up a plan for a memorial and explain your rationale.
- Web page memorials
- Dramatic memorials, narrative memorials, film, sculpture
- Designing an informative web site about our class
- Present a memorial, film or text we do not discuss in class, and introduce it to the rest of the class (sample list will be provided)
- An interview with a first- or second generation survivor, including a write-up on the technique of the interviewer
- The comic book as mode of narrating history (i.e. comparing Maus to other comic book “histories”)
- Comparing and contrasting two interviews, two museums, two film portrayals etc. What are the relative strengths and weaknesses of the approaches?
- Anne Frank and the manner of presentation of the diary and reception
- Presentation and introduction of outside film screenings: Europa, Europa; Sophie’s Choice; The Nasty Girl;
- Goldhagen/Browning debate
UNIT 2: PERPETRATOR’S ACCOUNT AND FIRST PERSON SURVIVOR NARRATIVE

Early Representation of the Holocaust survivor narratives. Documenting the perpetrators.

Journal #1
Discuss how you and your family (and/or you and members of a group to which you belong) memorialize significant events in your history.


Reviews.


The Holocaust: Memory and Representations
Course Schedule

UNIT 1: MEMORY AND MEMORIALIZING AND THE HISTORICAL CONTEXT OF THE NAZI GENOCIDE

*Introduction to the course. Memory and memorialization of the Holocaust as situated in the present. Introduction to the historical context of the Holocaust.*

Introduction to the course.


UNIT 3: DOCUMENTING THE VICTIMS AND SURVIVORS

Documenting the survivors: the role of the photographer and interviewer in shaping Holocaust narratives: filmic testimonies. Discussion and critiques of Shoah.


Due to the length of this work (91/2 hours), I anticipate canceling at least this class period and making the film available for the class and other members of the Carleton community through the Carleton Film Society. We will view approx. the first 5 hours together. Please watch the remaining film on your own by Day, Date 200X. Location of reserve TBA. This work is seldomly screened in its entirety and provides a rare opportunity to be seen as per Lanzmann’s original intention.


Discussion and critiques of Shoah cont. Questions of historical memory. Testimonies of second-generations survivors. Questions of historical memory and probing the limits of representation. Post Memory: Passing on memories between generations; effects of memory on children and survivors (and their audiences).


UNIT 4: PROBING THE LIMITS OF REPRESENTATION

Literary representations - probing the limits of representation. The question of humor in Holocaust representations. The comic book as mode of representation of the Holocaust - issues and problems.


UNIT 5: THE AMERICANIZATION OF THE HOLOCAUST


Holocaust. 1978. TV mini-series. Excerpts to be screened in class.

UNIT 6: THE AMERICANIZATION OF THE HOLOCAUST AND PUBLIC MEMORY

Americanization of the Holocaust cont. Holocaust denials and relativists. Public memory and official memorializing: Memorials, monuments and museums in the U.S., Germany and Israel.


UNIT 7: PUBLIC AND PRIVATE MEMORY IN GERMANY AND ISRAEL

Public memory and official memorializing: Memorials, monuments and museums in the U.S., Germany and Israel cont.


Journal #2
How has your understanding of memory and representation of the Holocaust changed over the course of the term?
UNIT 8: PRESENTATIONS

Group Presentations. Groups of 4 students. 35 min. presentations.
Department of Modern Languages  
Minutes  
October 18, 2007

Present: Bibbee, Heise, Kramer, Pick, Smidt, Taylor, Tomany  
Absent: Contag, Grabowska, Janc, Longwell

Alumni Gathering at MinneTESOL (Esther): Conference is November 2-3, 2007 at the University of St. Thomas. The faculty approved that the Modern Languages Foundation pay $160 toward food.

Study Abroad in Germany (Cecilia): Meeting is October 29, 2007 from 4-5 pm in the International Center. Cecilia offered to Caryn Lindsay that Modern Languages Dept. pay for refreshments, as she felt responsible for the turnout. The faculty tentatively approved that the Modern Languages Foundation pay $53.77 for pizzas and punch if the International Center can’t pay it.

German Program Course Addition (Nadja): The faculty approved that “Topics in German Studies” be added. Still need description of course and sample syllabus. Claudia suggested we make GER Composition and Conversation writing intensive.

“Focus on …” Program (Claudia): Claudia pointed out that the Scandinavian Study Abroad meeting had 100% success as those who attended, intend to participate. Claudia noted that the “Focus on …” events are really part of an Academic Affairs program and that junior faculty (Nadja and Cecilia) are being put under pressure to put together events on short notice, without support, and at possible personal financial expense.

International Poetry Recital (Claudia): The event is on November 13 from 2-4 pm. The flyer is in our mailboxes. Poems should be no longer than 16 lines, with their English translation, needed by November 5. Nadja suggested that students send poem electronically with a translation.

The meeting adjourned at 8:50 am.

Cecilia Pick  
Assistant Professor
(This checklist is used by the Office of Academic Affairs to review all curriculum proposals)
Please check all curriculum proposals for the following, and attach checklist to proposal.
If proposal is missing the following, refer to Asst. VP for Undergraduate Studies

Proposal # 1  Proposal Name  GER 443 Topics in German Studies

For New Courses:

✓ Syllabus or course outline (with proposed course designator/number)
✓ Course's student learning outcomes
✓ A list of resources required to offer and support this course
✓ A description of how teaching this course will affect department staffing
✓ If 400/500 level course, an explanation of added expectations of graduate students
✓ Course description/bulletin copy

If GE or CD:

Syllabus or course outline.
Course's student learning outcomes associated with each GE competency or CD designation.
List of strategies to be used to assess students' achievement of each GE competency or CD designation.
For Writing Intensive Courses, attach a description of the kind and quantity of writing
For Upper Division Courses, include a description of the respects in which it is broad and general rather than narrow and specific, and so suitable as GE.

For New Programs or Redesigned Programs:

Student learning outcomes for the program.
Minutes from department and college curriculum meetings in which action was taken on this proposal.
Program Assessment Plan. Forms are available on the Academic Affairs Web site.
List of program requirements for New programs, or a list of Current and Proposed program requirements for Redesigned programs.
A list of resources required to offer and support this program.
A description of how offering this program will affect department staffing.
A list of additional library holdings required for this program.

For all proposals:

Bulletin copy should not exceed 40 words for courses or 100 words for programs.
Appropriate signatures are in place.