Please attach/submit additional documents as needed to fully complete each section of the form.

I. COURSE INFORMATION

Department: MCLL (GRMN)                        Course Number: 352H

Course Title: German Culture: Romanticism to the Present

Type of Request: New One-time Only Renew Change* Remove
Course offered: Fall Spring* Intermittent Summer Winter Multiple
sections
*If course does not exist in the catalog, an e-curr form is also required.

JUSTIFICATION FOR COURSE LEVEL

Normally general education courses do not have more than one pre-requisite, are at least 3 credits, and numbered in the 100-300 levels. If the course does not meet these conditions, please provide an explanation. If the course is offered at the 400-level, please explain how it is foundational within the requested perspective.

ADDITIONAL INFORMATION (FOR OCHE DATABASE):

In which MUS Core Category, does this course fit? Social Sciences / History

Does the course include content regarding cultural heritage of American Indians? Not specifically

II. ENDORSEMENT / APPROVALS

* Instructor: Marton Marko

Date 10/12/17

Phone / Email: marton.marko@msou.mtu.edu

Program Chair: Liz Ametsbichler

Date

Dean:

Date

Signature

Signature

Signature
III. DESCRIPTION AND PURPOSE

General Education courses must be introductory and foundational within the offering department or within the General Education Group. They must emphasize breadth, context, and connectedness; and relate course content to students’ future lives: See Preamble

This interdisciplinary course with a writing focus provides an overview of the major cultural developments in Germany from the early 19th century to the present. Focal points will be presented in three contexts: chronological, geographical, and topical. Analysis and discussion will be provided regarding major social and intellectual forces in chronological terms, with emphasis on how social structures both change and remain constant over periods of time. From a geographic perspective, emphasis will be placed on how various movements and social developments within a given area came to be known and characterized as “German.” Topically, interdisciplinary dimensions will be highlighted in drawing connections between different fields in the context of German cultural history, such as sociology, political science, philosophy, theology, urban studies, literature, music, and the fine arts. Added emphasis is placed on the pivotal role German culture has played in the development of cultural institutions and identities in the U.S., including the time period covered in the course.

IV. CRITERIA

BRIEFLY EXPLAIN HOW THIS COURSE MEETS THE CRITERIA FOR THE GROUP.

The primary purpose of courses in this perspective is to explore the historical contexts and narratives of human behavior, ideas, institutions, and societies through an analysis of their patterns of development or differentiation in the past. These courses are wide-ranging in chronological, geographical, or topical focus. They introduce students to methods of inquiry that enable them to understand and evaluate the causes and significance of events, texts, or artifacts.

Focal areas are presented in three contexts: chronological, geographical and topical. The latter two are also presented in light of historical (= chronological) dimensions to offer comparative aspects of events in sequence but also related to geographic area at a given time. This approach allows students to see how cultural studies can be seen to intersect each time and place to create new syntheses of understanding of what a term such as “German” can mean.

An added focus course is the examination of how historians construct history and how this is specifically important in the case of German history. Sample texts from a few historians are presented to show how differing stories emerge in the construction of history.

Concentration will be placed on various texts and documents (art works, literary works, political documents, domestic and commercial objects) as examples of phenomena that influence aspects of
history and represent the outcome of historical influence.

V. STUDENT LEARNING GOALS

BRIEFLY EXPLAIN HOW THIS COURSE WILL MEET THE APPLICABLE LEARNING GOALS.

1. Critically analyze and evaluate primary sources — such as texts, pictorial evidence, oral histories, music, and artifacts — within their respective historical contexts.

In addition to being able to identify specific texts and artifacts as significant in the course of German cultural history from the early 19th century to the present, students will gain an appreciation of the way such texts and artifacts become traces and narrators in general terms of times they emerge from and represent. Students will be able to use this perspective further as they confront and think about history in their own lives.

2. Synthesize ideas and information in order to understand the problems, causes, and consequences of historical developments and events.

Students will recognize the interplay of geography and chronology in the construction of the German “story,” one that is highly influenced by Germany’s historic place in the middle of Europe and subject to the influence of many political, social, and aesthetic movements over time in European history. They will become familiar with the concept “historiography” and develop an understanding and appreciation not just for historical events per se, but for how history is in fact formed and narrated. Students will be able to argue why the examination of how history is constructed is particularly important in German context.

VI. ASSESSMENT

A. HOW ARE THE LEARNING GOALS FOR THE GENERAL EDUCATION GROUP MEASURED?
Describe how you will determine that students have met each of the General Education Learning Goals. This should include specific examples of assignments, rubrics or test questions that directly measure the General Education learning goals. (See Example) Please attach or provide a web link to relevant assessment materials.

1. Synthesize ideas and information with a view to understanding the causes and consequences of historical developments and events.

In class discussion, students will be directed to consider how geography played a specific role in the emergence of various events and developments in German culture. For example: How Protestantism which was historically
stronger in the German north, and further from Rome, the center of the Catholic church, led to tendencies toward more progressive politics and cultural developments in Central Europe, while much of the German south, closer to Rome, remained more conservative throughout the 19th and 20th centuries up to today. Through this we see how geography had a bearing on religion and how this, in turn, has created key regional differences in German-speaking Europe. Student ability to make such observations in discussion and on tests will be assessed and referred to in feedback from the instructor.

2. Evaluate texts or artifacts within their historical and/or cultural contexts.

In class and on tests, students will have opportunities to view a variety of objects, texts, and artworks as well as listen to musical pieces. These will each serve as instances where students can connect to the narrative dimension of artifacts as they “tell stories” about a given time. Students will be asked to explain the significance of texts and artifacts in these narrative terms. Their ability to do so will be gauged each in discussion, on tests, and in papers.

3. Analyze human behavior, ideas, and institutions within their respective historical and/or cultural contexts.

In discussion and on test questions, students will be asked to give examples of what is meant by “historiography,” the study of the discipline of history, and how the concept of history itself reflects attitudes and behaviors as an institution. Students will further be asked to compare historical views on given topics in German cultural history as an example of their own ability to view material from a “historiographic” perspective. The instructor will examine how the term is used by students in class discussion, on tests, and on paper drafts.

General Education Assessment Report (Items B-D) If this information is not yet available, Items VI. B- D must be completed within one year of this course review (re-submit the entire form with these sections completed).

B. ACHIEVEMENT TARGETS
Describe the desirable level of performance for your students, and the percentage of students you expected to achieve this:
C. ASSESSMENT FINDINGS

What were the results/findings, and what is your interpretation/analysis of the data? (Please be detailed, using specific numbers/percentages when possible. Qualitative discussion of themes provided in student feedback may also be reported. Be sure to use data that connects to the specific Learning Goals (do not rely on overall course grades). The most useful data indicates where students’ performance was stronger and where it was weaker. Feel free to attach charts/tables if desired.)

D. ASSESSMENT FEEDBACK

Given your students’ performance the last time the course was offered, how will you modify the course to enhance learning? You can also address how the course could be improved, and what changes in the course content or pedagogy you plan to make, based upon the findings. Please include a timeframe for the changes.
VII. SYLLABUS AND SUBMISSION

Please submit syllabus in a separate file with the completed and signed form to the Faculty Senate Office, BH 221, faculty.senate@mso.umt.edu. The learning goals for the Historical and Cultural Studies Group must be included on the syllabus. An electronic copy of the original signed form is acceptable.