



Hessen: IWU Curricular Outlines
- Minimum requirements-

Was ist Deutschland?
German Culture in an Intercultural Context
Online Seminar

CLASS HOURS

Monday-Friday 7:00-8:30 (Eastern Daylight Time); 13:00-14:30 (Central European Time). *There will be no seminar on Monday, July 10. We will meet instead on Saturday, July 15. There will be additional small-group work. Please refer to the detailed overview in the online programme.*

PROFESSOR

Dr. Cynthia Chalupa, Associate Professor of German and Language Program Director, Department of World Languages, Literatures, and Linguistics, West Virginia University

1) INFORMATION ON THE COURSE CONTENT

COURSE DESCRIPTION & OBJECTIVES

This seminar is designed to introduce students at all levels of German proficiency to German history and culture from 1945 to the present. The course is built around questions of German identity in both historical and contemporary contexts. Students will examine stereotypes and the challenges of intercultural understanding. They will develop intercultural communication skills through discussions about and creative work about art, literature, culture, and politics in Germany since 1945.

Students will read texts in translation that explore the meaning of German identity and the history of Germany (both divided and united). The content of the course is designed to examine the question "Was ist Deutschland?" Through readings and written assignments, students will attempt to formulate an answer that has both public and personal relevance. Class time will be devoted primarily to the discussion of reading assignments to which students will respond individually, in small groups, and together as a class. In order to maximize work during class, all readings should be done prior to the session during which they are discussed.

Learning Objectives

After completing this course, students will be able to:

- engage in complex conversations about the question of German identity since the establishment of Germany as a nation;
- understand and interpret complex written language on a variety of topics by analyzing, summarizing, and discussing authentic texts;
- present information, concepts, and ideas by participating in group discussions and debates, conducting interviews, and presenting information in a formal format;
- demonstrate an understanding of the perspectives of Germany by identifying and describing important aspects and challenges of Germany and its history;
- reinforce and further their knowledge of other disciplines and gain insights into German culture by reading and interpreting a variety of texts and examining other cultural products (films, songs, art, media, etc.);
- demonstrate an understanding of German culture by comparing it with their home cultures through the analysis and summarization of authentic texts, films, and cultural practices.

COURSE MATERIALS

Reading texts as well as PowerPoint slides and other materials will be available on the course Moodle site. Always check the Moodle site for homework assignments.

CLASS SCHEDULE

Monday through Friday from 7:00 to 8:30 (EDT) (apart from variations based on schedule)

Date	Topic	Assignments/Assessments/ Materials
Week 1		
Tues. 11. Jan	<ul style="list-style-type: none"> Introduction – What is Germany? - Stereotypes and cultural comparisons 	Reading from course reader
Wed. 12. Jan	<ul style="list-style-type: none"> Stereotypes and cultural comparisons German identity and the German flag 	Reading from course reader Short film
Thurs. 13. Jan	<ul style="list-style-type: none"> <i>Stunde Null</i> – Germany after WWII; <i>Trümmerfrauen</i> and reconstruction 	Reading from course reader
Fri. 14. Jan	<ul style="list-style-type: none"> Two countries – two systems; the Holocaust and denazification; beginnings of the Cold War, 	Reading from course reader Web research and questions
Sat. 15. Jan	<ul style="list-style-type: none"> <i>Vergangenheitsbewältigung</i> (overcoming the past) in East and West Germany Children of the war 	Watch eyewitness accounts
Week 2		
Mon. 17. Jan	<ul style="list-style-type: none"> Literature, film, and art of the postwar era, <i>Vergangenheitsbewältigung</i> in literature Daily life East and West 	Reading from course reader Questions from reader Work on presentations
Tues. 18. Jan	<ul style="list-style-type: none"> Daily life East and West <i>Wirtschaftswunder</i> (economic miracle in the West), centralization of the government (in the East) 	Reading from course reader Web research and questions Work on presentations
Wed. 19. Jan	<ul style="list-style-type: none"> Political unrest, East and West Building of the Berlin Wall 	Reading from course reader Web research and questions
Thurs. 20. Jan	<ul style="list-style-type: none"> Student movement, women’s movement, and the omnipresence of the Stasi, 	Reading from course reader Questions based on reading
Fri. 21. Jan	<ul style="list-style-type: none"> Fall of the Berlin Wall United Germany 	Presentation preparation
Week 3		
Mon. 24. Jan	<ul style="list-style-type: none"> Presentations Review day Office hours 	<ul style="list-style-type: none"> Presentations Review day Office hours
Tues. 25. Jan	<ul style="list-style-type: none"> Presentations Review day Office hours 	<ul style="list-style-type: none"> Presentations Review day Office hours
Wed. 26. Jan	<ul style="list-style-type: none"> Exam preparation day Contact via GroupMe with questions or to set up a meeting	<ul style="list-style-type: none"> Exam preparation day Contact via GroupMe with questions or to set up a meeting
Thurs. 27. Jan	<ul style="list-style-type: none"> Exam preparation Office hours 	<ul style="list-style-type: none"> Exam preparation Office hours
Fri. 28. Jan	<ul style="list-style-type: none"> Exam 	

Sat. 29. Jan	<ul style="list-style-type: none"> Closing ceremony 	
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INFORMATION ON GRADING, CLASS PARTICIPATION, ASSIGNMENTS AND EXAMS

COURSE GRADE DISTRIBUTION

- 50% Participation (see rubric)
 25% Presentation (see rubric)
 25% Exam

GRADING SCALE:

Percentage	Description	
A= 90-100%	1.0	very good: an outstanding achievement
	1.3	
B= 80-90%	1.7	good: an achievement substantially above average requirements
	2.0	
	2.3	
C= 70-80%	2.7	satisfactory: an achievement which corresponds to average requirements
	3.0	
	3.3	
D= 60-70%	3.7	sufficient: an achievement which barely meets the requirements
	4.0	
F= 0-60%	5.0	not sufficient / failed: an achievement which does not meet the requirements

ASSIGNMENTS AND EXAMS

ASSIGNMENTS

- Primarily readings or web research assignments with accompanying short-answer questions.

COURSE EXAM

- There will be a comprehensive exam at the end of the course. It will take place the last formal day of instruction.

PROFESSIONALISM & CLASS PARTICIPATION

Class discussion is a vital element of this course; it is also a necessary part of the preparation for the homework tasks that will be assigned. Class participation will be evaluated based on level of participation (using a rubric) and attendance in class. Excellent class participation requires thorough and conscientious preparation outside of class. Working with class material outside of class and actively participating in class will help students develop their ability to express opinions, form questions, and develop interpretations about the material we are studying.

MISSED CLASSES

Because students must be present to participate, frequent absences will negatively affect this portion of their grade. A poor grade in class participation (i.e., many absences) can lower the course grade an entire point.

Class Participation Rubric

	90-100	80-90	70-80	60-70
Frequency of participation in class	Student contributes regularly and is extremely engaged in discussion. Student attends all excursions and other arranged activities.	Student initiates a contribution at least once in each recitation and shows intellectual engagement. Student attends most excursions and other arranged activities.	Student initiates a contribution in half of the recitations and makes attempts at intellectual engagement. Student misses some excursions and other arranged activities.	Student does not initiate contribution & needs instructor to solicit input. Comments are often unrelated to course content. Students frequently misses excursions and other arranged activities.
Quality of comments	Comments always insightful & constructive; uses appropriate terminology. Comments balanced between general impressions, opinions & specific, thoughtful criticisms or contributions.	Comments mostly insightful & constructive; mostly uses appropriate terminology. Occasionally comments are too general or not relevant to the discussion.	Comments are sometimes constructive, with occasional signs of insight. Student does not use appropriate terminology; comments not always relevant to the discussion.	Comments are uninformative, lacking in appropriate terminology. Heavy reliance on the expression of opinion without substantiation.
Listening Skills	Student listens attentively when others present materials, perspectives, as indicated by comments that build on others' remarks, i.e., student hears what others say & contributes to the dialogue.	Student is mostly attentive when others present ideas, materials, as indicated by comments that reflect & build on others' remarks; occasionally needs encouragement or reminder from the instructor.	Student is often inattentive and needs reminder of focus of class. Occasionally makes disruptive comments while others are speaking; looks at cellphone.	Does not listen to others; regularly talks while others speak or does not pay attention while others speak; detracts from discussion; sleeps, frequently looks at cell phone, etc.