**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 311: Central European Culture and Civilization

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

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

 Tim Compton 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 several centuries of Austrian history and the major political, cultural, and economic events. Students learn about the rise and fall of the Austro-Hungarian empire by engaging with a variety of materials (e.g. books, plays, poems, and other literature; films, video clips, paintings, and other media). These materials offers new insights into a time and place in history about which many American students do not otherwise learn.

*Critical Thinking:*

Students are asked to reflect on these events through class discussion, regular homework posts, presentations, and response papers. By the end of the semester students will have acquired significant, new perspectives on a society that was once largely unfamiliar to them, and will have had to reflect and respond critically to these perspectives on numerous occasions. By engaging in increased analysis of a history and society previously unfamiliar to them, students will need to integrate their previous knowledge with the new information they learn in order to articulate their own conclusions in an informed, accurate 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 310) 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.*

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| **DIMENSION** | **WHAT IS BEING ASSESSED** | **PLAN FOR ASSESSMENT** |
| **Evidence** | Assesses quality of information that may be integrated into an argument | *Task Type:* Homework and free-writing posts*Frequency:* daily*Overall grading weight:* 10-20%*Expected Proficiency Rate:* 75-80%*Task Type:* Response essays*Frequency:* approximately five times per semester*Overall grading weight:* 10-20%*Expected Proficiency Rate:* 75-80%*Task Type:* Presentation*Frequency:* approximately one-two times per semester*Overall grading weight:* 10-20%*Expected Proficiency 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.*

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| **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 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 often serve as a starting point for in-class discussion on the various factors that have influenced Austrian society.Additionally, students will write response essays that explore similar issues but on a more in-depth scale.*Frequency:* Frequently; approximately four-five times per semester*Overall grading weight:* 10-25%*Expected Proficiency Rate:* 80% |
| **Ethical Issues** | Addressing ethical issues in society | *Task Type:* As part of their homework posts and in-class discussion, students will consider and be asked to react to the various social and ethical issues of the events discussed in class.*Frequency:* Daily*Overall grading weight:* 10-20%*Expected Proficiency Rate:* 80% |
| **Development and context of society** | Explore themes in the development of human society | *Task Type:* On quizzes, midterm/tests, and the final exam students will be tested on their knowledge of how and for what reasons the Austro-Hungarian Empire and Austrian society developed as they did over the course of several decades or centuries.*Frequency:* approximately 2-3 times per semester*Overall grading weight:* 30-50%*Expected Proficiency Rate:* 80% |

**Death in Vienna:**

**Central European Culture**

**German 311**(CRN# 12270)**/ History 311** (CRN# 12270)

**Winter 2014**

Time: Tues 4:00—5:40 / Thurs 4:00—5:40 Location: Whitman 124

Professor: Jon Sherman Office: Whitman Hall 165

Telelephone: 227-2582 E-mail: jsherman@nmu.edu

Office Hours: MW 1-2; TR 3-4 and by appointment

# Required Texts

* Inge Lehne and Lonnie Johnson*, Vienna: the Past in the Present (Vienna: VitP)*
* Frederic Morton, *A Nervous Splendor*
* Sigmund Freud, *The Freud* *Reader*
* J. Sydney Jones, *The Empty Mirror*
* Frank Tallis*, A Death in Vienna*

Additional required readings are posted in EduCat.

**Suggested further readings**

 **Crime Fiction in Vienna ca. 1900**

* Jody Shields, *The Fig Eater*
* Frank Tallis*, Vienna Blood*
* Frank Tallis*, Fatal Lies*
* Frank Tallis*, Vienna Secrets*
* Frank Tallis*, Vienna Twilight*
* J. Sydney Jones*, Requiem in Vienna*
* J. Sydney Jones*, The Silence*
* Catherine Gildiner*, Seduction*
* Gerhard Loibelsberger*, Die Naschmarkt-Morde*
* Gerhard Loibelsberger*, Reigen des Todes*

**Crime Fiction in Vienna (general)**

* Graham Greene, *The Third Man*
* Leo Perutz, *Der Meister des jüngsten Tages*
* Eva Rossmann, *Freudsche Verbrechen* (Mira Valensky series)
* Herman Bauer*, Fernwehträume* (Leopold series)
* Pierre Emme*, Pastetenlust* (Palinski series)
* Wolf Haas, *Komm, süsser Tod* (Detective Brenner series)
* Thomas Glavinic, *Der Kameramörder* (Austria, but not in Vienna)

 **Films**

* The Third Man
* Klimt
* Bride of the Wind
* Mahler on the Couch
* Sissy
* The Crown Prince
* Mayerling
* The Gypsy Baron
* The Illunsionist
* A Dangerous Method
* When Nietzsche Wept

**Course Description**

21st-century Vienna is a small city on the eastern edge of Western Europe. At 1.8 million inhabitants, Vienna pales next to other European cosmopolitan centers like Paris, London, Berlin and Madrid. However, the former capital of the Hapsburg Empire has played a dynamic role in shaping the social, economic, political and artistic cultures of the 19th and 20th centuries.

“Spanning the terms of eighteen American presidents, [Franz Joseph’s] reign of 68 years encompassed a series of far-reaching economic, political and cultural transformations as well as profound changes in the way people thought and felt. Particularly in his old age, the emperor became a symbolic figure, an element of continuity and perseverance which held together a state torn by nationalistic movements, social pressures and innovations in the fields of science, industry and technology.” (Lehne, p. 76)

In the winter semester 2014 German 311/History 311 will use two detective novels set in turn of the century Vienna to explore a broad spectrum of ideas current at the end of the 19th century, including the birth of psychoanalysis (Sigmund Freud), the new science of criminology (Hans Gross), modern art (Gustav Klimt, Oscar Kokoschka), modern architecture (Otto Wagner), feminism and pacifism (Bertha von Suttner, Rosa Mayreder), music (Gustav Mahler, Johann Strauss Jr., Anton Brückner, Arnold Schönberg), interest in the occult (Aleister Crowley, Madame Blavatsky), Zionism (Theodor Herzl) and the rise of Aryanism (Guido von List), among others.

The course will trace the ascension of the house of Habsburg to a position of power in Europe in the middle ages, then explore the expansion of Habsburg territories from Spain to Transylvania (including areas of what are now the Netherlands, Italy, Austria, Hungary, the Czech Republic, the Slovak Republic, Slovenia, Serbia, Croatia, Romania, etc.) in the 17th and 18th centuries and finally focus on the decline of the Austro-Hungarian Empire towards the end of the 19th century.

GR311/HS311 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 Policies

You are expected to attend class regularly and to participate actively in class discussions. More than two unexcused absences will affect your final grade (a grade lower for each subsequent missed class). If you must miss a class, make sure to cover the assignment for the missed class.

Carefully prepare all the readings for the class session indicated. You will benefit most from the course if you come to class having read all the assigned readings and prepared to discuss the topics.

LAPTOPS: are not to be opened unless directed to do so, relevant to a class activity; that is, they are not to be used for note-taking.

Grade Composition

Presentations 10%

Participation 10%

Homework/Posts 20%

Responses 20%

Midterm 20%

Final 20%

Participation – You are expected to engage actively in all class discussions.

Presentations – You will give two short presentations in class; the first one (assigned by the professor) will serve to introduce the most important people and ideas covered in the course, which we will then examine in greater detail as the semester progresses. The second will be based on the novel Death in Vienna (instructions for Response #5 and the presentation topic are available in EduCat).

Homework/Quizzes/Posts – You are responsible for reading all the materials before the day they are to be discussed. Quizzes, free-writes and posts (in EduCat) will be used to evaluate students’ work.

Responses – You will write five response papers to be submitted online in EduCat before the beginning of class. Responses one and three will explore an idea or issue from the assigned readings and responses two, four and five have specific topics/instructions (available in EduCat). Responses should be no less than 350 words and should be typed and double spaced.

Midterm – The midterm will take place in class on Thursday, February 27.

Final – The final exam will take place on Thursday, May 1 from 4-5:50.

# DISABILITY SERVICES

If you have a need for disability-related accommodations or services, please inform the Coordinator of Disability Services in the Disability Services Office at 2001 C. B. Hedgcock (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.

**Weekly Schedule**

**Week 1**

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| Jan. 14 | Introduction |  |
| Jan. 16 | Film: *The Third Man* (1949) 104 | *Vienna: Past in the Present*, pp. 5-29 |

**Week 2**

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| Jan. 21 | Discussion of *The Third Man*Crime fiction | Auguste Groner, “The Golden Bullet”Hanns Gross, *Kriminalistik,* pp. 1-19 |
| Jan. 23 | CriminologyPresentations | *Vienna: PitP*, pp. 30-45Hanns Gross, *Kriminalistik,* pp. 19-32**Response 1** |

**Week 3**

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| Jan. 28 | Turn of the century ViennaPresentations | *Vienna: PitP*, pp. 46-61Jones, *The Empty Mirror*, pp. 3-41 |
| Jan. 30 | *The Empty Mirror*Presentations | *Vienna: PitP*, pp. 62-75Jones, *The Empty Mirror*, pp. 42-69 |

**Week 4**

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| Feb. 4 | ViennaPresentations | *Vienna: PitP*, pp. 76-90Hanns Gross, *Kriminalistik,* pp. 76-90 |
| Feb. 6 | The Ringstrasse | *Vienna: PitP*, pp. 91-103Jones, *The Empty Mirror*, pp. 70-122 |

**Week 5**

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| Feb. 11 | Architecture | Morton, *A Nervous Splendor*, pp. 3-31Jones, *The Empty Mirror*, pp. 125-157 |
| Feb. 13 | ArtStor online assignment | *A Nervous Splendor*, pp. 32-59Jones, *The Empty Mirror*, pp. 158-175 |

**Week 6**

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| Feb. 18 | Art: Klimt, Schiele, Kokoschka | *A Nervous Splendor*, pp. 60-84Jones, *The Empty Mirror*, pp. 176-202**Art Response #2 (**info in EduCat) |
| Feb. 20 | *Klimt* | *A Nervous Splendor*, pp. 85-117Jones, *The Empty Mirror*, pp. 205-231 |

**Week 7**

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| Feb. 25 | Review | *A Nervous Splendor*, pp. 118-149Jones, *The Empty Mirror*, pp. 232-252 |
| Feb. 27 | Midterm |  |

 **Spring break Mar. 1 – Mar. 9**

**Week 8**

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| Mar. 11 | ZionismDreyfus AffairFranz Kafka “The Sudden Walk” | *A Nervous Splendor*, pp. 150-180Theodor Herzl, “The Inn of Aniline” Jones, *The Empty Mirror*, pp. 253-274**Response (#3)** |
| Mar. 13 | Anti-Semitism  | *A Nervous Splendor*, pp. 181-212Jones, *The Empty Mirror*, pp. 275-310 |

**Week 9**

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| Mar. 18 | The Occult | *A Nervous Splendor*, pp. 213-243*A Death in Vienna*, pp. 3-43*See Response 5 instructions in EduCat* |
| Mar. 20 | Film: *Sissi* (1955) 107 min. | *A Nervous Splendor*, pp. 244-278*A Death in Vienna*, pp. 44-69 |

**Week 10**

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| Mar. 25 | The Habsburgs | *A Nervous Splendor*, pp. 279-299*A Death in Vienna*, pp. 70-89 |
| Mar. 27 | Multi-national monarchy | *A Nervous Splendor*, pp. 300-317*A Death in Vienna*, pp. 90-114 |

**Week 11**

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| Apr. 1 | Freud | Freud, xiii-xxix*A Death in Vienna*, pp. 117-140 |
| Apr. 3 | On Dreams | Freud, pp. 129-142*A Death in Vienna*, pp. 141-171**Freud Response #4** (info in EduCat) |

**Week 12**

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| Apr. 8 | Dora: A Case of Hysteria | Freud, pp. 172-206*A Death in Vienna*, pp. 171-199 |
| Apr. 10 | The Women’s Movement (Mayreder) | *A Death in Vienna*, pp. 203-284 |

**Week 13**

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| Apr. 15 | Film: *The Gypsy Baron* (1975) 97 min. | *A Death in Vienna*, pp. 287-323 |
| Apr. 17 | **No class: Conference** |  |

**Week 14**

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| Apr. 22 | Presentations | *A Death in Vienna*, pp. 324-375***Death in Vienna* Response #5** |
| Apr. 24 | Presentations | *A Death in Vienna*, pp. 376-459 |

**Final Exam**: Thursday, May 1 from 4-5:50