



**ARIZONA STATE UNIVERSITY  
GENERAL STUDIES COURSE PROPOSAL COVER FORM**

**Course information:**

Copy and paste **current** course information from Class Search/Course Catalog.

Academic Unit SILC Department German Program  
 Subject GER Number 110 Title Intensive Beginning German Units: 6

Is this a cross-listed course? No  
 If yes, please identify course(s) \_\_\_\_\_

Is this a shared course? No If so, list all academic units offering this course \_\_\_\_\_  
 Course description: \_\_\_\_\_

In this course you will learn to read, listen, write and speak German. The primary goal of 110 is to help you develop your ability to communicate in German using a variety of tools. You will learn to use German to ask and answer questions; name and describe persons, things, places, and events; deal with certain situations; narrate orally and in writing; write letters and postcards; fill out forms; and comprehend some texts. You will also expand your knowledge of the cultures of the German-speaking countries. We hope you will be willing to contribute to the class discussions what you might already know.

**Requested designation:** Global Awareness-G

Note- a **separate** proposal is required for each designation requested

**Eligibility:**

Permanent numbered courses must have completed the university's review and approval process.  
 For the rules governing approval of omnibus courses, contact [Phyllis.Lucie@asu.edu](mailto:Phyllis.Lucie@asu.edu) or [Lauren.Leo@asu.edu](mailto:Lauren.Leo@asu.edu).

Submission deadlines dates are as follow:

For Fall 2015 Effective Date: October 9, 2014

For Spring 2016 Effective Date: March 19, 2015

**Area(s) proposed course will serve:**

A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study.

**Checklists for general studies designations:**

Complete and attach the appropriate checklist

- [Literacy and Critical Inquiry core courses \(L\)](#)
- [Mathematics core courses \(MA\)](#)
- [Computer/statistics/quantitative applications core courses \(CS\)](#)
- [Humanities, Arts and Design core courses \(HU\)](#)
- [Social-Behavioral Sciences core courses \(SB\)](#)
- [Natural Sciences core courses \(SQ/SG\)](#)
- [Cultural Diversity in the United States courses \(C\)](#)
- [Global Awareness courses \(G\)](#)
- [Historical Awareness courses \(H\)](#)

**A complete proposal should include:**

- Signed General Studies Program Course Proposal Cover Form
- Criteria Checklist for the area
- Course Catalog description
- Course Syllabus
- Copy of Table of Contents from the textbook and list of required readings/books

Respectfully request that proposals are submitted electronically with all files compiled into one PDF. If necessary, a hard copy of the proposal will be accepted.

**Contact information:**

Name Carla Ghanem Phone 5-7871

Mail code 0202 E-mail: carla.ghanem@asu.edu



ARIZONA STATE UNIVERSITY

**Department Chair/Director approval:** *(Required)*

Chair/Director name (Typed): Joe Cutter Date: 11/4/14

Chair/Director (Signature): 

## Arizona State University Criteria Checklist for

### GLOBAL AWARENESS [G]

#### Rationale and Objectives

Human organizations and relationships have evolved from being family and village centered to modern global interdependence. The greatest challenge in the nuclear age is developing and maintaining a global perspective which fosters international cooperation. While the modern world is comprised of politically independent states, people must transcend nationalism and recognize the significant interdependence among peoples of the world. The exposure of students to different cultural systems provides the background of thought necessary to developing a global perspective.

Cultural learning is present in many disciplines. Exposure to perspectives on art, business, engineering, music, and the natural and social sciences that lead to an understanding of the contemporary world supports the view that intercultural interaction has become a daily necessity. The complexity of American society forces people to balance regional and national goals with global concerns. Many of the most serious problems are world issues and require solutions which exhibit mutuality and reciprocity. No longer are hunger, ecology, health care delivery, language planning, information exchanges, economic and social developments, law, technology transfer, philosophy, and the arts solely national concerns; they affect all the people of the world. Survival may be dependent on the ability to generate global solutions to some of the most pressing problems.

The word university, from universitas, implies that knowledge comes from many sources and is not restricted to local, regional, or national perspectives. The Global Awareness Area recognizes the need for an understanding of the values, elements, and social processes of cultures other than the culture of the United States. Learning which recognizes the nature of others cultures and the relationship of America's cultural system to generic human goals and welfare will help create the multicultural and global perspective necessary for effective interaction in the human community.

Courses which meet the requirement in global awareness are of one or more of the following types: (1) in-depth area studies which are concerned with an examination of culture-specific elements of a region of the world, country, or culture group, (2) the study of contemporary non-English language courses that have a significant cultural component, (3) comparative cultural studies with an emphasis on non-U.S. areas, and (4) in-depth studies of non-U.S. centered cultural interrelationships of global scope such as the global interdependence produced by problems of world ecology, multinational corporations, migration, and the threat of nuclear war.

Proposer: Please complete the following section and attach appropriate documentation.

<b>ASU--[G] CRITERIA</b>			
<b>GLOBAL AWARENESS [G]</b>			
YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<b>1.</b> Studies <b>must</b> be composed of subject matter that addresses or leads to an understanding of the contemporary world outside the U.S.	Syllabus, copies of textbook sample pages
		<b>2.</b> The course must match at least one of the following descriptions: (check all which may apply):	
<input type="checkbox"/>	<input type="checkbox"/>	<b>a.</b> In-depth area studies concerned with an examination of culture-specific elements of a region, country or culture group. <b>The area or culture studied must be non-U.S. and the study must contribute to an understanding of the contemporary world.</b>	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<b>b.</b> The course is a language course for a contemporary non-English language, and has a significant cultural component.	Syllabus, copies of textbook sample pages
<input type="checkbox"/>	<input type="checkbox"/>	<b>c.</b> The course is a comparative cultural study in which most, i.e., more than half, of the material is devoted to non-U.S. areas.	
<input type="checkbox"/>	<input type="checkbox"/>	<b>d.</b> The course is a study of the cultural significance of a non-U.S.-centered global issue. The course examines the role of its target issue within each culture and the interrelatedness of various global cultures on that issue. It looks at the cultural significance of its issue in various cultures outside the U.S., both examining the issue's place within each culture and the effects of that issue on world cultures."	

Course Prefix	Number	Title	Designation
GER	110	Intensive Beginning German	Global Awareness (G)

Explain in detail which student activities correspond to the specific designation criteria. Please use the following organizer to explain how the criteria are being met.

Criteria (from checksheet)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
<p><b>SAMPLE:</b> 2d: study the cultural significance of a non-U.S. centered global issue</p>	<p><b>SAMPLE:</b> The course examines the cultural significance of financial markets Japan, Korea, and the UK.</p>	<p><b>SAMPLE:</b> Module 2 shows how Japanese literature has shaped how Japanese people understand world markets. Module 3 shows how Japanese popular culture has been changed by the world financial market system. Modules 4 &amp; 5 do the same for Korea and modules 6 &amp; 7 do the same for the UK.</p>
<p>1. Studies must be composed of subject matter that addresses or leads to an understanding of the contemporary world outside the U.S.</p>	<p>This course is a language courses designed to teach students about the German language and cultures and its multiculturality. This course introduces the students to the German language, such as greetings, talking about families, holidays, traveling, culture and history, etc. Through the textbook, which is based on interviews with native and non-natives speakers of German speaking in German and with other videos and a film and readings, the language and its cultures are discussed and analyzed as well as compared to their own.</p>	<p>Throughout the semester (Week 1-15) German language and culture is being analyzed, used and discovered. Some examples are added here from some activities that highlight the culturality of German. Using a film in the classroom also adds to the enhancement of culture.</p>
<p>2.b. The course is a language course for a contemporary non-English language, and has a significant cultural component.</p>	<p>Being a language course, culture is a focal part of it. Languages and cultrres are not separable and this course provides students an introdcution and discussion on German cultures within Germany, Austria, and Switzerland by looking at different dialects, cultural costumes, etc.</p>	<p>Weeks 1-15 highlight that culture and language are discovered together and the material added provides addional proof. We also offer cultural activities outside of the class and have many students participate.</p>

## German 110 - Intensive Beginning German First Year German - Fall 2015

Instructor:

Office:

Office hours:

Office phone:

Classroom:

Class meetings:

Email:

Department phone: (480) 965-6281

*Welcome to German 110!* German 110 is a first year intensive course for students with a) no prior knowledge of German, or b) no more than one year of high school German, or c) authorization from the German section. See your instructor if you are in this course for any other reason.

### Course Description

In this course you will learn to read, listen, write and speak German. The primary goal of 110 is to help you develop your ability to *communicate* in German using a variety of tools. You will learn to use German to ask and answer questions; name and describe persons, things, places, and events; deal with certain situations; narrate orally and in writing; write letters and postcards; fill out forms; and comprehend some texts. You will also expand your knowledge of the cultures of the German-speaking countries. We hope you will be willing to contribute to the class discussions what you might already know.

German 110 is a six-credit hour course that meets on Mondays, Tuesdays, Wednesdays and Thursdays for 75 minutes in the classroom. How much time you should spend studying outside of class depends on a number of individual factors such as your linguistic aptitude, self-discipline, attitude toward studying, attitude toward learning a foreign language, attitude toward German, etc. You should, on average, plan to spend at least 1-2 hours each day studying German: completing written homework, reviewing, reading, and building your vocabulary. Your instructor can offer some tips on how to study effectively.

We approach teaching and learning foreign languages with the main goal in mind that you will be able to communicate meaningfully with others in German. The emphasis is on the language as a whole and being able to communicate orally and in written form making sense to others. Therefore, unlike language teaching and learning methods you may have previously experienced, you will be taught vocabulary, grammar, culture, pragmatics, etc. together and not separately. You will not be doing any fill in the blanks drill exercises in class and you will not be talking about the form or structure of the language in English in class, rather, you will be engaged into it by stories, role-plays, etc. and you will be actively using the language. This requires a lot of group and partner work and a lot of communicating in the classroom and beyond. There will be no frontal lecture, but rather a student-centered environment. This method has been shown to be the most successful in the field of foreign language learning and teaching (Hampel & Huack, 2004).

Learning Objectives (in alignment with the ACTFL Proficiency Guidelines 2012):

*Speaking* (novice mid-intermediate low): Students will be able to:

- communicate short messages on everyday topics using isolated words and phrases they have encountered in role plays, partner work, and group work
- ask and respond to simple questions, which have been covered in the course, by interviewing classmates, creating role plays, etc.
- handle successfully a limited number of uncomplicated communicative tasks by creating and performing with the language in social situations role plays, partner work, and group work
- express personal meaning by combining and recombining what they know and what they hear from their interlocutors in short conversations and statements

**Writing (novice mid-intermediate low):** Students will be able to:

- produce lists and notes using words and phrases by writing shopping lists, short ads, etc.
- provide limited information, such as biographic information, on simple forms and documents
- reproduce practiced material to convey short messages, by writing short journal-like paragraphs
- exhibit a high degree of accuracy when writing on well-practiced, familiar topics in journal-like entries
- complete a number of practical writing needs writing short communications, compositions, and requests for information about personal topics, common events, etc.
- create statements and formulate questions recombining learned vocabulary and structures

**Listening (intermediate mid-intermediate high):** Students will be able to:

- understand information, with ease and confidence, from paragraph-length speech in personal and social contexts in face-to-face speech as well as in audio and video interviews and clips dealing with various topics
- derive substantial meaning from some connected speeches in face-to-face speech as well as in audio recordings and video clips

**Reading (intermediate mid-intermediate high):** Students will be able to:

- understand fully and with ease short, non-complex texts within appropriate context through short readings
- understand connected texts featuring description and narration

**Required texts:**

*Deutsch in Blick*, which can be found at <http://coerll.utexas.edu/dib/index.php>.

You can purchase the book at [http://www.lulu.com/shop/zsuzsanna-abrams-et-al/deutsch-im-blick/paperback/product\\_21070100.html;jsessionid=081433555CD045E62729893C806D55A6](http://www.lulu.com/shop/zsuzsanna-abrams-et-al/deutsch-im-blick/paperback/product_21070100.html;jsessionid=081433555CD045E62729893C806D55A6) for \$31 or print the chapters as you go through the semester.

The textbook is accompanied by *Grimm Grammar* <http://coerll.utexas.edu/gg/index.html> (only available online)

An ASU e-mail account! Make sure you check it on a daily basis. Go to the Computing Commons east of the MU before or on the second day of class to get it set up. If you don't use your ASU account, please make sure you link your personal email to the ASU otherwise you won't receive emails from your instructor.

[my.asu.edu](http://my.asu.edu) (Blackboard). It is recommended that you log in on a daily basis for assignments,

additional class information and helpful web sites.

**Grading:** Your course grade will be based on total work: All German 110 students are evaluated according to the same criteria:

**A. Quizzes = 40%** You will have several quizzes throughout the semester. The content quizzes will be worth 15%, vocabulary quizzes 15% and listening/reading quizzes 10%. All quizzes will be taken online; you need a webcam (for Technology requirements, please see below).

**B. 2 Oral examinations = 20%** The best preparation for these exams is regular and active participation. The more you participate in class, the more fluently you will speak.

**C. Vocabulary log and homework = 15%** This grade includes a weekly vocabulary log (10%) and the homework (5%).

**D. 4 Written assignments = 15%** These assignments consist of short writings on topics that are discussed and covered and will take place in class.

**E. Projects (Participation/Projects) = 10%** These projects include your participation in class as well as projects (such as role plays, presentations, etc.) in class as well as outside class.

There is no final exam during the final exam period in GER 110 due to the cumulative nature of all of the tests you take. If you show up late for a test, you will still have to finish the test at the same time as the other students. If you do not show up for an exam without having obtained permission from your instructor in advance of the test, you will not receive any credit for the test. Documented medical or family emergencies, religious holidays, and military service that can be substantiated to the satisfaction of your instructor will be treated as exceptions.

**Grading Scale:** The letter grades will be broken down according to the following scale:

A+	97 - 100 %	A	94 - 96 %	A-	90 - 93 %
B+	87 - 89 %	B	84 - 86 %	B-	80 - 83 %
C+	77 - 79 %	C	70 - 76 %		
		D	60 - 69 %		
		E	0 - 59 %		

### **REQUIREMENTS & POLICIES:**

#### **TECHNOLOGY REQUIREMENTS:**

You **NEED** a laptop computer or a desktop computer, high-speed Internet connection, webcam, and headphones with microphone. The School of International Letters & Cultures requires high-speed Internet connections for this class and preferably physically plugged in to the router (wired and **NOT** wireless). High-speed Internet connections may be found on any Arizona State University campus or your local library. On the Main campus, Learning Support Services in the Language and Literatures Building have computers available for students enrolled in Language classes (LL061 & LL065.1).

To use Blackboard, YouTube, etc., we highly recommend using Firefox. This browser has been the least problematic in the past with any online class or class assignments.

#### **ATTENDANCE & PARTICIPATION:**



**DAILY ATTENDANCE** and **ACTIVE PARTICIPATION** in all aspects of the course is expected. Daily preparation, attendance and active participation in class are essential. Regular class attendance is mandatory. If you require accommodations on assignments for a disability, university-sanctioned event, or religious holiday, you must let me know in advance. See the links below for the accommodations the university provides and that this class follows:

- Religious accommodations: <http://www.asu.edu/aad/manuals/acd/acd304-04.html>
- University-sanctioned activities: <http://www.asu.edu/aad/manuals/acd/acd304-02.html>

Due to the large amounts of skills' development built into this course, students must be diligent about class attendance. It will be impossible to recover lost class time because such skills are developed for the greater part during time spent in class. When you are absent you are missing your oral practice, your class participation, your preparations for, and a thorough understanding of composition assignments and chapter tests, quizzes as well as valuable information given during the class period. If you are absent, not only will you miss important information but will also earn zeros on any assignments you miss since there is no make-up for homework, quizzes and class participation grades.\*

**The best policy for you is to strive for perfect attendance whenever possible.**

If you have to miss class, please let your instructor know as soon as possible. You must arrange with a peer to pick up handouts from class and find out what was covered in the day's lesson. In order to ensure a high quality-learning environment for each level of German, you are allowed to miss **four (4)** class periods without documentation without repercussions. Each further undocumented absence will result in a lower total course grade by one point (e.g., if you have a total course grade of 90 (A-) and miss five (5) sessions undocumented, your final grade will be 89 (B+)). In order to document absences, you must bring documentation from a doctor's office on official stationery, your clergyman, or your supervisor in the military. The document must state the date and time of your appointment explicitly, as well as the duration of your absence and contact information of the issuing body. In case of serious illness, hospitalization, chronic disease, death in the family, severe mental health problems, among other concerns, your instructor will evaluate the situation on an individual basis.

**Punctual** class attendance is mandatory as well. Coming late to class is not only a disadvantage for you, but also disturbing for the instructor and classmates. Should you have a very good reason to be late to class (e.g. being in a class across campus before this class), you need to inform the instructor right away. Otherwise, 4 times coming late will count as one absence.

**PROJECTS & PARTICIPATION:** Participation is very important. Students who prepare thoroughly for class are almost always successful in this course and enjoy it because they stay on top of the material, which allows them to participate actively and fully in class, which strengthens their language skills, which, in turn, leads to higher grades. Participate fully in class (e.g., volunteer frequently), and don't worry too much about making mistakes. Making mistakes is an integral part of learning any language.

#### **ATTENDANCE ≠ PARTICIPATION**

\* make-up work will be allowed in exceptional situations, such as during documented medical illnesses, observance of religious holidays, military service, family emergencies. Please notify your

instructor in writing as soon as possible to arrange for the make-up, and provide written documentation promptly.

You are allowed to miss class because of sanctioned college activities, illness (documented by the health center) or family emergencies. Only for these reasons will an absence count as excused. Please contact your instructor as soon as possible to make arrangements.

Projects include role-plays, short cultural presentation, creative posters/videos, etc. These projects will allow you to use and apply what you learn in the classroom actively and creatively and will aid in your enhancing your language abilities.

*Projects  
lead to  
comparisons  
of cultures  
deeper  
understanding*

**QUIZZES:** You will have five content, five listening and five reading quizzes throughout the semester. These quizzes cover the material we cover in class.

**ORAL EXAMINATIONS:** You will have two oral examinations throughout the semester. The oral exams will be scheduled with you in the classroom and via Blackboard. You will get the rubric and the guidelines from your instructor. The oral exams reflect all the work you do inside and outside the classroom, including the projects.

**VOCABULARY LOG & QUIZZES:** You will be given vocabulary each week and will use these vocabulary words in context. You will turn in your logs every two weeks and will have quizzes on these vocabulary words every two weeks.

**WRITING ASSIGNMENTS:** You will write four writing assignments in class. These writing assignments will be on topics covered in class. You will be given 20 minutes to complete them and you are encouraged to use only vocabulary and grammar structures you learned up to that point.

**HOMEWORK:** Homework assignments are due on the day scheduled. NO CREDIT IS GIVEN FOR LATE ASSIGNMENTS. Your instructor will announce and collect homework on a daily basis. In addition to this homework, you are required to preview and review on a daily basis the material that is currently discussed in class. You will have to learn the new vocabulary on a daily basis, so that you gain full control over the new German words. This includes correct spelling and knowing the gender and the plural of the nouns, as well as any irregularities of the words. You need to spend at least 60-120 minutes per day outside class in a focused mental state in order to prosper in this class. Students are expected to prepare all assignments:

- 1) neatly (write legibly or type); illegible answers (sentences, words, letters ...) will be counted as mistakes
- 2) leave sufficient space for corrections (margins & double-spaced).
- 3) always indicate the due date of the assignment, the page-number(s) and the exercise-number(s).

**ERRORS AND MISTAKES:** Errors and mistakes are inevitable. In the classroom, your instructor fosters an atmosphere where mistakes will be treated respectfully. Language learning requires risk taking, and your instructor wants you to feel safe and relaxed, so that you can speak up in front of the class without any anxiety, even if you are not certain if your contribution is 100% correct.

Please do not hesitate to contact your instructor, if there is anything going on in the classroom that prevents you to speak up in class.

**CULTURAL ACTIVITIES & EXTRA CREDIT:** Throughout the semester, a number of cultural activities and projects will take place. Your participation is strongly encouraged! Your instructor will provide you with details at a later date. You will be allowed up to **TWO EXTRA CREDIT** opportunities (attending ASU German Club events) throughout the semester, **which will replace two of your lowest homework grades at the end of the semester.** Each two attended events = 1 extra credit.

**CELL PHONES/I-PHONES/LAPTOPS:** Unless it is a dire emergency, you are to turn-off your cell phones/I-phones/Laptops before the beginning of class. Penalties for having any of these devices on during class will range from a simple warning the first time, to affecting the grade that you will receive at the end of the semester (such as the difference between a 'B' and a 'B+'). If there is an emergency, just let your instructor know before class. If you receive that phone call during class time, simply get up and walk outside to take the call. Otherwise, keep your phone turned-off for the 50 minutes we are in class.

**STUDENT CODE OF CONDUCT:** Students are expected to act in accordance with the Student Code of Conduct. For detailed information about the Student Code of Conduct and Student Disciplinary Procedures, please refer to: <http://www.asu.edu/aad/manuals/ssm/ssm104-01.html>

**ACADEMIC HONESTY:** Academic honesty is expected of all students in all examinations, papers, laboratory work, academic transactions and records. The possible sanctions include, but are not limited to, appropriate grade penalties, course failure (indicated on the transcript as a grade of E), course failure due to academic dishonesty (indicated on the transcript as a grade of XE), loss of registration privileges, disqualification and dismissal. For more information, see <http://provost.asu.edu/academicintegrity>.

**DISABILITY ACCOMMODATIONS:** Qualified students with disabilities who will require disability accommodations in this class are encouraged to make their requests to me at the beginning of the semester either during office hours or by appointment. **Note:** Prior to receiving disability accommodations, verification of eligibility from the Disability Resource Center (DRC) is required. Disability information is confidential. **Establishing Eligibility for Disability Accommodations:** Students who feel they will need disability accommodations in this class but have not registered with the Disability Resource Center (DRC) should contact DRC immediately. Their office is located on the first floor of the Matthews Center Building. DRC staff can also be reached at: 480-965-1234 (V), 480-965-9000 (TTY). For additional information, visit: [www.asu.edu/studentaffairs/ed/drc](http://www.asu.edu/studentaffairs/ed/drc). Their hours are 8:00 AM to 5:00 PM, Monday through Friday. If you have any questions, please contact P.F. Lengel or Jenny Smith at 965-6506.

**AUDIT POLICY:** Students auditing the course will meet one on one with the instructor to agree upon the grading criteria. Audit students must choose two of the following grading categories and complete a total score of 70% or higher to earn a successful audit for a passing grade "X". In order

to audit, you have to make this agreement by the second week of classes.

<input type="checkbox"/>	Projects	50%	X	70 - 100%
<input type="checkbox"/>	Oral Exams	50%	W	0 - 69%
<input type="checkbox"/>	Written Assignments	50%		
<input type="checkbox"/>	Quizzes	50%		

I agree that my audit grade is based on the two categories check-marked above:

\_\_\_\_\_

print name

\_\_\_\_\_

sign name

### Mission Statement

The German program at ASU challenges all learners to achieve their personal best through rigorous, engaging, innovative sequence of classes that develop skills and knowledge for life-long linguistic and cultural learning. **We measure success one student at a time!**

*Remember: "Aller Anfang ist schwer!!!"*  
*Learning a foreign language is fun and challenging!*  
Please Note: This is subject to change!

Course Calendar - Herbst 2015 - Deutsch 110

Woche	Montag	Dienstag	Mittwoch	Donnerstag
17. -21. August	1 <sup>st</sup> day of class - Syllabus, Einführung			
24. - 28. August	Beginn Kapitel 1			
31. August - 4. September	Beginn Kapitel 2			Schriftliche Arbeit 1
7. - 11. September	Labor Day - no class	Beginn Kapitel 3 Quiz 1		
14. - 18. September			Beginn Kapitel 4	
21. - 25. September				Schriftliche Arbeit 2
28. September - 2. Oktober	Beginn Kapitel 5 Quiz 2			
5. - 9. Oktober mündliche Prüfung		Beginn Kapitel 6		
12. - 16. Oktober	Fall Break - no class	Fall break - no class		
19. - 23. Oktober	Beginn Film <i>The film furthers cultural information + leads to analysis</i>		Quiz 3	Beginn Kapitel 7 Schriftliche Arbeit 3
26. - 30. Oktober				
2. - 6. November	Beginn Kapitel 8			
9. - 13. November		Beginn Leselektüre <i>already class</i>	Veterans Day - no class	
16. - 20. November mündliche Prüfung	Quiz 4	Beginn Kapitel 9	<i>also increases cultural understanding.</i>	Schriftliche Arbeit 4
23. - 27. November			Beginn Kapitel 10	Thanksgiving no class
30. November - 4. Dezember				Last day of class Quiz 5

The ORAL EXAMS will take place in weeks 7 (Oral exam 1) and 13 (Oral exam 2).

This is subject to change.

# Table of Contents

<b>Chapter 0</b>	<b>INTRODUCTION .....</b>	<b>2</b>
<b>Chapter 1</b>	<b>ANKUNFT IN WÜRZBURG .....</b>	<b>13</b>
<b>Chapter 2</b>	<b>AN DER UNI.....</b>	<b>51</b>
<b>Chapter 3</b>	<b>DER ALLTAG UND DAS STUDENTENLEBEN.....</b>	<b>105</b>
<b>Chapter 4</b>	<b>FREIZEIT UND AUSGEHEN.....</b>	<b>153</b>
<b>Chapter 5</b>	<b>FAMILIE, FESTE UND FEIERTAGE.....</b>	<b>205</b>
<b>Chapter 6</b>	<b>DURCH DEUTSCHLAND UND DIE WELT REISEN .....</b>	<b>249</b>
<b>Chapter 7</b>	<b>GESUNDHEIT UND FITNESS .....</b>	<b>301</b>
<b>Chapter 8</b>	<b>DAS TRAUMLEBEN: BEZIEHUNGEN, WOHNEN UND DIE KARRIERE .....</b>	<b>347</b>
<b>Chapter 9</b>	<b>WAS IST DEUTSCH? .....</b>	<b>387</b>
<b>Chapter 10</b>	<b>AUF NACH BERLIN! .....</b>	<b>431</b>

# Einführung

**Deutsch im Blick** is an online, non-traditional language learning program for beginning and early intermediate students of German. It is quite different from your traditional language textbooks, so it might take some getting used to. However, you'll enjoy learning German as long as you like to play with language, explore how vocabulary and grammar work together to create meaning, and are curious about the cultures of the German-speaking countries.

The main premise of *Deutsch im Blick* is that learning a foreign language should focus on learning language in use. Thus, all activities are guided by real-life, plausible language situations: How would native and non-native speakers use the vocabulary, grammar and sociolinguistic rules in everyday contexts to make sense of what others tell them and to make meaning themselves?

## **Deutsch im Blick and grimm grammar**

There are two components to this online program: the video-based learning materials online *Deutsch im Blick* and the zany, irreverent exploration of German . Your textbook introduces you to life in the German-speaking countries, with the assistance of several native speakers of German and students from the University of Texas:

The Germans & The Swiss:  
Berna, Eva, Harald, Jan and Peter.

The American students:  
Adan, Erin, Hassan, Sara and Sophia

Through their experiences and voices, you will get to know life in Germany and the US, and will learn how to use German the way native- and non-natives speakers use it in everyday, real-life conversations. Through their interviews they share with you how they talk about themselves, their interests, school and free time, friends and family, and in general, how to have fun with the German language (yes, it is possible!).

Before you begin working with each chapter, you should watch the introductory video to get an idea about the chapter's contents. Then to learn the material of the chapter, you will:

1. work with the interviews with the native and non-native speakers,
2. develop your vocabulary,
3. learn to understand vocabulary in cultural situations presented in *Sprache im Kontext* videos,
4. learn how to use the structures presented in to talk about your own life,
5. practice pronunciation,
6. complete WebQuests that take you to the German-speaking countries (at least virtually), and
7. explore cultural practices via interactive polls.

**Deutsch im Blick** emphasizes the building of vocabulary as a primary pillar of the ability to communicate. In the experience of many students, knowing grammar (a component of language emphasized in most other textbooks) is not sufficient to interact with other people. The idea for this book developed from the experiences of several students on study abroad programs. These students had learned German grammar, but had not emphasized vocabulary enough to communicate successfully.

*Deutsch im Blick* also recycles lexical and grammatical information through the different chapters to help reinforce meaningful semantic, structural and cultural connections. Grammatical accuracy is important. There is a life and death difference between saying "I could kill that frustrating person!" and "I have killed that frustrating person!" (the life and death difference: death penalty v. not, in Texas). Yet, as you will see, there are no simple grammar exercises in the workbook asking learners to manipulate pronouns or verb tenses in 6-10 isolated sentences. Instead, grammatical sophistication and accuracy are fostered through listening, speaking, reading and writing tasks that reflect how grammatical structures work – along with relevant vocabulary – in real language use contexts. If the user looks carefully, many exercises focus on how to use grammar for effective meaningful communication. To recap, in order to help learners prepare for real-life interactions in German, *Deutsch im Blick* develops:

- vocabulary as the key component of language at beginning levels of instruction. Without vocabulary, grammar has no meaning. Each chapter provides suggestions for learning important lexical items in the Core vocabulary list at the beginning of each chapter. There is also an expanded list at the end of each chapter to provide an additional resource. Each chapter also offers a number of exercises that help practice, reinforce and illustrate the real-life uses of German words, phrases, collocations (how words are used together) and idiomatic expressions.
- listening skills with the help of extensive video clips (both guided interviews and authentic footage);
- writing skills that focus on fun, interpersonal and academic genres our college-age learner population needs;
- reading skills that help learners understand a variety of types of texts they would encounter in a study abroad situation and in later academic work if they pursue a major in German. These activities focus on building vocabulary, developing cultural literacy and preparing for independent reading beyond the classroom;
- cultural analytic skills through regular authentic materials and tasks – through the listening, reading, writing and speaking tasks – that foster reflection, comparison and articulation of findings. There are web-quests that guide students to immersion in cultural and language topics and lots of music that offer a fun portal to German youth-culture(s). Culture, in this program, is understood as both literary and historical knowledge (Culture) as well as everyday concepts in the workings of a society (culture). Language is very much seen as integrally embedded and reflective of culture.

### **Authentic texts**

You will work intensively with authentic materials throughout the program. It is by design that we provide you with products and perspectives which were produced for a German-speaking audience. We made sure that the tasks we built around the texts are appropriate for your level of German learning throughout the chapters. You will find that from the very beginning you can derive understanding from a variety of materials.

### **Culture**

It is our understanding that culture and language are fundamentally intertwined and that culture is not a separate skill set to acquire, but rather the foundation of all language use. We also believe that there is no one "target" culture, but rather that communities have a variety of subcultures, with different practices and preferences. Therefore, we expect that the process of "learning German" involves discovery about ourselves, our own cultures and assumptions as well. Throughout the chapters you will find multiple opportunities to reflect on your own perspectives as you strive to understand the viewpoints reflected in the Austrian, German and Swiss examples you encounter.

**Deutsch im Blick:** <http://www.coerll.utexas.edu/dib/>

is the grammar component of this learning program. Most fortunately, several Grimm fairy tale characters volunteered to teach you all kinds of exciting and intricate things about German grammar.

Snow White and the seven dwarfs - among many other characters - tirelessly present grammatical concepts from adjectives (very exciting!) to verbs (to fascinate you). They model these concepts through – what they consider – witty dialogs and poignant narratives, which are supported by audio-files and illustrations that help make each grammar point a bit more memorable (the audio-recordings were done with the help of over 30 guest artists).

Each part of speech (e.g., adjectives, adverbs, nouns, verbs) is introduced in an overview, which provides a portal to more detailed information about relevant sub-topics (e.g., articles, the past tense of regular verbs, etc.). The grammar descriptions are provided in English and German to foster in-depth understanding and autonomous work by beginning language learners. The fill-in-the-blank, slash-sentence, multiple-choice and other types of self-correcting exercises that follow each grammar point also aim to promote understanding grammar in plausible communicative contexts (i.e., what someone might actually say in real life).



## Kapitel 3

Watch Erin's clip a second time and match the German expressions with their English equivalents.

Ich stehe gegen 8 Uhr auf.

I shout at my boyfriend:  
"Get up, you lazy bum!"

Ich spiel' mit der Katze 'rum.

Then in the evenings I continue to work.

Ich schrei' meinen Freund an:  
„Steh auf, du fauler Sack!“

I watch "The Simpsons" or "Family Guy".

Nachmittags kommt Louise vorbei.

I get up around 8 o'clock.

Dann abends arbeite ich weiter.

I play around with my cat.

Ich schaue "The Simpsons"  
oder "Family Guy" an.

In the afternoons Louise comes by.

## Grimm Grammar



At home please read the following grammar point on the *Grimm Grammar* website.

### Separable prefix verbs - present tense

(Please also complete the exercises at the end.)

Some examples are verbs with *an*, *auf*, *aus*, *ein*, *mit*, *nach*, etc.

The prefix is separated from the stem and moved to the end of the clause. sentence:

**einkaufen** (shop)  
*ich kaufe ein*  
*du kaufst ein*  
*er/sie/es kauft ein*

*wir kaufen ein*  
*ihr kauft ein*  
*sie/Sie kaufen ein*

### Telling Time (review)



### Aktivität 3. Bernas typischer Tag

What is a typical day like for Berna? View her „Ein typischer Tag“ video and number her daily routines in the order in which she describes them. How is Berna's typical day different from Erin's?



(QR 3.3 p.152)

a typical day of a German speaker

Dann muss ich erst mal essen, weil ich meistens sehr ausgehungert (*starved*) bin.

Wenn die Kurse fertig (*finished*) sind, komme ich dann nach Hause.

Dann trinke ich eine Tasse Kaffee, ich dusche mich, mache mich fertig.

Vormittags bin ich damit beschäftigt zu unterrichten, vorbereiten, Tests korrigieren...

Dann lese ich wieder weiter für den nächsten Tag.

Ich stehe morgens relativ früh auf, so um sieben.

Dann gehe ich zur Universität.

Nachmittags muss ich dann in meine Kurse reingehen. Dann wird da viel diskutiert.

## Kapitel 3

### Grimm Grammar

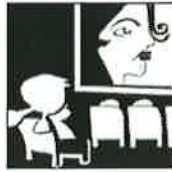


Note: Many German verbs dealing with one's Tagesablauf are reflexive verbs (i.e., sich rasieren, sich entspannen, etc.). There is a shift (informal, slang and youth-initiated, of course) to make them non-reflexive. If you are interested in more information about these verbs, check out the *Grimm Grammar* website. In the meantime: briefly, a reflexive verb is a verb in which the subject directs an action at itself.

Ich rasiere mich  
= I shave [myself].

Ich entspanne mich  
= I relax.

You will learn much more about reflexive verbs next semester in Chapter 7.



### Aktivität 4. Und was macht Hassan an einem typischen Tag?

Finally, watch as Hassan describes a typical day in his life and answer the following questions based on his responses.

*a typical day in a German speaker*



(QR 3.5 p.152)

1. Wann steht Hassan morgens auf? \_\_\_\_\_
2. Was macht er am Morgen? \_\_\_\_\_
3. Wie lange arbeitet er? \_\_\_\_\_
4. Was macht er am Nachmittag? \_\_\_\_\_
5. Warum ist Hassan momentan nicht an der Universität? \_\_\_\_\_



### Aktivität 5. Der Tagesablauf

Below are some common activities for each part of the day (i.e., mornings, afternoons, evenings, nights). What other common activities can you think of to add to the list? Circle the ones that describe your daily routine.

#### morgens vormittags

aufwachen  
aufstehen  
duschen (Ich dusche.)  
anziehen (Ich ziehe meine Kleidung an.)  
die Zähne putzen (Ich putze meine Zähne.)  
die Haare bürsten (Ich bürste meine Haare.)  
die Haare kämmen (Ich kämme meine Haare.)  
rasieren (Ich rasiere mich.)  
frühstücken

#### mittags nachmittags

zur Universität gehen  
in die Kurse gehen/zum Unterricht gehen  
zu Mittag essen  
Besorgungen machen/etwas erledigen  
mit Freunden Kaffee trinken gehen/ausgehen  
nach Hause gehen

#### abends/nachts

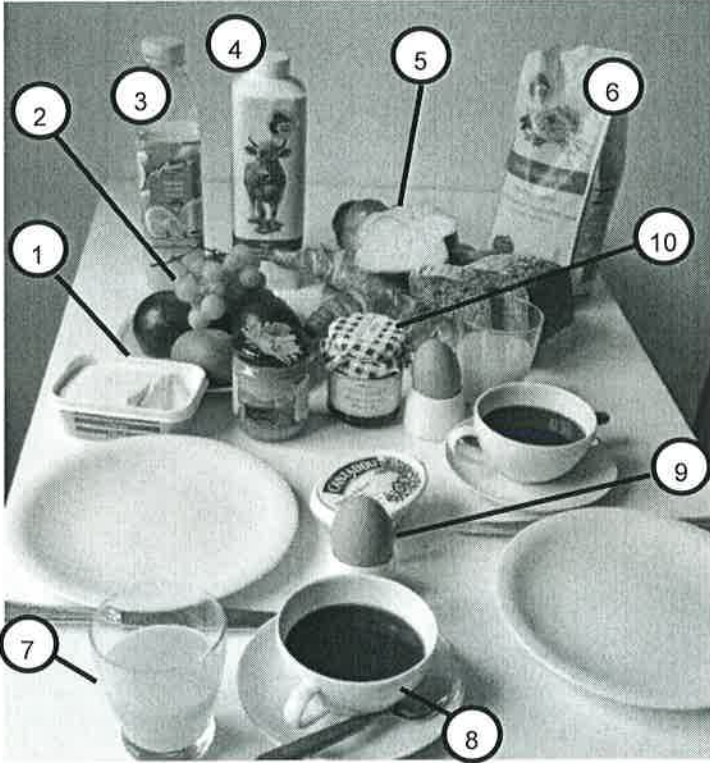
Hausaufgaben machen  
sich entspannen (Ich entspanne mich.)  
zu Abend essen  
ausziehen (Ich ziehe meine Kleidung aus.)  
ins Bett gehen



**Aktivität 14. Ein typisch deutsches Frühstück**

**A. Take a good look at the image below.**

How many of the items can you identify and spell correctly in German? Write down as many items (with the correct article) as you can in 2 minutes – then compare your results with the rest of the class.



which leads to discussion of what really is typical + cultural as well as a nice comparison.

1.	6.
2.	7.
3.	8.
4.	9.
5.	10.

**Nota Bene:** There may be regional differences in breakfast preferences, as well as personal ones. *Mamorkuchen mit Coca-Cola*, anyone? Some of the terms also differ: *Semmel* (rolls) in Bavaria and Austria, *Brötchen* in the northern parts of Germany.

**B. Frage zur Diskussion**

How does the "typical" German breakfast differ from the "typical" American breakfast? Discuss with your classmates what everyone eats and explore whether there is such a thing as "typical" American breakfast food.

### Kapitel 3

## Grimm Grammar



At home please read the following grammar point on the *Grimm Grammar* website.

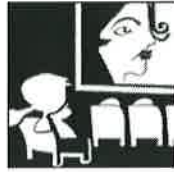
#### Conjunctions: Negation

*Nicht* is used with verbs, adjectives, adverbs and definite articles in front of nouns:

e.g., Kaspar isst *nicht*.  
Am Anfang ist er *nicht* so dünn.  
"Ich esse *nicht*" war *nicht* die richtige Antwort!

*Kein* is used with nouns that are preceded by an indefinite article or ones that have no article before them:

e.g., Kaspar isst *keine* Suppe. Er hat *keinen* Hunger. Er hat *keine* roten, frischen Backen mehr. Er hat *kein* Glück!



### Aktivität 20. Sprache im Kontext: Andrew und Austin: Döner kaufen

Watch the video „Andrew/Austin: Döner kaufen“ several times and answer as many of these questions as you can.

1. Welche Garnierungen bestellen (*to order*) die Studenten?

Andrew bestellt einen Döner mit \_\_\_\_\_.

Austin bestellt einen Döner mit \_\_\_\_\_.



(QR 3.35 p.152)

2. Bezahlen sie zusammen (*together*) oder getrennt (*separate*)? \_\_\_\_\_.

3. Wie oft essen sie Döner?

Andrew sagt: \_\_\_\_\_

Austin sagt: \_\_\_\_\_

Another *Döner* topping frequently served at *Dönerbuden* is a spicy red pepper sauce. When ordering at a *Dönerbude* which serves this sauce, you'll be asked if you'd like yours „mit *scharf*“ (*with heat*) or „ohne *scharf*“ (*without heat*).

You can try *Döner* with a variety of toppings (including this spicy red sauce) right here in Austin (where this book has its origin) at a *Döner* stand called "Kebabalicious". Check out their location and opening hours on the "Kebabalicious" website <http://www.austinkebab.com>.

Is there one in your town?



### Aktivität 21. Das Mittagessen nicht verpassen!

If you're thinking about skipping lunch today, you might want to think again. The story below – „Die Geschichte vom Suppen-Kaspar“ – is a cautionary tale, one of ten stories in Heinrich Hoffmann's famous *Struwwelpeter* (1845) collection, which chronicles the horrifying consequences of children's mischief.

Source: <http://gutenberg.spiegel.de/buch/3070/17>

#### A. Vor dem Lesen

Look at the illustrations accompanying the story. What do they tell you about the main character and what happens to him?

*This is a piece of literature  
children's*

#### B. Nach dem Lesen – Fragen zur Diskussion

1. Summarize the story in your own words: who does what when, and what happens to him?
2. This is clearly a story with a moral. What is it?
3. What do you think the target age-group is? What do you base your response on?
4. How could you tweak the story for a contemporary child audience?

war: was  
 kerngesund: as fit as a fiddle  
 ein dicker Bub: a plump boy  
 kugelrund: round as a ball  
 hatte: had  
 Backen: cheeks  
 aß: ate  
 fing er an zu schrei'n: he began to shout  
 eß': esse

sieh nur her!: just see here!  
 schon: already  
 magerer: thinner  
 wieder: again

o weh und ach!: oh, pain and sorrow!  
 dünn und schwach: thin and weak  
 kam herein: came in

endlich: finally  
 ein Fädchen: a little thread  
 wog: weighed  
 ein halbes Lot: equivalent to 7.5 grams  
 tot: dead



Die Geschichte vom Suppen-Kaspar



Der Kaspar, der war kerngesund,  
 Ein dicker Bub und kugelrund.  
 Er hatte Backen rot und frisch;  
 Die Suppe aß er hübsch bei Tisch.  
 Doch einmal fing er an zu schrein:  
 „Ich esse keine Suppe! Nein!  
 Ich esse meine Suppe nicht!  
 Nein, meine Suppe eß ich nicht!“



Am nächsten Tag – ja sieh nur her!  
 Da war er schon viel magerer.  
 Da fing er wieder an zu schrein:  
 „Ich esse keine Suppe! Nein!  
 Ich esse meine Suppe nicht!  
 Nein, meine Suppe eß ich nicht!“



Am dritten Tag, o weh und ach!  
 Wie ist der Kaspar dünn und schwach!  
 Doch als die Suppe kam herein,  
 Gleich fing er wieder an zu schrein:  
 „Ich esse keine Suppe! Nein!  
 Ich esse meine Suppe nicht!  
 Nein, meine Suppe eß ich nicht!“

Am vierten Tage endlich gar  
 Der Kaspar wie ein Fädchen war.  
 Er wog vielleicht ein halbes Lot –  
 Und war am fünften Tage tot.



**Aktivität 22. Was essen Sie nicht?**

*Ich esse's nicht!* In „Die Geschichte vom Suppen-Kaspar“, Kaspar's stubborn refusal to eat soup is highlighted in the story's refrain: „Ich esse keine Suppe! Nein!/Ich esse meine Suppe nicht!/Nein, meine Suppe eß' ich nicht!“ Is there something you would refuse to eat if it were served to you? Personalize the refrain by adding your own despised food item. (Don't forget to use the *Akkusativ* case!)

„Ich esse kein \_\_\_\_\_ ! Nein!

Ich esse mein \_\_\_\_\_ nicht!

Nein, mein \_\_\_\_\_ eß' ich nicht!“



**Aktivität 28. Das Abendbrot – Die wichtigste Familienmahlzeit Deutschlands**

The following article appeared in the *Berliner Zeitung* on March 26, 2008.

*discussing dinner times in German-speaking cultures*

**A. Vor dem Lesen**

1. Look at the title („Allein am Frühstückstisch“) and subheading („Umfrage zu Essverhalten“) of the passage below. Based on these clues, what do you think the focus of the passage is?

**Allein am Frühstückstisch**

*Umfrage zu Essverhalten*

AFP



HAMBURG. Nur in jeder dritten Familie in Deutschland frühstücken Eltern und Kinder während der Woche gemeinsam. Noch seltener ist ein gemeinsames Mittagessen. Einer Umfrage nach nimmt nur jede vierte Familie das Mittagessen ein. Zum Abendbrot sitzen dagegen meist Eltern und Kinder zusammen am Tisch - mit 73 Prozent in der Woche und sogar 81 Prozent am Wochenende. Es ist „die wichtigste Familienmahlzeit der Deutschen“ laut dem Bericht. Mehr als die Hälfte (53 Prozent) der Eltern gab an, mindestens einmal pro Woche mit ihren Kindern zu kochen. Am häufigsten stehen junge Familien gemeinsam am Herd. Drei Viertel der Eltern legen Wert darauf, das Essen gemeinsam zu beginnen und zu beenden. Aufessen, was auf den Teller kommt, müssen die Kinder in jeder sechsten Familie. (AFP)

*in jeder dritten Familie:* in every third family  
*Kinder:* children  
*während der Woche:* during the week  
*gemeinsam:* together  
*noch seltener:* even more seldom  
*einer Umfrage nach:* according to a survey  
*jede vierte Familie:* every fourth family  
*nimmt ... ein:* to take in (i.e., food)  
*dagegen:* in contrast

*gab ... an:* indicated  
*mindestens:* at least

*am häufigsten:* most frequently  
*drei Viertel:* three-fourths

*Wert darauf legen:* to make a point of doing something  
*aufessen:* to eat up  
*müssen:* to have to

**KULTURTIPP**



In the German-speaking countries, dinner is traditionally a cold meal. This *Abendbrot*, as it is called consists of a variety of breads, meats and cheeses out of which *belegte Brote* (open-faced sandwiches) are made. Salads may also be eaten. This tradition of eating a cold meal for dinner is slowly changing, however. Today many people in the German-speaking countries have reversed what they eat for lunch and dinner. That is, instead of eating a warm meal for lunch and a cold meal for dinner, they eat a cold meal for lunch and a warm meal for dinner. The term *Abendessen* (i.e., as opposed to *Abendbrot*) reflects this recent tendency to eat a warm meal for dinner.



**B. Fragen zur Diskussion**

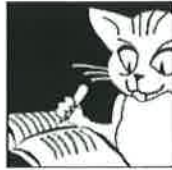
From what you just learned about family *Essverhalten* (*eating practices*) in Germany, and based on your own experience, would you say that they are the same in the US? In your family? For example, is dinner the most important meal for your family? Lunch? Breakfast? Why/why not? Before discussing take a few notes, that are helpful to bring your points across.



vs.



Das Essverhalten In Deutschland	Das Essverhalten In den USA



**Aktivität 37. Der erste Schultag**

You may be wondering just what exactly the *Lösungswort* and the image of the item on the previous page is. In Germany, elementary school children receive one of these on the first day of school (see the image below, the girl is holding a *Schultüte*). They are filled with different kinds of *Süßigkeiten* and *Schulsachen* for the children to enjoy. The tradition dates back to the early 19th century! Now, flash forward to today; your German friend is starting his/her first day at your university, and you want to welcome him/her with a university-level version of the classic *Schultüte* – *eine Unitüte*! What do you put in your German friend's *Unitüte*? Include at least 6-8 items.

Für die Unitüte kaufe ich ... (+ Akk.)

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Now draw a picture of this *Unitüte* with all the goodies inside. Use the space below, and label the items in the *Tüte* (using the nominative case)!

**Studi-Tipp:** You may use your *Unitüte* as a Vocabbox. Write all relevant vocab on slips of paper (English on the front, German on the back) and put them in your *Unitüte*. Each day test yourself. Whenever you know a card, you can leave it out - once your *Unitüte* is empty restock it with new words. But dont forget to reward yourself with some *Milka*, *Kinderschokolade* or *Gummibärchen*.

## Kapitel 9

3. Schauen Sie den Clip ein drittes Mal an. Was ist nun deutsch? Markieren Sie die Sätze, die laut dem Video zutreffen.

- a. German is the relatedness to the country.
- b. German is not to eat or laugh.
- c. German is the language that forms your thinking.
- d. German cars are low quality.
- e. Germans are disciplined.
- f. Germans criticize others.

4. Sehen Sie sich den Clip ein letztes Mal an. Beantworten Sie die Fragen in eigenen Worten.

Warum finden diese Leute es schwer, die Frage „Was ist typisch deutsch?“ zu beantworten?

Welche Eigenschaften finden Sie auch „typisch amerikanisch“?



### Aktivität 2. Ihre Meinung: Was ist deutsch?

#### A. Ideen sammeln

Die Listen in den vorigen Aktivitäten sind Beschreibungen von Deutschen über sich selbst: deutsche Selbstbilder. Können Sie als Ausländer solchen Beschreibungen vertrauen? Können diese Charakteristiken Ihnen dabei helfen, Deutsche besser zu verstehen? Wie? Können diese Beschreibungen problematisch sein? Warum? Sind Selbstbilder realistisch? Schreiben Sie Ihre Gedanken auf und fragen Sie zwei Kommilitonen, was sie meinen.

*What is German?*

*Meiner Meinung nach ...*

*Sind diese Beschreibungen  
nützlich, weil ...*

*Sind solche Beschreibungen  
problematisch, weil ...*





**B. Weitere Adjektive/Begriffe**

Schauen Sie sich die Liste (das Selbstbild der Deutschen) noch einmal an. Fehlen noch andere Wörter und Ausdrücke, die SIE benutzen würden, um die Deutschen zu beschreiben? Was Sie vielleicht von Verwandten, aus Filmen, der Literatur oder Kultur über Deutschland oder die Deutschen gelernt haben?

**weitere Wörter & Ausdrücke zum Deutschsein**

*Was ich über die Deutschen weiß, habe ich ...*

- aus literarischen Texten
- aus den Nachrichten
- von meinen Eltern
- von Verwandten
- in der Schule/an der Uni
- aus Filmen
- im Internet
- aus Illustrierten (tabloids)

*... gelernt.*



**Aktivität 3. Sind Sie politisch engagiert?**

*Politics in Germany and US.*

**A. Ein Wortigel**

Was ist Politik? Was bedeutet das Wort für Sie? Bevor wir über Politik sprechen, versuchen Sie das Wort *Politik* zu definieren. Welche Wörter beziehungsweise Ausdrücke und Ideen assoziieren Sie mit diesem Begriff?

*wählen*





**Aktivität 10. Die deutschen Parteien**

Sie haben in Saras Interview die Abkürzungen der deutschen Parteiennamen gehört. Wie aber lauten die vollen Namen? Und was vertreten die Parteien? Lesen Sie folgenden Text über die Parteien und beantworten Sie danach die Fragen.



**A. Vor dem Lesen**

In den USA gibt es zwei große Parteien: die Demokratische Partei (eher liberal und progressiv) und die Republikanische Partei (eher konservativ). Die inoffizielle Farbe der Demokraten ist blau, die Farbe der Republikaner – auch inoffiziell – ist rot. Die deutschen politischen Parteien haben ebenso ihre eigenen Farben.

Können Sie erraten (*guess*), welche Farben welche Ideologien symbolisieren?

- schwarz** (auch orange) *eine Partei, die sich für die Natur (Umwelt) interessiert*
- rot** (auch bunt) *eine eher liberale Partei, links von der Mitte*
- gelb** (und blau) *eine konservative Partei*
- grün** *eine Partei, die die Nazizeit heraufbeschwört*
- braun** *eine liberale Partei, die finanziell etwas konservativer ist*

Überfliegen (*scan*) Sie nun den Text auf den nächsten Seiten und finden Sie diese Farben. Welche Schlüsselwörter (und Konzepte) werden in den sieben kleinen Texten mit diesen Farben assoziiert? Unterstreichen Sie diese Schlüsselwörter, **bevor** Sie den Text genauer lesen!

**B. Beim Lesen**

Beantworten Sie die folgenden Aufgaben, während Sie den Text genauer bearbeiten.

1. Ordnen Sie die politischen Parteien von links (liberal) nach rechts (konservativ) ein.



2. Welche bekannten Namen assoziiert man mit den einzelnen Parteien?
3. Welche Themen oder Fragen sind für die einzelnen Parteien wichtig?

### Ein buntes Parteienspektrum Das politische System Deutschlands



Schwarz, Rot und Gelb hieß lange Zeit die politische Farbenlehre in Deutschland. Anfang der 80er Jahre kam Grün hinzu, später auch noch Dunkelrot - um in der Logik der Farben zu bleiben. Und das Spektrum wächst weiter.

[Source: <http://www.dw-world.de/>]

Autor: Klaus Dahmann, Heike Mohr

Redaktion: Peter Stütze, Hartmut Lüning

#### Von Konrad Adenauer über Helmut Kohl bis Angela Merkel

Die Christlich-Demokratische Union (CDU) im Verbund mit ihrer rein bayerischen Schwesterpartei, der Christlich-Sozialen Union (CSU), hat über die längste Zeit den Bundeskanzler gestellt. In der Nachkriegszeit hatten sie ihre Anhänger vor allem unter den früheren Wählern der katholisch geprägten Zentrumsparterie gefunden. Die volkstümliche Bezeichnung der Unionsparteien als "die Schwarzen" stammt auch vom Zentrum, denn für dieses saßen einst viele schwarz gewandete katholische Priester im Parlament. "Christlich" tragen beide Parteien im Namen und werden im Parteienspektrum als "konservativ" eingeordnet. Traditionell stehen sie für christlich geprägte Ideale. Als Volksparteien suchen sie allerdings auch einen möglichst breiten Konsens in der Bevölkerung. Als Koalitionspartner bevorzugen die Unionsparteien oft die liberale Freie Demokratische Partei (FDP). Zur Not gehen sie aber auch so genannte "Große Koalitionen" mit der Sozialdemokratischen Partei Deutschlands (SPD) ein. Das gab es auf Bundesebene erstmals Ende der 1960er-Jahre und auch von 2005 bis 2009.



#### Rot und sozialdemokratisch

Dazwischen hatten immer mal wieder SPD-geführte Koalitionsregierungen entweder mit der FDP oder den Grünen im Bund das Sagen. Für die Sozialdemokraten stehen die Bundeskanzler Willy Brandt, Helmut Schmidt und zuletzt Gerhard Schröder. Das Rot ihres Banners verweist auf die Wurzeln in der Arbeiterbewegung in der zweiten Hälfte des 19. Jahrhunderts. Die SPD gab es unter diesem Namen bereits in der Weimarer Republik. Sie wurde aber, wie alle anderen Parteien, von den Nationalsozialisten verboten; viele ihrer Mitglieder starben in Konzentrationslagern.

Nach dem Krieg belasteten ideologische Streitigkeiten die Partei. In ihrem "Godesberger Programm" beschloss die SPD im Jahr 1959, sich inhaltlich und ideologisch von einer sozialistischen Arbeiterpartei zu einer sozialdemokratischen - und damit für mehr Bürger wählbaren - Volkspartei zu wandeln.



#### Grün – mehr als nur ökologisch

Bis Mitte der 1980er-Jahre gab es für die Sozialdemokraten bei der Suche nach einem Koalitionspartner nur die Wahl zwischen der FDP und - wie in den 1960er-Jahren - der "Großen Koalition" mit den Unionsparteien. Im Laufe der 1980er-Jahre betrat ein neuer Koalitionspartner die politische Bühne: die Grünen. Sie haben ihre Wurzeln in der Anti-Atomkraft- und der Friedensbewegung der 1970er-Jahre, aber auch in der Frauenbewegung sowie Bürgerinitiativen. Nach und nach gab es die ersten vorsichtigen Bündnisse auf Lokal- und Landesebene mit den Grünen, bis man Rot-Grün 1998 unter dem damaligen Bundeskanzler Gerhard Schröder auch im Bund umsetzte.



## Kapitel 9

Im Mai 2011 wurde Winfried Kretschmann schließlich zum ersten grünen Ministerpräsidenten gewählt: Seither regiert in Baden-Württemberg eine grün-rote Koalition, also ein Bündnis aus Grünen und SPD. Mehr als 30 Jahre nach ihrer Gründung, stehen die Grünen damit zum ersten Mal an der Spitze einer Landesregierung. Daneben wird inzwischen sogar Schwarz-Grün - zumindest auf Lokal- und Landesebene - praktiziert. Eigentlich heißen die Grünen offiziell "Bündnis 90/Die Grünen", denn 1993 vereinigten sich die im "Bündnis 90" zusammengefassten Bürgerbewegungen Ostdeutschlands mit den Grünen. Seitdem trägt die Partei einen Doppelnamen..

### **Gelb steht für liberal**

Die Freie Demokratische Partei (FDP), die im Farbenspektrum traditionell gelb erscheint, hat ihre Position als einziges Zünglein an der Waage zwischen den Unionsparteien und den Sozialdemokraten verloren. Die FDP war Juniorpartner fast jeder Bundesregierung, sofern die nicht schwarz-rot oder rot-grün war.

Die Partei sieht sich in der Tradition des Liberalismus in Deutschland und lehnt staatliche Überregulierung ab. Die FDP vertritt oft die Interessen kleiner und mittlerer Unternehmen und wird gerne auch als "Partei der Besserverdienenden" gebrandmarkt.

Seit 2009 stellt die FDP gemeinsam mit der CDU/CSU die deutsche Bundesregierung. Bei der Landtagswahl in Mecklenburg-Vorpommern im September 2011 kam die Partei allerdings nur noch auf 2,8 Prozent der Stimmen; eine ähnlich große Niederlage erlebte die FDP im gleichen Monat auch bei der Berlin-Wahl: Mit einem Verlust von knapp 6 Prozent der Stimmen ist sie nicht mehr im Berliner Abgeordnetenhaus vertreten. Dafür sorgte ein Neuling in der deutschen Parteienlandschaft für eine politische Sensation.

### **Erst entern, dann ändern: Die Piratenpartei**

Denn die 2006 gegründeten Piraten zogen im September 2011 zum ersten Mal in ein deutsches Landesparlament ein: Während die FDP in Berlin auf nur 1,8 Prozent kam, erreichten die unter einem Orange-farbenen Logo segelnden Piraten auf Anhieb 8,9 Prozent.

Fast schon traditionelles Hauptthema der noch jungen Piratenpartei ist das Internet. Die Piraten fordern einen Gratiszugang zum Internet und wollen den Online-Kopierschutz entschärfen: Jeder soll freien Zugang zu allen Informationen haben, die im Internet verfügbar sind. Außerdem setzen sich die Piraten gegen das Speichern persönlicher Daten durch staatliche Behörden ein. Angespornt durch den Berliner Erfolg peilen die Polit-Neulinge in Orange inzwischen bundespolitische Mitwirkung an.

### **Rot-Rot, für viele SPD-Mitglieder noch ein rotes Tuch**

Seit einigen Jahren erstarbt die Linkspartei, deren Farbe ebenfalls rot ist und die zur Unterscheidung von den Sozialdemokraten auch gerne als dunkelrot bezeichnet wird. Die Linkspartei zieht vor allem Wähler der SPD an. Bei den Sozialdemokraten wiederum gibt es heftige parteiinterne Diskussionen, wie die SPD zur Linken stehen soll. Doch mehrheitlich haben die etablierten Parteien ein Problem mit der Linken. Das hat mit ihrer Entstehungsgeschichte zu tun: Ihre Wurzeln im Osten sind in der früheren Sozialistischen Einheitspartei Deutschlands (SED) der DDR zu finden, deren Mitglieder zunächst nach der Wiedervereinigung die Partei des Demokratischen Sozialismus (PDS) gründeten. Diesen wird immer noch eine personelle und ideologische Nähe zum einstigen Regime vorgeworfen. Der westliche Wurzelstrang ist eine junge Abspaltung der SPD: die Wahlalternative Soziale Gerechtigkeit (WASG). PDS und WASG haben sich inzwischen zur Linkspartei vereinigt, die soziale Missstände anprangert und sich als Vertreter des kleinen Mannes versteht. Auch mit einem radikalen Pazifismus versucht die Linke zu punkten.



# FDP

Die Liberalen



**Rechtsextreme in der deutschen Parteienlandschaft**

Für Aufsehen haben stets Erfolge der Rechtsextremen gesorgt. Unter ihnen macht vor allem die Nationaldemokratische Partei Deutschlands (NPD) von sich reden. Sie war schon in den 1960er-Jahren in mehrere Landesparlamente eingezogen und errang auch in den letzten Jahren immer einmal wieder Landtagssitze.

Ein Verbotsverfahren gegen die NPD wurde 2003 vom Bundesverfassungsgericht wegen Verfahrensfehlern gestoppt. Seitdem wird hin und wieder über ein neues Verbotsverfahren diskutiert - besonders in jüngster Zeit, nachdem die Mordserie der rechtsextremistischen Terrorgruppe "Nationalsozialistischer Untergrund" bekannt geworden ist und es deutliche Hinweise auf Verbindungen zwischen den Tätern und NPD-Mitgliedern gibt. Auch andere Gruppierungen am rechten Rand - wie die Republikaner und die Deutsche Volksunion (DVU) - konnten vorübergehend in Landtage einziehen. Allerdings ist es noch keiner rechtsextremen Partei gelungen, bei Bundestagswahlen über die Fünf-Prozent-Hürde zu kommen.



**C. Jetzt sind Sie dran!**

Welche politischen Parteien gibt es in Ihrem Land? Welche politischen Einstellungen haben Sie? Verwenden Sie die Wörter und Sprache vom Text „Ein buntes Parteienspektrum“. Mit welchen deutschen Parteien könnte man Ihre Parteien vergleichen?

die Demokratische Partei – die Demokraten  
die Grüne Partei – die Grünen

die Republikanische Partei – die Republikaner  
die Libertäre Partei – die Libertarier

**Der Name und die Abkürzung der Partei**

**Konzepte, Ideologie, Werte**
