GENERAL STUDIES COURSE PROPOSAL COVER
FORM

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

<table>
<thead>
<tr>
<th>College/School</th>
<th>College of Liberal Arts and Sciences</th>
<th>Department/School</th>
<th>School of International Letters &amp; Cultures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prefix:</td>
<td>GE</td>
<td>Number: 194</td>
<td>Title: From Autobahn to Zeppelin: Germany from A-Z</td>
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<td></td>
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<td>Units: 3</td>
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</tbody>
</table>

Course description: GER/SLC 194 is a comparative cultural course which focuses on German cultural life, both past and present. Students can expect to explore topics ranging from A-Z: Cars and the Autobahn, Beer, Brats, and Bavaria, Castles, Karneval, and Oktoberfest. There will also be an emphasis on historical events, such as the Nazi Period and German Reunification, as well as Politics and the Economy, including a unit on Germany’s Governing System. Students will also have the opportunity to explore German Music, Food, Fashion, and Language. In doing this, students will discover and critically explore both similarities and differences between German culture and their own.

The main goals of this class are to develop curiosity and openness, and to explore, analyze, and acquire cultural competencies, as well as basic language skills for survival in German speaking countries. This class will complement your language studies and serves as a preparation for study abroad or a trip to German speaking countries. It is taught in English. It cannot be taken in place of GER 101.

Is this a cross-listed course? Yes
If yes, please identify course(s): SLC 194

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

Note: For courses that are crosslisted and/or shared, a letter of support from the chair/director of each department that offers the course is required for each designation requested. By submitting this letter of support, the chair/director agrees to ensure that all faculty teaching the course are aware of the General Studies designation(s) and will teach the course in a manner that meets the criteria for each approved designation.

Is this a permanent-numbered course with topics? No

If yes, all topics under this permanent-numbered course must be taught in a manner that meets the criteria for the approved designation(s). It is the responsibility of the chair/director to ensure that all faculty teaching the course are aware of the General Studies designation(s) and adhere to the above guidelines.

Chair/Director Initials
(Required)

Mandatory Review: Yes

Requested designation: (Choose One)

Note: a separate proposal is required for each designation.

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.

Submission deadlines dates are as follow:
For Fall 2019 Effective Date: October 5, 2018
For Spring 2020 Effective Date: March 8, 2019

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 course proposal cover form
- Criteria checklist for General Studies designation being requested
- Course catalog description
- Sample syllabus for the course
- Copy of table of contents from the textbook and list of required readings/books

It is respectfully requested that proposals are submitted electronically with all files compiled into one PDF.

Contact information:
Name __________ Kristi A. McAuliffe, PhD __________ E-mail __________ kmcaulif@asu.edu __________ Phone __________ 480-965-6281

Department Chair/Director approval: (Required)
Chair/Director name (Typed): __________ Nina Berman __________ Date: __________ 10-4-2018
Chair/Director (Signature): __________ 
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.

Reviewed 4/2014
Proposer: Please complete the following section and attach appropriate documentation.

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
<th>Identify Documentation Submitted</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>1. Studies <strong>must</strong> be composed of subject matter that addresses or leads to an understanding of the contemporary world outside the U.S.</td>
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<td>2. The course must match at least one of the following descriptions: (check all which may apply):</td>
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<tr>
<td></td>
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<td>a. In-depth area studies which are concerned with an examination of culture-specific elements of a region, country or culture group. <strong>The area or culture studied must be non-U.S. and the study must contribute to an understanding of the contemporary world.</strong></td>
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<td>b. The course is a language course for a contemporary non-English language, and has a significant cultural component.</td>
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<td>c. 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.</td>
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<td>d. 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.”</td>
</tr>
</tbody>
</table>
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.

<table>
<thead>
<tr>
<th>Criteria (from checksheet)</th>
<th>How course meets spirit (contextualize specific examples in next column)</th>
<th>Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)</th>
</tr>
</thead>
<tbody>
<tr>
<td>SAMPLE: 2d: study the cultural significance of a non-U.S. centered global issue</td>
<td>SAMPLE: The course examines the cultural significance of financial markets Japan, Korea, and the UK.</td>
<td>SAMPLE: 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.</td>
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<tr>
<td>1</td>
<td>The course examines the history and cultural practices of Germany, with the goal of promoting curiosity and openness, as well as critical cultural awareness.</td>
<td>Each week depicts a different cultural aspect of Germany, representing both past and present, depending on the specific topic. All readings and videos/films concentrate on the country of Germany, with the expectation that students will discover and critically explore both similarities and differences between the target culture and their own.</td>
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<tr>
<td>2a</td>
<td>Again, the course examines the history and cultural practices of Germany, with the goal of promoting curiosity and openness, as well as critical cultural awareness.</td>
<td>All readings and videos/films focus on the unique cultural practices of Germany. Students will engage in the following: writing a comparative cultural analysis, which critically compares and contrasts Germany with their home country; taking quizzes which focus on each week of</td>
</tr>
<tr>
<td>2c</td>
<td>The notion of a comparative cultural study is inherent in this course due to its very nature. Students will be exploring and developing intercultural competencies, as they discover, analyze and discuss the target culture, inherently comparing and contrasting it with their own and/or others. In doing so, the goal will be promoting curiosity and openness, as well as critical cultural awareness.</td>
<td>Each assignment stated above is also inherently comparative in nature, but emphasis on that aspect will be placed most heavily on the essay, which is a comparative cultural analysis, as well as the weekly reflective journal and classroom discussions. In all of the above, students will be encouraged to critically analyze and explore German cultural issues, events, and practices, while simultaneously exploring their own.</td>
</tr>
</tbody>
</table>
GER/SLC 194: From Autobahn to Zeppelin: Germany from A-Z
Spring 2019
3 Credits

Instructor: Kristi McAuliffe, PhD
Class meetings: TTH 10:30 – 11:45 am
Classrooms: LL 248
Office: LL 09
Office hours:
Tutorial:
Email: kmcaulif@asu.edu
Department phone: (480) 727-0285
Office phone: (480) 965-6281

Course Description
GER/SLC 194 is a comparative cultural course which focuses on German cultural life, both past and present. Students can expect to explore topics ranging from A-Z: Cars and the Autobahn, Beer, Brats, and Bavaria, Castles, Karneval, and Oktoberfest. There will also be an emphasis on historical events, such as the Nazi Period and German Reunification, as well as Politics and the Economy, including a unit on Germany’s Governing System. Students will also have the opportunity to explore German Music, Food, Fashion, and Language. In doing this, students will discover and critically explore both similarities and differences between German culture and their own.

The main goals of this class are to develop curiosity and openness, and to explore, analyze, and acquire cultural competencies, as well as basic language skills for survival in German speaking countries. This class will complement your language studies and serves as a preparation for study abroad or a trip to German speaking countries. It is taught in English. It cannot be taken in place of GER 101.

Student Learning Outcomes
Upon successful completion of this course, students will be able to:
• Identify various aspects of German culture
• Engage with German history, politics, culture, sport, literature, music, geography, technology, and business
• Acquire cultural competencies through studying, analyzing, and researching Germany and its vast array of cultural practices
• Acquire the ability to make critical cultural comparisons between the target country and their own

Required Materials
• Materials will be provided on Canvas and/or in class as the semester proceeds
• Canvas: It is recommended that you log in on a daily basis for assignments, readings, videos/short films, and additional class information and helpful web sites.

Grading:

Class Participation 15%
Essay 20%
Culture/Language Quizzes 25%
Reflective Journal 20%
Oral Presentation 20%

Grading Scale:

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

Requirements and Policies:

Attendance/Class Participation
Regular attendance is expected. Speaking is necessary for the success of this course. Mere physical presence is not enough to be counted towards participation. Since this is a formal component of your final grade (15%), it is to your advantage to participate fully in class. This means that you are expected to have read the assigned reading or watched the assigned film prior to class, to participate in all group/partner work, to ask questions relating to course content, to answer to the best of your ability when called upon, and to volunteer as much as possible.

If you are forced to miss class due to medical or other urgent reasons, however, you are expected to contact me about your absence as soon as possible and provide documentation. You must arrange with a peer to pick up handouts from class and find out what was covered in the day’s lesson. For each unexcused absence, you will receive a 0 for the day for your class participation grade.
Punctual class attendance is mandatory. 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 me right away. **Otherwise, 2 times coming late will count as one unexcused absence.**

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 me as soon as possible to make arrangements.

**Essay: Comparative Cultural Analysis**
Towards the end of the semester, you will write a comparative cultural analysis over a chosen topic. This will consist of a 2-3 page essay that reflects a cultural practice or event in Germany that compares to a similar practice or event in your own country. Length, format, and expectations will be discussed in class.

**Quizzes**
You will have culture/language quizzes **every two weeks** during the course of the semester. These quizzes will cover the topics discussed, and any basic “travel” language learned during those units. Format will be discussed in class.

**Oral Presentation**
Each student will prepare an oral presentation on a cultural event or practice during the semester. You will need to prepare your chosen topic with either PowerPoint or Google Slides and present it to the class. Each presentation must be at least 10 minutes in length. More information will be given in class.

**Reflective Journal**
**Every week** you will write a **1-page response** to the readings, videos/films, and/or discussions based on the LESCANT Model (see below). You should also be prepared to do additional research to expand on the topic that you are covering in your journal entry.

**The LESCANT Model:** Your reflective response will follow the LESCANT model. You will pick **TWO** of the following areas for your response and write your impressions. It can be anything from the class discussions, something we have read or viewed, something you have researched that is related to the weekly topics, or something outside of class time that you have observed and/or experienced.


- **Language** – sometimes cultures differ because of language differences. These include attitudes about your own language, insider relationships for those who speak a foreign
language, decisions related to which language is used, and how to speak in ways that
others will understand you.

- **Environment** – this includes the physical reality such as size, surroundings, population
density, climate, food, topography, etc.
- **Social Organization** – this refers to how society is put together. This includes family,
education, role of women, class systems, individualism, religion, etc.
- **Context** – this refers to how directly people communicate ideas and words versus how
important it is to build a “context” within that communication. Low context cultures
focus on the actual words that are spoken, the rules that are written. Those words and
rules determine appropriate behavior. High context cultures focus on the situation and
shared knowledge, which is what will determine appropriate behavior.
- **Authority** – this category deals with the role of authority figures and how power and
decision making is accomplished. Authority also looks at leadership style and the
relationship between bosses and their subordinates.
- **Non-Verbal** – here we are looking at everything from dress and adornment to colors,
touch, smell, and the quality of one’s voice.
- **Time** – this category refers to how people divide time, how they schedule their activities,
and how they organize their day.

**Language Component**
This class will be taught mainly in English, although you will learn useful German
“travel” words and phrases that are in context and relate to the weekly topics along the
way! You will be required to learn these phrases and will be tested on them, along with
the cultural items, in quizzes **every two weeks**.

**Extra-Curricular Activities/Extra Credit**
The German section of SILC offers a number of language and culture-oriented activities
and events. Your participation and attendance are strongly encouraged! Sign up on their
Facebook page (ASU German Club) for updates on activities.

**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/sta/104–01](http://www.asu.edu/aad/manuals/sta/104–01)

**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. Their hours are 8:00 AM to 5:00 PM, Monday through Friday.

**Academic Honesty**
Cheating on exams, plagiarism, and copying the works (including homework) of others are all serious offenses at Arizona State University. *Anyone caught cheating will risk immediate failure in this course.* [http://provost.asu.edu/academicintegrity](http://provost.asu.edu/academicintegrity)

**Use of Electronics**
No cell phones, palm pilots, iPods, etc. Laptops may be used in class if announced by the instructor. Cell phones may be left on for a case of an emergency (Please inform me before class if this should be the case). *Texting during class time will not be tolerated.*

**Policy Against Threatening Behavior**
(Student Services Manual SSM 104–02 “Handling Disruptive, Threatening or Violent Individuals on Campus”):

*All incidents and allegations of violent or threatening conduct by an ASU student (whether on-or off campus) must be reported to the ASU Police Department (ASU PD) and the Office of the Dean of Students. If either office determines that the behavior poses or has posed a serious threat to personal safety or to the welfare of the campus, the student will not be permitted to return to campus or reside in any ASU residence hall until an appropriate threat assessment has been completed and, if necessary, conditions for return are imposed. ASU PD, the Office of the Dean of Students, and other appropriate offices will coordinate the assessment in light of the relevant circumstances.*

**Title IX**
Title IX is a federal law that provides that no person be excluded on the basis of sex from participation in, be denied benefits of, or be subjected to discrimination under any education program or activity. Both Title IX and university policy make clear that sexual violence and harassment based on sex is prohibited. An individual who believes they have been subjected to sexual violence or harassed on the basis of sex can seek support, including counseling and academic support, from the university. If you or someone you know has been harassed on the basis of sex or sexually assaulted, you can find information and resources at [https://sexualviolenceprevention.asu.edu/faqs](https://sexualviolenceprevention.asu.edu/faqs).

**Policy on Sexual Discrimination**
Arizona State University is committed to providing an environment free of discrimination, harassment, or retaliation for the entire university community, including all students, faculty members, staff employees, and guests. ASU expressly prohibits [discrimination](https://sexualviolenceprevention.asu.edu/faqs), [harassment](https://sexualviolenceprevention.asu.edu/faqs), and
retribution by employees, students, contractors, or agents of the university based on any protected status: race, color, religion, sex, national origin, age, disability, veteran status, sexual orientation, gender identity, and genetic information.

As a mandated reporter, I am obligated to report any information I become aware of regarding alleged acts of sexual discrimination, including sexual violence and dating violence. ASU Counseling Services, https://eoss.asu.edu/counseling, is available if you wish discuss any concerns confidentially and privately.

**Copyrighted Materials**
A warning to students that they must refrain from uploading to any course shell, discussion board, or website used by the course instructor or other course forum, material that is not the student's original work, unless the students first comply with all applicable copyright laws; faculty members reserve the right to delete materials on the grounds of suspected copyright infringement.

**Mission Statement**
The German Language and Culture Program at ASU challenges all learners to achieve their personal best through a rigorous, engaging, and innovative sequence of classes that develop skills and knowledge for life-long linguistic and cultural learning.

*This syllabus is subject to change if necessary.*

**Weekly Schedule**

**Week 1: Autos and the Autobahn**
Topics:
- Germany, the “Car Country”


The Automotive Industry in Germany:

Week 2: Beer, Brats, and Bavaria
Topics:
- Traditional Foods in Germany:


Video: The Ultimate German Food Tour in Munich: https://www.youtube.com/watch?v=nrf576J4Lg8

- Bavaria at its best!
  Readings: Bavaria: https://www.britannica.com/place/Bavaria

Video: This is Bavaria: https://www.youtube.com/watch?v=Emm7ulctwCE

--Journal due Sun. 1/13 @ 11:59 pm

Week 3: Castles and Dual-Education System
Topics:
- The geography and history of Germany’s famous castles
  Reading: Ten Most Beautiful Castles in Germany: https://theculturetrip.com/europe/germany/articles/the-10-most-beautiful-castles-in-germany/

Video: Germany’s Romantic Rhein and Rothenburg: https://www.youtube.com/watch?v=uD9b7mP6whk

- Exploring Germany’s apprentice programs

Göhringer, A. (2002) University of cooperative education—Karlsruhe: The dual system of

Video: Apprenticeship in Germany: https://www.youtube.com/watch?v=cCjJCMqVIPg

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**Culture/Language Quiz: Tues. 1/22**

**Journal due Sun. 1/27 @ 11:59 pm**

**Week 4: Economy, Fast Food**

**Topics:**

- Working and living in Germany

**Readings:** Germany Economic Outlook: https://www.focus-economics.com/countries/germany


Video: Germany’s Economy: https://www.youtube.com/watch?v=53iCTnYL0eo

- From Currywurst to Doener: German fast food revisited

**Reading:** Germany’s Fast Food: https://www.focus-economics.com/countries/germany

Video: Street Food in Germany: https://www.youtube.com/watch?v=m7BMd70vfoI

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**Journal due Sun. 2/3 @ 11:59 pm**

**Week 5: The Grimm Brothers, Hansestadt Hamburg**

**Topics:**

- The legendary Grimm Brothers

**Readings:** The Brothers Grimm: https://www.britannica.com/biography/Brothers-Grimm & Grimm Fairytales: https://www.cs.cmu.edu/~spok/grimmtmp/

- Exploring Germany’s Hanseatic City, Hamburg

**Reading:** Hamburg: https://www.hanse.org/en/

Video: Hamburg: https://www.youtube.com/watch?v=cFx3fbJxTKM

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**Culture/Language Quiz: Tues. 2/5**

**Journal due Sun. 2/10 @ 11:59 pm**

**Week 6: Immigration & Identity**
Topics:

- The history of German immigrants in the USA
  Reading: Germans in America: www.loc.gov/rr/european/imde/germchro.html
  Video: Deutschamerikaner: https://www.youtube.com/watch?v=xoX4SYHnmi0

- Regional diversity in Germany: Food, Language, Traditions
  Reading: Regional Differences: https://www.german-way.com/landeskunde-for-expats/#more-9099
  Video: Video: Discover Germany: https://www.youtube.com/watch?v=NeSrgKWY_5E

  **Journal due Sun. 2/17 @ 11:59 pm**

Week 7: Jena and Karneval
Topics:

- Studying in Germany? Consider Jena!
  Video: Views Around Jena: https://www.youtube.com/watch?v=howXsqfSUZk

- Karneval in Cologne (and other cities)
  Video: Karneval in Germany: https://www.youtube.com/watch?v=WLJwS1JG53s

  **Culture/Language Quiz: Tues. 2/19**
  **Journal due Sun. 2/24 @ 11:59 pm**

Week 8: Lederhosen and Music
Topics:

- Traditional German dress
  Reading: History of Lederhosen: histclo.com/style/casual/leder/back/leder-hist.html
  Video: How to Wear Lederhosen: https://www.youtube.com/watch?v=shOQIO8aQDk
• Music from Beethoven to Rammstein
Reading: The German Music Scene: https://www.internations.org/germany-expats/guide/29464-culture-shopping-recreation/the-german-music-scene-16028

Video: Classical: https://www.youtube.com/watch?v=da5VQ7hAu4Y
Video: Top 40: https://www.youtube.com/watch?v=2XvD7SyyUG8&list=PLMmVJHHEJ429lXHA3rgCBMwt1K3UW_Sn9
Video: Folk: https://www.youtube.com/watch?v=8bzziAv9o4w

-- Journal due Sun. 3/3 @ 11:59 pm

Week 9: Spring Break

Week 10: Nazi Germany
Topics:
• Shedding light on Germany’s past
Readings: Introduction to the Holocaust: https://encyclopedia.ushmm.org/content/en/article/introduction-to-the-holocaust
Timeline: https://www.ushmm.org/learn/timeline-of-events/before-1933
Interactive Maps: https://www.ushmm.org/learn/mapping-initiatives


--Culture/Language Quiz: Tues. 3/12
-- Journal due Sun. 3/17 @ 11:59 pm

Week 11: Oktoberfest and Politics
Topics:
• Oktoberfest: “This is what you must remember--Oktoberfest is in September!”

Video: Oktoberfest 2018 LIVE: https://www.youtube.com/watch?v=LEJZISJ4iHw

• Politics: Angela Merkel and Germany’s government

Video: How do German Elections Work: https://www.youtube.com/watch?v=gn45xqIK0uA

-- Journal due Sun. 3/24 @ 11:59 pm

Week 12: Quality Products and Reunification
Topics:
• Not only cars are made in Germany! Exploring Germany’s quality products

  Video: Made in Germany: https://www.youtube.com/watch?v=7Dm_2_8UED0

• The fall of the Berlin Wall and the reunification of Germany
  Reading: The Fall of the Wall and German Reunification: https://www.deutschland.de/en/topic/politics/germany-europe/the-fall-of-the-wall-and-german-reunification?gclid=CjwKCAjworfdBRA7EiwAKX9HeMmXup6AkYq3XqufJ2W1H1_2o6EHHBP7LtrYHX-XwBRZUT-4Q_DBCBoCb04QAvD_BwE

  Video: German Reunification—A Brief History
  https://www.youtube.com/watch?v=iNAXfWCwDsw

--Culture/Language Quiz: Tues. 3/26
-- Journal due Sun. 3/31 @ 11:59 pm

Week 13: Sports and Technology
Topics:
• Sports from soccer to skiing
  Reading: Top Ten Sports in Germany: https://www.movingto-germany.com/top-10-sports-in-germany/

  Video: German Football: https://www.youtube.com/watch?v=3bel0f8G-3A

• Technological advances in Germany
Week 14: Umwelt and Verkehrsmittel
Topics:
- The environment and living green
Reading: Top Ten Things Germany is Doing for the Environment: https://www.deutschland.de/en/topic/environment/10-things-germany-is-doing-for-the-environment

Video: Germany’s Renewable Energy Revolution: https://www.youtube.com/watch?v=EvceQ0T80Zc

- Germany’s efficient public transportation system

Video: Using Public Transportation in Germany: https://www.youtube.com/watch?v=SEWR4fVfUL0

--Culture/Language Quiz: Tues. 4/9
-- Journal due Sun. 4/14 @ 11:59 pm

Week 15: Weihnachten and X-Rays
Topics:
- Christmas traditions in Germany
Reading: Christmas in Germany: http://www.vistawide.com/german/christmas/german_christmas_traditions.htm

Video: Christmas Markets: https://www.youtube.com/watch?v=xQfpf-7sqgU

- X-Rays and other uniquely German discoveries


---Journal due Sun. 4/21 @ 11:59 pm
---Essay due on Thurs. 4/18 @ 11:59 pm

Week 16: Youth and Zeppelin
Topics:
- Exploring the youth culture of Germany
  Reading: Get Your Swag on with Germany’s Youth: https://www.dw.com/en/get-your-swag-on-with-germanys-youth/a-17293209

  Video: German Youth Culture: https://www.youtube.com/watch?v=PdqpbyY-L64

- Exploring the invention of the Zeppelin (the blimp, not the band!)
  Reading: Zeppelin: https://www.britannica.com/technology/zeppelin

  Video: The Zeppelin Documentary: https://www.youtube.com/watch?v=9d5rmL47e54

---Culture/Language Quiz: Thurs. 4/18
---Journal due Sun. 4/28 @ 11:59 pm

**Some of the readings may change to reflect current events in Germany 2019.**