GENERAL STUDIES COURSE PROPOSAL COVER FORM

Course information:

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

College/School: College of Liberal Arts and Sciences | Department/School: **School of International Letters & Cultures**

Prefix: **GER** | Number: **194** | Title: From Autobahn to Zeppelin: Germany from A-Z | Units: 3

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)

Requested designation: (Choose One) **Mandatory Review:** Yes

*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 o 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):

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.

Reviewed 4/2014

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

ASU--[G] CRITERIA			
GLOBAL AWARENESS [G]			
YES	**NO**		**Identify Documentation Submitted**
☒	☐	**1.** Studies **must** be composed of subject matter that addresses or leads to an understanding of the contemporary world outside the U.S.	Syllabus, Readings, Videos/Films, and Assignments/Quizzes
		2. The course must match at least one of the following descriptions: (check all which may apply):	
☒	☐	a. In-depth area studies which are concerned with an examination of culture-specific elements of a region, country or culture group**. The area or culture studied must be non-U.S**. **and the study must contribute to an understanding of the contemporary world.**	Syllabus, Readings, Videos/Films, and Assignments/Quizzes
☐	☒	b. The course is a language course for a contemporary non-English language, and has a significant cultural component.	
☒	☐	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.	Syllabus, Readings, Videos/Films, and Assignments/Quizzes
☐	☒	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."	

Course Prefix	Number	Title	Designation
GER	194	From Autobahn to Zeppelin: Germany from A-Z	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)
SAMPLE: 2d: study the cultural significance of a non-U.S. centered global issue	**SAMPLE:** The course examines the cultural significance of financial markets Japan, Korea, and the UK.	**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 & 5 do the same for Korea and modules 6 & 7 do the same for the UK.
1	The course examines the history and cultural practices of Germany, with the goal of promoting curiosity and openness, as well as critical cultural awareness.	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.
2a	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.	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

		cultural readings and videos/films as well as useful "travel" words and expressions to be able to function in Germany not just as a tourist, but rather a sojourner; writing a weekly reflective journal, responding to the issues, events, and practices that they have discovered and explored, and preparing and presenting an oral project which depicts an even deeper analysis and exploration into a chosen cultural topic. Classroom discussions will also contribute greatly to the students' development of intercultural competence. as they explore similarities and differences between the target culture and their own.
2c	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.	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 discusssions. 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.

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

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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.

http://laits.utexas.edu/lescant/page/about-lescant/index.html

- **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

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

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).

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, harassment, and

retaliation 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"

Readings: The German Way and More: www.german-way.com/travel-and-tourism/driving-in-europe/driving/autobahn/

The Automotive Industry in Germany: www.gtai.de/GTAI/Content/EN/Invest/_SharedDocs/Downloads/GTAI/Industry-overviews/industry-overview-automotive-industry-en.pdf

Zeller, T. (2007). Planning the Autobahn before and after 1933. In T. Zeller (Ed.), *Driving Germany: The landscape of the German Autobahn* (pp. 47-66). New York: Berghahn.

Video: The German Autobahn: https://www.youtube.com/watch?v=ORGu20C2-I4
--Journal due Sun. 1/13 @11:59 pm

Week 2: Beer, Brats, and Bavaria
Topics:

- Traditional Foods in Germany:

Readings: German Sausage and Beer: www.bbc.com/travel/story/20180102-how-sausage-flavours-the-german-language & https://www.bbc.com/news/magazine-29380144

Adams, W. J. (2006, Winter). Markets: Beer in Germany and the United States. *Journal of Economic Perspectives*, 20(1), 189-205.

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
Germany's 16 States: Bavaria: https://www.dw.com/en/germanys-16-states-bavaria/a-45148071

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

--Journal due Sun. 1/20 @ 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

Readings: Dual Education in Germany: https://www.dw.com/en/what-is-germanys-dual-education-system-and-why-do-other-countries-want-it/a-42902504

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

higher education in Germany. *Asia-Pacific Journal of Cooperative Education*, 3(2), 53-58.

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

--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

Dustmann, C. (et al.). (2014, Winter). From sick man of Europe to economic superstar: Germany's resurgent economy. *Journal of Economic Perspectives*. 28(1), 167-188.

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

-- 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

--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!

Reading: Study in Jena: https://www.study-in.de/en/discover-germany/german-cities/jena_26976.php

Video: Views Around Jena: https://www.youtube.com/watch?v=howXsqfSUZk

- Karneval in Cologne (and other cities)

Reading: Fasching and Karneval: The German Way and More: https://www.german-way.com/history-and-culture/holidays-and-celebrations/fasching-and-karneval/

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

Film: Bunners, D.C., Freydank, J. F., & Nicolaisen, C. C. (Producers), & Freydank, J. F. (Director). (2007). *Spielzeugland.* [Motion Picture]. Germany: Magnetfilm

--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!"

Reading: History of Oktoberfest: https://www.internations.org/germany-expats/guide/29464-culture-shopping-recreation/the-german-music-scene-16028

Video: Oktoberfest 2018 LIVE: https://www.youtube.com/watch?v=LEJZ1SJ4iHw

- Politics: Angela Merkel and Germany's government

Readings: Federal Government: Structure and Tasks: https://www.bundesregierung.de/Content/EN/StatischeSeiten/breg/federal-government-function-and-constitutional-basis-structure-and-tasks.html

Qvortrup, M. (2017). The patient party leader. In M. Qvortrup, *Angela Merkel: Europe's most influential leader: Revised edition*, (Chapter 8). New York: Overlook Press.

Video: How do German Elections Work: https://www.youtube.com/watch?v=gn45xqlK0uA

-- 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

Reading: Made in Germany: http://www.germany.travel/en/ms/german-originality/made-in-germany/made-in-germany.html

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=CjwKCAjworfdBRA7EiwAKX9HeMmXup6AkYq3XqufJ2W11l_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=3beI0f8G-3A

- Technological advances in Germany

Reading: World Leader in Technology, Engineering and Innovation: https://ec.europa.eu/digital-single-market/en/news/germany-world-leader-technology-engineering-and-innovation

Video: Technology Pioneers: https://www.youtube.com/watch?v=Ksl-_QnlA0M

-- Journal due Sun. 4/7 @ 11:59 pm

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

Readings: Public Transport in Germany: https://www.german-way.com/travel-and-tourism/public-transport-in-germany/

World's First Hydrogen Train: https://www.dw.com/en/worlds-first-hydrogen-train-rolls-out-in-germany/a-45525062

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

Readings: History of Radiology: https://www.nde-ed.org/EducationResources/CommunityCollege/Radiography/Introduction/history.htm
Top Ten German Inventions: http://www.goethe.de/ins/us/saf/prj/stg/ger/inv/enindex.htm

Film: Lassak, J. (Producer), & Venus, M. (Director). (2009). *Roentgen* [Motion Picture]. Germany: Studio Hamburg Filmproduktion.

--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.